The Role of Guided Reading on the Literacy Development of Young Children

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The Role of Guided Reading on the Literacy Development of Young Children

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CHAPTER ONE: INTRODUCTION

Background

Guided reading instruction, taking place among small groups in the elementary grades is becoming a critical component to a balanced literacy program. To become more effective readers, students need the opportunity to practice reading while also incorporating listening, viewing, and speaking skills. Student needs and abilities are so diverse that it is necessary for students to receive more individualized attention during reading instruction. Reading involves both decoding words and comprehending what is being read, and students need the opportunity to practice both of these skills. Guided reading is an opportunity for teachers to differentiate instruction for students and provide a closer examination of a text that cannot be done in a whole group setting. In kindergarten, it is crucial for students to have a strong foundation to build on for reading and writing, and through guided reading instruction students will learn and practice these skills to help prepare them for more complex texts in the upper grades. Students are being asked to explore texts more thoroughly, using text evidence to support his or her answer, and the proper guided reading instruction can help students understand and respond to the reading.

This teacher lead instruction occurs daily to weekly, with activities taking place before, during, and after reading a text. Groups are usually formed based on student needs, and abilities. In the early grades, lessons are developed focusing on a particular skill with regard to phonics, word study/sight words, understanding
of text features, and comprehension. The skills and lessons are reinforced through multiple lessons and a variety of texts.

The goal for guided reading instruction is to provide students with the opportunity to not only become familiar with reading skills and practices, but to provide students with a small group setting where they may not feel intimidated to take risks in reading. Fountas and Pinnell (1996) state that the purpose of guided reading is to provide students with strategies that they can use “on the run” when reading. When students have these skills and strategies and teacher support, reading becomes fun to do. “They (students) focus primarily on constructing meaning while using problem solving strategies.” Guided reading offers teachers the opportunity to observe and assess student learning and reading development. This component allows the teacher to select texts that are appropriate for each student’s reading level. Actual guided reading instruction takes place in three phases which are commonly referred to the beginning, middle and end of instruction.

Each phase is responsible for overall student achievement. In the beginning of instruction the teacher takes the time to introduce students to the text by encouraging each one to make a connection to the topic being read. In the middle, the students are responsible for reading the text independently with the teacher available for support when needed. The end of guided reading instruction allows the teacher to bring the small group back together to discuss different elements that have come up while reading including main ideas, questions, character traits etc. These steps in guided reading provide students with the skills to become successful, independent, readers and thinkers.
Research Questions

The main research question being focused on in this study will address how guided reading supports the literacy development in young children. While completing the study, I will also be answering three more specific questions which address the elements of guided reading instruction. The questions are as follows:

- What instructional activities are provided in a primary level guided reading lesson that is evident of a balanced literacy program?
- How is differentiated instruction incorporated into a guided reading lesson to assist each reader’s individual needs?
- How do students demonstrate proficiency of the skills taught in guided reading instruction?

Rationale/Significance of Study

With the new Common Core State Standards in place, students, even at the Kindergarten level, are required to work with more complex, and informational texts. Students need to have the skills and knowledge to read and understand these texts accurately. Students are being faced with more academic responsibility at a younger age than ever before. Students in kindergarten are reading and writing at least a grade level above what students their own age were doing 15-20 years ago. Teachers are required to differentiate instruction based on student needs and prior knowledge. This case study is intended to identify how teachers go about choosing the activities and skills to teach to these different groups. In order for students to benefit from instruction, Fountas and Pinnell (2001) outline conditions for selecting appropriate texts which include gathering detailed information about the readers in the group, familiarity with texts
available, and a strong knowledge of the reading process and the general principles of reading development. To address the expectations set for young children in the early grades, there needs to be more engagement and understanding of text by students. During discussions of text, students need to understand how to find evidence within the text, gather meaning, and use context clues to solve for unknown information. Through teacher observations, it is necessary to recognize each individual student’s strengths and weaknesses during this small group interaction.

This small group instruction benefits both the teacher as well as the students, as more individualized attention is provided and more focus given on individual student needs. Actual guided reading instruction varies from grade to grade and teacher to teacher. There is no one specific way of performing guided reading, but instruction is focused around using a new skill or strategy that can be portrayed in the text. Guided reading lessons are designed with the idea that there is a planned, specific instructional purpose to the lesson, and explicitly identified teaching points.

**Definitions**

The following terms will be used throughout the thesis project. They are important to understanding the guided reading process and determining the instruction that takes place.

**Balanced Literacy:** Knowing students individually as readers, writers, and spellers, providing many kinds of support, balancing both direct and indirect instruction, and providing appropriate emphasis of all aspects of literacy: reading, writing, spelling, listening, viewing, and speaking (Gentry, J. *Balanced Literacy*
Differentiated Instruction: Procedures for assisting students, in learning, providing options, challenging students, and matching books to students to maximize their learning (Tompkins, Gail. Literacy for the 21st century, a balanced literacy approach. 2010. Pearson).

Guided reading: a teaching approach designed to help individual readers build an effective system for processing a variety of increasingly challenging texts over time (Fountas, Irene, and Pinnell, Gay Sue. Fountas and Pinnell’s Blog. August, 2010. Fpblog.heinemann.com).

Frustration Reading Level: The level of reading material that is too difficult for a student to read successfully with less than 90% accuracy (Tompkins, Gail. Literacy for the 21st century, a balanced literacy approach. 2010. Pearson).

Instructional Reading Level: The level of reading material that a student can read with teacher support and instruction with 90-94% accuracy (Tompkins, Gail. Literacy for the 21st century, a balanced literacy approach. 2010. Pearson).

Independent Reading Level: The level of reading material that a student can read independently with high comprehension at a 95-100% accuracy level (Tompkins, Gail. Literacy for the 21st century, a balanced literacy approach. 2010. Pearson).

Phonics Instruction: Teaching the relationships between letters and sounds and how to use them to read and spell words (Tompkins, Gail. Literacy for the 21st century, a balanced literacy approach. 2010. Pearson).

Phonological Awareness: The ability to identify and manipulate
phonemes, onsets and rimes, and syllables; it includes phonemic awareness (Tompkins, Gail. Literacy for the 21st century, a balanced literacy approach. 2010. Pearson).

**Phonemic Awareness:** The ability to manipulate the sounds in words orally (Tompkins, Gail. Literacy for the 21st century, a balanced literacy approach. 2010. Pearson).

**Study Approach**

This will be an inquiry based, qualitative study in which data collected will consist of observation notes, anecdotal records, student interviews and running record assessments. This study will take place in a general education kindergarten classroom over the course of five weeks, two days a week. As the teacher researcher I will be providing guided reading instruction for the entirety of the project. During the guided reading time, I will be responsible for the instruction of two guided reading groups. The thesis also explores how students demonstrate mastery of the skills and strategies taught in guided reading, and I will be spending an additional 1 hour with students in the study as they engage in independent reading and writing activities.

**Organization of Thesis**

This research project will be broken up into five chapters. The first chapter is the introduction to the research project including the rationale for the study. The second chapter will be a literature review of current studies relating to the guided reading process and the instruction that takes place. Chapter three focuses on the research design. In this section, participants, data collection,
procedures and data analysis will be discussed. Chapter four will address the research findings that were completed and also analyze data that were collected throughout the study. Chapter five will focus on the implications of the study results and the impact on teaching reading and early childhood education.

Summary

The introduction to the research project outlined the background information and reasoning behind completing the research project. The study will focus on the instruction that takes place during a guided reading session, and the skills and strategies that are focused on. The introduction contains the research questions that will be studied regarding guided reading and the rationale behind completing the study.
CHAPTER TWO: LITERATURE REVIEW

Introduction

Within the past few years, there have been numerous shifts in education and what the best practices are for teaching our children. There has shown to be a strong connection between children’s concepts about reading and the development of literacy abilities (Brown, 2010). Over the past twenty years, research has demonstrated that students who do not have strong literacy instruction in the early years, rarely are able to catch up in reading (Iaquinta, 2006). The early years are crucial for identifying and preventing reading difficulties. If children are provided a literacy rich environment, with high interest activities and books, then they will develop a positive view of reading. Constance Weaver (1994) defines reading as: a process that involves the orchestration of the reader’s prior experience and knowledge about the world and language. It involves such interrelated strategies as predicting, questioning, summarizing, determining meanings of vocabulary, in context, monitoring one’s own comprehension, and reflecting (p. 12).

When all of these processes work together, comprehension will begin to develop. Fountas and Pinnell (1996) state that a greater emphasis is being placed on “student’s construction of knowledge through their own discoveries,” developing a strong sense of independence as a learner. Everything comes back to the question of how do teachers provide instruction and materials that meet the needs of the individual learner? Students are responsible for learning and comprehending much more complex concepts at the primary level, and it is our
responsibility to make sure that we are providing the most appropriate instruction. Through assessments and observations, student needs can be identified, where instructional texts and skills and strategies can be provided to meet those needs. The overall goal of reading instruction is to teach students reading skills, which they can then transfer and apply to unfamiliar texts (Ford & Opitz, 2008).

Guided reading instruction is centered around the concept that small groups are formed based on student needs and abilities. In this style of instruction, “a teacher supports each reader’s development of effective strategies for processing novel texts at increasingly challenging levels of difficulty (Fountas & Pinnell, 1996). The groups are formed with the understanding that as these needs and abilities change, so can the groups.

In the early childhood stage of literacy development there have been multiple changes to reading and writing instruction and what students at each grade should be able to do. More emphasis is placed on print features, phonics skills, phonemic awareness and word solving strategies. Guided reading supports each individual learner with more individualized instruction and attention. In this section, the literature review will explain the research surrounding the activities that make up a primary level guided reading lesson, the incorporation of differentiated instruction in guided reading, and how progress and proficiency are documented as a result of instruction.

**Guided Reading Instructional Activities**

Prior to this large shift in guided reading, literacy instruction was taught mainly in a whole group setting (Richardson, 2009). This setting however did not allow for balanced literacy instruction to take place, where teachers could
effectively teach literacy skills and strategies. For students at the emergent and early reader stages, guided reading will focus on shared reading experiences eventually moving to more independent reading (Fountas & Pinnell, 1996). Guided reading is a time for students to learn reading strategies through the use of instructional texts. Struggling and emergent readers benefit from engaging in rereading familiar texts when beginning a guided reading lesson. This practice allows students to develop fluency by exposing them to words and texts that are familiar. Brown (2010) refers to a study in which primary teachers worked to improve reading achievement among students. Success in the study highlighted the use of leveled readers aligned with the students’ reading needs and abilities, containing repetitious text and interesting features to engage and motivate readers.

In primary guided reading, each lesson begins with a strong introduction to the text that is being read. With the overall goal of reading for fluency and understanding, students should be provided with background information to support his or her reading. Readers benefit from “becoming familiar with the story, with the plot, with the phrases of language that he might never have heard, with unusual names and new words, and old (known) words used in an unusual way (Briggs & Forbes, 2009, p. 706).” Book introductions allow the reader to hear the language and expression used in the text as it is modeled by the teacher, which will support their own independence as a reader. The teacher is providing a scaffold for children that support his or her ability to read more challenging texts effectively. The introduction to a text provides students with the meaning of the text, engages them in the story, and helps to familiarize students with more complex language features that they may come across (Pinnell & Fountas, 2010).
Marie Clay (1991) describes book introductions as a way to motivate and grab the interest of a reader. Clay (1991) explains that “when the language of books is read aloud, this introduces new language forms to the ear, making them a little easier to listen to next time.” Book introductions are a strong way to assist students with becoming independent readers. Clay (1991) brings up two points when it comes to book introductions, stating that critics feel a book introduction inhibits “real reading,” when an explanation of the text is provided. Clay (1991) defends this argument, stating that a book introduction is a form of scaffolding for students, familiarizing students with harder vocabulary and new concepts, which allows them to read with a high degree of understanding, which is the ultimate goal.

At the primary level, book introductions focus heavily on sight word recognition, and word work skills. In one example given by Briggs and Forbes (2009), students practice identifying the new word by framing it within the text and clapping the syllables while saying the word, or running their finger under the word as they say it out loud. Using a white board to identify and write down new words for word study instruction, students will begin to recognize word parts to assist with word recognition. By practicing the new word ahead of time, the students will not become confused when they come across the word in their reading, leading to more fluent reading and stronger comprehension. Richardson (2009) emphasizes the use of picture clues to assist in gaining an overall understanding of the text prior to reading. Students can use text illustrations to predict the characters, setting, and problem in a story. This practice supports students’ comprehension as they use meaning cues to read through a text.
The introduction to the text takes place in the form of a conversation between the teacher and students to develop knowledge and understanding needed to read the text independently with success. Emergent and beginning readers benefit from discussions in which the teacher provides a summary of the events taking place on a page in a text, while incorporating phrases from the text into the conversation. An example from Pinnell and Fountas (2010) provides an example:

Teacher: Duck told Froggy all of the things she was going to do, and every time Froggy said, “I love to swim and hike,” or, “I love to dance.”

To prepare students to read the text, and to support the purpose for reading, students should be left with a question, or statement to help engage them in the text as a “continuing impulse to seek meaning as they read (Briggs & Forbes, 2009).”

After an introduction to the text, students have time to independently read while receiving support when needed. Teachers will monitor progress and teach for, prompt for, and reinforce word solving (Pinnell & Fountas, 2010). While students are reading the text, the teacher’s role is to listen and respond to readers when it is necessary to support their reading development. Schwartz (2005) makes the point that teachers need to consider how to respond to students during reading. Richardson (2009) and Schwartz (2009) agree that not every miscue must be corrected by the teacher. When students make an error, a decision needs to be made as to whether the reading focus is on accuracy or meaning. The decision can come from a strong understanding of the student’s literacy development and needs as a reader.

In supporting each of the readers, the teacher can use a variety of prompts
to assist with confusion (Richardson, 2009). Some prompts include:

- Check the picture, Does the word look right and make sense?

- Check the end/middle of the word.

- Cover the ending, is there a part you know?

- Do you know another word that looks like this one?

When prompting students, the teacher wants to support the student by using a word feature that is familiar to the student (a known letter sound or pattern) that will help them build systems for learning words (Fountas & Pinnell, 2010). At the early reader stage in guided reading, normally seen from Kindergarten to First Grade, students are becoming less dependent on pictures in texts, and relying more on print (Fountas & Pinnell, 1996). Students are able to recognize multiple sight words in their reading and are beginning to develop phrasing and fluency in their reading. At this point students are beginning to monitor and self correct in their own reading.

At the conclusion of the independent reading portion of the lesson, the teacher will use the information and observations made to create a teaching point relating to the lesson. If students are struggling with a skill or strategy, this time will be used to go back and examine that skill with the students (Fountas & Pinnell, 1996). The teacher can support students through extending understanding, introducing students to story elements and literacy devices, discussing characters, setting, problem and solution (Iaquinta, 2006). When discussing “teaching points” with students, they need to see the connection between the text they are currently reading and other texts that they will read. Students need to see that these skills will carry over into other texts.
Guided reading instruction, especially in the early grades focuses heavily on word work. Word work at the early reader stage includes playing with the beginning or end of a word. This helps students to see how known words can be used to help solve for unknown words in a text (Fountas & Pinnell, 1996). This is a time for students to experiment with letters and sounds. At the beginning reader stage, students are looking at simple consonant-vowel-consonant (CVC) words that can be easily broken apart and put together. This instruction is normally short, lasting only one or two minutes.

The activities that take place during guided reading allow the teacher to employ the Gradual Release of Responsibility model, where the teacher takes on a larger role in the beginning of the lesson teaching, and modeling, and eventually the role becomes less active, taking on more of a coaching role (Ford & Opitz, 2008). Through the Gradual release of Responsibility model, the teacher is beginning to create an environment where students can learn to transfer the skills they are learning to new texts that they can begin to read independently (Frey & Fisher, 2010).

Comprehension

Fountas and Pinnell (1996) describe comprehension as a “recursive process in which the reader may construct new understanding cumulatively while reading or even later while reflecting on the text or connecting it to other texts.” Comprehension consists of three elements: the reader, the text, and the purpose for reading (Gill. 2008). A reader’s interest and understanding need to be considered, as well as the strategies the reader is able to employ. Because comprehension of text related information is limited at the early childhood level,
understanding is sought out in other various ways, with an emphasis on background and prior knowledge, and picture cues. Text features, vocabulary and concepts explored in the text will also affect comprehension. Comprehension involves the ability to not only decode the words in a text, but to understand and make sense of those words. The purpose for reading guides students and encourages them to adjust their reading for different situations.

Comprehension is established before reading, during reading and after reading (Gill, 2008). Pre reading activities are aimed at getting students engaged and motivated in the text and the content. By asking questions, discussing background knowledge and providing an introduction to the structure and content of the text, students are prepared to read more confidently. Graphic organizers and illustrations are strong visuals for providing support during reading, whether modeling a text structure or concept. During reading, comprehension strategies can be taught by stopping to ask questions, make predictions or connections. Activities taking place after reading help students to extend their understanding and ideas in the text. At the primary level, these activities can take place in the form of discussions or writing/drawing about reading. Post reading activities are aimed at “deepening students’ understanding of texts through the reflection provided by discussing, writing or creating visual representations of the text” (Gill, 2008, p. 111).

To support students’ comprehension during reading, an important component includes allowing adequate time for students to read silently. Student engagement during reading will support comprehension by encouraging students to make predictions while reading, and make connections to events taking place in
the text (Gill, 2008). Making connections involves activating one’s schema which involves each reader’s own background knowledge and experiences, and using that information to help better understand the text (Harvey & Goudvis, 2007).

Post reading comprehension activities are not just aimed at assessing student comprehension of a text. These can be done through visual representations, informal discussions with students or through written activities (Gill, 2008). The goal of post reading activities is that they provide a purpose for reading when the information is explained to students ahead of time. Setting the purpose for reading encourages more focus and concentration during reading so that readers are better able to understand the overall text.

Comprehension can be adversely affected when fluency is not strong. Children who tend to read and repeat short phrases haltingly, put so much energy into word naming that little energy is being left to support any comprehension (Klein, 2012). Comprehension is strengthened through repeated readings of familiar reading passages that are appropriately selected at the child’s instructional reading level, where fluency and comprehension can be successful. Knowledge of vocabulary also can affect reading comprehension if unfamiliar terms and words are not taught, and students do not have the strategies to determine the meaning (Klein, 2012). Supporting students through pre-teaching vocabulary and teaching students to look for context clues will support comprehension development.

The ultimate goal in guided reading is the development of comprehension (Pinnell & Fountas, 2010). Comprehension needs to be taught and modeled to students for them to become successful readers. The process takes place with
scaffolding to establish cognitive and meta cognitive ways of thinking (Frey & Fisher, 2010). Students need to be active and thoughtful readers, constantly monitoring what they are reading. The teacher works to ask questions to students for understanding, eliciting information, encouraging elaboration and clarification. Comprehension at the primary level consists of prompts from the teacher to encourage the student to do the thinking needed to achieve a certain level of understanding. The gradual release of responsibility needs to take place, where the teacher demonstrates the thinking and modeling for the student before the student is able to do the thinking independently.

Teaching comprehension teaches students to not only look at the surface meaning of a text, but to infer meanings and evaluate the text on a personal level as well (Fisher, 2008). Comprehension encourages readers to read, think and talk about a text to construct meaning. This concept involves actively thinking about the text and questioning the events taking place. The skills need to be taught and modeled so that they can be transferred to other texts and content. Comprehension can take place in various forms, such as observing and listening to student conversations, writing activities, and individual conferences (Harvey & Goudvis, 2007). The information we receive from students helps to drive future teaching and lessons.

**Word Study/Phonics Skills**

A successful balanced literacy program depends on word study and vocabulary instruction. Children learn new words in multiple ways, by immersing students in listening, speaking, reading and writing activities. Children need to experience words through active involvement and repeated encounters to gain a
strong understanding of meanings and letter patterns (Tompkins, 2010). Effective word learning strategies need to be taught and modeled to students, with the goal of transferring this knowledge to independent reading. At the primary level, early and beginning readers focus on three foundational components of reading, including alphabet recognition, phonics and phonological awareness, and high frequency word recognition (Klein, 2012). Once these skills are mastered, other vocabulary, fluency, and comprehension skills will begin to be introduced at the student’s instructional level.

Alphabetic knowledge begins with introducing the twenty-six upper and lower case letters through naming, recognition and formation. Alphabetic knowledge is the foundation for reading and writing development, and it is one of the most significant early indicators of early reading and writing success. Alphabetic knowledge is obtained through the use of alphabet letter books, and linking charts. Printing practice is also incorporated into letter instruction to assist in developing letter recognition. Students are beginning to develop the connection between writing and reading through printing practice, recognizing that each letter symbol has meaning. Teaching alphabetic knowledge associates a letter with a known/taught picture and the keyword beginning with the letter (Tompkins, 2010). In kindergarten, and early childhood years, the concepts are best taught in the form of games and engaging activities, such as matching and sorting to familiarize students with the new concepts in an unthreatening manner.

Phonological awareness introduces students to the sounds of language through repetitions and patterns in words. It is the awareness and sensitivity to the sounds and rhythms of the English language. Brown (2010), states that the goal
of guided reading instruction is to help beginning readers become fluent through phonics based instruction. This understanding is the foundation of reading in the early years. Guided reading instruction allows for readers who are having a more difficult time to receive more word level support. Phonics instruction needs to be explicitly modeled to students, where students receive numerous opportunities to practice the skills in supported guided reading setting. Children need practice and exposure to continuous texts in order to develop phonics skills that they can use “on the run (Pinnell & Fountas, 2010).” Students need to be taught these skills so that they can be successful reading independently. Reading depends on the knowledge and understanding of sounds, examining rhymes, syllables and phonemes. Klein (2012) states that “once letter symbols are introduced, students should be able to manipulate the sounds within words by using their knowledge of sound/symbol relationships (p. 3).” Word study and phonics instruction takes place throughout guided reading instruction. During book introductions, the teacher identifies aspects of words within the text to pay close attention to while reading. During reading, the teacher is actively listening, to prompt students to breaks words into smaller, known sounds, and after reading the teacher looks to identify a teaching point based on the observations made while students are reading.

Phonemic awareness also begins to develop to support early reading behaviors. Children first begin to learn words by recognizing those that sound alike. With that understanding, they can then begin to identify individual sounds in words. Early reading instruction teaches readers to segment and blend sounds in a word
and identifies words that begin or end with similar sounds. Readers learn to manipulate sounds in words to create new words by substituting, adding and deleting other sounds. Inventive spelling also depicts a child’s knowledge and understanding of speech sounds. The goal of phonemic awareness is to teach children to associate sounds with individual letters. Through systematic phonics instruction, the greatest amount of reading improvement will be seen (Klein, 2012).

**Assessment**

Assessment takes place formally and informally throughout each guided reading lesson. This ongoing assessment and observation allows for teachers to observe what students can and cannot do independently or with assistance. Vygotsky was well known for his development of the Zone of Proximal Development, which assesses the distance between the actual and potential level of development a child has reached (Frey & Fisher, 2010). Ongoing assessment needs to take place in order to adjust reading groups to meet their students’ current needs. Adjusting reading groups can take place every month, examining growth and needs of the students. Assessment allows students to continually move forward and develop as readers (Iaquinta, 2006). In a guided reading lesson, assessment occurs before, during and after reading to monitor reading progress. During reading, the teacher is informally assessing the student’s reading, and will prompt for strategies and word identification as needed.

Teachers as well as students are engaging in assessment during instruction. Through teacher prompts, students are learning to monitor and assess their own reading, as they begin to learn how to think about different sources of information.
and strategies to use while reading. The teacher will prompt students to think about their own reading by asking questions such as “What did you notice?” or “Were you right about your thinking? How did you know?” Students are learning to think about their reading, and assess their thinking by continuing to search for information within the text. Students are demonstrating assessment of their own reading through self monitoring and self correcting their miscues by making sure that what they are reading looks right and sounds right (Frey & Fisher, 2010).

Harvey and Goudvis (2007) state that assessment should focus more on the ongoing thinking that is taking place inside of a child’s head, rather than checking for understanding. A more authentic situation begins to develop where teachers can observe the strategies being used by each student as they engage in thoughtful discussions with their peers. Through think alouds, the teacher can engage students in a discussion by asking students “What is going on inside your head as you are reading?” Students will be prompted and encouraged to use strategies known to them to think through the story. More informal assessment can take place through retelling, in which the teacher prompts the students by providing a basic framework to follow in order to summarize and synthesize the information just read from a text. Through ongoing discussion, the use of sticky notes to make comments, and charts, assessment can take place to see a child’s thinking.

More formal assessment is seen through the use of running reading records, checklists, observations, and anecdotal records. These assessments document a child’s reading and behaviors that are observed. Some behaviors noted on these documents include known/unknown word patterns, ability to locate
words in a text, directionality, use of information from illustrations, self corrections, and use of visual information to check reading (Fountas & Pinnell, 1996).

Formal assessment also look at the level of complexity of the text being read by a child, specific strategies being employed by the student while reading, as well as reading behaviors, including fluency, rate and phrasing. For many early readers, assessment must also include conventions of print and letter sound knowledge (Brown, 2010). To assess a student’s motivation to read, assessment can also look at both reading interests as well as overall interests (Fountas & Pinnell, 1996).

Assessments and activities that take place after reading also are important, as they can provide a purpose for reading the text (Gill, 2008). Post-reading activities occur through small group discussions, writing, or the creation of some type of visual representation, such as a chart or illustration.

Much of what is being assessed by the teacher will guide her instruction. Instruction should be planned with the results from assessment in mind (Ford & Opitz, 2008). All of these forms of assessment help to determine appropriate grouping and instructional needs. A variety of assessments help the teacher to look at the child in many different ways, providing a better understanding of each reader’s individual needs. As assessment continues throughout the year, the data may show that children’s needs and behaviors will vary as they progress and move up levels. Many schools use standardized assessment programs, such as Developmental Reading Assessments (DRA’s), and basal test scores to assess progress in reading, however more information should be collected to show
progress and growth over time with specific data (Brown, 2010).

As educators, we should understand that assessment shows us the results of our own teaching. We can better understand our student’s strengths and needs, and see what skills and strategies are being used independently. Assessment needs to continually inform our teaching so that our students’ needs are being met, and each child has the skills needed to grow and develop as a reader. We need to always be reflecting on our learning, so that we make sure each child is progressing and continually learning.

**Conclusion**

A strong literacy program in the early years is critical to the reading success of students in the future. Early literacy skills are the backbone to future reading and writing practices that will be taught later on. Without a strong understanding of reading and writing strategies to work from, more complex texts will not be read with success. Guided reading allows teachers to tailor reading instruction to meet the needs of the classroom by taking into consideration the different learning styles and abilities that are present. The ultimate goal, again, is to create independent readers who apply a variety of known strategies to read and understand an unknown text. Reading skills are a necessity, and establish the motivation and engagement to learn. Reading success is achieved when students are taught in a supportive environment that allows them to take risks, and at this time, guided reading has been successful in providing that needed instruction.
CHAPTER THREE: METHODS AND PROCEDURES

Introduction

While participating in this study, my goal will be to identify the impact of guided reading instruction on the literacy development of young children. I will be focusing on the specific activities taking place as they relate to balanced literacy, how the skills and strategies taught meet each student’s individual needs, and how students demonstrate proficiency of these skills in their independent work. Chapter three will discuss the contextual factors related to the study, data collection instruments used, a data analysis, and the study procedures that will take place.

Context and Participants

The district in which the study will take place, is in a middle class, rural/suburban community in Western New York. The population of the surrounding community consists of about 25,000 residents. The community consists of about 90% Caucasian residents, with about 10% of the population making up African American, Asian, and Hispanic ethnicities. Within the school district, there are three elementary schools (grades K-6), one middle school (grades 7-8), and one high school (grades 9-12). Two elementary schools currently offer Universal Pre-Kindergarten for students living within the district. One elementary school is considered a “school of choice,” where students must go through a selection process to be admitted. The district currently has about 4,500 students throughout the five schools.

New York Elementary School (pseudonym) consists of about 900 students
in Kindergarten to sixth grade. The school offers a variety of reading services to students in all grades in the form of “K-Lab,” which offers reading and writing support services for struggling Kindergarteners, Reading Recovery, and Leveled Literacy Intervention in the primary grades, and Academic Intervention Services in reading and math for all other grades. New York Elementary School offers a strong English as a Second Language (ESL) program with support services received daily by students whose primary language is not English.

There are currently six general education Kindergarten classrooms within the school, with 19-21 students in each room. There are approximately five to six classes per grade level within the building. Every class receives library and computer lab instruction weekly as part of their daily specials routine. Halfway through the school year, students in Kindergarten and 1st Grade are given the opportunity to go down to the book room daily to choose a leveled book to take home and read each night. This allows all students access to texts, benefitting those students that may not have a large library of books to read at home.

The classroom being focused on in the study is a general education Kindergarten classroom. The Kindergarten wing is a new addition to the building and was created to support a full day kindergarten program within the district. The center of the classroom contains four circular tables which fit four to five students each. Each student has his or her own designated spot at a table to sit. Students are requested to bring in their own school supplies which are placed in individual supply boxes in the center of the table. On top of the supply boxes, each student has their own name tag, which is also used as a reference when writing or identifying letters and numbers. In one corner of the room a class
meeting area is set up with a SMART Board, book shelves displaying read aloud books, a literacy center rotation schedule and posters outlining daily schedules and calendar activities. To support math and number skills, a chart is set up to record the number of days that the students have been in school. A mobile dry erase board is set up in this area for whole group writing instruction. Pocket charts are set out in the meeting area containing poems pertaining to the theme being studied or a current season or holiday. These poems are read repeatedly in order to support word recognition. In the rear of the classroom, a guided reading table is placed for small group instruction and conferencing with the teacher. The classroom contains many elements of play for students, including a kitchenette, and a dramatic play center, where students can act out scenarios using props and costumes. A writing center is set up in the center of the classroom, where students have access to a desk area with a variety of writing paper and writing implements. Each student is provided with his or her own writing folder which holds daily writing pieces throughout each semester of the school year. Students have access to pencils, colored pencils, markers, and crayons throughout the day. Along the side wall, a sight word board is set up with magnetic sight words which students can take and use while writing. A science center is set up in the classroom with hands on related activities to do during daily center rotations. Each classroom is also equipped with at least three computers for student use.

The students’ daily schedule begins with a morning routine where students get settled for the day and begin a short math or literacy related assignment. At this time, students who need K-Lab support will leave the classroom for one hour. The class participates in a morning meeting and calendar routine with a focus on
math concepts, counting the days in school, the number of students in the class, and pattern recognition. The teacher then begins instruction with a read aloud or poem. The class then transitions into Writer’s Workshop after a whole group mini lesson. After a short movement/exercise break and snack, the class moves into Literacy Stations which include phonics work, poetry, computers, buddy reading, a math related station and small group guided reading instruction. Students participate in four stations for fifteen minutes each every day. After lunch, recess, and rest time, students participate in the math lesson for the day, which consists of whole group instruction as well as small group/independent work, with the use of a variety of manipulatives. After the daily special class, students come back to continue with the math lesson. The students end their day with 30 minutes of indoor play time, with a strong focus on cooperative learning. At the end of the day, the class comes together to discuss how the day went, and what was learned before dismissing to the buses.

The Kindergarten classroom that will be focused on in the research project consists of 21 students. This group consists of a heterogeneous mix of abilities with many students at average to high performance for the grade level. Many students have come into Kindergarten with the ability to recognize letters and numbers. At least two students in the classroom have come into Kindergarten with no day care or Pre-Kindergarten experience. The majority of the students are of Caucasian ethnicity, with one Hispanic-Latino student, one African American student and one multi-racial student.

While collecting data my role as the teacher-researcher will be to take on an active role as the teacher, providing guided reading instruction to two small
groups of students. One guided reading group will consist of four students in the general education classroom, and another group will consist of a small group of students in the K-Lab setting. This will occur twice a week for a period of five weeks in addition to guided reading instruction provided by the teacher. Each lesson will last approximately 25 minutes. As the teacher-research I will be responsible for planning, instructing and assessing student learning throughout the five weeks. I will focus on providing reading strategies to the students and identifying the skills that are used during guided reading instruction.

Each student participating in the guided reading groups I will be responsible for will receive a parental permission form to take home to their parents, giving him or her permission to participate in the study. When referencing student work, interviews, assessments or anecdotal records, each student’s real name will be replaced with a pseudonym.

**Data Collection Instruments**

While conducting the study, I will be taking anecdotal records, recording detailed actions and strategies used by the students while reading. This will help to identify the skills and strategies that a student knows and is using to solve unknown words and comprehend the text. Observational Field Notes will be made to identify the skills being focused on during instruction and the resulting student performance. I will be using running records will be used to identify appropriate level texts to use with students. The assessments will also be used to determine areas of growth and proficiency over the study period.
Table 3.1: Data Collection Instruments

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anecdotal Records</td>
<td>Anecdotal Records will be used to record student actions while reading. Records will indicate the skills and strategies that the student is applying to his or her reading, and how they solve for unknown words.</td>
</tr>
<tr>
<td>Field Notes/Observation</td>
<td>Field note entries will be detailed explanations the instruction taking place in guided reading lessons. The field notes will also focus on how students are using the skills they have learned while reading independently.</td>
</tr>
<tr>
<td>Running Records</td>
<td>Running Records assessments will assist in determining text level and difficulty that is appropriate for the students in each group. The assessments will be used to measure student growth over the course of the study period.</td>
</tr>
</tbody>
</table>
Procedures

The study will take place over five weeks, with data being collected twice a week during this specific guided reading instruction. The lesson will begin by having students reread the text that was introduced the previous day which can focus on reading fluency. Every day, students will be introduced to a new text at his or her instructional reading level. At the beginning of the lesson, I will set a purpose for reading, which would be using a certain strategy or identifying a specific type of word or letter pattern in the text. We will begin by having students take a picture walk through the book, making observations about the text features as well as predicting the events that might happen. Students will then participate in choral reading and independent reading of the text. During this time students will be encouraged to use reading strategies discussed and taught through instruction. To follow up with the reading, the teacher will engage the students in responding to the text, identifying attributes of the text and connections made. Field notes, anecdotal records and running records will take place throughout instruction.
Table 3.2 Table Collection Procedures

<table>
<thead>
<tr>
<th>PROCEDURES:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before Reading:</strong></td>
</tr>
<tr>
<td>- Reread previous text</td>
</tr>
<tr>
<td>- Introduce text (read title), gather understanding of student background information, discuss text features, vocabulary (sight words)</td>
</tr>
<tr>
<td>- Setting a Purpose</td>
</tr>
<tr>
<td>Set a purpose for reading by asking a question or identifying a particular word/strategy to focus on.</td>
</tr>
<tr>
<td><strong>During Reading:</strong></td>
</tr>
<tr>
<td>Students will echo the text as the teacher reads along, and then participate in independent reading while the teacher listens and observes.</td>
</tr>
<tr>
<td>- Teacher assists students by prompting when necessary</td>
</tr>
<tr>
<td>- Teacher performs running record on student while reading</td>
</tr>
<tr>
<td><strong>After Reading:</strong></td>
</tr>
<tr>
<td>Teacher will engage students in responding to the text by questioning, encouraging student observations, connections, and wonderings. Students will use specific examples from the text to identify attributes and features.</td>
</tr>
<tr>
<td>- Word work activity: looking at sight words/vocabulary</td>
</tr>
</tbody>
</table>
Data Analysis

A variety of data will be collected to more clearly understand how guided reading supports the literacy development of young children. The data will be analyzed including field notes, anecdotal records, and running records. The data will be coded with regard to the activities taking place in guided reading, the skills and strategies focused on and student proficiency of skills taught. There is a triangulation across domains of data to secure validity and reliability of this study.

Summary

This study is formed to determine core skills and instructional techniques that should take place during guided reading periods. The study will take place in a Kindergarten classroom and during K-Lab instruction in small group settings. Data will be analyzed based on anecdotal records, field notes and running records. Over the course of five weeks, data will be collected to identify how guided reading supports young children’s literacy development.
CHAPTER FOUR: INTERPRETATION OF DATA

Introduction

This study was completed to determine the role and importance of guided reading on the literacy development of young children. The study went on to examine the activities and instruction taking place during a guided reading lesson, the role of differentiated instruction within the lessons, and how students demonstrate proficiency from instruction. The study took place in a general education kindergarten classroom and a “K-Lab” reading intervention setting, working with two guided reading groups, altogether. Each session took place twice a week for about twenty-five minutes each.

In the general education classroom, four students with an on target reading ability level took part in the study, participating in guided reading instruction. Two students from this group were chosen to collect data on throughout the course of the study. Bill (pseudonym) was a six year old Kindergartener who was on target for reading at the Kindergarten grade level. He showed a lack of engagement in literacy related activities in the classroom, as was brought up by his teacher. This student was a very social child, with many friends, but was not motivated to participate in academic activities. Bill was hesitant to answer questions in a whole group setting, and was known to watch others around him to help him with following or understanding directions. Jane (pseudonym) was a six year old girl with an interest in reading and writing. This child was known for paying very close attention to detail in reading with an interest in reading non-fiction texts. Jane enjoyed participating in literacy activities, and choosing
reading and writing activities for free choice times as well.

The second group of students that participated in guided reading was a small group of Kindergarten students in a “K-Lab” literacy intervention program. The program is designed to support those early readers (Kindergarteners) and writers who need more practice developing the foundational literacy skills that are needed for beginning reading behaviors. Colin (pseudonym) came into the classroom with very limited literacy skills. He had strong family support at home but had difficulty acquiring phonics skills and alphabetic knowledge. This student was willing to take part in literacy activities and becomes engaged in reading and writing when supported by the teacher. Jennifer (pseudonym) was a 6 year old kindergarten student who also came into school with a limited literacy background and experience with texts. Jennifer was inconsistent with letter recognition and formation, but demonstrated engagement and a motivation to read. During writing activities, Jennifer demonstrated a lack of confidence with regard to letter formation and word knowledge.

Research Questions

The study was designed to be a qualitative, inquiry based project, where I was responsible for data collection and guided reading instruction of two small reading groups. The main question being addressed in this study examined the role guided reading played in supporting the literacy development of young children. The three subtopics which were the focus of my data collection were:

- What instructional activities are provided in a primary level guided reading lesson that is evident of a balanced literacy program?
- How is differentiated instruction incorporated into a guided reading
lesson to assist each reader’s individual needs?

• How do students demonstrate proficiency of the skills taught in guided reading instruction?

Data and information was collected through the use of running reading records, classroom field notes and anecdotal records. Observational field notes were conducted to document instructional activities taking place during guided reading, as well as areas of differentiation. Running reading records provided assessment to monitor progress made over the course of the study, and anecdotal records provided documentation for progress monitoring (proficiency) as well as strengths and needs of the individual learner. These instruments were used to develop a triangulation of data within the study.
Table 4.1 Running Reading Records

<table>
<thead>
<tr>
<th>Student</th>
<th>Date</th>
<th>Title</th>
<th>Acc. (Level)</th>
<th>E (Cues)</th>
<th>SC (Cues)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colin (K-Lab)</td>
<td>Pre Ass.</td>
<td>1/15/13 In Winter (3)</td>
<td>94% (Inst.)</td>
<td>3 (M, S)</td>
<td>4 (V)</td>
</tr>
<tr>
<td></td>
<td>Post Ass.</td>
<td>2/13/13 The Hearts (3)</td>
<td>93% (Inst.)</td>
<td>4 (M, S)</td>
<td>4 (V)</td>
</tr>
<tr>
<td>Jennifer (K-Lab)</td>
<td>Pre Ass.</td>
<td>1/17/13 What Grows? (3)</td>
<td>71% (Hard)</td>
<td>8 (M,S)</td>
<td>2 (M,S)</td>
</tr>
<tr>
<td></td>
<td>Post Ass.</td>
<td>2/13/13 I Can (3)</td>
<td>91% (Inst.)</td>
<td>5 (M,S,V)</td>
<td>1 (M)</td>
</tr>
<tr>
<td>Bill (Class)</td>
<td>Pre Ass.</td>
<td>1/17/13 Where Can You Shop? (6)</td>
<td>97% (Easy)</td>
<td>2 (V)</td>
<td>0 (---)</td>
</tr>
<tr>
<td></td>
<td>Post Ass.</td>
<td>2/13/13 Is It Dark, Is It Light? (8)</td>
<td>100% (M,S,V)</td>
<td>0 (M,S,V)</td>
<td>6 (MSV)</td>
</tr>
<tr>
<td>Jane (Class)</td>
<td>Pre Ass.</td>
<td>1/15/13 Moving From Place to Place (6)</td>
<td>94% (Inst.)</td>
<td>5 (V)</td>
<td>0 (V)</td>
</tr>
<tr>
<td></td>
<td>Post Ass.</td>
<td>2/13/13 Is It Light, Is It Dark? (8)</td>
<td>95% (Inst.)</td>
<td>4 (MV)</td>
<td>4 (MV)</td>
</tr>
</tbody>
</table>

Findings

Question 1: What instructional activities are provided in a primary level guided reading lesson that is evident of a balanced literacy program?

Activities were categorized into events taking place before, during and
after reading was done by the student. The results were organized by events
taking place during reading instruction taking place in the classroom and reading
instruction taking place with students during K-Lab pull out services.

**Observational Field Notes**

**Classroom Instruction**

Each guided reading lesson began with a familiar read of a text that was
read the previous night. Fluency skills are supported through this action as
students learn to read out loud as if they are having a conversation. Familiarity
with texts also boosts student confidence in reading and recognition of newly
learned high frequency words and vocabulary. Students spent five minutes
rereading a familiar text to “warm-up” before formal reading instruction was to
take place.

Book introductions began each lesson, where students were drawn into the
lesson with an anticipatory set, usually a question connecting the students’
background experiences with the text. In the first lesson, students were brought
into a discussion about different vehicles and ways people and things get from one
place to another. The book introductions were geared towards supporting
students’ comprehension. Book introductions gave students a look into the
characters and important events taking place throughout the text through the
illustrations. In the lesson on 2/5, students were introduced to the character of
Princess, a dog, where students identified the name, as well as the character in the
illustrations. Students were also exposed to the concept of sequencing in the book
introduction, understanding the order of events that take place when preparing to
go outside as seen in the classroom field notes for the lesson on 1/28.
In the classroom instruction, book introductions provided students with vocabulary specifically focused on in the text being read. In the primary grades, vocabulary consisted of multiple high frequency words found repeatedly throughout the text. In the lessons, the students were to identify the high frequency words “our” and “here” within the text on a certain page. When the word was identified, students read the word while running their finger along the bottom of the text (Classroom Field Notes 1/31). Students orally heard the word while visually recognizing the letter patterns. Vocabulary addressed during the book introductions also pointed out words that would not be solved by students, but would be supported through text understanding (through illustrations, ex: neighbors, beautiful (Classroom Field Notes 2/5).

In the lesson on 2/5, the students used the illustrations to compare and contrast the events taking place in the text. The students used details from the illustrations to describe what life was like before the family got a pet, and after they got the pet. During the text introduction, a portion of the text was read and modeled out loud for the students to familiarize students with the language of the story.

During independent reading periods, the students were given a focus strategy to practice while reading. The lesson on 1/16 (Classroom Field Notes) instructed students to focus on their phrasing and expression while reading, focusing on ending punctuation to guide expression. The students were focusing on question words specifically to know how to read sentences. The classroom field notes from the lesson on 1/30 noted that the students are tending to read very fast through text, without giving consideration to phrasing within the sentences.
The students reread the text a second time with a specific focus on reading with expression. A portion of the text was modeled for the students to observe correct phrasing techniques.

Activities during reading, also addressed comprehension skills and understanding. The students were given a comprehension question to guide their reading during each lesson. In classroom field notes on 1/28, the students were asked the question “How do the characters change as the weather changes in the story?” One 2/5 in the classroom field notes, the students were asked to think about how the family in Until We Got Princess, changes after having Princess come to live in the house.

After reading, the students focused on reading comprehension skills through discussion as a group. In the field notes on 1/16, the students were asked to compare and contrast information learned from the text, by describing similarities and differences among the vehicles described in the text. The students used their understanding of the text as well as their background information to support their answers. Students also participated in writing about reading activities to support their understanding after reading. On 1/28, the students participated in sequencing information, using the transition words first, then, next and last as a shared writing activity. In the classroom field notes on 1/30, at the end of the lesson the students completed a writing activity in which they demonstrated their knowledge of the text using supporting details.

Activities after reading also included word study skills. In the lessons on 1/31/and 2/5, the students worked to examine vowel sounds (long u, and short u) as well as vowel digraphs (ou). The students read the word “our” in the text, and
as a small group, the students identified a series of words containing the “ou” sound. Word study instruction focusing on vowel sounds encouraged the students to recognize and listen for short and long vowel “u” sounds by matching common words to the correct sound. The word study skills related directly to the text to support the students’ ability to read the text.

**K-Lab Intervention**

Book introductions during K-Lab instruction focused on making sure the students had a clear understanding of the pictures and illustrations in the text. In the book introduction, the students were engaged in a discussion to support their background knowledge and establish a strong connection between their knowledge and the text. In the classroom field notes for 2/11, the students were engaged in a discussion about events that children can do with their family.

During K-Lab instruction, the students were made aware of text features within the stories being read. On 2/7/13, the students were engaged in a discussion on text features of the book “The Mitten,” looking at the title, and the illustration on the front cover. The students also participated in text previews, where many of the events taking place in the illustrations were explained and discussed. During this time, the students were encouraged to make their observations of what they see. The students were introduced to animals such as the mole, and the otter, which the students were not familiar with. During this lesson, the students were also asked to characterize the animals in the text, describing features, such as size, comparing them to the other animals.

Reading instruction with the K-Lab students also focused on letter recognition. On 2/11, the students were instructed to point out the letter “F” in the
title on the cover page. The letter was pointed out by each student as the title was read aloud. The students then ran their finger under the title (Family Fun), reading it aloud after hearing it modeled.

During the text preview, a line from the text was pointed out and modeled for the students to hear out loud. The students identified the repetition of text recognizing the pattern and repeating sight word. During book introductions, text specific vocabulary was introduced to the students. On 2/5, in the story In Winter, the students use meaning cues through the illustrations to support their understanding of the text. The students were prompted to begin looking at meaning and visual cues by looking at the first letter in the word “mittens” to determine whether the picture described gloves or mittens. The students identified the beginning letter as “m” and were able to determine through the picture and the visual cue that the text was looking for “mittens.”

During reading, when reading the text, the students were provided with a high level of support to guide and develop their independent reading skills. The students participated in shared and modeled reading during the beginning portion of the text. In the classroom field notes on 2/11, the students were instructed to identify the high frequency word “can” during shared reading.

Activities during instruction focused on using multiple sources of information to solve for unknown words. The students were taught to use the illustrations to help support their understanding of the text. The students used their knowledge of high frequency words to support their independent reading.

Reading instruction activities were modeled around the “gradual release theory” where the students received modeled and guided instruction, followed by
independent practice periods. On 2/13, the students had fluency skills and expression modeled using punctuation in the text, and then the following activities focused on independent reading skills.

Students followed up reading the text by participating in writing activities, practicing alphabetic knowledge skills and engaging in group discussions. Group discussions encouraged students to use specific details from the text to support explanations and thinking. The students answered the question “How did the characters in the story show that they cared for others?” The students provided answers using text specific details and events from the story. The students participated in prompted writing activities, using the high frequency word from the text read in their writing. The students were able to practice reading and writing the sight word during instruction. On 2/7, the students practiced their high frequency word skills using Wiki Stix to form the letters and support the knowledge and formation of the words “the” and “was.” The students practiced their fine motor skills and used the text to support their letter knowledge. To support the students’ literacy knowledge after reading the students also practiced matching of upper and lowercase letters. Jennifer struggled to recognize high frequency words that incorporated both upper and lowercase letters (at the beginning of a sentence). Jennifer matched the lower case letter to the uppercase letter that was already provided on a magnetic board, and said the letter sound as she made the match.

**Anecdotal Records**

**Classroom Instruction**

During instruction, the students were taught strategies to assist with
solving new words. On 1/28, the students focused on beginning blends, and breaking apart words. While reading the text, the students were taught “bl” and “cl” blends that were within the text being read. The students were taught to cut off the endings of words to help solve new words. Jane’s anecdotal records on 2/5 showed that she appealed to the teacher upon coming to new words, without using a word solving strategy. The word solving skills were being taught to address the needs of the students. On 1/31, the students were taught new word solving strategies. The students were taught to stretch the words out, and identify sounds at the beginning, middle and end of the word. The students were also taught to look for smaller, known words to assist with solving for new words. These activities came about as a result of the students becoming exposed to more complex texts.

K-Lab Instruction

On 1/16, the story being read described fruit that went into a fruit salad. In each illustration, the students identified what they saw on each page. It was noted in the anecdotal records (Colin, 1/16/13) that “Colin” was familiar with the illustrations of fruit on each page, but could not identify the names of many types of fruit. At this point in time, the student was provided with the names of the fruit in the text, and asked to identify the initial letter that the word began with.

Summary

The activities and events taking place during guided reading instruction were consistent throughout the study. The lesson always began with a rereading of the previous text as a warm up for reading instruction that day. The students
always knew to expect an introduction to the text, where they would learn new words that would be seen in the story. The students always knew that while reading the text they would be responsible for some sort of a follow up activity, whether it be a writing piece, a discussion or word study. The activities that took place were primarily based on student needs that were seen in the initial running record assessments or seen through anecdotal records.

**Question 2: How is differentiated instruction incorporated into a guided reading lesson to assist each reader’s individual needs?**

**Grouping**

The study took place in two different settings within the school. One setting was in the classroom, where students were pulled for about 25 minutes, with about five students in a group. The second setting took place in an alternate classroom where students were in groups of two, with one teacher. In the K-Lab reading intervention study, students were placed into smaller group sizes to accommodate their more individualized needs. The students in K-Lab were grouped together to meet their similar individual needs. Both students demonstrated similar patterns of letter reversals when identifying letters. The students lacked alphabetic knowledge and awareness of the sounds of all of the letters. While reading, the students had weak visual knowledge to support their word recognition, as they both relied on meaning, obtained from illustrations to support their reading. Both of these students were grouped together to support and strengthen their ability to become more confident in their alphabetic knowledge.
In the classroom reading group, the students were developing great reading skills, but lacked confidence in their ability to become independent in using the reading skills they were being taught. Examining anecdotal records, Jane began to appeal to the teacher more frequently and paused at unknown words without using a strategy independently (Jane, 1/24/13). She looked up at the teacher for confirmation that what she read was right. Bill demonstrated similar characteristics while reading, where he was uncertain about solving new words, and did not employ any strategies to help solve the words. In Bill’s anecdotal records, Bill would also remain at an unknown word, waiting for the teacher to tell the answer without using any skills (Bill, 1/17/13). The students in these groups demonstrated similar characteristics in reading and were placed together for instruction to support and strengthen their word solving skills and strategies to gain more independence as a reader.

**Instruction**

The reading instruction with both groups was differentiated with regard to teacher involvement in the lesson. The lessons followed the Gradual Release of Responsibility model, where the lesson was lead by the teacher, instruction then moved to become more student involved with guidance from the teacher, and then the student was able to practice the skills and strategies learned independently. In both settings where the study took place, the students received differentiated instruction through book introductions to meet the reading needs of the specific groups. As early readers, students need to learn to recognize and read words quickly. Students are provided with a clear understanding of what is going on in the text, through a book introduction, where they can use that knowledge to
support word recognition. In the K-Lab setting, the students participated in modeled reading, where parts of the text were read aloud as the students followed along. The students were exposed to the language through the read aloud to support their independent reading. K-Lab students were introduced to new sight words and high frequency words that are seen frequently throughout the text. The students practice saying, reading, writing and spelling the word and identified the word within the text. On 2/13, the students learned the word “with” in their text, practicing the sight word before reading the text. Knowledge of this sight word supports the students as they work to read fluently, as they are able to recognize the sight word easily within the text.

In the classroom setting, the students are working to achieve skills to become more independent readers. Instruction focused on more specific vocabulary instruction and word study skills, examining different parts of a word, and manipulating words to create new words. 1/30, the students in this particular group were working on indentifying and recognizing initial blends “tr,” and “gr,” where they would see many of these blends while reading.

In the K-Lab setting, many different manipulatives were used to support visual and tactile learning for the students. The students used magnetic letters on a daily basis to physically take apart and put words together, saying the sounds as they moved the letters up. The magnetic letters supported word knowledge as well as letter knowledge for the students. On 2/5, the students participated in word work activities where they were instructed to match uppercase and lowercase magnetic letters. This word study instruction was incorporated to
support student recognition of high frequency words that involved both uppercase and lowercase letters within the word.

Other tactile activities to support early reading behaviors during guided reading instruction involved students using Wiki Stix to create high frequency words being studied. On 2/7, the students used Wiki Stix to make the words “the,” “was” and “will,” which also involved the use of fine motor skills to support more concrete word and letter knowledge.

In Figure 4.14, the K-Lab students participated in prompted interactive writing after reading. The students read a story about activities that families participate in together, and the students used the knowledge from the text to also support their writing. In this activity, the students worked to stretch out the sounds of a word in the beginning, middle and end of a word. The students were given the prompt “We can…” and were instructed to provide a logical example of an activity they participate in with their own family. One of the students gave the example “play games.” In this example, the student worked to identify the initial sounds, coming up with “p,” and “a” sounds for play, and the “g, m, s” sound for games. This activity showed the student’s ability to hear and recognize sounds at the beginning, middle and end of a word with prompting.

The students in K-Lab were supported through many different modeling activities during instruction, including modeled writing, and modeled/shared reading activities. On 1/16, the students participated in modeled writing, as they worked to describe characteristics of fruit, by size shape and color. The students verbally gave their responses, providing initial letter sounds while the teacher
wrote them down. This was a way to integrate writing about reading, while
developing comprehension and deeper understanding about the text.

**Texts**

Students in the K-Lab setting, who are just beginning to read texts
benefitted from texts that contained highly repetitive words, usually with one
word being changed in each page. The texts are highly supported by the
illustrations, which allow the students to use their understanding of the
illustrations to support their reading. The texts usually focus on one or two sight
words to expose students to new words. This repetitive text allows the students to
practice fluency skills while reading while introducing them to different
punctuation symbols. On Colin’s initial running record, he was exposed to both
exclamation points and question marks in the text, which he could recognize and
learn to adjust the expression in their voices for these different sentences.

The texts being used by the students in the classroom reading group still
provided students with the repetitive sentences, but a stronger background
knowledge and use of multiple cueing systems is needed by the students. In Bill’s
post assessment, the text in the running record described opposites on each page.
This understanding, combined with word strategies of letter patterns and initial
letter clues would support the student’s reading.

**Summary**

Instruction was differentiated for students by how the students were
grouped, where the instruction took place, the actual instructing that took place,
and through the materials being used. Students’ needs were supported through
various levels of teacher guidance and instruction throughout the lessons, following the Gradual Release of Responsibility.

**Question 3: How do students demonstrate proficiency of the skills taught in guided reading instruction?**

**Jane**

**Running Reading Records**

Running records were taken at the beginning of the study to determine instructional reading level as well as strengths and needs of each student (Table 4.1). Jane’s running record assessment was given at a DRA (Developmental Reading Assessment) Level 6 at the start of the study. At the initial assessment, Jane scored a 94% reading accuracy rating, showing 5 miscues and 0 self corrections. Jane’s score was assessed at an instructional level, a text that is appropriate for guided reading instructional lessons for this student. At the initial assessment, Jane demonstrated a strong reliance on visual cues to support her reading of the text. Jane appealed to the teacher three times throughout the reading, after recognizing only the initial letter in the word. The running record showed that during the reading, Jane did not use and recognize punctuation within the text, as she read through the sentences. Her limited self corrections also revealed that she was not reading for meaning, but focused on reading through words. Comprehension of the text was limited, as she provided two general details from the text to support her answer.

Throughout the five weeks, Jane was able to demonstrate proficiency in reading at a DRA Level 8, scoring 95% accuracy with four miscues, and four self
corrections at the end of the research study. The higher number of self corrections reflects the student’s ability to read for meaning, by recognizing an error and self correcting the miscue. The miscues and self corrections also show that Jane demonstrated use of multiple strategies and sources of information while reading, specifically highlighting skills being focused on during the study, including checking multiple sources of information.

Anecdotal Records

Jane’s anecdotal records show her proficiency at monitoring her reading. Her initial records indicated that she was not taking into consideration punctuation and phrasing, as she moved through sentences without pausing at periods or commas. Phrasing and expression was not strong, as she read through the text. The beginning level texts, demonstrated that Jane was able to decode the words easily with strong fluency, and use the patterns of repetition to support reading and comprehension. Jane was able to demonstrate proficiency of this level text through the use of these skills, allowing her to move on to more advanced levels. Through the course of the study, the anecdotal records noted that the focus areas of fluency and expression were developing, with more attention being noticed on punctuation, using exclamation marks and question marks to give expression, and periods for pauses (Jane, 2/5/13). Proficiency also developed in solving for unknown words, where Jane was able to successfully use initial letters and ending letters with the support of text illustrations to figure out unknown words (Jane, 2/7/13). Proficiency was shown through a limited number of appeals from the student as the study progressed, in which the student developed proficiency in reading independence and word solving/recognition skills (Jane, 2/7/13).
Bill

Running Records

Bill’s initial running record scored at 97% accuracy at a level 6, which placed him at an easy/independent reading ability for that particular level (Table 4.1). He had two miscues and no self corrections were made, and a strong use of visual cues was used for solving for unknown words. Bill’s initial running record showed at least two appeals were made to the teacher without an attempt at using a strategy to solve the unknown words. Bill demonstrated proficiency at this level, with knowledge of high frequency words for the level. Bill’s post assessment was completed on a level 8, with a 100% accuracy score. During this assessment, no miscues were made, and six self corrections were recorded. On the post assessment, all cueing systems were being used to solve for, and self correct miscues. Bill’s post assessment showed proficiency in skills and strategies taught being used effectively, including rereading, and using the initial letters to support word recognition. Understanding and proficiency of sentence syntax and meaning was demonstrated in the text, when the student reads “No, is it round,” and self corrects his miscues to read “No, it is round.” The self corrections that take place in this assessment demonstrate strong proficiency in reading for meaning and understanding, as well as developing independence as a reader.

Anecdotal Records

Bill’s anecdotal records at the beginning of the study revealed that he did not successfully use any word solving strategies to decode unknown words, appealing to the teacher for support (Bill, 1/16/13). Bill did not demonstrate strong fluency skills at the beginning of the study, reading one word at a time.
Over the course of the study, Bill demonstrated proficiency in using learned strategies to solve for unknown words, checking with multiple cues. Bill looked to initial letters/sounds to support his word solving, and used the illustrations to support his reading (Bill, 1/24/13). Proficiency in expression had also improved as punctuation was used more consistently and voice was heard in reading. Fluency was documented throughout the study, where the student was successfully reading five to six word phrases (Bill, 1/31/13). A variety of strategies was being employed by Bill, for word solving, as he worked to self correct and monitor using visual, meaning and syntactic cues to read. Bill worked to achieve proficiency in independence as a reader, as he demonstrated the skills of monitoring his reading through rereading (Bill, 2/5/13). Bill’s anecdotal records also showed developing proficiency skills in comprehension throughout the study when looking back in the text to support and develop his understanding of the story.

Colin

Running Records

Colin’s initial running record assessment was scored at 94% accuracy on a level three DRA text. The miscues recorded revealed that Colin used mainly meaning and structural cues (repetitive sentence structure) to work through the text, and errors made reflected that reading was based more off of meaning than text and print features (Table 4.1). Colin made four miscues during the initial assessment, in which mainly visual cues, including initial letters were being used to read through and correct the text. In his reading, Colin read “Do we wear head- , and was able to use visual text cues to recognize the miscue to read “ earmuffs.”
Colin demonstrated a limited sight word vocabulary and strategies for solving for unknown words through multiple appeals for words in the text.

On Colin’s post assessment, he obtained a 93% reading accuracy rating with four uncorrected miscues and four self corrections (Table 4.1). His miscues demonstrated a strong reliance on meaning and structural cues to recognize and solve for words. He demonstrated strong meaning and processing skills while reading and was able to support his self corrections with visual support. On page three, Colin read “Do you see a balloon with hearts,” which supports the meaning of the text, and he was able to use visual cues to correct his miscue to say “Do you seen the balloons with hearts?” Insertions or substitutions made throughout the reading supported the meaning and structure of the text so it did not take away from understanding the text.

Anecdotal Records

Colin’s initial anecdotal records demonstrated that he was able to demonstrate some knowledge of print features and employ left to right directionality within a text. There was inconsistency with recognition of letters within the text as he was not able to use letter knowledge to support his text reading (Colin, 1/16/13). Colin also demonstrated weak knowledge of high frequency words and visual support, as he was not able to successfully identify the high frequency word “up” within the text, as it was repeated three times in a row, after identifying it the first time (Colin, 1/17/13). Throughout the beginning of the study, it was also noticed that Colin had confusion with letter reversals and was demonstrating inconsistent voice- print match awareness (Colin, 1/22/13). Throughout the study, Colin began to develop a stronger high frequency word
vocabulary, as he began to consistently identify “too,” “the” and “in” within his texts (Colin 1/29/13). Proficiency in letter reversals and voice print match was becoming more consistent throughout the study as Colin was able to successfully identify b/d letters and p/q letters correctly. Proficiency also developed in the areas of visual cues, sentence structure and meaning. Sentence structure and visual cues were seen in Colin’s ability to self correct “says” for “said” while reading to make sure the sentence and words looked right, and sounded right (Colin, 2/7/13). Skills in comprehension and understanding also became more proficient, when Colin demonstrated the skills of rereading to check for understanding. The lesson on 2/7/13 also demonstrated Colin being able to use the skills of cross checking information in the text, as he consistently used the initial letter and illustrations to support his reading of the text.

Jennifer

Running Records

Jennifer was initially assessed on a DRA level Three text called “What Grows?” On the assessment, she scored a 71% reading accuracy, placing this text in the “hard/frustration” level for this student. Eight miscues were made throughout the reading, and two self corrections were made. The miscues on the initial assessment revealed a strong use of meaning and structure cues to support the reading of the text (Table 4.1). Many of the miscues made were supported through illustrations from the text, and the student’s own interpretations of the text, without much visual awareness. Examples of miscues included “chicky” for “chick,” “plant” for “seed” and “bear” for “cub.” During the initial running record assessment, the student appealed to the teacher three times without
attempting to solve the word independently.

On the post assessment, Jennifer achieved a 91% reading proficiency, with five miscues (four of which were miscues of the same word), and one self correction (Table 4.1). The miscues showed that Jennifer was attempting to use meaning, structure, and visual cues to support her reading of the text. In her reading she miscued “could” for “can” but demonstrated that she was using visual cues to read through the word. The text was composed of a more challenging repetitive pattern, including the high frequency word “too” on every other page. Jennifer was proficient in recognizing this difference and successfully read through those particular sentences.

**Anecdotal Records**

At the beginning of the study, Jennifer demonstrated an understanding of voice-print match with limited prompting. Jennifer appealed to the teacher frequently throughout readings before attempting to solve the word on her own (Jennifer, 1/16/13). Jennifer demonstrated inconsistent knowledge of upper and lower case letter formation and high frequency words. She was not able to recognize the word “was” when it began a sentence, after reading it in the middle of a sentence on the previous page. Throughout the study, letter recognition was still a struggle for Jennifer, as she confused the letter g for the letter k.

Throughout the study, proficiency began to develop in voice print match, as Jennifer demonstrated more consistent pointing to each word as it was read, and recognizing the end of a sentence by pausing before continuing to read. Comprehension skills began to develop as Jennifer was able give details of four specific activities that families do together in the text, as well as making a text to
self connection to the story (Jennifer, 1/24/13). As the study continued Jennifer began to develop proficiency in reading independence as she monitored her reading by recognizing when there were too few or too many words read. Jennifer’s high frequency/sight word vocabulary developed as she was able to recognize sight words “do, see, you & with” within a text (Jennifer, 2/5/13). With prompting, Jennifer was able to use initial letters within a word to support her reading, encouraging her to use more visual supports while reading. Jennifer developed proficiency in her fluency as she was able to read at least three word phrases consistently in the text (Jennifer, 2/7/13). Monitoring and comprehension skills were also being developed by the end of the study as Jennifer was successfully searching for information on her own within the text, to support her comprehension.

Proficiency was seen in the students’ use of strategies and skills being focused on throughout the study, and their ability to use multiple sources of information to solve for words and monitor reading. The students demonstrated these skills through rereading, using visual and meaning cues to support word knowledge, and development of fluency skills. The students showed proficiency in comprehension skills as they engaged in discussions, providing specific details about the text, and their ability to use that knowledge to write about reading. Proficiency in word knowledge was also documented as the students applied the skills and understanding of word study learned to their text readings. Proficiency was seen in reading, writing, and speaking situations that took place throughout the study.
Summary

Chapter Four described the interpretation of data that was collected from the study. Running records, observation field notes, and anecdotal record data were collected to determine the role guided reading plays in the literacy development of young children. Information was collected on the activities taking place during a guided reading lesson, how differentiated instruction is incorporated into guided reading lessons, and how students demonstrate proficiency of the skills leaned in guided reading. The data was analyzed to determine how guided reading impacted young children.
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary of Findings

This study examined the significance and role of guided reading on the development of literacy skills in young children. The data concerned with this study looked at qualitative and quantitative information as well as the development of trends over the course of the five weeks that the study took place. The triangulation of data showed that many of the skills being developed by early readers are crucial for future reading and writing success. The skills taught and activities that take place will support readers through more complex texts. Guided reading in kindergarten supports early readers in the areas of word study, monitoring and self correcting, solving for words and the development of comprehension skills.

Students in kindergarten are exposed to word study and alphabetic knowledge as part of their guided reading and balanced literacy programs. They work with manipulating simple words, and playing with sounds that can be transferred to reading and writing activities. In early childhood, young children are beginning to learn that you read for meaning, and when something doesn’t make sense, you go back and try to fix it. Students worked to make sure that what they read not only made sense but visually the words looked right. This concept was seen through voice-print match as well as identifying parts of the word, such as the beginning, middle and endings. Comprehension skills also are beginning to develop in early childhood years, as students learn to identify the structure of texts. Early readers can identify details in a text, and can go back into a text and
show where they got their information. Comprehension was also seen in the student’s ability to write about their reading, describing the events taking place in a text.

Differentiated instruction plays an important role in the development of an individual’s literacy growth and development. Student reading success depends on teaching and instruction that is able to meet the needs of the individual learner. Small reading groups allow for more individualized attention from the teacher where students can receive additional support in a less threatening environment. The teacher is able to differentiate texts to more closely meet the instructional reading needs of the students. In the K-Lab setting, the students benefitted from texts with highly repetitive phrases that they could recognize, which supported their independence as readers. The groups benefitted from text introductions in that they were able to identify specific vocabulary terms, characters and events taking place as well as make connections to the story to support their overall understanding. For emergent readers, the use of manipulatives within the guided reading lesson allowed for more visual learners to develop phonics skills in a more concrete way.

The study revealed the crucial role that assessments play in literacy development. Assessment revealed the student’s strengths and needs, as well as the strategies that they did or did not know or use to read successfully. Assessment was seen both qualitatively and quantitatively through anecdotal records and running records to provide a well rounded picture of each student’s reading needs and abilities. The strengths of the students were used to support new learning, and the needs were addressed within instruction to help the
students’ development of literacy skills. Assessment was seen as a necessary component to the development of instructional lessons. Through assessment and data collection, student growth and proficiency is measured, highlighting specific skills and strategies being used to work through a text. Many of the skills and strategies developed by the students in the reading groups included rereading, cross checking multiple cueing systems, and solving for unknown words.

**Conclusion**

The goal of guided reading lessons is to teach, prompt, and reinforce skills and strategies through small group instruction that students can then transfer to independent reading activities. The activities that surround a guided reading lesson are important for developing a well rounded literacy program and literacy growth in students. Students participated in various word study skills and comprehension activities that they were able to apply to the texts and writing activities that were a part of each lesson. The success and importance of the activities that took place within the guided reading lessons was evident through data collection in anecdotal records and post assessments.

Differentiated instruction is a strong component of guided reading in that it works to meet the needs of the individual learner. Not all students come into school with the same early literacy experiences, and small group instruction provides students with the support that he or she needs at that point in their literacy development.

Working with students who are at different areas in their literacy development, both groups were able to demonstrate the skills and strategies of comprehension, word solving, and monitoring with some prompting. These are
skills that will be used by the students at a more independent level as they become exposed to more complex texts.

**Discussion**

Through my work with guided reading and early readers, this project has demonstrated the importance of providing children with a strong balanced literacy program in the early years. Those early reading skills such as decoding and word solving that are taught in early childhood grades need to be established so that the skills of fluency, comprehension and analyzing texts can begin to take shape soon afterwards. All the skills that are taught in guided reading work together to help students become successful readers. This study has helped me to recognize the importance of qualitative data, and the variety of information that can come from observations, and looking closely at a child’s reading. A stronger understanding has developed of the importance of exposing early readers to these skills and strategies in order provide students with the skills they will need to read and understand more complex texts.

**Recommendations for Future Teaching**

A strong balanced literacy program needs to be established at the early childhood level so that all students have the opportunity to succeed and develop as readers. Within guided reading, instruction needs to be tailored to meet the individual needs of all students. Students need to work with texts and materials at their instructional reading level in order to successfully process and develop the skills needed to read more complex texts. Guided reading groups should be flexible and change to meet the present needs of each student. Students need to be taught multiple reading strategies that they can use to solve unknown words or
process a text. They need to be exposed to and learn to use strategies that connect to meaning, structure, and visual cues. All of these strategies are important to reading and understanding texts, and they work together to support the readers in multiple ways.

Assessment needs to drive instruction, and should be a consistent component to guided reading instruction. Early readers are quick to make significant reading gains, and regular assessment of strengths and needs will allow the teacher to adequately monitor progress and adjust reading instruction and reading groups to meet the students’ needs. A variety of assessments should be considered in instruction to gain an overall understanding of individual and group reading processes.

Guided reading is a fairly new component to the literacy curriculum, in terms of the structure that has been set by many literacy leaders, including Fountas and Pinnell, and Jan Richardson. It is the responsibility of all educators, to become aware of current research surrounding the field of education and literacy development as it pertains to them in order to properly prepare students for future learning.

Implications for Future Research

Future research into guided reading would benefit from looking into the benefits of following one structure of guided reading over another. There are multiple programs established in the literacy field that focus more heavily on certain aspects of balanced literacy than others. Research could look to identify those areas of balanced literacy that are most beneficial to the literacy growth and development of young children. More research could also be performed to
address the benefits of different reading methods such as choral reading, modeled reading, and independent reading performed by the classroom teacher and students during a guided reading lesson.
References


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Appendices

Appendix A: Letter to Parents

November, 2012

Dear Parent or Guardian,

My name is Elizabeth Hardie, and I am a graduate student in the department of Education and Human Development at SUNY Brockport. I am conducting a study in regards to how guided reading instruction supports young children’s literacy development. Over the course of five weeks, Mrs. Raschke has allowed me to come in and work with your child in a small group and teach a series of guided reading lessons. This will take place in addition to regular guided reading instruction provided by Mrs. Raschke. In guided reading, your child is introduced to a new book each day by the teacher, which will be used to focus on a particular phonics skill or reading strategy. We walk through the story with the students, making connections, discussing the pictures and new words or spelling patterns. The students then have the opportunity to read the text independently, or with assistance when necessary.

If you grant consent for your child to participate in this study, she or he would work with me two days a week for about 25 minutes. During this time, I may do a reading assessment with your child, and take notes to document how he or she uses the skills and strategies that are taught while reading. Your child’s name will not be recorded or used in any way while completing this project.

The enclosed Guardian Consent form includes information about your child’s rights as a project participant, including how I will protect his/her privacy. Please read the form carefully. If you are willing to allow your child’s participation, please indicate your consent by signing the attached statement.

Thank you in advance for your consideration.

Sincerely,

Elizabeth Hardie
Graduate Student, SUNY Brockport
SUNY Brockport
ehard1@brockport.edu
(585) 415-6589

Dr. Dong-shin Shin
Thesis Advisor at
SUNY Brockport
dshin@brockport.edu
(585)395-5007
Appendix B: Letter to Kindergardeners

Dear Kindergardeners,

For the next few weeks, I am going to be doing some reading activities with you so that I can see what great readers you all are. I go to school just like you, and I am learning about all of the activities that you do during guided reading, and the reading strategies you are learning to help you become great readers. When we are together, I will listen to you read and I may take some notes about what you are reading. I may also ask you some questions about the story that we are reading. When I am working with you, and writing down information, I am not going to use your name anywhere or share your name with anyone else.

Your parent or guardian has given permission for you to work with me, but it’s up to you to decide if you would like to. If you would like to work with me, but change your mind later on, you can tell your teacher or me that you have changed your mind. It is okay to change your mind at any time.

If it is okay with you to work with me during guided reading, you can write your name on the first line below. Under your name you can write today’s date which is _________________.

Thank you very much,

Miss Hardie

Name:__________________________________________________________________________

Date:__________________________________________________________________________
Appendix C: Classroom Field Notes

Date: ________________________________

<table>
<thead>
<tr>
<th>Guided Reading Activity</th>
<th>How activity supports balanced literacy</th>
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Appendix D: Running Record Sheet

Running Record Sheet

Name ______________________  Date __________  Text Level __________

Scores: Running Words: _____  Errors

Error Rate:  I: __________  Acc: %  Sc Rate: ___

Easy 95-100%  Instructional 90-94%  Hard 50-89%

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<th>Page</th>
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<td></td>
<td></td>
<td>E SC E MSV SC MSV</td>
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Appendix E: Anecdotal Record Form

K-Lab

Student:
Date:
Notes:

Classroom

Student:
Date:
Notes:
Appendix F

Anecdotal Records

Bill

1/16/13  -Does not take risks with solving for unknown words, does not use strategies to solve words
  -Stops and waits for the answer
1/17/13  -Read the word “read” but is unsure if it is correct
  -Reads word by word (one word at a time
  -If stuck does not move on or try a strategy
1/22/13  -Reads in monotone voice, does not give any expression to his voice
  -Reads in 3-4 word phrases
  -Uses illustration (meaning) to solve word “vegetables”
1/24/13  -Appeals to teacher when he comes to word “able”
  -Stuck on the word something – looks to picture to provide support (uses meaning to solve words)
  -Speaking louder, at points of excitement, shows expression and pausing for punctuation
  -Beginning to read more fluently in 4 and 5 word phrases
1/29/13  -Stuck on “cage” does not use strategies to solve – prompted
  -Reads chewed, using the “ch” sound
  -Uses repetition from text to help with solving for words and fluency
1/31/13  -Reading in 5-6 word phrases
  -Consistently using expression, raises voice with different characters
  -Uses MSV to solve for words
  -Uses initial letter to solve for words “cool”
  -Looks back in the text to find an answer, support comprehension
2/5/2013  -Uses beginning and ending letter patterns successfully when solving unknown words
  -Monitors reading- stops when confused, and rereads
  -Continues to read fluently, reading does not have expression
  -Using MSV to monitor reading and solving unknown words
2/7/13  -Monitors reading with pictures (meaning)
  -Appeals to teacher when unsure of word
  -Rereads when prompted, is able to fix and monitor reading
Anecdotal Records

Jane

1/16/13
- Moves from sentence to sentence without stopping
- Uses pictures to check meaning after reading
- Interacts with text, by commenting on the pictures

1/17/13
- Reads through text with ease,
- Checking multiple sources of the text to support meaning and monitor
- Recognizes repetition, uses it to read through text easily

1/22/13
- Limited expression in reading
- Strong fluency with 5 and six word phrases
- Reads through sentences, not pausing or breaking

1/24/13
- After reading a new word, looks up for confirmation that she is correct
- Pauses at unknown words, uses initial letter patterns to solve words

1/29/13
- Practices reading with expression
- Recognizes punctuation, reads with excitement at an exclamation point
- Takes long breaks in the middle of sentences
- Reads through bolded words, does not give expression to words

1/31/13
- Uses pictures to support reading (meaning)
- Reads with strong expression
- Stops when confused, uses initial letter to solve unknown words
- Reads smoothly with 4-5 word phrases
- Describes details and events from the story from memory

2/5/13
- Struggles to use word solving strategies when coming to unknown word “under”,
- Looks for appeal from teacher once
- Continues to read with expression (using !&?)
- Uses pictures to support meaning
- Successfully recognizes sight words (have, little, went, from)
- Uses initial letter to support meaning

2/7/13
- Uses glossary to successfully to answer prompts
- Reads with fluency with support of repeating text
- Appeals to teacher when at unknown word once
- Uses initial letter to ID unknown word when prompted
- Successfully uses voice-print match
Anecdotal Records

Colin

1/16/13
- Demonstrates left to right directionality
- Familiar with pictures of vocabulary but cannot identify names of fruit
- Inconsistently uses initial letters to identify words

1/17/13
- Does not recognize repeating words in text (up, up, up) after identifying the first word. (We went up the mountain)
- Does not recognize repeating phrases in text
- Can not identify specific words in text when prompted

1/22/13
- Confuses b/d orientation when in isolation
- Can identify “n” letter sound when prompted
- Confuses rabbit with “bunny,” identifies rabbit after prompted for initial letter in vocabulary word
- Inconsistent voice-print match awareness

1/24/13
- Uses initial letter (visual) and illustrations (meaning) to solve for unknown words
- Monitors reading- rereads when at confusing point in text
- Successfully recognizes sight word “too”

1/29/13
- Identifies uppercase and lowercase b/d and p/q letters
- Consistently uses voice print match while reading text
- Recognizes high frequency words “the, & in”

2/5/13
- Used language structure and meaning consistently
- Demonstrates two and three word phrasing
- Uses meaning and visual cues consistently
- Identifies three details from the text during prompting

2/7/13
- Uses picture and initial letter to cross check and monitor
- Self corrects “says” for “said”
- Rereads to check understanding
Anecdotal Records

Jennifer

1/16/13
- Identifies high frequency words “has & was” upon prompting
- Demonstrates voice print match, pointing to each word
- Appeals to teacher at unknown words

1/17/13
- Reads “we” when in the middle of a sentence, but does not recognize “we” when beginning a sentence on the same page
- Uses illustrations (meaning) to solve for unknown words
- Says gloves (instead of mittens), after prompting for initial sound says “mittens”

1/22/13
- Struggles to identify “was” in text, Confuses “winter” for “was” when prompted
- Does not consistently recognize “was” in text
- Consistent voice print match

1/24/13
- Confuses “g” for “k,” needs prompting for “g”
- Gives 4 specific examples for things to do with families
- Makes “text to self” connections to events in pictures
- Monitors reading through voice print match, and stopping at the end of each sentence

1/29/13
- Uses meaning (illustrations) to read, reads “play tag” for “run,” “make cookies” for “bake,” and “tickle each other” for “dance”
- With prompting, uses visual and meaning to solve for words
- Does not understand grammar/structure: reads “We can play game”

2/5/13
- Successfully employs voice-print match in reading
- Monitors reading and voice-print match, recognizes when too few, too many words are read
- Primarily monitors reading through meaning
- Recognizes sight words “do” and “see,” and “you” and “with” occasionally
- When prompted, will use initial letter to monitor reading

2/7/13
- Reads more high frequency words
- Searches for information illustrations to support understanding
- Reading three word phrases consistently
- Appeals to teacher before trying reading strategy to solve for words
## Appendix G

Running Record Sheet

<table>
<thead>
<tr>
<th>Name</th>
<th>Colin/K-Lab</th>
<th>Date</th>
<th>Text Level</th>
<th>3</th>
</tr>
</thead>
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### Scores:
- Running Words: 51
- Error Rate: MN7

### Accuracy:
- Acc: 94%
- Sc Rate: 1:3

### Difficulty Level:
- Easy 95-100%
- Instructional 90-94%
- Hard 50-89%

<table>
<thead>
<tr>
<th>Page</th>
<th>Title</th>
<th>Totals</th>
<th>Information Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Do we wear a coat in winter? We do!</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Do we wear mittens in winter? We do!</td>
<td>1</td>
<td>MS</td>
</tr>
<tr>
<td>4</td>
<td>Do we wear boots in winter? We do!</td>
<td>1</td>
<td>MS</td>
</tr>
<tr>
<td>5</td>
<td>Do we wear a hat in winter? We do!</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Do we wear a scarf in winter? We do!</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Do we wear earmuffs in winter? We do!</td>
<td>1</td>
<td>V</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Notes:
- Prompt (beg. letter)
- Gloves
- Earmuffs
Running Record Sheet

Name: **Colin**  Date: **2/13/13**  Text Level: **3**

Scores:
- Running Words: **54**  Errors: **4**
- Error Rate: **1:2**
- Acc: %
- Sc Rate: 

Easy 95-100%  Instructional 90-94%  Hard 50-89%

<table>
<thead>
<tr>
<th>Page</th>
<th>Title</th>
<th>Totals</th>
<th>Information Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>The Hearts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 2 | Do you see the card with hearts? | 1 | (MS) |
| 3 | Do you see the balloons with hearts? | 1 | V |
| 4 | Do you see the gift with hearts? | 1 | (ME) |
| 5 | Do you see the candy the with hearts? | 1 |
| 6 | Do you see the cookies with hearts? | 1 |

4/14 3317  Y
Running Record Sheet

Name: Bill  /  Classroom:  
Date: 1-17-13  /  Text Level: G0

Scores: Running Words: 97  /  Errors: 2
Error Rate: 14%  /  Acc: 97%  /  Se Rate: 1:

√ Easy 95-100%  /  □ Instructional 90-94%  /  □ Hard 50-89%

<table>
<thead>
<tr>
<th>Page</th>
<th>Title</th>
<th>Totals</th>
<th>Information Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>where can you shop?</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>you can shop in different kinds of stores.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grocery store / hardware store / bakery / shoe store / toy store /</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Where can you shop for food?</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>You can shop for food at a grocery store</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Where can you shop for shoes?</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>You can shop for shoes at a shoe store.</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Page</td>
<td>Title</td>
<td>Totals</td>
<td>Information Used</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>--------</td>
<td>------------------</td>
</tr>
<tr>
<td>2</td>
<td>Is it dark? No, it's light.</td>
<td>2D</td>
<td>E MV MV</td>
</tr>
<tr>
<td>4</td>
<td>Is it square? No, it's round.</td>
<td>1D</td>
<td>E MV V</td>
</tr>
<tr>
<td>4</td>
<td>Is it near? No, it's far.</td>
<td>1D</td>
<td>E MV V</td>
</tr>
<tr>
<td>6</td>
<td>Is it little? No, it's big.</td>
<td>1D</td>
<td>E MV V</td>
</tr>
<tr>
<td>8</td>
<td>Is it down? No, it's up.</td>
<td>1D</td>
<td>E MV V</td>
</tr>
<tr>
<td>10</td>
<td>Is it empty? No, it's full.</td>
<td>1D</td>
<td>E MV V</td>
</tr>
<tr>
<td>12</td>
<td>No, it's low. Is it loud? No, it's quiet.</td>
<td>1D</td>
<td>E MV (MV)</td>
</tr>
<tr>
<td>14</td>
<td>Is it wet? No, it's dry.</td>
<td>1D</td>
<td>E MV V</td>
</tr>
<tr>
<td>16</td>
<td>Is it hot? No, it's cold.</td>
<td>1D</td>
<td>E MV V</td>
</tr>
<tr>
<td>18</td>
<td>Is it under? No, it's over.</td>
<td>1D</td>
<td>E MV V</td>
</tr>
<tr>
<td>20</td>
<td>Is it dark? No, it's light.</td>
<td>1D</td>
<td>E MV V</td>
</tr>
</tbody>
</table>
# Appendix H

## Classroom Field Notes

**Date:** 1-16-13

### Moving From Place to Place

**Classroom Field notes**

<table>
<thead>
<tr>
<th>Guided Reading Activity</th>
<th>How activity supports balanced literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before</strong></td>
<td>- The book introduction exposed students to different ways that people and objects get from place to place.</td>
</tr>
<tr>
<td>- Book intro.</td>
<td>- Vocabulary that we discussed helped to support reading &amp; comprehension (highway, tracks, transportation).</td>
</tr>
<tr>
<td>- P3: Knowledge</td>
<td>- Many students in this group demonstrate successful word solving strategies.</td>
</tr>
<tr>
<td>- How do we get from place to place?</td>
<td>- Practicing the skills of phrasing and expression assists with comprehension and understanding of a text.</td>
</tr>
<tr>
<td>- What kinds of vehicles do we use to get someplace close for away?</td>
<td>- We explored background knowledge of how objects travel to farther places.</td>
</tr>
<tr>
<td>- Strategies</td>
<td>- This comprehension activity encourages students to use the text to support their thinking and understanding.</td>
</tr>
<tr>
<td>- Phrasing</td>
<td>- Students worked on sequencing events that took place in the story in a shared writing activity demonstrating understanding.</td>
</tr>
<tr>
<td>- Expression (? words)</td>
<td></td>
</tr>
<tr>
<td><strong>During</strong></td>
<td></td>
</tr>
<tr>
<td>- Strategies</td>
<td></td>
</tr>
<tr>
<td>- Phrasing</td>
<td></td>
</tr>
<tr>
<td>- Expression (? words)</td>
<td></td>
</tr>
<tr>
<td>- Focus: Why are some objects moved by different vehicles?</td>
<td></td>
</tr>
<tr>
<td><strong>After</strong></td>
<td></td>
</tr>
<tr>
<td>- Comprehension</td>
<td></td>
</tr>
<tr>
<td>- What are some similarities and differences among the different kinds of transportation</td>
<td></td>
</tr>
<tr>
<td>- Writing:</td>
<td></td>
</tr>
<tr>
<td>- Sequencing</td>
<td></td>
</tr>
<tr>
<td>- First</td>
<td></td>
</tr>
<tr>
<td>- Then</td>
<td></td>
</tr>
<tr>
<td>- Next</td>
<td></td>
</tr>
<tr>
<td>Guided Reading Activity</td>
<td>How activity supports balanced literacy</td>
</tr>
<tr>
<td>------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td><strong>Before</strong></td>
<td>In introducing the text, we discussed that there are many places around us where we need to read words to help us get information</td>
</tr>
<tr>
<td>- Book Intro/Background Knowledge</td>
<td></td>
</tr>
<tr>
<td>- Where do we have to read words in our lives?</td>
<td></td>
</tr>
<tr>
<td>- Word Study:</td>
<td></td>
</tr>
<tr>
<td>- Initial blends (th, tr, gr)</td>
<td></td>
</tr>
<tr>
<td>- Rhyming words</td>
<td></td>
</tr>
<tr>
<td><strong>During</strong></td>
<td>Students are tending to read fast without giving consideration for phrasing and expression. The 2nd reading focused on reading with expression. The first page was modeled for students before reading</td>
</tr>
<tr>
<td>- Reading with</td>
<td></td>
</tr>
<tr>
<td>- Expression (rhyming words)</td>
<td></td>
</tr>
<tr>
<td>- Word solving</td>
<td></td>
</tr>
<tr>
<td>- Stretch it out (looking for smaller words and spelling patterns)</td>
<td></td>
</tr>
<tr>
<td>- Skip / Come back</td>
<td></td>
</tr>
<tr>
<td><strong>After</strong></td>
<td>Student comprehension of ways that we can read print all around us</td>
</tr>
<tr>
<td>Writing:</td>
<td></td>
</tr>
<tr>
<td>- Comprehension</td>
<td></td>
</tr>
<tr>
<td>- I can read...</td>
<td></td>
</tr>
<tr>
<td>Guided Reading Activity</td>
<td>How activity supports balanced literacy</td>
</tr>
<tr>
<td>-------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>Before</td>
<td>- The book intro, introduced students to the character’s name in the story</td>
</tr>
<tr>
<td></td>
<td>- Students provided background knowledge of having a pet to support their comprehension</td>
</tr>
<tr>
<td></td>
<td>- During the introduction and preview, students compared and contrasted events in the illustrations</td>
</tr>
<tr>
<td></td>
<td>- Students were introduced to vocabulary to support further reading and comprehension</td>
</tr>
<tr>
<td></td>
<td>- Providing students with a focus for reading allows them to think about the text during reading</td>
</tr>
<tr>
<td></td>
<td>- Students are reading more complex texts, so we began looking at different ways to solve unknown words (cutting off endings, looking for smaller words inside bigger words)</td>
</tr>
<tr>
<td></td>
<td>- Students were exposed to long and short vowel sounds</td>
</tr>
<tr>
<td></td>
<td>- Word study incorporated matching common words with the long and short vowel sounds</td>
</tr>
</tbody>
</table>

Date: 1-31-13

Date: 2-5-13

Classroom Field notes

Focus: How did the family's life change after having Princess?

- Solving words by looking at beginning blends and beginning, middle, end, middle, and ending of the word

Word Study
- long U
- short U

Together figured out the word and determined which beginning sound the word had
Date: 2-5-13

In Winter

<table>
<thead>
<tr>
<th>Classroom Field notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Guided Reading Activity</strong></td>
</tr>
<tr>
<td><strong>Before</strong></td>
</tr>
</tbody>
</table>
| Book Intro Pic. Walk | - In introducing the leveled book, I began by having a discussion with the children about winter clothing, and what to wear outside.
| - Background Knowledge | - Two pics focused on were mittens & earmuffs to avoid confusion (we looked at meaning and visual cues to support reading). |
| - Vocab. Inst. sight word 'Do' | |
| **During** | |
| Modeled Reading (begin) High Support | - Begin reading with high support model reading
| Independent Reading | - Recognize repetition within text
| | - Strategy: Word solving (first letter/pictures) |
| **After** | |
| - Word Work Uppercase lowercase (matching) | - During reading, students became confused with H-F words incorporating lowercase & uppercase letters. Word work incorporated matching lower/uppercase letters using magnets |
### Classroom Field Notes

<table>
<thead>
<tr>
<th>Guided Reading Activity</th>
<th>How activity supports balanced literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before</strong></td>
<td></td>
</tr>
<tr>
<td>Book Intro:</td>
<td>In the book intro, we examined the title pointing out the letter E (in Family Fun)</td>
</tr>
<tr>
<td>- Title Page/ Picture</td>
<td>- Discussion of events that you can do with your family</td>
</tr>
<tr>
<td>- Bkgd Info</td>
<td>- Recognized and discussed the patterns and repeated words (can) in the text</td>
</tr>
<tr>
<td>- What can you do with your family?</td>
<td></td>
</tr>
<tr>
<td>- H·F Sight Word</td>
<td></td>
</tr>
<tr>
<td>- Sight Word can</td>
<td>- Reading of the first page together to support text structure in story</td>
</tr>
<tr>
<td>- Shared/Choral Reading</td>
<td>- (Focus: Compare + Contrast activities we discussed in the beginning to those in the text)</td>
</tr>
<tr>
<td>- Old: Sight Word can</td>
<td>- Strategy: Checking multiple sources of information to solve for unknown words (initial sound / picture)</td>
</tr>
<tr>
<td>- Indep. Reading</td>
<td></td>
</tr>
<tr>
<td>Use initial, picture, letter + to solve unknown words</td>
<td></td>
</tr>
<tr>
<td><strong>After</strong></td>
<td></td>
</tr>
<tr>
<td>Writing:</td>
<td>Writing: Stretching a word out, listening for sounds in beginning, middle, end of word</td>
</tr>
<tr>
<td>&quot;We can...&quot;</td>
<td></td>
</tr>
<tr>
<td>(with our family)</td>
<td></td>
</tr>
</tbody>
</table>
**The Hearts**

### Classroom Field notes

<table>
<thead>
<tr>
<th>Guided Reading Activity</th>
<th>How activity supports balanced literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before</strong></td>
<td>- Support students understanding of the text with a description of celebrations and showing love to friends and family.</td>
</tr>
<tr>
<td>- Book introduction</td>
<td>- Introducing students to important sight words supports reading the text with fluency and comprehension.</td>
</tr>
<tr>
<td>- Background information</td>
<td>- Using gradual release theory, students began to take more ownership over their independence in reading.</td>
</tr>
<tr>
<td>- Sight word: With</td>
<td>- Book Intro/Picture Walk</td>
</tr>
<tr>
<td><strong>During</strong></td>
<td>- Modeled Reading</td>
</tr>
<tr>
<td>- Skills:</td>
<td>- Independent reading</td>
</tr>
<tr>
<td>- Initial letter</td>
<td>- Encouraging students to support their thinking and explanations using text features; text based information.</td>
</tr>
<tr>
<td>- Picture</td>
<td></td>
</tr>
<tr>
<td>- Expression</td>
<td></td>
</tr>
<tr>
<td>- Use of punctuation</td>
<td></td>
</tr>
<tr>
<td>- Develop fluency</td>
<td></td>
</tr>
<tr>
<td>- Through use of question marks in reading</td>
<td></td>
</tr>
<tr>
<td><strong>After</strong></td>
<td></td>
</tr>
<tr>
<td>- Comprehension</td>
<td></td>
</tr>
<tr>
<td>- How did the characters in the story show that they cared for others</td>
<td></td>
</tr>
</tbody>
</table>