California State University, San Bernardino

CSUSB ScholarWorks

2004

Bridging the gap by using mini shared reading

Ljubica Radisich Quilici

Recommended Citation

BRIDGING THE GAP BY USING MINI SHARED READING

A Project

Presented to the

Faculty of

California State University,

San Bernardino

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

in

Education:

Reading/Language Arts

by

Ljubica Radisich Quilici

September 2004

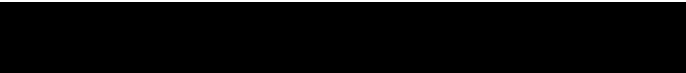BRIDGING THE GAP BY USING MINI SHARED READING
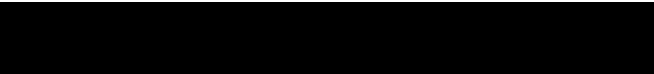
_____

A Project

Presented to the

Faculty of

California State University,

San Bernardino

_____

by

Ljubica Radisich Quilici

September 2004

Approved by:

Dr. Barbara Flores, First Reader   Date   8-25-04

Dr. Diane Brantley, Second Reader

ABSTRACT

First grade is an instrumental year in acquiring the

essential strategies and tools needed to learn how to

read. Children experiencing success with literacy during

this crucial year are well on their way to a gratifying

future in academics. However, in each class there are

several students who, in spite of the professional

training of their teacher, fall further and further behind

their peers in acquiring literacy skills.

The purpose of this study was to investigate an

alternative teaching strategy for assisting five first

grade students who were struggling with learning how to

read. During the previous eight months in class, these

children showed little growth in reading compared to the

progress made by their peers. Prior to implementing this

teaching strategy, Mini Shared Reading, these students

were receiving daily small group instruction with Guided

Reading, targeted at their instructional level. This

project examines how Mini Shared Reading, a melding of

Shared Reading and Guided Reading, enabled these students

to grow five to ten reading levels in five weeks.

This project will illustrate the significant progress

made when the teacher planned deliberate mediation for a

targeted group of students with the purpose of teaching to

their potential, rather than to their instructional level. The students came away from the five-week project with a strong sense of self-confidence and empowerment in their inherent abilities to become proficient readers.

ACKNOWLEDGMENTS

DEDICATION

To my children, Peter, Tijana, Liliana, and Paul, whose
beautiful spirits shower me with joyfulness every day.

To my husband, Lewis, my partner, my sounding board,
my in-house comedian, and the light of my life.

In memory of my mama, Bosa, who, as my first teacher, was
the ideal example of how one person can touch many lives
through unconditional love and acceptance.

TABLE OF CONTENTS

LIST OF FIGURES

CHAPTER ONE

INTRODUCTION

Teaching first graders how to read is an overwhelming
challenge. When I was a classroom teacher, in each of my
classes one quarter of the students did not progress with
literacy, in spite of my efforts and expertise with
reading instruction. More recently in my job as a reading
teacher, the majority of students coming to our reading
lab have been designated as "at risk" due to the minimal
progress they have experienced with literacy. The focus of
this study is to explore in depth how to deliberately
facilitate and teach struggling first graders how to read
proficiently.

Background

On the first day my students meet with me, their
faces reveal more about themselves than any cumulative
school record can. I notice apprehension, uncertainty,
lack of confidence, and hopeful expectation. Before we
met, I learned something about each of them by examining
last year's reading assessments, yet those statistics
didn't show the feelings revealed in their wary eyes.

These children don't realize that as their reading
teacher, I also have doubts and anxieties. I wonder how I

can make the most of our time together to teach them how to become proficient readers. And in spite of many years of training, I know that one packaged program will not be the answer for all of these children. The challenge of meeting all their individual needs is a daunting task.

Literacy instruction has been my passion. During my years as a kindergarten teacher, I was fascinated by how some children learned how to read almost effortlessly. They were able to incorporate all the strategies that good readers used with minimal guidance from me. The more they practiced these strategies, they continued to gain confidence and became better readers.

Yet there were other students who continued to struggle with learning how to read. Each of my classes had at least five students who didn't know how to put all the parts of reading together proficiently. It seemed that they were unfocused, easily distracted, and didn't retain information. The entire process of reading was bewildering to them.

Helping these struggling readers has been a challenge facing all the teachers at our school. Our District adopted a Balanced Literacy Program nine years ago in order to address these issues. Primary teachers were trained in techniques such as using Read Alouds,

Interactive Writing, Guided Reading, Shared Reading, Writers' Workshop, and working with words. The emphasis was in balancing all these components in order to illustrate that reading and writing are interrelated. The Balanced Literacy Program proved to be successful with most of our students, providing them with a firm foundation to build upon.

Our District also embraced the Reading Recovery Program in order to accelerate the literacy growth of slow progressing first graders. Kindergarten teachers at most schools used half of their day to work one-on-one with three to four children using the Reading Recovery intervention techniques. Many teachers received this valuable training and incorporated the teaching and assessment techniques in their classrooms.

Despite students' positive results from the implementation of these programs, there continued to be children who were unsuccessful with reading and writing. We questioned how this was possible considering our extensive training in Balanced Literacy and Reading Recovery.

Given the background and knowledge base of so many highly trained teachers, it was obvious that there was something missing.

The common assumption among my peers was that our students and their parents were to blame for their lack of progress. The following illustrate some of the teachers' attitudes about why their students didn't learn to read: our students live in a low socio economic community; some of our children are drug babies; others have illiterate parents; many parents and children don't speak English and don't try to learn; most parents aren't supportive; there aren't books at home; children don't attend preschool to prepare for kindergarten; perhaps they have learning disabilities and need to receive Special Education services. The common denominator in each of these assumptions is that students' lack of progress with literacy was out of the control of the teacher. "Blaming the victim" becomes the logical excuse.

In spite of these complaints, there were a number of dedicated, reflective teachers that met regularly to discuss why some of their students weren't responding to our District's seemingly effective programs. Though other children with similar backgrounds were able to show steady progress, they decided that perhaps the problem was ineffective teaching, not incapable children. Maybe Guided Reading, Shared Reading, Reading Recovery, and all the

other District literacy programs were not the answer for every child.

Statement of the Problem

Children must become proficient readers and writers in order to function academically in schools and successfully in society. Though most children acquire the necessary skills and strategies to become competent readers by participating in the routine Language Arts curriculum, inefficient readers experience breakdowns in how they use strategies, causing them to fall further and further behind their peers. The reading techniques and programs commonly considered to be most successful with beginning readers are not effective with all struggling readers. This project examines ways to bridge the gap between proficient and struggling readers.

Inefficient readers typically rely on phonics, or 'sounding out' words as their predominant strategy (Goodman, 1982). When children assume that reading is an exercise in decoding words, they fail to understand what they have read. The effort involved in decoding is exhausting and all consuming.

English language learners experience these same challenges. Their needs are compounded by the demands of

acquiring a new language quickly, while simultaneously becoming proficient readers and writers. Though research suggests that English language learners require five to seven years to acquire academic language (Barone, 1998; Gibbons, 1991), public schools expect students to become fluent within two years (Barone, 1998).

Guided Reading, Reading Recovery, and Shared Reading are all excellent programs that emphasize meaning centered approaches to reading, yet these methods have not been successful with all our English language learners and struggling readers. Mini Shared Reading, developed by Dr. Barbara Flores (1992), is a melding of Guided Reading and Shared Reading incorporating the best of both programs within a small group setting. It was designed for Bilingual students for the purpose of accelerating their reading potential. Mini Shared Reading focuses primarily on the construction of meaning, and de-emphasizes decoding, and also targets the use of all cueing systems and strategies that proficient readers utilize. In previous studies, children achieved rapid growth (Perez, 2004), and as a result became more confident students. Given the desire to find another way of teaching to help our children who were struggling, I chose Mini Shared

Reading as the model for my project in helping inefficient readers gain proficiency with literacy.

This project investigates methods to assist struggling readers by addressing the following major questions:

1. How can students recognize that the purpose of reading is to construct meaning, rather than an exercise in phonetic decoding?

2. How can students improve their reading proficiency in the shortest amount of time?

3. What is the most effective way to teach children all of the cueing systems and strategies within the context of interacting with the text?

4. Is it possible to instill a sense of confidence and empowerment in children who previously were experiencing failure with academics?

Other questions to be explored within this project include:

1. Can emergent readers develop fluency and prosody while learning to read challenging books?

2. Is it possible to increase oral language skills while learning how to read?

3. Can struggling readers develop a love for reading?

7

4. Can English language learners attain the same level of success with literacy that their Native English peers achieve?

CHAPTER TWO

REVIEW OF THE LITERATURE

In these last fourteen years as an educator, three of these years have been as a reading teacher, a Reading Recovery teacher, and a literacy coach. My passion has always been literacy and how children learn to read and write. As I have sought theories and methods to help my students learn to read, I've found several approaches to teaching literacy that are most effective with young children. All of these procedures promote a meaning centered approach as the foundation in literacy acquisition. All of my philosophies and theoretical stances stem from sociocultural traditions (Vygotsky, 1978) and the sociopsycholinguistic nature of the reading process (Goodman, 1982; Smith, 1997). The areas that I'm including in my Literature Review are those theories, methods, and considerations which I believe most profoundly impact my students in their quest to become proficient readers: Reading Recovery, Shared Reading, Guided Reading, Running Records, Language Development, Learning and Cognition, and the needs of English Language Learners.

Reading Recovery

<u>Background</u>

Reading Recovery is a short-term intervention for
first grade students who are having difficulty learning
how to read and write. Dr. Marie M. Clay, a New Zealand
research psychologist and teacher who conducted
observational research in the 1960's on children
experiencing reading difficulties, developed the Reading
Recovery Procedures in the 1970's and field-tested it with
trained teachers. Following its success in New Zealand,
Reading Recovery spread to other countries including
England, Canada, Australia, and in 1984, the program was
initiated in the United States (Reading Recovery Council
of North America, 2004).

Reading Recovery is given to individual first grade
students identified as having the greatest need in
learning how to read and write from among their peers. Its
goal is to accelerate the literacy progress of the child
with one on one tutoring given by a specially trained
Reading Recovery teacher (Clay, 1993b). The teacher,
incorporating reading and writing experiences designed to
move the child from the bottom of the class to the class
average within 12 to 20 weeks, carefully plans half hour
daily lessons. Once a self-extending system is in place,

the child is able to function successfully with regular classroom instruction.

Selection of Students

Students are selected by their first grade classroom teachers by providing the names of the students performing at the bottom 20% of their class in literacy. A Reading Recovery trained teacher administers An Observation Survey of Early Literacy Achievement (Clay, 1993a), which measures the student's ability to perform reading and writing tasks independently. The teacher carefully observes and makes notations while the student attempts the following tasks contained in the Observation Survey:

1. Letter Identification- a list of 54 random letters, including upper and lower case letters and the printed forms of a and g. Credit is given if the student identifies the letter either by name, by sound, or by a word that starts with the letter.

2. Word Test- a list of 20 high frequency words.

3. Concepts About Print- student demonstrates understanding of book handling skills, hierarchical concepts, conventions of print, letters and word boundaries, and identifying words out of order in a text.

4. Writing Vocabulary- the child writes all known words in his/her written vocabulary within a ten-minute time limit.

5. Hearing Sounds Within Words- a dictation of two sentences is given. The student writes all the letters containing the sounds he/she can hear.

6. Text Reading- The student reads books leveled by a gradient of difficulty. Once the student reads three books with less than 90% accuracy, the instructional level is established with the last book he/she read at a 90% or higher accuracy rate.

After the Observation Survey has been administered to the bottom 20% of the class, the Reading Recovery teacher selects the four students scoring the lowest to participate in the program.

The Reading Recovery Lesson

The Reading Recovery teacher analyzes the child's progress each day, and this determines the focus of instruction for the following day's lesson. The lessons consist of seven parts:

1. Rereading the familiar books – the student selects several familiar books from previous

lessons to read. This allows for an opportunity to rehearse the strategies he/she is being taught.

2. Running Record- the child reads the new book from the previous day's lesson while the teacher makes notations of the student's reading behaviors.

3. Letter Identification/ Making and Breaking Words- depending on the focus of the lesson, the student will either work on letter identification and letter characteristics, or learning how words work by taking words apart and making new ones.

4. Writing- the child writes a short story consisting of one or two sentences, with the teacher's guidance. This gives the child an opportunity to follow the writing process through to completion; practicing hearing sounds in words, rereading for meaning, and learning new words to add to his/her writing vocabulary.

5. Cut up Sentence- after the student writes a story, the teacher rewrites it on a sentence strip. As the child rereads the story, the teacher cuts it along the words, and scrambles

13

it up on the table. The student rearranges the words in the correct order.

6. Introduce new book- the teacher gives a lively book introduction, engaging the child in a discussion about the book, planting the language used in the book, and pointing out new words the child will encounter during this first reading.

7. Reading the new book- the child reads the new book, orchestrating the strategies he/she has been learning in the lesson(s).

There is reciprocity between reading and writing that enables the student to make visual discriminations in print (Clay, 1993b). By interweaving reading and writing during Reading Recovery lessons, the student begins to acquire a longer list of known vocabulary and spelling words, which will assist him/her in making further discoveries about how words work.

Effectiveness of the Reading Recovery Program

There are a number of studies showing that Reading Recovery students outperform both control groups and comparison groups at the discontinuation of the intervention (Center, Wheldall, Freeman, Outhred, & McNaught, 1995; Iverson & Tunmer, 1993; Pinnell, Lyons, DeFord, Byrk, & Seltzer, 1993; Pinnell, 1989; Quary,

Steele, Johnson, & Hortman, 2001). These studies also indicate that Reading Recovery students continue to maintain gains in the following year, scoring higher than the control group (Center et al., 1995) and comparison children (Pinnell, 1989). The reduced retention rates resulting from Reading Recovery's success indicate that it is an economically advantageous program (Quary et al., 2001).

As a Reading Recovery teacher, I've personally witnessed the success of some of our students who have participated in the program. However, I've also been aware that there are limitations in Reading Recovery which effect students at our school. The following outlines some of these limitations:

- The lowest students qualifying for the program must be served. In many instances these children are English language learners. These children require additional time to acquire a new language while learning to read and write in another language. The number of weeks in a Reading Recovery intervention typically falls within 12 and 20 weeks, often not enough time for these children to discontinue the program.

- While the one-on-one intervention is the optimum way to accelerate a child's progress in literacy, could there be an equally effective method to assist several children simultaneously?

- The teacher-to-child relationship is mutually respectful and gratifying, yet it doesn't include other students who may participate in a social interaction promoting language development.

- Reading Recovery insists on strict adherence to scripted prompts. These prompts encourage students to focus on all cueing systems. I would like to believe that my years of experience as a classroom and reading teacher influences my opinion on which response is the most appropriate at any given moment during a lesson. A scripted prompt limits how expansively I might clarify a teaching point to my student.

- The emphasis on accuracy when evaluating the daily running records does not give students credit for making high quality miscues (Goodman, 1982), nor does it take into consideration the

articulation and structural miscues that English

language learners make when reading and

speaking. At times these lower accuracy rates

influence the teacher's decision to keep the

student at a lower reading level, rather than

pushing the child to a higher development (the

potential) level, within his/her Zone of

Proximal Development (Vygotsky, 1962).

Shared Reading

Teaching young children how to read can be an

overwhelming undertaking. One way to model all the

strategies we use when we read is through an engaging

reading of a big book or enlarged text, whereby all

students participate in the sharing of this literacy

experience as a community (Fisher & Medvic, 2000). Shared

Reading is often referred to as a bedtime story situation

(Butler & Turbill, 1984; Fisher & Medvic, 2000) simulating

the nurturing conditions a child feels when a parent reads

him/her a bedtime story. A teacher reading a big book and

interacting positively with the children can recreate the

same environment in the classroom.

Shared Reading was a result of Don Holdaway's

exploration into recreating the bedtime story with his own

students (Holdaway, 1979) He discovered that by enlarging the print of books and poems, all his students were able to engage with the text, just as children sitting on a parent's lap could see, share, and discuss the print. As Holdaway (1979) reflected on his daily dalliances with a shared text, he came to realize that the social interchanges, repeated readings, mutual discoveries and insights became the backbone of his Natural Learning Classroom Model (Fisher & Medvic, 2000).

In selecting the book or passage to be used in Shared Reading, the teacher considers (1) the interests of her students (2) whether the language of the passages contain repetitious, rhythmic phrases enticing children to join in during the reading (3) the support the illustrations give to derive meaning (4) the format of the book (Mooney, 1990) (5) whether it contains enough substance to support multiple readings (Parkes, 2000).

Benefits of Shared Reading

One of the benefits of Shared Reading is that it builds a sense of community (Fisher & Medvic, 2000) in which all children are valued members of a classroom. The non-threatening environment that takes place during Shared Reading encourages students to participate without being singled out. Both shy and outgoing students have multiple

opportunities to become members of the "Literacy Club"
(Smith, 1997) by joining in the activities in a
non-competitive environment. This nurturing community
promotes a sense of self-esteem in the child (Fisher &
Medvic, 2000). Carol Lyons (2003) states that a child
develops self-esteem and self-concept from successful
learning experiences that stimulate the reward chemicals
in the brain. "The more often children feel successful and
competent, the more motivated they are to continue working
with adults to continue and sustain the feeling" (p. 186).

A second benefit from Shared Reading is the social
interactions taking place during the discussions about the
book (Fisher & Medvic, 2000). When a child has an insight
about the book, another child might present a new point of
view, providing opportunities for a rich discussion to
develop. As Fisher and Medvic (2000) state, "Focusing on
the ideas, not the personality of a child, unleashes the
creative thinking of all the children and encourages the
group to generate and develop new understandings. It
allows for many people to think and discuss together to
create ideas" (p. 17).

The Shared Reading experience affords the teacher
many opportunities to revisit the text in order to teach
her students the strategies and cueing systems competent

19

readers use, in addition to learning about the concepts of print. To illustrate the semantic system, the teacher invites children to make predictions about what might happen in the book during the book introduction. By looking at the pictures, and discussing characters and possible outcomes, students come to realize that books convey a message (Parkes, 2000). An effective way to illustrate the syntactic system, is through a cloze exercise (Parkes, 2000) or masking as Holdaway (1979) refers to it. During the cloze activity, a word is masked in the passage. When the children encounter the word, they make syntactic predictions about what might best fit in that part of the sentence. For example, during the second reading of The Three Billy Goats Gruff, the teacher might cover the word "over", as in, "Who's that tripping _____ my bridge?" The students will automatically supply a syntactically acceptable word that makes sense, and while the teacher slowly unmasks "over", the children's' predictions are confirmed or disconfirmed. This leads us into the graphophonetic cueing system. The cloze activity may also be used to illustrate how letters and sounds in words help us to read. While unmasking the word, the teacher might ask, "What letter do you expect to hear at the beginning of "over?" She uncovers the initial letter

and asks, "What letter do hear at the end of the word "over" (Parkes, 2000)? This process makes it clear to the students that checking visual information in words also helps us confirm or self-correct our predictions.

Margaret Mooney (1990) states that, "In the shared reading of any book children should feel that they will be supported until they become so familiar with the story and how it works that they will be able to read it successfully for themselves" (p. 30) This illustrates one of the most important benefits from Shared Reading – that repeated readings of a familiar text enables the child to read the text independently. The child is exposed to the print many times, and has numerous opportunities to see sight words over and over (Butler & Turbill, 1984). When the teacher makes the book available to the children to read during free choice time, the children are eager to practice the reading either independently, in pairs or small groups. According to Bobbie Fisher and Emily Fisher Medvic (2000), "...(Shared Reading) demonstrates a wide variety of skills and strategies that children can select, try out, accept, reject, self-correct, and confirm. It also allows students time to experiment with these skills and strategies at their own pace" (p. 19).

Finally, Shared Reading can become an opportunity for the students to become authors of their own big books. Through the collaboration of writing their own version of a favorite story, which Andrea Butler and Jan Turbill (1984) refer to as "Innovating on text" (p. 65) students orchestrate all the tools they need to become literate: concepts about print (Clay, 1993a; Clay, 1991), strategies that help us read and write such as rereading for fluency and meaning, in addition to utilizing all three cueing systems. Their eagerness and enthusiasm in authoring their own books is a tremendous motivator in their journey to become readers and writers.

Through Shared Reading experiences, children are provided with many opportunities to listen and practice the language and rhythms of literature, learn how print conveys a message to the reader, and participate in the reading process in a non-threatening environment. Children develop a lifelong love for reading and learning when they are actively involved in positive, motivating experiences such as Shared Reading.

Guided Reading

Margaret Mooney (1990) states:

> In guided reading the teacher and a group of
> children, or sometimes an individual child, talk

and think and question their way through a book
of which they each have a copy. The teacher
shows the children what questions to ask of
themselves as readers, and of the author through
the text, so that each child can discover the
author's meaning on the first reading. Guided
reading is dependent on the teacher being aware
of each child's competencies, interests, and
experiences; being able to determine the
supports and challenges offered by a book; and
accepting the role of supporting learning rather
than directing teaching. (p. 11)

The term Guided Reading is exactly what it implies -
the teacher guides the child through the process of
reading a new book. Fountas and Pinnell (1996) say that
while some children readily attend to the reading and
writing that takes place in class and are able to draw
upon their observations to read with seemingly little
effort, other students appear confused, unsure of how to
access information they may already have to assist them
while reading. "Exposure to reading materials may not be
enough for these children, therefore a teacher's guidance
is essential" (p. 5).

Marie Clay (1993a) maintains that children have three
sources of information called cueing systems, which are
the foundation for reading text: meaning cues (semantic),
structural or syntactic cues, and visual cues (Fountas &
Pinnell, 1996). The most important of these cues is
meaning, which drives the purpose behind reading. The

teacher makes these cueing systems visible to the child through Guided Reading.

Guided reading does not begin until children have had ample opportunities to hear and handle books, and participate in language activities through Shared Reading (Routman, 1994). The teacher organizes her kindergarten and first grade classroom for Guided Reading by grouping students according to similar reading levels as determined by running records, referred to as homogenous groups (Optiz & Ford, 2001; Routman, 1994). As children experience success with reading, and are reading fluently, they may be organized into heterogeneous groups, which Optiz and Ford (2001) referred to as Mixed Achievement or Flexible Groups. However, for the purposes of teaching emergent readers to utilize strategies "on the run" (Fountas & Pinnell, 1996), we will focus on homogeneous groups.

Once the small groups, up to eight students, are established, the teacher selects an appropriate book to use for the Guided Reading lesson. According to Margaret Mooney (1990), "In guided reading there is a careful match of text and children to ensure that each child in the group (usually six to eight children) is able to enjoy and control the story throughout the first reading. The

materials offer each child a manageable amount of challenge" (p. 46). By selecting a book with enough challenge to allow the child to practice the strategies that are in his/her head, that work within the child's Zone of Proximal Development (Vygotsky, 1962).

The teacher and children then engage in a lively book introduction. During this time, children draw upon their prior knowledge to gain meaning from the text, and the teacher "supports their thinking about the story so that comprehension is foreground" (Fountas & Pinnell, 1996). The teacher distributes the books to each child in order for them to undertake reading the whole text by themselves.

As children read the text independently, not in "round robin" style (Fountas & Pinnell, 1996), the teacher monitors and observes carefully. When a child loses meaning, stops, or makes significant miscues, the teacher mediates with questions to focus the child on either the semantic, syntactic or graphophonic cueing system. Margaret Mooney (1990) refers to the sequence readers experience as (1) predicting (2) sampling (3) confirming (4) self-correcting (p. 49). Mooney (1990) provides the following example of ways to question children during their attempts to read the new text:

25

Look at the picture.

What do you think the words are going to tell you? (predicting)

Look at the text. Read it with your eyes. (sampling and confirming)

Do you think you are right? Does it make sense? (cross-referencing and self-correcting)

How do you know? (confirming) Would you like to read the sentence to me? (p. 49-50)

Once the children have read the book, the teacher proceeds to draw their attention to a difficult word or passage, making a "teaching point" from the challenging passage. The teacher clarifies the tricky part on a white board, referencing one or more cueing strategies to work through the problem (Calkins, 2001). On the following day, the teacher takes a running record of one of the student's reading of the book to determine the types of miscues and strategies the student utilizes. These assessments help the teacher plan the focus of the following day's lesson.

Limitations of Guided Reading

In my years teaching reading to emergent readers, Guided Reading has been the procedure I've found most effective in meeting the varied needs of my students. However, I believe that Guided Reading has limitations that may hinder the progress of our students:

- The Guided Reading procedures are not considered "user friendly" to classroom teachers. The time

involved in selecting an appropriate book for each group is time consuming. Monitoring the reading of each child can be an overwhelming task. The record keeping is also difficult to manage.

- It is challenging to effectively mediate a small group of readers while the rest of the class is working independently or in groups. Too often teachers complain that they lose control of the rest of the class during Guided Reading.

- There are not enough high quality leveled books available to access on a daily basis.

- Teachers don't feel adequately trained to be effective with the Guided Reading procedures.

- Though many children show growth with Guided Reading, there is one or two in every group that lags behind. These children often remain at approximately the same reading level throughout the year (see Appendix A).

- Even though we teach that meaning is the primary reason for reading, some of our students consistently "sound out" words, relying only on the graphophonic system when they miscue. How

can we undo the damage of phonics and turn our

"word callers" into thinking readers?

Running Records

Teachers dedicated to helping students become
proficient readers know that on-going assessments provide
the information needed to drive instruction. One of the
best assessment tools a reading teacher can use is a
running record.

Irene Fountas and Gay Su Pinnell (1996) provide the
following definition for running records: "A running
record is a tool for coding, scoring, and analyzing a
child's precise reading behaviors" (p. 89). Another way to
look at running records is to think of them as allowing us
to see into the child's mind when he/she reads.

Learning the procedures in taking an accurate running
record takes time and patience (Fountas & Pinnell, 1996).
But with practice, it becomes a quick and easy way to make
accurate notations of the child's reading behaviors. The
materials required are readily available in the classroom:
a pre-selected text for the child to read, a blank piece
of paper or a photocopy of a running record form (Clay,
1993a), and a pen or pencil. The student proceeds to read
the book independently, without intervention by the

teacher. While the child reads, the teacher makes check marks on the paper to indicate that the child reads each word accurately. If the student makes an error, the incorrect word is written above the correct word. Other notations include each attempt at a word the child makes, rereading of portions of the text or individual words, insertions and omissions of words, appeals made by the child for help, and words that are told to the child when a breakdown occurs (Clay, 1993a; Fountas & Pinnell, 1996). A teacher may prompt the child to, "Try that again," allowing for another chance to read correctly. The teacher carefully watches the child throughout this procedure, acting as a neutral observer (Fountas & Pinnell, 1996).

Upon completion of the oral reading, the teacher may take note of the phrasing and fluency the child used. With the information now available, the process of scoring and analyzing the running record begins. Each error is tabulated and counted following the guidelines outlined in Marie Clay's (1993a) An Observation Survey of Early Literacy Achievement. Once the errors and self-corrections are counted, a formula for calculating the accuracy percentage and self-correction rate is determined (Fountas & Pinnell, 1996; Clay, 1993a). With these percentages, the teacher has information to determine whether or not

the text is too easy, too difficult, or at an

instructional level, the optimum level to teach children

to read (Clay, 1993). The scores are as follows:

Below 90% is hard

90% to 94% is the instructional level

95% to 100% is easy (Clay, 1993a; Fountas & Pinnell, 1996).

In analyzing the running record, the teacher

considers which cueing system the student used when the

error or self-correction was made. Did the child use

meaning (semantic), structure (syntax), visual

(graphophonic) or a combination of the three? Each error

on the running record is analyzed to determine whether one

cueing system dominates over the others (Clay, 1993a). For

example, when a child uses only visual or phonetic

attempts on words, this is often at the expense of losing

meaning. Many visual errors indicate that the student

needs to focus more on the meaning of the story and less

on the letters and sounds the words make.

The teacher looks for clues that the child is

developing a self-extending system, a back-up system to

assist the child when a breakdown in reading occurs

(Fountas & Pinnell, 1996; Clay, 1993a). The goal in

reading instruction is to provide the child with the tools

necessary to develop a self-extending system, as Fountas

and Pinnell (1996) say, "...by applying the strategies of self-monitoring, searching, using multiple information sources, and self-correction on more difficult texts and for longer stretches of print" (p. 95).

Miscue Analysis

Running records determine a child's accuracy rate during the reading of the text. All mistakes are considered errors, and each mistake is tabulated in the final score. This way of interpreting how well a child reads gives one the perception that accuracy is the ultimate goal in reading. Though Marie Clay (1993a, 1993b) espouses the value of analyzing which strategies and cueing system the child uses, the child is still penalized for high quality, meaningful substitutions, or for insignificant substitutions, such as "the" for "a." We know that proficient readers make high quality substitutions often in order to predict, sample, clarify, and monitor their own reading (Mooney, 1990; Goodman, 1982; Weaver, 2002). I have often felt that a percentage of accuracy was not a true representation of the child's reading behaviors, in fact it penalized the child for attempting to derive meaning from the text.

In my opinion, a more accurate assessment of the child's reading is through miscue analysis (Goodman,

31

1982). Miscue analysis is a "window on the reading process" (Goodman, 1982, p. 93), taking into consideration the language and thought processes the reader uses. According to Kenneth Goodman (1982), "Miscue analysis involves its user in examining the observed behavior of oral readers as an interaction between language and thought, as a process of constructing meaning as a graphic display" (p. 93).

Taking a miscue analysis can be done in much the same way as a running record. In Kenneth Goodman's (1982) model, a photocopy of the text is used to mark the reading behaviors of the child, and the reading is tape recorded for referencing after the reading. However, I use the Clay (1993a) running record form, and evaluate the record as a miscue analysis not as a percentage of errors.

The benefit in analyzing the child's reading behaviors using miscue analysis is significant because the teacher carefully considers the reasons a child makes miscues. Kenneth Goodman (1982) provides examples of questions a teacher may consider:

> Was the meaning acceptable after the miscue? Did
> the reader correct the miscue if it was not? If
> a word was substituted for another word, was it
> the same part of speech? How close was it to the
> sound and shape of the text word? Was the
> reader's dialect involved? Through these
> questions instead of the teacher's counting

errors, the quality of the miscues and their
effect on meaning are the central concerns.
(p. 94)

Through miscue analysis, the teacher looks deeply

within the thought processes the reader displays, taking

into consideration whether or not the reader is trying to

arrive at meaning. High quality miscues are an indication

that the child is internalizing the behaviors of a

proficient reader, our ultimate goal as reading teachers.

Language Development, Learning and Cognition

We need to consider the complexity involved in how

our brains process so many pieces of information

simultaneously in order to make sense out of the squiggles

on a page. Reading is much more than a method of decoding

squiggles. Researchers have spent decades trying to

understand what happens inside our minds when we

accomplish this miraculous function we call reading.

Though the information derived from these studies is

lengthy, I will attempt to outline some of their results

and insights within this section.

Comprehension is the goal of reading. Kenneth Goodman

(1982) defines reading as:

Reading is a receptive language process. It is a
psycholinguistic process in that it starts with
a linguistic surface representation encoded by a
writer and ends with meaning which the reader

33

constructs. There is thus an essential
interaction between language and thought in
reading. The writer encodes thought as language
and the reader decodes language into thought.
(p. 5-6)

For a proficient reader, the quest to construct meaning is

done efficiently and effectively, with a keenly focused

intent to understand the text with as little effort as

possible (Goodman, 1982). A proficient reader interacts

with the text, striving to derive meaning through a

constant interaction of sampling the print, predicting,

confirming, and correcting, which the proficient reader

does almost automatically (Goodman, 1982).

Marie Clay (1991) defines reading as, "A process by

which children can, on the run, extract a sequence of cues

from printed texts and relate these, one to the other, so

that they understand the message of the text" (p. 22).

Marie Clay's (1991) analysis of a proficient reader

includes many behaviors to show evidence that the reader

comprehends. The reader (1) moves quickly through

increasingly difficult levels of text (2) utilizes fast,

efficient techniques to derive meaning (3) has confidence

that his/her attempts at reading are structurally correct

(4) enjoys reading (5) acquires new vocabulary quickly

(6) quickly detects errors and self-corrects successfully

(p. 222-223).

Both Clay and Goodman's definitions underscore the importance of constructing meaning when reading, but to me there's a distinct difference in the way each researcher analyses how the reader constructs meaning. In Goodman's definition, reading is an interaction between language and thought, dependent on a relationship between writer and reader. In Clay's definition, reading seems to be an accomplished skill in using the strategies efficiently and accurately.

Kenneth Goodman (1982) says, "To understand reading one must understand how language is used" (p. 20). Language is the integral component in making sense out of reading. According to Frank Smith (1997),

> Children who have learned to comprehend spoken language (not necessarily the language of school, but a language that makes sense of the world they live in) and who see sufficiently well to distinguish a pin from a paperclip on the table in front of them have already demonstrated sufficient language, visual acuity, and learning ability to learn how to read.
> (p. 6)

As Smith implies, language must be in place for reading to happen.

How does language develop? Lev Vygotsky (1962) believed that speech is developed starting from social contact, followed by egocentric talk (the child talks only about himself), and then inner speech. "In our conception,

the true direction of the development of thinking is not from the individual to the socialized, but from the social to the individual" (p. 20). In Vygotsky's experience studying children, the egocentric (personal) speech is a result of social interactions through which the child is motivated to communicate. Vygotsky (1962) states,

> The child starts conversing with himself as he has been doing with others. When circumstances force him to stop and think, he is likely to think aloud. Egocentric speech, splintered off from general social speech, in time leads to inner speech, which serves both autistic and logical thinking. (p. 19)

The resulting inner speech is where the cognitive processing takes place.

In Vygotsky's (1962) view, thought is not a series of words put together to convey a message, as speech is.

> In his mind the whole thought is present at once, but in speech it has to be developed successively. A thought may be compared to a cloud shedding a shower of words. Precisely because thought does not have its automatic counterpart in words, the transition from thought to words leads through meaning. (p. 150)

Thinking is not a type of speech that is taking place in our minds; rather it is a summation of every idea, schema, and experience about a particular subject all at once. This is truly an astounding storehouse of information to access when we are trying to derive meaning.

How then does a teacher create the ideal conditions for a child to develop and grow as a reader and thinker? Vygotsky advocates that we create and establish the child's Zone of Proximal Development, or ZPD (Vygotsky, 1962). The ZPD is the upper threshold of what the child is capable of achieving with assistance. Vygotsky (1962) states, "What the child can do in co-operation today he can do alone tomorrow. Therefore the only good kind of instruction is that which marches ahead of development and leads; it must be aimed not so much at the ripe as at the ripening functions" (p. 104). When children are only given opportunities to practice what they know without challenging them to reach new developmental levels, they will fail to improve. Stretching children to perform beyond their independent level of competence draws upon their strengths rather than their weaknesses (p.104). Establishing the child's Zone of Proximal Development enables the teacher to thrust the child's development forward through deliberate mediation.

The classroom is the setting for children to blossom. Ronald Gallimore and Roland Tharp (1990) say that in the schools children are provided with opportunities to make connections to the world they know and find ways to relate this knowledge to what they are learning in school. "Thus

37

comprehension is established by the weaving of new,

schooled concepts and the concepts of everyday life"

(p. 195). In order for this weaving to happen, the teacher

must establish an environment in which on-going social

interaction takes place. The discussions from small groups

promote a dialogue comparing texts to personal

understandings, validating the child's background while

simultaneously encouraging the examination of other

perspectives, with the possibility of forming new

understandings. It is impossible to promote the inferences

required to weave information from texts when reading

instruction is focused on word drill, phonetic pieces, and

simple, factual bits of information (p. 196). Social

interactions in small groups provide the optimum

environment for children to construct meaning.

Bartoli and Botel summarize best my beliefs about the

process of comprehending, of constructing meaning from

texts:

> Reading comprehension is a process that involves
> the orchestration of the reader's prior
> experience and knowledge about the world and
> about language. It involves such interrelated
> strategies as predicting, questioning,
> summarizing, determining meanings of vocabulary
> in context, monitoring one's own comprehension,
> and reflecting. The process also involves such
> affective factors as motivation, ownership,
> purpose, and self-esteem. It takes place in and
> is governed by a specific context, and it is

dependent on social interaction. It is the integration of all these processes that accounts for comprehension. They are not isolable, measurable subfactors. They are wholistic processes for constructing meaning." (as cited in Weaver, 2002, p. 186)

English Language Learners

"While 54 percent of public school teachers have students with limited English proficiency in their classrooms, only 20 percent believe that they are well prepared to teach them" (National Center for Education Statistics, as cited in Kerper & Grisham, 2001 p. 51).

With the pressures of accountability breathing down the necks of public schools, and considering that our English learners continue to score among the lowest in reading achievement nationwide (Peregy & Boyle, 2000, p. 237), the challenge of meeting the needs of this diverse population is a daunting task for teachers.

In order to provide teachers with ways to accommodate the diverse social, cultural, and language differences of these students, the following examines (1) how a second language is acquired, and (2) several of the most effective methods in teaching reading and writing to English language learners.

Before children enter kindergarten, they have been immersed in the culture of their families and

neighborhoods. Their communities are rich with a language that has given them the tools to navigate successfully within their known worlds. According to Diane Barone (1998), "Language develops within a culture and provides the means to communicate values, thoughts, opinions, and attitudes" (p. 60). Upon entering school, the English language learner is thrust into a culture that is not only unfamiliar, but one in which he/she can no longer communicate. Yet the human spirit is one that draws upon resources deep within to survive, the child naturally begins to move through the phases of learning a new language.

The first phase in the process of learning a new language is called the silent period (Krashen, 1982). During the silent period, the child listens and watches carefully, as if absorbing the language. The child is unwilling to speak during this period, and may stay in this phase briefly or for a longer period of time. As the child begins to feel more comfortable, he/she will begin to ask for materials or call students by name. Feeling more secure about these first attempts at speaking, the child develops a social language revolving around activities and socializing. The next stage involves using the language to find out about the world. The final phase

mirrors that of native speakers in which language is used to facilitate learning (Barone, 1998, p. 62). Through careful observation, the teacher can recognize which phase of language acquisition the child is experiencing.

Most children become competent in communicating with their peers on a social level, and teachers often assume they are fluent English speakers. However, there is a difference between social language or the language children use on the playground, and academic language. Pauline Gibbons (1991) says that in using academic language, more abstract thinking is involved with fewer visual and concrete references to draw upon (p. 3). It takes five to seven years for most English language learners to acquire academic language (Gibbons, 1991; Barone, 1998). These figures coincide with my own experiences in learning English. English was my second language. I can distinctly remember a noticeable shift in my ability to understand academic material when I was in sixth and seventh grade, after seven years of schooling. It seemed as if everything came together, academically and affectively, influencing a stronger sense of self-esteem and empowerment. In spite of the research indicating this long period of time to acquire academic language, schools continue to expect English learners to become fluent in

academic language within two years (Barone, 1998). Pauline

Gibbons (1991) states, "Learning a language is a long

process, and unless the development of English is

supported in all areas of the curriculum, these children

will continue to be disadvantaged throughout their

schooling, and beyond" (p. 3)

The teacher can create a welcoming, nurturing

classroom environment that provides comfort and security

for the English learners. Carol Lyons (2003) in her book

Teaching Struggling Readers, How to use Brain-Based

Research to Maximize Learning says, "A child's capacity to

think and problem-solve is heavily dependent on positive

affective experience with others" (p. 68). By teachers

setting the standard for all members in the classroom to

treat everyone respectfully and sensitively, the English

learner will feel ready to accept comprehensible input.

Providing many opportunities for English learners and

native English speakers to converse is the optimum method

of learning. Through social interactions with native

English speaking students, the English learners will have

a model to listen to and seek assistance from as they

navigate through academia (Faltis, 1993). Referred to as a

more capable peer (MCP), these classmates along with the

teacher, serve as the vehicles for the English learner to

move to a higher developmental level (Faltis, 1993,

p. 109). This social interaction falls within the

learner's Zone of Proximal Development (Vygotsky, 1962),

and is scaffolded, or assisted, by the teacher or MCP

(Faltis, 1993). Good dialogue is aimed at making the

content comprehensible to the student.

Exposure to rich language through reading and writing

is vital to all beginning readers. A powerful method of

teaching reading and writing to English learners is

through Shared Reading (Peregoy & Owen, 2001; Gibbons,

1991). In Patricia Koskinen and Irene Blum's et al. study

(2000) with several models of Shared Reading, all results

showed an increase in opportunities for interaction and

engagement of the text, increased comprehension, more

motivation to read, an increase in self-confidence, and

multiple opportunities to hear fluent models in English

(p. 35).

According to Pauline Gibbons (1991) with the proper

book selections, the students are exposed to (1) topics

that they can relate to, (2) authentic examples of

language, (3) large print for all to follow, (4) clear

illustrations that support the story (5) and repetitive,

predictable text that encourages readers to participate

(p. 76). By using big books or multiple copies of a text,

43

lessons can be developed to further encourage English learners to understand the language and how to read. Gibbons (1991) recommends:

- innovating on text

- drama

- art and craft activities

- puppet shows

- multiple readings for rehearsing fluency, to teach cueing systems, and for opportunities to discuss new insights. (p. 77)

- Rewriting the text as modeled or interactive writing experience.

Exposure to books is beneficial to all students, but English learners need extra support in learning how to read in English by extending the context (Gibbons, 1991). More extensive discussions about books, and lengthier explanations about sentence structure, vocabulary, and graphophonics within the context of the text is effective in fostering meaning for English learners.

Teachers have the power to turn on the light for children trying to learn a new language or culture. Through establishing a caring, risk-free, stimulating learning environment, these children and all children will

be given the opportunity and motivation to participate

wholly in society throughout their lives.

CHAPTER THREE

DESIGN AND METHODOLOGY

Literacy Instruction For Struggling Readers

Every teacher faces the dilemma in finding the right
way to reach those children experiencing difficulty
learning how to read and write. If a tried-and-true
program existed that would satisfy all children's literacy
needs, these issues would not continue to plague
educators. As Frank Smith (1997) states, "Unhappily,
although every method of reading instruction seems to
achieve some success with some children, no method
succeeds with all children" (p. 3). Textbook publishers
would like us to believe that their program addresses all
students' needs, but the reflective, informed teacher
knows that finding what works for each child is not a
band-aid solution in a neat package.

Trained teachers of reading find success with using
several procedures such as Reading Recovery and Guided
Reading. But in spite of these good programs, a number of
students continue to lag behind, many who are trying to
learn a new language at the same time they are learning to
read and write. Teachers are perplexed by what they can do
to meet the needs of these struggling readers, even though

.

46

.

most have training with Balanced Literacy (Weaver, 2002) and provide Guided Reading lessons on a regular basis. (Appendix B) In examining why Guided Reading and Reading Recovery don't always help English learners and struggling readers, and in attempting to find another means of reaching these struggling readers, I learned about Dr. Barbara Flores' (1992) action research using Mini Shared Reading to successfully teach bilingual students how to read.

Mini Shared Reading

The Mini Shared Reading procedure was developed by Dr. Barbara Flores (1992) as a method to teach Spanish speaking and English language learners the entire process of how to read. It is a melding of Shared Reading and Guided Reading, in which the teacher selects a small group of children to mediate for the purpose of rapidly increasing their reading levels, with the emphasis on constructing meaning. The teacher decides the appropriate reading level to teach, based on students' running records, selecting a book at a level two to three above students' instructional reading levels (i.e. if students are generally reading at level five, the Mini Shared Reading would begin at level seven). This is the group's Zone of Proximal Development (Vygotsky, 1962). During the

Mini Shared Reading experience, the teacher serves as a mediator (Diaz & Flores, 2001), the medium who will bring about the desired results by connecting a link between what the children know and their potential understandings. Students engage in social interactions during the Book Introduction, the Picture Walk, and as questions or observations arise during the multiple readings of the text.

Mini Shared Reading Procedure

1. Introduce the book:

    The teacher carefully selects a book at children's potential reading level, several levels above their instructional level. The book must be appealing, with rich language, predictable text, and picture support. The teacher engages students in a discussion about the title, cover of the book, and predictions they may have about the story.

2. Relate students' prior knowledge to the topic of the book:

    The teacher engages children in a discussion about their own experiences relating to the topic.

3. Picture Walk:

    Students and teachers look through the pictures
    and make assumptions or predictions about the
    story line. These predictions will be confirmed or
    clarified during the first reading of the book.
    The pictures are a vital tool beginning readers
    use in cross checking while they read.

4. Read Aloud entire book while students watch and
    listen:

    The teacher explains to the students that she/he
    will read the book as it should be read. He/she
    points out that we read with our minds, eyes,
    mouths, ears, and finger. Teacher reads the book
    expressively, sweeping he/his finger under the
    text while children watch and listen.

5. Echo Reading:

    The teacher passes out books to each child. He/she
    reads the book in phrases or short sentences, as
    children repeat in unison. The teacher models
    inflection, fluency, and using a finger to sweep
    under the words as she/he reads.

6. Choral reading:

    During this third reading, all the children read
    the book together while the teacher carefully

observes and mediates when needed. Children
attempt reading at the same time, but at times
there are words that they don't know how to read.
When this happens, one student usually can figure
out the word by using any one of the cueing
systems. The most evident cueing system they use
is the semantic, where students construct meaning
from the context. This reading by the children is
a constant flux of reading together, stopping, one
student deciphering the word, then others joining
in to complete the reading of the story.

7.   Revisiting the text:

The teacher conducts mini lessons, which direct
the students to notice specific words. Through
deliberate mediation and metalinguistic talk about
the text, the teacher is making the cueing systems
visible to the students.

8.   Collaboration in writing a new text:

The follow up lesson involves the students and
teacher in negotiating a new story using the
pattern structure of the original text. The
teacher writes the story as students reread the
original book, replacing words with the revised
version. The teacher types and copies the new

50

version, which the students illustrate the next
day, then share and reread.

9. Independent Reading:

    Students can now read the original book, and their
    own version of the text.

Book Selection

The following are the books selected for the Mini
Shared Reading Project in the order they were used. They
are listed according to the title, the Reading Recovery
Levels, and the Publishers:

A Party For Brown Mouse by Jenny Giles - Level 8 (Rigby)

Sally's Red Bucket by Beverly Randell - Level 8, (Rigby)

Chen's Christmas Tree by Michele Dufresne- Level 9,

    (Pioneer Valley)

Zack's Moving Day Surprise by Laurel Dickey - Level 11,

    (Pioneer Valley)

Pickles Gets Lost by Michele Dufresne - Level 12, (Pioneer

    Valley)

The Three Billy Goats Gruff retold by Annette Smith- Level

    16, (Rigby)

In my book selection, I wanted to be sure that the
stories were structurally coherent for English language
learners. It was important that the sentence structure and
sense of story flowed, and had an unmistakable beginning,

middle and end. The pictures also had to support the text to allow for rich vocabulary development. These books contained an appealing variety of clear illustrations and photographs.

The reading levels are classified as Reading Recovery levels, not grade levels. They are organized along a continuum of one through twenty levels. The lowest levels, one through four, contain simple, patterned text, consistent placement of text, one to two sentences, and high picture support. These first four levels are considered kindergarten stage reading levels. Levels five through eight have more sentence variety and length, with moderate high support from the illustrations. Levels nine through 12 contain varied sentence patterns, blends of oral and written language structures, with moderate picture support. Levels 13 through 15 have varied sentence patterns, written language structure, dialogue, literary language, specialized voacabulary, and low-moderate picture support. Levels 16 through 20 contain episodes and events that are more complex, use literary language, lengthier text, and low support from illustrations (Peterson, 1991, p. 135). Our school district considers students reading at levels 14 through 16 to be proficient first grade readers.

This Mini Shared Reading Project encompassed 25 lessons over a five-week period of time.

Student Background

Five first grade students participated in the Mini Shared Reading lessons. There were four boys, and one girl who were struggling readers at the end of their first grade year. These students were reading at the emergent level, as evidenced by running records taken by their classroom teachers prior to the initiation of the program. Four of the five students were English Language learners whose primary language was Spanish. The classroom teachers selected students meeting any one or more of the following criteria:

- Showed lack of confidence in their ability to read, write or participate in discussions.

- Displayed minimal growth in reading and writing.

- Were at risk for retention, or had already been retained.

- Used few cueing systems and strategies in reading.

The students were selected from two Green Track classes. The teachers expressed concerns about their lack of growth in reading, and were unsure what could be done

to accelerate their progress with only five weeks remaining in the school year. These represented their lowest readers, except for those who were receiving Reading Recovery interventions. The students selected from the first grade classes are as follows: David, Juan, Marco, Jessica, and Raymond (pseudonyms).

David: David was at risk of retention for most of the school year. His kindergarten teacher had wanted to retain him to due limited progress in reading and writing. David lacked confidence. He didn't participate in classroom discussions, nor did he volunteer to read or share his writing. In January at the end of the second trimester, David was reading at level 3. At the start of the program, David was reading at instructional level 3 with 90% accuracy. Many of his errors were not meaningful. Though he could retell part of the story, his retelling was not complete enough to say it was solid. David had poor motor skills that interfered with his ability to write more than a sentence or two.

Juan: Juan was born in Mexico and is an English language learner. Though he was struggling to acquire a new language, he had plenty of confidence, eager to participate in discussions and to share his work.

Juan was not excited about reading and writing, and had difficulty staying on task. In January, Juan was reading at instructional level 4 with adequate comprehension. By April he was reading at level 6, though his reading wasn't fluent, and lacked phrasing and intonation. Rarely was Juan monitoring his reading for meaning.

Marco: Marco was born in Mexico and is an English language learner. This was his second year in first grade, having been retained on another track at the same school. Marco was very shy, unwilling to speak up in class, probably due to the fact that he didn't know the other students in class. Marco's teacher felt that his lack of confidence prevented him from taking risks in all academic areas. In January, Marco was reading at level 3 with very little comprehension. His reading lacked expression and often was a monotone. Marco's poor comprehension could be attributed to his misunderstanding of English. In April, Marco was reading at level 6, but was still not fluent. His running records indicated few attempts to read unknown words, with little knowledge of cueing systems and strategies.

Jessica: Jessica's first language was Spanish, but was not

identified by the school site evaluator as an English

language learner. Her classroom teacher, however,

felt that Jessica was exhibiting classic language

acquisition obstacles in literacy such as sentence

structure confusions, and frequent omissions of word

endings and articles such as "the" or "a."

Additionally, Jessica was unfocused, easily

distracted, and lacked confidence. In spite of these

obstacles, Jessica communicated well, contributing

often to classroom discussions. In January, Jessica

was reading at level 4. She was unable to retell the

story she read unless prompted by her teacher. She

was using several strategies to help her read (cross

checking and rereading for meaning). By April,

Jessica was reading at level 7, but couldn't progress

beyond that stage. Though she had daily guided

reading lessons in class and appeared to have all

necessary behaviors that would have expected her to

progress steadily, she was unable to move beyond the

level 7.

Raymond: Raymond comes from a Spanish speaking home, yet

was also not identified by the school site evaluator

as an English language learner. Raymond is a verbal

child who always had an opinion or comment to contribute. He tends to mix both English and Spanish, often searching for the correct word in English to communicate. At times his nouns and verbs are in the wrong places in speaking and writing. In class Raymond is frequently unfocused and off task. He needs constant reminding to attend to the job at hand. In January, Raymond was reading at level 4, an increase of one reading level since September. By April he was reading at level 5 in his guided reading group. He did not read fluently, but in short phrases with little expression or intonation. His miscues often interfered with meaning.

A Transcription of the Mini
Shared Reading Procedure

The following section presents a transcription of the dialogue I had with students on the first day of lessons. This transcription will include introducing a new book, connecting student's own experiences to the topic of the book, and in examining the pictures to make predictions that will be confirmed or revised after the book is read. This example illustrates the importance of engaging children in an animated discussion about a book prior to reading it.

The last section of the transcription demonstrates how to revisit the text to make the cueing systems visible to the children.

The children included in this transcription are the five first grade students that I instructed as their reading teacher in a pull out program. The book that was used in this Mini Shared Reading lesson is A Party For Brown Mouse by Jenny Giles, Level 8 (Rigby).

The teacher is represented with a (T), and students are represented with (Ja for Jessica), (R), (M), (J), and (D), the first initials of the students in the study (pseudonyms).

Book Introduction

The teacher reads the title, shows the cover of the book, and connects students' prior experiences to the topic of the book.

T: This book is called A Party For Brown Mouse. What do you think it's about?

D: It's a birthday party.

T: It looks like a birthday party doesn't it? Did any of you ever have a birthday party?

D: I had one.

T: Who came to your party?

D: My family, and my cousins.

T: Did you have balloons and cake?

D: Yes, I had chocolate cake.

J: When I was six I had a birthday party.

M: Me too.

T: Marco, did you have a cake?

M: Yes

T: Did anyone else have a birthday party?

Ja: I had a party at my tia's. I got lots of presents.

R: Me, too. I got trucks and a bike.

T: What about Brown Mouse? Who do you think is coming to
    this party?

R: Another mouse.

M: A white mouse and a Grey Mouse.

J: Look - a cat!

T: Yes, I notice a cat, too. What do you know about cats
    and mice?

J: Cats eat mice!

Ja: I have a cat. It chases birds.

T: Does anyone else have a cat?

D: I used to have one but it died.

R: I have a dog.

M: I have one in Mexico.

T: A cat?

M: Yes.

T: Does your cat chase mice?

M: Yes, he eat them.

T: So, do you think this cat will eat the mice?

All: Yes!

R: But if the cat gets them, they can't have a party!

T: We know the book is about a party for Brown Mouse
   because the title tells us that. Do you think they
   will have a party, or will the cat catch them so they
   can't have the party?

All: No, he won't catch the mice.

T: Let's look through the pictures to see what happens.

**It was evident in this transcription that these children
were using conversational language mimicking the language
of native English speakers. Though most of these students
are English language learners, they were capable of
expressing themselves succinctly. Throughout the "Book
Introduction", students used social interaction to tap
into their schema, piggy backing off of each other's
comments to trigger further memories. This give-and-take
dialogue empowered the children to contribute to the
conversation, by valuing their personal insights and
experiences. The other benefit in doing this rich Book
Introduction was that students were making meaningful

predictions about the story. These predictions not only gave them practice with an important comprehension strategy, it also enticed them to want to read the book.

Picture Walk

The teacher engages students in a discussion about the pictures in the book. The children look at the Teacher's copy of the book. No books have been distributed to the students yet.

T: We're going to do the picture walk now. We'll look at all the pictures to see what the story is about. That will help us when we read the book.

Do you see Brown Mouse? Who else is in the picture?

R: He's talking to a White Mouse.

Ja: Look at the balloons. He's having a party.

T: What kind of party do you think it is?

M, R, and D: A birthday party!

T: It looks like Brown Mouse is having a birthday party, right? Maybe he's saying, "You can come to my party." What do you think White Mouse will say if Brown Mouse invites him to his party?

J: Yes.

T: Do you think he might say, "Thank you? I will come to your party."

All: Yes.

T: You say it "Thank you. I will come to your party."

All: "Thank you. I will go to your party."

T: Let's see if he goes with him to the party. (Turns
   page)

R, Ja, and J: The cat!

T: Oh no!

D: The cat's going to eat them!

J: Look. The mice are going into the house.

T: What will the cat do if he catches them?

All: Eat them!

T: So, what do you this Brown Mouse is saying to the White
   Mouse?

D: Go inside.

T: Maybe he's saying, "Run in here. Say that, "Run in
   here."

All: "Run in here"

** One of the most effective ways for students to
articulate book language, which differs from their own
conversational language, is by planting the language
during the Picture Walk. In this example, I rehearsed some
of the phrases and sentences that I anticipated might
cause problems for the children when it would be their
turn to read.

T: Let's see what happens. (Turns page)

62

M: There's another mouse.

T: Yes. This one is grey.

R: He wants to go to the party, too.

T: So do you think Brown Mouse will invite him to the
   birthday party?

All: Yes.

T: Do you think he might say, "You can come to my party?"

All: Yes

T: What do you think Grey Mouse will say?

D: I will come to your party.

T: Yes, and do you think he's polite like White Mouse and
   he says thank you?

All: Yes.

R: They're all going into the mouse's house to get away
   from the cat.

T: What do you think is going to happen next?

M: The cat will come!

T: Oh, you think so? Let's see. (Turns page)

All: There he is!

T: You're right! The cat is after those mice. What are
   they going to do?

F: Go in the house.

T: So could Brown Mouse say, "Here comes the cat. He will
   eat you? Run in here!"

All: Yes!

T: I hope they are safe and Brown Mouse gets his party. What do you think will happen?

R: They're going to go inside and the cat's going to try to get them.

T: Well, let's see. (Turns page)

T: Oh look. What are they doing?

All: It's a Party!

T: Yes, it looks like the party.

J: Look what they're eating.

D: Crackers and cheese.

T: Maybe. Are those crackers? (All students look carefully at the pictures)

Ja: No, bread.

D: It's bread and cheese.

T: Yes, it looks like bread and cheese. (Pauses) But do you know what? Something is missing. Remember this is Brown Mouse's birthday. What do you need at a birthday party?

M: Balloons.

T: Yes, There are balloons.

R: There's not a birthday cake!

T: There is no cake, right? Let's see if they'll have a birthday cake. (Turns page)

All: It's a cat cake!

T: A cat cake. Isn't that funny? The mice can eat the cat.

   (All laugh)

T: So now they can sing happy birthday.

J: And Brown Mouse can make a wish.

(Turn pages)

T: What are they going to do now?

D, M, and Ja: Eat the cake.

T: Probably. Do you think he might say, "We will eat the

   cat?"

All: (laughing) Yes!

Read Aloud Entire Book While
Children Listen and Look

T: I am going to read the book to you the way it's

   supposed to sound when you read. Listen and watch

   carefully so that you can follow with me while I

   read.

**The Teacher reads the book to the students, holding it

so that everyone can see the pictures, and sweeping

his/her finger under the text. The Teacher engages the

children's attention by reading with expression. This is

the ideal opportunity to model fluent reading, and the use

of strategies, and cueing systems. The teacher and the

children together comment on whether or not their predictions were correct.

Children Echo Read After Teacher
Reads Text Again

T: Now we are going to read the book by using Echo Reading. I'm going to read small parts of the story first, and then you will read it just like I do. I will read, then you will read. It's important that you stay together; that means that no one will read faster than the others. We will use our minds, our eyes, our mouths, our ears, and our magic fingers.

**The Teacher guides children through the procedure of Echo Reading. As the children mimic the Teacher's phrasing and intonation, he/she mediates when necessary to allow for their success with this first rehearsal of the text reading.

Choral Reading

T: Now it's time to do a choral reading. You will all read the book together. You're going to stay together by listening to each other. Remember that we read with our minds, our eyes, our mouths, our ears, and our magic finger.

**During this reading, the teacher carefully observes the students reading. When students encounter an unknown word, they pause, and one of the children will remember the word or use a strategy to decipher the word, such as rereading. This social interaction allows for a risk free environment that supports their efforts to read.

Revisiting the Text

Revisiting the text engages the children in making all the cueing systems visible. By talking about the cueing systems, the children get to see and learn about language, both oral and written, and how they are related.

T: Let's look at the last page. What word is on this page
    that would have given you a hard time if I hadn't
    read it?

J: Mouse

T: Is there a picture of a mouse on the page?

J: Yes

T: So the picture will help you read "mouse".

** This is an example of how to connect meaning to the text. By being specific to the children in relating the illustration to the text, they will understand that the pictures will help us when we're reading.

T: Now let's look at 'mouse". Put your fingers around
    "mouse" like this. (Teacher uses pointer fingers to
    show how to frame around the beginning and ending of
    a word. All students find "mouse")
    Clap the word "mouse". (Clap) How many syllables does
    "mouse" have?

All: One

T: Good. Put your hand under your chin. Every time you say
    a syllable your chin goes down. "Mouse".

All: "Mouse". One!

T: That's right. What is the first letter in "mouse"?

All: M

T: What letter does it end with?

All: E

(Teacher writes mouse on a white board)

T: Does the e make a sound?

M: Yes

Ja, R, J, and D: No

T: Do we say mous-ie or mous-eh? No, so the e on the end
    is silent.

** This is an illustration of how to make the Graphophonic
System visible to the students. I am directing students to
focus on the beginning and ending letters of words, and to
notice that many words end with a silent e.

68

T: Can you think of a word that rhymes with 'mouse"?

D: "House"

(Teacher writes "house" under "mouse")

T: What do you notice that's the same about "mouse" and
   "house"?

R: The s

D: The o and u

T: Do you see the o-u-s-e? (underlines -ouse) These
   letters together make the sound -ouse. It's called a
   chunk. When we see the chunk -ouse it will help us
   read the word because we know that o-u-s-e says -
   ouse. What do you notice that's different between
   mouse and house?

J: The m and the h

T: That's right. The first letter is different in mouse
   and house.

**With this example, the students are exposed to the

Orthographic System. I used the word "house" to illustrate

a common onset and rime that is not phonetic. By

presenting a mini lesson about words that rhyme with

"house", the students were able to notice that the

beginning letter(s) is the part that changes with onsets

and rimes. Another good reason to use "house" with this

lesson was that it also ended with a silent e. Perhaps

69

someone would notice and make this connection to our other example.

T: Are there any other words that you didn't know?

Ja: (Frames "brown")

T: That word is "brown". Everyone find "brown". (Students are all able to identify "brown") Clap "brown". (Clap) How many syllables do you hear?

All: One

T: Good. Now put your hand under your chin and say "brown".

All: "Brown". One.

T: Yes. (Writes "brown" on whiteboard) What's the first letter in "brown"?

All: B

T: The last letter?

All: N

T: Good. Do all the letters match the sounds? (Runs finger under the word while saying "brown" slowly)

All: Yes

T: That tells you that "brown" is a word you can sound out. You don't have to memorize it.

** This is another example of making the Graphophonic System visible to the children. It illustrates how to check the letters and sounds in words while reading across

the word. Too often as teachers we assume children know how to "sound out" words. With this method of checking, students can monitor quickly to see whether the words "look right" when they read. I also made a point of letting them know that in some cases they can rely on letter/sound connections to read words (phonics), but as more words are examined, they will discover this it often is not the case.

T: Now find "come", "we", "eat", "will".

    (Students quickly find the words and frame with fingers)

J: (Frames "we" for "will")

T: Juan, do you notice that there are two words that start with w? Is it easy to confuse these? (Writes "we" and "will" on white board)

D: Yes

T: Why?

D: Because they both start with w.

T: Then what's the difference?

Ja: "We" has w-e and "will" has w-i-l-l.

T: Yes, so when you're reading you have to pay attention. You have to check it. It also has to make sense. Your first guess may be "we". Then you try reading it, " We we eat the cat." I think to myself, That must be

wrong. It didn't make sense. It must be "will". Let's try 'will". "We will eat the cat." So this word must be "will". Let's check it. (Slides finger under word while slowly reading "will") Yes, that matches the sounds in "will".

**By modeling my thought processes, students will have first hand knowledge about how a competent reader questions and thinks. It models the internal dialogue readers have during the predictions, confirmations, or modifications they make during the process of reading. This is another way to make the Semantic System visible to the students.

T: Now let's turn to the next page. Find the word "mouse", "cat", "said", "here", "cat", and "cake".

(All students correctly identify the words)

Ja: "Cat" and "cake" both have c.

T: That's right. Find "cat" again. (All frame the word "cat") What is the first letter?

All: C

T: What is the last letter?

All: T

T: Good, now find "cake". (All frame the word "cake") What is the first letter?

All: C

T: The last letter?

All: E

** For those children who don't know what a word is, using their fingers to "frame" the word helps them in noticing that words have a beginning and end (boundaries of words). "Framing" the word also forces students to look inside the word and beyond the initial letter.

T: But do we hear the e? Do we say cak-ie or cak-eh?

All: No (laughing)

R: It's a silent e.

T: That's right. What other words have a silent e on this page?

J: "Here"

T: Yes. Do we hear the E at the end? (Says "here" slowly)

All: No

T: So the e is silent in "here", too. Let's look at "make" again. (Writes "make" on white board) Can you tell me another word that rhymes with "make"?

Ja: "Take"

T: Good. (Writes "take" under "make") How about "lake"? (Writes "lake" under "cake" and "make")

R: Look, they're all the same.

T: Raymond, is the whole word the same: "cake", "take", "lake"?

R: They all have e.

D: And k and a

T: (Underlining the -ake in all the words) Here is another chunk that's the same. It's pronounced -ake. Say -ake.

All: -ake

T: What if I put two letters in front of -ake? (Writes "snake")

Ja, M, and D: "Snake"!

** This is an example of making word families visible to children. With repeated exposure to word families within the context of the text, students will begin to recognize the chunks in other words. This will also assist them with spelling words containing those patterns.

T: Good. Now let's find "happy". (All frame the word "happy") Right. Let's clap "happy". (Clap, clap) How many syllables?

All: Two

T: Good.

**Clapping syllables in words gives students the chance to hear the segments of words. With repeated exposure to syllabication, they will have more success with spelling because they will hear the smaller segments within words (Orthographic System). In future lessons, I would write

the word for them and illustrate how to separate into
syllables in writing. For now, their first lesson, they
needed to be successful in clapping and hearing the
syllables.

T: Find "happy" again, and again.

    (Students find "happy" four times on the page) Count

    how many "happies" are on the page.

All: Four

T: Now find "birthday". (Students all frame the word

    "birthday") Good. Clap "birthday". (Clap, clap)

All: Two

R: Just like "happy".

T: Yes. Now put your hand under your chin and say

    "birthday".

    How many syllables?

All: Two

T: How about "happy"?

All: Two

**Clapping is one way to hear and count syllables, but
occasionally there will be a student who doesn't have
success with this exercise. By showing them an alternative
method that is 100% foolproof in checking syllables (so
few Orthographic rules are foolproof), students can choose

the method they prefer to use. They always think the chin
method is fun, too.

T: Find "birthday" again. Again. (Students are able to
find "birthday" five times)

M: I see "day".

T: Good noticing, Marco. Do you all see "day" in
"birthday"? (Marco excitedly helps Juan and David
find "day" in their books) Listen while I say
"birthday". Can you hear "day", too? "Birthday" is
made from two words, "birth" and "day".

D: Just like "today".

T: That's right, David. When two words are put together to
make one, it's called a compound word.

** What a tremendous analogy for these children. On their
first day on the lessons, they were already making
analogies to words they knew, noticing words within words,
and consistent endings such as the silent e. I wonder how
they have had such limited growth this year considering
all their potential for making such keen insights.

T: Now let's go to the next page. (Students turn page)
Find the word "white". (All frame "white')

J: It has a silent e.

T: Good noticing, Juan.

R: "Here" has an e, too. And "where".

**The lights seem to be going on with all the students.
Their excitement is infectious, and they are empowered by
their successes in making so many connections. This
illustrates the effectiveness in using social interactions
to establish a community for success.

T: Everyone find "where". (All frame the word "where")

    Good, now I'm going to write "where". (Writes "where"

    on board) Let's check to see if it sounds like it

    looks. (Runs finger under word while saying "where"

    slowly)

Ja: You can't hear the h.

R: You don't hear the e, too.

T: Right. So "where" isn't a word you can sound out. You

    have to memorize it. What about "white"? (Writes

    "white" on board) Let's check it. (Runs finger under

    "white" while saying it slowly) No, it doesn't sound

    like it looks. We don't say w-h-i-t-ee do we?

All: (Laughing) No!

T: So it's another word we have to memorize.

**The Orthographic System is reliable less than 50% of the
time. Due to the emphasis on phonics, students are under
the false assumption that you can always "sound out"
words. Both their parents and teachers perpetuate this
myth. It's imperative that they recognize that many words

cannot be "sounded out" and must be memorized. Though memorizing so many words can be overwhelming to a child, it is the teacher's job to illustrate ways to read words by using context clues.

R: There's a lot to memorize.

T: Yes, you're right, Raymond. But remember, when you read it is easier if you think about the story. If you see this last sentence and notice the 'w' word but don't remember it, you could try a 'w' word you know, like "we". Then read it. "We is your birthday cake." Oh, that doesn't make sense. Maybe it's "where". "Where is your birthday cake?" That must be the word because…

R: It makes sense!

T: That's right.

**This was another wonderful opportunity to illustrate the Semantic System. It is important to always seize these moments to teach about comprehension, which is the most important cueing system. By providing them with a concrete example, and by modeling ways to work through the problem in a text they are reading, students will have an easier time retrieving this strategy when they read independently, rather than by filling out meaningless, arbitrary dittos.

T: Find the word "party". (Students all find "party")

    Good. Now clap "party". (Clap, clap)

All: Two

T: Yes, put your hand under your chin and say "party". How

    many syllables?

All: Two

T: See, it works every time. What's the first letter in

    "party"?

All: P

T: The last letter?

All? Y

T: Good. Find "cheese", "bread", and "Gray". How did you

    know that word was "gray"?

M: It had the g.

T: Good. Also remember that these mice have names? All

    names start with capital letters, like Marco,

    Jessica, Raymond, Juan, and David.

R: They have two names.

T: That's right. Find "white", "cat", "black", "gray", and

    "cat". Don't they all start with a capital letter?

All: Yes.

**I was illustrating another use of the Orthographic

System; the use of capital letters in the conventions of

writing. By showing that names begin with capital letters,

students might develop an awareness of how these conventions help us clarify the language when we read it in books.

T: Now find "birthday", "cake'. Good. Let's go to the next page.

The Teacher proceeds to ask students to locate words that are repeated in the text, and new words they haven't seen. With this social interaction and the teacher's mediation, the students are able to locate most words, find connections and patterns between words, and search more closely at the parts of words. All the cueing systems, Graphophonic, Syntactic, Orthographic, and Semantic, are made visible to the children during the revisiting of the text.

CHAPTER FOUR

RESULTS AND FINDINGS

Student Results

At the end of the five week project on Mini Shared Reading, students were given the Developmental Reading Assessment (DRA) by Celebration Press (Beaver, 2001), which is the Colton School District's assessment tool used to determine the reading status of all students during each trimester. Each child was given a new, unfamiliar book, to read. These running records were taken by me, their Reading teacher, whereby I noted all miscues, self corrections, and reading behaviors such as rereading, appeals for help, fluency, and expression. Following the readings, I asked them to retell the events of the story. If details were omitted, I prompted the students to recall by asking simple questions.

During the five weeks of this project, all of the students showed significant growth in their reading. The following results represented reading scores with 90% accuracy or higher, with good comprehension and fluency.
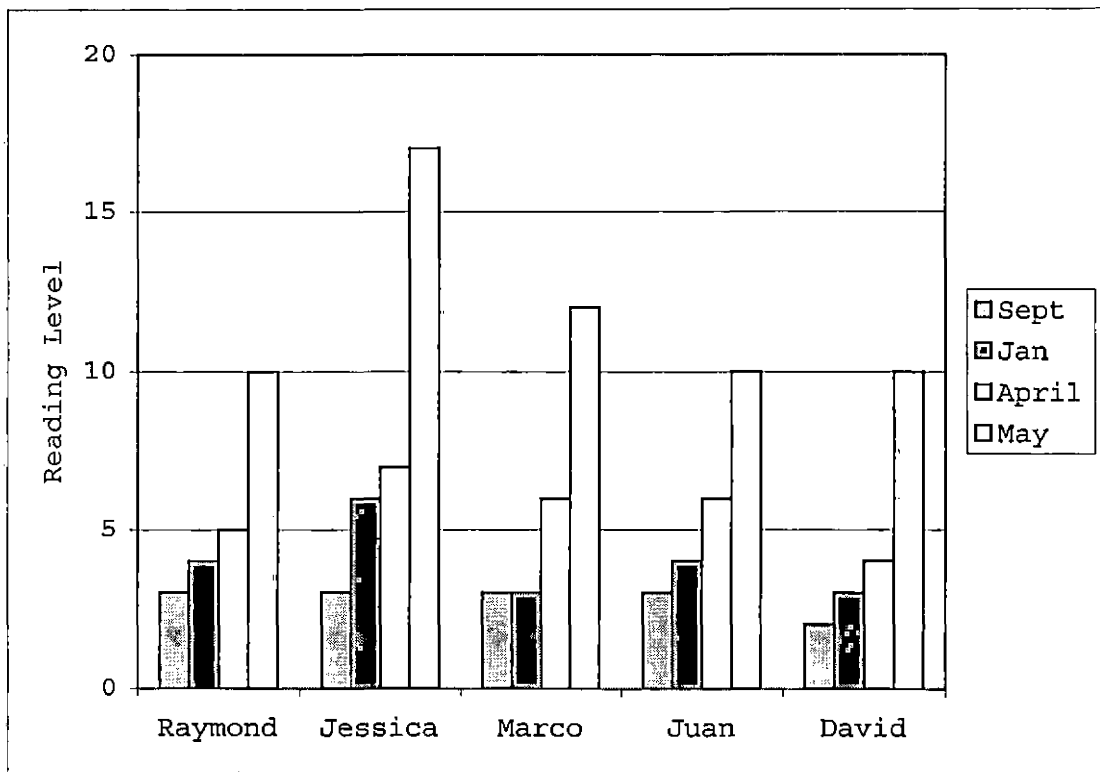
Figure 1. Progress Made by Individual Students

To illustrate the progress made by individual students, I will summarize their reading behaviors during the course of this project. These observations were taken from anecdotal notes, videos, and running records.

Observations and Analysis

Jessica: Right from the start of the project, it was evident that Jessica responded well to the lessons. Even though Jessica had the most absences (four), the books all seemed easy for her. She was able to lead the group every time during the Choral Reading (the students' first

opportunity to read alone). Considering that Jessica was reading at a level seven in class, starting the group with a level 8 wasn't enough of a challenge for her. Yet even when the group was pushed to the higher reading levels, nine through sixteen, she had no problems reading fluently, expressively, with high quality miscues. Possibly the missing piece for Jessica to progress with her reading was hearing the complete story with a rich book introduction.

The socialization of the Mini Shared Reading Procedure was rewarding for Jessica. Though she was easily distracted by the dynamics of this new reading group, keeping me on my toes to keep her focused, she never wavered from reading well. Her daily successes were instrumental in giving her the confidence she needed to become a model reader for the others.

After the five-week project, I had Jessica read a level 16 book. She was able to read easily, with 96% accuracy, good comprehension, and fluency. When given the level 17, she read the text with 89% accuracy and good comprehension. Because the percentage rate came so close to the 90% cut off, I looked more closely at her miscues to determine whether or not they were high quality miscues. There were five quality miscues that did not

distract from the meaning of the story. Considering the strategies she used to read the level 17 text, including multiple self-corrections, fluency, expression, and good comprehension, I decided that, in fact, she was reading independently at this level, not the 16.

This ten level growth in one month was remarkable. Jessica went from being a struggling student that was reading at far below grade level, to becoming a proficient reader for a student exiting first grade. I am confident that she has the tools she needs to continue reading successfully, and has developed a love for reading, too.

Raymond: Raymond responded very well to the social exchanges in the group, contributing refreshing insights the others hadn't noticed. For example, when the students inserted the word "home" for "house", I felt that this was a quality miscue that didn't detract from the meaning. However, Roger insisted that "house" and "home" were not the same, "A home is not a house. You have to live in a house for a long time to get a home." This observation was especially insightful, considering that Raymond was the student who commented most often when the group made quality miscues: "That's okay. It makes sense."

The multiple readings of the books proved to be the missing link for Raymond. He had opportunities to read new

sight words many times, and learned how to read with fluency and expression. Raymond was most confident reading independently. The pace of the others sometimes interfered with his concentration. I wasn't sure whether he was keeping up during choral readings, but he did an outstanding job reading the books on his own. A new behavior that seemed to help him was articulating what he was thinking while he read. Sometimes, when he miscued, he would stop, shake his head and say, "'said' didn't make sense." He would proceed to reread and self-correct. This oral self-monitoring illustrated that Raymond was beginning to internalize those cognitive processes that proficient readers used.

When Raymond read Shoe Boxes by Celebration Press, the level 10 book on the DRA, he read with 91% accuracy, using phrasing, intonation, and a number of high quality miscues. Several of is miscues were attributed to confusions that English language learners often make: "come" for "came", and "keeped" for "keep". He was also able to successfully retell the events of the story. This level 10 reading showed a gain of five reading levels in five weeks. Considering that Raymond grew two reading levels in five months, these results are significant. With

a few more weeks of Mini Shared Reading, Raymond would have been reading at grade level as a proficient reader.

Marco: Marco is a prime example of how hearing the language during the rich book introduction, and subsequent reading of the entire text by the teacher is vital to an English language learner's literacy development. The social interactions, read alouds by the teacher, choral readings, and clarifications made during my mediations, were the missing links he needed which effected his progress.

At the start of the project, Marco had many confusions with words that interfered when he read (i.e. he/here/where and letters b/p/d). I didn't stop to prompt him, but let his miscues go, trusting that, with time, the program would give him the strategies he needed to work through these issues. By the second book, Marco was very focused on reading fluently. He self-corrected often, becoming one of leaders during the choral readings. This gave Marco more confidence, and he started to blossom.

As the lessons ensued, Marco relied on meaning and fluency to direct him. There were times when his language confusions, mostly structural (i.e. "get" for "got"), obstructed his first attempts to read new books. But all he required was an okay from me to keep going, and he was

able to continue without getting bogged down with insignificant errors. The dialogues between the characters in several books also confused him. With my mediation and rehearsals by the group, Marco could hear the language structure and understand more readily that sometimes "book language" is different from "playground language".

Marco continued to respond positively to the multiple readings, but he also needed more time to process than the other students, due to his emerging stage of language acquisition. By pushing Marco into a higher reading level, the challenge gave him the tools he needed to orchestrate all the strategies and cueing systems successfully. He read with fluency, intonation, and confidence, emulating that of a native English speaker.

At the end of the project, Marco was able to read the level twelve book with 91% accuracy, fluently and adequate comprehension. This represents a growth of six reading levels in one month, compared to three reading levels in the five months prior to the start of the project. Mini Shared Reading was the mediation that enabled Marco to hear a fluent reading model, practice the language both through speaking and reading, and to gain the confidence so often lacking in students that have been retained (see classroom teacher's comments Appendix B).

Juan: When Juan began the Mini Shared Reading

program, he was reading word for word. He had difficulty

understanding that the purpose of reading was to derive

meaning. Many of his initial attempts to read the new book

contained structural errors (i.e. "Here went to the

car."). To make matters worse, the others in the group

also easily distracted Juan.

At first, Juan resisted sweeping his finger under the

text. He had the habit of pointing word for word with his

finger, as do many emergent readers. Once he forced

himself to sweep his fingers under the words, his reading

became much more fluent and expressive. The finger

sweeping also forced him to read more quickly, attending

to the meaning of the story, not the individual words.

One exercise that was a struggle for him was locating

words during the Revisiting of the Text following the

Choral Reading. Juan had difficulties scanning the print

to find specific words that I wanted students to frame

with their fingers. However, with the assistance of the

others, and through the extra mediation I gave during

Revisiting the Text, Juan started to listen more intently

to the sounds within words. By the last two weeks, Juan

could locate all the words as quickly as the other

students. This automatic locating of words allowed him to remember sight words when he read.

Though Juan needed extra assistance with the graphohonic system, it was the exposure to each of the Mini Shared Reading procedures that impacted his progress. Our rich group discussions, Juan's individual contributions to the collaborated texts, the multiple readings of the books, and my consistent mediation - all these elements together helped Juan become more and more confident as a reader.

Juan was the student who responded most when I prompted to the meaning. Rather than having him notice the phonetic parts of words when he stopped reading, I made sure he thought about what was happening. I told him to look at the picture to remind him about the story, and then he could make an attempt to reread. Juan was successful every time when he gave himself the opportunity to think, rather than reading impulsively. He merely required a little extra time to process.

When Juan was given the reading assessment at the end of the project, he read a level 10 book with 88% accuracy. At closer inspection, however, seven of Juan's miscues were gender confusions (i.e. "his" for "her") and other confusions which Spanish speakers typically miscue (i.e.

"keeped" for "kept" and "gived" for "give"). When taking these high quality miscues into consideration, Juan read at 93% accuracy, with understanding and fluency. This represents a gain of four reading levels in five weeks, compared to a growth of three reading levels in five months. I'm confident that with continued mediation using the Mini Shared Reading procedures, Juan will become a proficient reader.

David: At the start of the project, David's classroom teacher was more worried about his lack of progress than any of her other students (see interview with classroom teachers, Appendix B). With nines tenths of the school year behind us, David was reading at level four, two levels above where he had started in July. He was at risk for retention during the entire school year. Considering all the obstacles David had to overcome, he has had profound results with the Mini Shared Reading project.

David responded immediately to the Mini Shared Reading procedure. He was very attentive during each lesson, demonstrating a focus, which the others didn't have. While the rest of the children were at first more interested in socializing, David was intent on becoming a better listener. His motivation to make the most of his time with us was a huge factor in how well he progressed.

By the second week, David was beginning to self-monitor when he read. He was rereading, cross-checking and self-correcting. The momentum of the group forced him to read more quickly and to focus primarily on the meaning of the story. As a result, David became one of the leaders during choral readings.

During the lessons in the first three books, David was still pointing word for word. But as he gained more confidence through multiple readings, he got in the habit of sweeping his finger under the text. This also contributed greatly to his fluency and expression.

When I gave David the level ten book to read at the end of the project, he was successful in reading at 91% accuracy with good comprehension and fluency. However, when taking meaningful miscues into consideration, he was reading with 98% accuracy. This represented a growth of six reading levels in the five weeks of the project, compared to the two levels in the previous nine months. Most importantly, David gained the confidence and self-esteem he was lacking all year. With further mediation using the Mini Shared Reading procedures, I am confident that David will blossom into a proficient reader within a short period of time.

Teacher Reflection and Salient Understandings

The Teacher in the mini Shared Procedure is the key to the effectiveness of the experience. He/she acts as a mediator, connecting the child's known interpretations about reading to their potential cognitive ability, resulting in moving the children forward. Her/his experience with children learning how to read influences their progress. Teachers who are aware of the cognitive processes which take place during reading, in addition to having knowledge about the reading strategies and cueing systems that good readers use, can closely observe the children to notice when meaning breaks down and a mediation is required.

In my study, the classroom Teachers were the educators that had daily interactions with these students. They were familiar with their literacy development. In my duties as the reading teacher, I take the suggestions of the classroom teachers into consideration when selecting students. In this case, the students who had experienced the least growth in reading during the course of the year were selected. With one month remaining in the school year, I knew these students needed a push to move them forward.

Ideally, the Teacher conducting the Mini Shared Reading lessons would have considerable knowledge of the students. However in this case, I was given reading levels taken from running records at the end of January, and was told their Guided Reading levels when I picked them up. Both classroom teachers were frustrated by the lack of progress these students made and were unable to pinpoint what it was that prevented their literacy growth. I believe that there was an advantage in not being aware of the students' reading behaviors prior to the start of the project. My expectations of these students were very high, and I was able to observe each child with a fresh perspective. My confidence in the Mini Shared Reading procedures and in my experience with teaching many students how to read was all that was needed to begin the lessons.

Each procedure of the Mini Shared Reading lesson was essential to the progress made by the children. During the book introduction, the students and Teacher are engaged in an animated discussion that connects the topic of the book to their own personal life experiences. This verbal exchange enables the children to develop their oral language beyond the limitations of the whole classroom setting. Though Guided Reading was initiated in the months

preceding this Mini Shared Reading mediation, the discussions during the Guided Reading lessons were brief with minimal engagement of students due to time constraints. On the other hand, all students participating in the Mini Shared Reading lessons were encouraged to share more detailed personal experiences that they could relate to the topic.

My students each contributed in some way to each of the book introductions. Even when they might not have had firsthand experience concerning the topic, they were able to make a connection to either someone the knew who had the experience, or they were familiar with the topic because of books, movies or another memory they had. Listening to other students' contributions often was the springboard they needed to trigger a memory that they could relate to the subject. This give and take of sharing events with each other was instrumental in developing a respectful, nurturing community that allowed all participants opportunities to have their thoughts heard and validated. I feel that the time allotted for listening, speaking, and thinking prior to reading the book was an integral reason that these students accelerated in their reading as quickly as they did.

The students also had ample opportunities to develop

oral language during the Picture Walk. By engaging the

children in questioning, predicting, and observing the

pictures, students felt that their contributions and ideas

were validated. This sense of acceptance by the Teacher

and peers influenced a shift that occurred during the

course of the five-week study. Students began to think of

themselves as readers, as members of the 'Literacy Club'

(Smith, 1997). With each new book, students began to gain

the confidence that they were lacking through most of the

school year.

One change I made in my teaching that made the

lessons more powerful was telling the students why each

part of the Mini Shared Reading procedure was important to

help them become better readers. All of the students were

excited about learning how to read, yet they had

confusions or misperceptions that interfered with their

progress. They had the misconception that reading was

merely the act of decoding. They didn't understand that

the purpose of reading was to derive meaning from the

text. I told them that in order to understand what we're

reading we had to think about the story by using our

brains. When we use our minds we might think about other

books we've read, or remember an experience we've had, or

know something about the world that we can help us understand the topic.

I also explained that our brains are like computers – they work very fast. When we sweep our finger under the words, we force our eyes to move faster so that it keeps up with the speed of our brains. That helps us concentrate on what we're actually reading, rather than just focusing on one word at a time. The children were fascinated with any information about how our brains work and about how we think. This was the motivation they needed to focus intently on the meaning, with the use of the magic finger to get them through the story.

In addition to explaining why we use our minds and our fingers to help us read, I told them that the pictures remind us what is happening when we have a hard time reading a word. By looking at the picture and thinking about the story, we remember that we're not merely reading words or sounds, but there is a story line or topic to bear in mind. The reader is forced to move his eyes away from the text, to remind him or herself what the story is about. In most cases, focusing on the meaning enabled the student to continue reading the book.

Prior to the fist reading of the book, I explained that I will read the story they way it's supposed to be

read. This provided the students with a model of fluent reading, with expression, phrasing, and intonation. The children were always riveted by the story during this first reading, because they were finally able to confirm the predictions they had made during the picture walk.

In the weeks that this project was conducted, I needed to make some adjustments in my teaching style. With the training I had in Reading Recovery, I prompted children to focus on all three cueing systems: meaning, structure and visual (graphophonic). However, the Mini Shared mediation emphasizes meaning above all other cueing systems. It wasn't until the third book that I focused only on prompting to meaning when the students experienced a breakdown with their reading. When I told students to look at the picture and think about what is happening in the story, they were successful in reading the text every time. The rich discussions and multiple readings provided the children with the necessary skills and confidence to read independently without an over dependence on phonics. On a number of occasions during the choral reading, one of the students substituted a meaningful word and miscued. Quick to self-correct themselves and read accurately, someone inevitably went back to reread the word correctly. Raymond immediately said, "But that's okay. It made

sense," providing us with an opportunity for a dialogue about the importance of reading to derive meaning, not accuracy.

As more books were read, I became less impulsive about jumping in to prompt students when they read, and allowed them to work through the process as a group. One of the benefits from their choral readings was that one or two students assumed the role of leading, with others following a fraction of a second behind. I noticed the Jessica in particular was a more fluent, faster reader. At first I tried slowing her down to allow the others to keep up with her. But by the fourth book, I decided to sit back and observe, just to see what would happen. I was confident that several weeks of lessons with the Mini Shared procedure might have been internalized by the students, so it would be interesting to see whether the dynamics of the group would carry them without my intervening. Much to my surprise, the speed of their reading seemed to push the "followers" to become more fluent, with miscues that were all meaningful. This was especially true for Juan, David, and Marco who struggled with fluency when the program started. The multiple shared readings at a fluent rate of speed seemed to nudge them into consistently reading to derive meaning.

Upon starting the Mini Shared Reading lessons, I decided that on the third day I would provide the students with the typed book along with the illustrations to accompany the rewritten version of the story, deviating from the format of the Mini Shared Reading Procedures. It seemed to me that the extra time required to illustrate the pictures interfered with the 'quality time' necessary to reread the books. However, when I prepared the typed books for the second week, I didn't have time to illustrate the books for them. I was anxious to observe how they would proceed to draw appropriate pictures on each page, wondering if it would indeed be a waste of time to color instead of read.

I was pleasantly surprised by the results of this opportunity. The children were highly motivated and excited with the prospect of reading their own scripted books. They were incorporating all the strategies that good readers used (predicting, confirming, rereading, crosschecking, self monitoring) without having pictures to assist them. Occasionally they helped each other with a word or concept, but on the whole they all were reading independently. It was important to them that each page was read and reread in order to be sure that their illustrations matched the text. Sometimes they used the

publisher's book to give them ideas about what to illustrate, but their own versions had just enough changes that only by reading the text carefully could they draw the appropriate pictures. This entire process was automatic, and very exciting for me to observe. I wondered how such a seemingly simple procedure could produce these desired results so quickly, when an entire school year using Guided Reading had never achieved this outcome.

There were many opportunities for my deliberate mediation to assist the children in clarifying some confusion they had about reading. It became clear to me early on that all the students were unsure about how punctuation marks, particularly quotation marks, could assist us when we read. I took extra time going through each page of Chen's Christmas Tree, demonstrating how the quotation marks told the reader which character was doing the talking. With each subsequent page, the students began to understand how the author gave the reader clues about the characters' dialogue. Though I knew they had been exposed to this concept many times in kindergarten and first grade, it took the Mini Shared Reading opportunity to 'make the lights go on' for these children.

When the final week was approaching, I consulted my advisor, Dr. Barbara Flores, about how to make the most of

this critical time. Dr. Flores suggested that because the children were making such rapid growth with few struggles, to try moving up four levels on the next book. I was hesitant to push them too hard for fear I'd lose their concentration during this last week of the school year. But Dr. Flores assured me that it would be acceptable to move them back down if I felt that the level 16 was too hard. I believe that the students rose quickly to their potential (Zone of Proximal Development) with this more challenging level, and perhaps the results wouldn't have been as successful had I kept them at a level 14.

The level 16 book, The Three Billy Goats Gruff, was lengthy and contained fairy tale language that they were exposed to in read alouds but hadn't yet read in a small group setting. This book selection offered students a plethora of rich vocabulary, more complicated sentence structure, and expressive dialogue between the Billy Goats Gruff and the Troll. The students used cadence and animation in their voices when reading each of the parts of the Billy Goats. Their excitement was evident when they took on the role of the Troll, raising their voices in unison to exclaim, "I'm coming to gobble you up!" At the end of the book the publisher (Rigby) included the play of the story. Though I hadn't planned on using our time to

101

read the play, with the children's constant urging, I decided to try it. The process of reading a play was new for them, yet their motivation and sense of empowerment made the experience most successful.

Another positive result from using The Three Billy Goats Gruff in this last week became evident in the writing of the collaborative story. Due to the length of the book, I was trying to sway them to write a shorter version, perhaps "The One or Two Billy Goats Gruff". Instead they insisted on writing The Four Billy Goats Gruff. Writing this version took two days to complete, not the typical one day to collaborate. It was obvious that this book was tremendously motivating to the children, and provided opportunities for multiple readings of the original book, the play, and their own version of the book.

I am convinced that this push in the final week of the project was instrumental in the growth that they showed after only five weeks. Perhaps in my years of experiences with Guided Reading and Reading Recovery where I taught to the instructional level of the child, not to the potential level, I may have actually hindered their progress. By going through the process of the Mini Shared Reading experience with my students, I know that children

are capable of rising to the challenge of reading a more difficult text when they are given the proper mediation, enriching social interactions, and the intrinsic motivation from ongoing successes.

I now have the firsthand knowledge and experience to substantiate Vygotsky's observation: "For each subject of instruction there is a period when its influence is most fruitful because the child is most receptive to it" (Vygotsky, 1962, p. 104).

Taped Interview with the Classroom Teachers

During the time I conducted the Mini Shared Reading project, I often wondered whether the classroom teachers had noticed a change in their students. On the second week, one of the classroom teachers, Tommie, walked into the teachers' lounge and exclaimed to everyone, "I don't know what you're doing with my kids, but it has totally changed my class." With a little prodding, she proceeded to tell us that her entire class is excited about reading now. When David, Juan, and Marco returned to the classroom with their books, they couldn't wait to share their books with the others. Their enthusiasm was infectious, and all the children in her class wanted to read the boys' books, too. She said that before the boys participated in the Mini Shared Reading, they were hesitant to share or read

to the class. Now they were leading the others by volunteering to read and share their other classroom work. They were much more confident and had more self-esteem.

I decided to interview both classroom teachers to find out whether they noticed any changes in the students' social and academic behaviors (see Appendix B). These are some of the observations they noted:

- Students' confidence level is up.

- They are more willing to jump in and volunteer.

- They are improving in all areas, not just reading.

- They are more willing to try things that are harder.

- They are not as shy (Marco).

- They are more attentive/ focused.

- They are willing to write more.

- They are enthusiastic.

- They feel proud of their achievement.

- They feel empowered.

The interview confirmed my own reflections about the progress of these students. Their over-arching feelings of self-confidence and empowerment spilled into other areas of their lives as a result of the Mini Shared Reading.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND INSIGHTS

This chapter will summarize the purposes of this study, exploring the questions that looked at an alternate, more effective teaching strategy, Mini Shared Reading. The results indicate that struggling readers can: (1) learn to construct meaning when they read; (2) dramatically increase their reading proficiency; (3) gain confidence in their ability to read; (4) and use cueing systems and strategies efficiently. The conclusions will deal with the importance of teaching to the child's potential not the instructional level, by finding his/her Zone of Proximal Development. It will also address the role of the teacher as a mediator in providing structured support throughout the process until the child reaches his/her potential. It concludes with the increased confidence that Mini Shared Reading instills in the students.

Summary

Children enter school with varied life experiences, which may or may not affect their reading and writing early on. Home situations shape children's attitudes when they start their school day, but the teacher is the one

singular influence with the opportunity to make a difference in their academic lives. Too often teachers lament that children entering their classrooms are impossible to teach because of the many obstacles they must overcome: they don't have literate parents; they don't speak English; they haven't been exposed to books; they have few enriching life experiences; they don't have an adequate vocabulary; their parents don't support the schools; they are in first or second grade and are already too far behind to ever catch up. Each of these concerns are valid, however, too often they are just excuses for a teacher's own lack of direction.

The Importance of Teacher Knowledge and Attitudes

Though they may not realize it, teachers can take initiative and effect positive changes every school day. With the proper tools, training, and pedagogical knowledge teachers can assess each student's needs and have an informed understanding of what course of action to take. If their individual needs are addressed, all children are capable of becoming literate with the help of their teachers.

The first step in teaching children to read starts with an understanding that each child is a unique person who comes to school with a rich background of life

experiences. Though students may lack financial resources to afford participation in sports, lessons, or travel, they nevertheless come to us with insights about their families, neighborhoods, and culture. We would prefer that our students have been read to often in their early years, but we know that they have been exposed to information through movies, television, radio, and computers. These varied experiences and schemas are ample resources to draw from for rich social interchanges. Reading a variety of texts to students and allowing ongoing dialogue between all the children allows for mutual discoveries and insights (Fisher & Medvic, 2000). Teachers are the sociocultural mediators in connecting children's language and thoughts into reading (Diaz & Flores, 2001).

Teachers As Keen Observers

The best way for teachers to keep informed about their students is by becoming active observers. All students are using the resources they have from experiences at home and at school in order to read and write. Sometimes children have confusions and are not engaging well with literacy activities (Clay, 1993b). When teachers assume the role of a keen observer, much like a scientist, he/she focuses on what the child can do alone, and determines what the child can accomplish with

107

assistance. Running Records, Miscue Analysis, anecdotal notes, videotapes, and audiotapes are all useful ways to collect data on students objectively.

Once the data is collected, the teacher decides which methods are best to assist his/her students with reading. Children experiencing steady progress in literacy will not require intensive daily intervention. These are the students who continue to learn within the framework of whole class instruction and may require little guidance from the teacher. Other students who are not fluent readers yet are maintaining steady growth, will require daily mediation with programs such as Guided Reading arranged in heterogeneous groups. By participating in Guided Reading along with whole class lessons like Shared Reading and a variety of enriching literary experiences, these children will continue to improve.

The Challenge of Struggling Readers

The struggling readers are the most challenging for the classroom teacher. These children do not respond positively to Guided Reading (Appendix A). Many struggling readers are under the assumption that reading is a word-by-word decoding activity, with accuracy as the ultimate goal. To these students, meaning is an incidental part of reading, while phonics and word calling become the

focus. Their misconception about the purpose of reading comes from classroom instruction that emphasizes word/phonics analysis. While teachers are given the directives from their Districts about using textbook adoptions, they are the decision makers in their classrooms. The ultimate responsibility of teaching all students to read lies with effective classroom teaching. Decoding is not an efficient way to teach struggling readers because it does not emphasize that the purpose of reading is to derive meaning from the text. The teacher needs to seek alternate methods other than the District's textbook adoption materials or the Guided Reading model in order to reach these students.

Mini Shared Reading As An Effective Teaching Strategy

One effective way to provide the tools these students require to become efficient readers is through Mini Shared Reading. Mini Shared Reading is successful because the teacher provides support for the children through mediation at their Zone of Proximal Development (ZPD). Their ZPD is higher than the instructional level that Guided Reading suggests, enabling students to attain more growth through mediated structure and processes.

Mini Shared Reading is different from Guided Reading in several ways. With Mini Shared Reading: (1) The Zone of Proximal Development is set higher; (2) The social interactions/discussions during the book introduction and picture walk are more extensive; (3) The teacher reads the entire text to the students, providing them with the opportunity to hear the complete story before they attempt to read; (4) Students have many opportunities to read the text, through echo reading, shared reading, and independent reading; (5) All of the cueing systems are addressed within the context of the text, following several readings of the book; (6) The meaning is always emphasized when children miscue, i.e., high quality miscues that do not change the meaning are allowed; (7) A new book is written collaboratively using the story pattern of the text as a guide; (8) The same book is used for the entire week's lessons.

As my own students' results indicate, Mini Shared Reading can be an effective way to reach struggling readers in a relatively short period of time. After experiencing little or no growth during the entire school year, the students in my study grew five to ten reading levels in one month! Classroom teachers can use Mini Shared Reading as one of the most effective tools to

support their struggling readers when other methods have failed. Once these students move to higher reading levels with good comprehension, the teacher may decide to implement Guided Reading in order to provide opportunities for practicing the strategies they used in Mini Shared Reading with less support.

Conclusions

Mini Shared Reading has succeeded in boosting children's reading levels when other methods have been unsuccessful. In examining why this procedure has been instrumental in moving students forward, several reasons stand out.

<u>Teaching To The Potential</u>

With Mini Shared Reading, The Zone of Proximal Development is higher than the ZPD determined in Guided Reading and Reading Recovery. The reading levels used in Reading Recovery and Guided Reading lessons are taken from Running Records falling within the 90 to 94 percentile of accuracy. Word accuracy percentage determines the instructional level that the child is at. The teacher then chooses a leveled text at this instructional level, which Reading Recovery advocates within the child's Zone of Proximal Development. However, if the running record is

modified to exclude high quality miscues from the word
accuracy count, the child's reading level inadvertently is
calculated even higher. Given the instructional level
using miscue analysis knowledge, the teacher now chooses
books that are at least two levels beyond the children's
instructional level. Thus the ZPD is boosted. And, now we
are teaching to the potential not the developmental or
instructional level (Diaz & Flores, 2001). The students in
my project exhibited tremendous growth during the final
week when I was encouraged by Dr. Flores to move them four
levels higher than I had wanted. This higher reading level
was their true Zone of Proximal Development, proving to me
that with mediated support all children can show
considerable improvement. This explains why the children
grew five to ten levels in one month. I taught to their
potential.

Expanding English Language Development

Another significant reason that Mini Shared Reading
was successful is that students are given many
opportunities to use extensive language development
through social interaction. With the teacher's guidance
and support during the book introduction and picture walk,
children are capable of discovering insights, connections,
and untapped resources within themselves when they are

given the chance to be heard. Dialogue is especially powerful to English language learners. The teacher serves as a model and mediator for language usage, and the children can develop oral language skills in a supportive, risk-free environment.

Mediated Support for Success

By hearing the entire book before reading it for the first time, children have a better sense of the meaning of the story, and can hear a model for fluent reading. Because of the extensive discussions during the book introduction and picture walk, children make predictions that are confirmed or revised immediately upon hearing the book. On the other hand, with Guided Reading the students are expected to read independently and are attempting to sample, predict, confirm and correct on their own. When the book introductions are not detailed enough to provide the needed support, struggling students experience frustration with their attempts to gain meaning during the first reading. Too often they rely solely on decoding or phonics to help them through the reading of the text. As teachers, we are afraid to give our students too much information, assuming that we are depriving them the opportunity to read on their own. If the teacher reads the

entire book first, the story is no longer a mystery to the children. The meaning is evident immediately.

Building Self Confidence

Probably the most important result of using Mini Shared Reading with struggling readers was the self-confidence these children attained. These students became members of the "Literacy Club" (Smith, 1997), and their enthusiasm was infectious. As their classroom teachers attested, other children became excited about reading and writing as a result of their eagerness to share their books (see Appendix B). Through ongoing teacher support, peer assistance, and multiple readings of books, children gained a sense of empowerment that they hadn't experienced with other literacy programs.

Insights

The insights that follow will outline additional benefits derived from implementing Mini Shared Reading with my struggling students. These insights in particular are significant because the successes derived from this teaching procedure resulted from the complete integration of all these components, not from a selected few.

These additional benefits include:

- Not focusing on word accuracy - As long as students make meaningful substitutions or insertions, they are using the Semantic cueing system, the ultimate goal of Mini Shared Reading.

- Looking at high quality miscues - The teacher determines whether students are using meaning when they read by evaluating the kind of miscues they are using. Meaningful miscues indicate that children are reading purposefully.

- Focusing on meaning - By prompting students only to the meaning when they read, students come to an understanding that reading is not solely an exercise in phonetic decoding.

- Multiple readings of the text - Students become competent in using reading strategies automatically during multiple readings of the book. They develop fluency, intonation, and phrasing. Often students discover that conventions provide support for reading. Students increase their use of vocabulary words

and sight words because the books are more challenging.

- The teacher models good examples of proficient reading - During the first reading of the text, children hear the phrasing and expressions that good readers use. They have an opportunity to rehearse by imitating the teacher's modeling during the echo reading exercise.

- Builds comprehension - Students develop critical thinking skills through discussing, questioning, clarifying, and actively thinking about what they are reading.

- Students make their own discoveries about words through multiple readings and revisiting of the text - Children notice word patterns by closely examining words within context, after reading the book several times. They also become more aware of the distinctions and similarities between words when they read the books many times.

- The collaborative story provides opportunities to rehearse all the cueing systems and strategies in a new book - Students collaborate

in rewriting a revised text, using the language
and structure of the original book. When given a
copy of the revised book without pictures, the
children must read it without relying on picture
support. They reread each page and make a
deliberate decision about how to illustrate each
page. Since the illustration must match the
text, children are forced to reread each page
several times to make sure that the illustration
is appropriate to the text. The students are
highly motivated to self-monitor their reading,
and they incorporate all the cueing systems and
strategies automatically.

Closing Thoughts

I started this project with a sense of hopeful
expectation. During the previous months, I had been
feeling as if I'd been letting down some our reading
students. All the training I had received indicated that
Guided Reading and Reading Recovery should be the answer
for all our challenging students, yet I knew there was
something I wasn't doing to reach them. My hope was that
Mini Shared Reading could be the missing piece for our
struggling English language learners. And for these five
children it was!

I came away from this experience with a renewed love for teaching. The results from each day's lessons were dramatic, filling me with an eagerness to face the next lesson. Those initial feelings of anxiety at the onset were replaced with exhilaration and excitement. I also started to feel more confident and empowered, just like my own students did. And just as my own students influenced the climate of their classrooms, my renewed excitement about teaching became infectious. My colleagues noted the change in my attitude, and they became more positive and hopeful after hearing about my students' improvement in so short a time.

I have gained a profound respect for my students and their capacity to learn. They have taught me so much more than I've taught them - we must allow our students' voices to be heard, and their individual contributions must always be valued. These children proved to me that we all are capable of reaching our fullest potential, and that we never stop learning from each other. Teachers often share that the reason they decided to become teachers is for those moments when "the lights go on" for their students. Observing the eager excitement each day in my students' eyes made the "lights go on" for me. This was the reason I chose to become a teacher.

APPENDIX A

ALICE BIRNEY SCHOOL TEACHERS' SURVEY

ON GUIDED READING

Alice Birney School Teachers' Survey on Guided Reading

1. Do you give Guided Reading (G.R.)?

   - Yes: 16
   - No: 1

   If yes, how often?

     - Sporadically: 1
     - Two times per week: 3
     - Three times per week: 2
     - Four times per week: 2
     - Daily: 9

2. Is it effective?

   - Not for ESL.
   - Not for low students. They give up. They don't hear a fluent model.
   - No, some are still working on the alphabet and letter recognition.
   - Yes, if they read words they notice in Interactive Writing.
   - Yes, though some move slowly.
   - Yes, teacher meets the needs of the students.
   - No, not for those who need it quiet to process. There's always one who lags behind.
   - Yes, it exposes them to books, vocabulary development.
   - Yes, it meets individual needs.
   - Yes, students feel good when teacher gives them attention and validates their progress.
   - Yes, it's easier to differentiate instruction. No, some are way behind, have no English, or little or no sight words. Poor attendance.
   - No, do not pay attention or remember.
   - No, ELL students don't hear the structure when they don't use visual (phonetic) cues.
   - No, not all are ready for it. Early behaviors are not developed enough.
   - Yes, it's effective for comprehension, Shared Reading, and familiar reading.

- No, we run out of books, or have poor book selection (to pick from).

3. What concerns do you have about students that aren't successful with Guided Reading?

- Students are not getting enough modeling; don't hear the text enough to pick up language structure. Especially book language.

- My concerns about students not doing well with Guided Reading :Is there a physical problem? Do they have enough choices and control over reading materials? What can I do to make them love reading, therefore want to read?

- What do you do with students having difficulty learning most basic sight words?

- Some groups or individuals get stuck 'forever' on one level. What do you do to push them out of the levels 4 to 7 range?

- My concern is that I'm not able to meet with them constantly.

- How do you scaffold their learning for success? Some students seem to be moving well, than hit a wall at (levels) 14 to 15 and can't seem to move on.

- I believe all students benefit from Guided Reading.

- Why do they not progress as fast as the group? What can I do to help them catch up?

- What can I do to help students who may have learning disabilities, yet cannot be helped by Reading Recovery, RSP or DIS?

- It's extremely difficult with an upper grade class. I have to work one on one with these students. The one on one is very gratifying, but the issue is always time, time, time.

- Students who aren't getting the lessons in a small group need one to one instruction until they start succeeding in a small group setting.

- Specific procedures for interventions for students who don't move. How to ease self-esteem issues for those who struggle.

- I figure they are too immature for it.

- How to get the students to focus on Visual (phonics) while maintaining meaning. Are ELL students ready for Guided Reading? My fear is shutting them down, or not enjoying books.

- That they are not exposed enough to books/print until they come to school. The first five years of life with no experience or little experiences with books.

- They stall at a certain level for months. They memorize the text.

4. What specifically do the students have difficulty with?

- Lack of fluency, lack of vocabulary, not sufficient letter to sound skills in place, not cross checking meaning with visual and syntax.

- It's always different. Some are so busy decoding they're not comprehending. Some don't know how to read the whole word. Some don't read for understanding. Some can't use context, etc.

- They become dependent on someone else to read for them.

- Some with phonics; some with not using the picture or meaning to help them. Some just sit back and let the group do the work for them. VOCABULARY!!

- Comprehension

- Comprehension/vocabulary

- Reading for meaning

- Hearing initial sounds, recalling words, hearing beginning sounds in words with tr, dr…

- Everything! ELD students in particular have vocabulary issues and many lack decoding skills. Obviously that puts them at a disadvantage. Many of my students lack essential background information and we spend a lot of time just doing enough schema building to allow them to get anything out of the text.

- Fluency, vocabulary

- Many don't read across words. They guess instead of taking time to think, analyze. Very slow pace disturbs comprehension.

- Remembering the new sight words.

- Structure; vocabulary

- Holding the book identifying print; one to one matching; left page before right.

- Blends, diphthongs, making/breaking words, noticing patterns, words.

5. What do you notice about the students that Guided Reading works for?

- With the K students that it works for are basically those that are reading fairly independently already. I'm not sure there is one component that helps them specifically, other than the chance to practice.

- They like the structure. They use the strategies. They are willing to take a risk. They become more confident and read self-selected material. They talk about their reading to me. They use the language of good readers.

- They reread the books and want to take them home.

- Become more self-assured about their reading.

- They respond well to the small group attention. They remember the 'cues'. They enjoy their own success. They are excited about reading.

- These students generally have very few reading skills that they employ. Guided Reading gives them tools.

- For many they learn the strategies of a good reader and are fluent, successful.

- They enjoy reading.

- They practice their little books. They enjoy reading. They like to have the small group/individual attention.

- Students learn to read and understand what they're reading.

- They love reading in small groups. It is a positive experience. Most of them do show growth when I do our trimester assessments.

- They are independent readers.

- They pick up and recognize how to blend several strategies simultaneously to succeed in decoding and reading.

- Remembering the new sight words.

- They love to read. Eager to get a new book.

- Have lots of experience with books outside of school.

- Enthusiastic and successful.

6. What do you do with the information you get from Running Records?

- The information helps me in the book choice and group placement. I can better discern which cueing systems are being utilized.

- They usually help me pinpoint where the decoding and comprehension in a student's reading lie. I also use them during conferences with the student to help them understand what they need to do. And I use them at parent conferences.

- Not much; a tool to see if they're ready to move up and to confirm that they aren't reading for meaning or just decoding – they don't know what they are reading.
- Inform my teaching.
- Check self-correct miscues to see how each student is processing, to drive my instruction for that child.
- Nothing – not consistent enough.
- Prepare my future lessons. To find out what strategies students are using when reading.
- Mainly to look at percentage. Compare with others in the group (i.e. are they making the same kind of mistakes?)
- I learn what beginning, middle, or ending sounds they don't know, what words they don't master, and where to start helping them.
- Not enough – I try to analyze the data but find that I'm not well trained enough to get much information. I'm lucky to be able to do the running record at all. But the reading comprehension assessment we use now is far more user friendly than anything I've used in the past.
- Specific lessons with students.
- Nothing most of the time, but it does help me decide who's moving forward and who's not.
- Helps me guide the next lessons and also if the students are ready to move on.
- (Gives me) what information the child is neglecting to use consistently, what the child relies on to self-correct.
- Percentage for levels.

APPENDIX B

TAPED INTERVIEW WITH CLASSROOM TEACHERS

Taped Interview With Classroom Teachers

The following excerpt is a taped interview, which took place after the project was completed. I, the reading teacher, asked the children's classroom teachers about any changes they noted as a result of this project.

The classroom teachers are represented by (T) and (E). I, their reading Teacher, am represented by (L).

L: Have you noticed a change in students' participation in whole group activities? Maybe when they participate in shared reading, or interactive writing?

T: Definitely. Their confidence level is up. They're more willing to jump in, for everything. I've noticed that they're not shy anymore.

L: Great. For all four of your students you'd say that that's true?

T: Definitely. Even in other areas like math. I don't know if they feel like oh I can do it now, or it's starting to make sense. I'm part of the crowd now, I don't feel like I'm behind and what I say is not right.

T: What about individual students?

E: Jessica actually volunteered. She didn't want to be a narrator, where you read part of a story with sound effects. You read by yourself not with others. But she didn't want to do that the first time, but the next time she raised her hand and she wanted to do it. She's also happier, and she's writing more.

T: I think that they're just more willing to try things that are harder. Before they'd hold back. Like what you said about the narrator, that might be a hard thing. It has a bigger role, but they're volunteering to do it.

L: Does she have to read alone or with anyone else when you're the narrator?

E: No, she reads by herself.

L: That's good. It's intimidating to read alone. I've noticed that Jessica is the leader of the group. But I'm noticing that some of the kids that started out, like Marco, he was always very shy and was a follower. Now he and Jessica are always the lead readers.

T: That's good. Because of the three in my group, he is definitely the shyest. He also came from a different track. It's his second time in first grade. But the kids knew who he was so they must have interacted in kindergarten. He wasn't feeling confident because this is his second time in first grade.

L: What about David?

T: David did do really well on his reading. He passed the 10. I would have given him the 12 if it wasn't based on the scale at the bottom. He was reading along, his pacing was good. He was just saying words wrong once in a while, but it didn't really change the meaning. I probably would have given it to him, if it was me.

T: Right and that's one of the things we tend to do as teachers is we always look at accuracy. That seems to be what the emphasis has always been. That's not what it's all about. But even as readers, we miscue all the time, but we do it for meaning. You go back and monitor and reread, and that seems to be what they're doing.

E: When Jessica reads, she was skipping the 'thes' and articles, yet she was reading with fluency, she was just going. You're right, when I think about it, just because of a 'the' or 'a' I'm counting her down. But she really is reading.

T: And she understands what she's read because she can tell you about the story.

E: Yes.

L: Did you notice that they're discussing more? Like participating in discussions more?

E: Raymond is a good talker, and so is Patricia. She always shared. It was her reading that she couldn't get. She couldn't seem to get over that (level) seven.

L: How about Roger? Have you seen a change in him, in terms of his confidence?

E: With Roger it was behavior. Before he wasn't paying attention. I was constantly on his case. Now he sits down and is more focused.

T: With Gabriel it was confidence, too. He kind of knows what he's doing now, where as before he used to mess around. Now he feels like he can do it.

L: Do you notice a difference in their independent writing?

T: I think they write more, not necessarily better. It used to be one or two sentences. Now they're filling a page, there's more detail.

E: Jessica's writing more. She's finishing her stories. Before I had the problem, "Please get it done." Now she's actually getting them done. And also Raymond still misses a lot because of his language. He struggles and puts nouns and verbs in the wrong place, but I tell him, "Raymond, going isn't spelled goen," and he'll say," Oh yeah, -ing," and change it. At least it's clicking. An awareness is there that wasn't before. Raymond comes from a Spanish home. He's transitioning, still mixes both languages.

T: Juan and Marco are both ELL from Mexico. Not David.

L: Have you noticed a difference in their sentence structure or ability to respond to questions more rapidly? In their sentence structure, is it more advanced than it used to be?

T: Marco didn't used to speak at all. He's still quiet but now is one of the ones that loves to read, and he reads to the class. He still reads quietly, the others have to listen very carefully. I give them the option of reading from their journal or little books, and he always reads the books.

L: What about Juan?

T: Juan was always very vocal. He never had any problems. All the others have always been vocal.

L: Okay, anything else you can think of? Tammie, you were saying before how it kind of changed your whole class, the enthusiasm…

T: Oh yes, they were so excited about what they were doing and they wanted to share their books. Then all of a sudden everyone wanted to share their books. Before that, I couldn't, this class was just, they weren't big on sharing their work. Before, in other years, everybody wanted to share their journals. It was like pulling teeth to get this group to share. Now all of a sudden they can't wait to be in the front and share their stuff. It's just a shame it didn't happen earlier in the year.

L: Did they share their books today?

T: No, we didn't have time. There was a problem at recess.

E: Mine were so excited they took their books home. But on Open House, Raymond was reading to his mother. And he was really excited about reading to his mom. You could tell he was really excited. His mom even wanted to take the books home. You could tell she was proud of him. He was showing off to her.

T: Gabriel's mom was like that, too. Because earlier in the year when she had come to a conference, I was telling her how far behind he was in not just in reading, but in all areas. Even just his motor skills - he doesn't have great motor control. In all areas he's really come up. I don't know if you know this, but I **do not** give the reward where I have to get up and give a talk (the school awards assembly for Most Improved Student). But I'm doing it for David tomorrow. I owe it to him. He's done so much. He's come a long way. His mom is so happy. She was worried about him because he was going to be retained.

L: So think about when he was really showing his growth. Was it recent?

T: Yes, definitely, it's just in this last month. It's incredible.

E: I see the same thing, for Jessica and Roger.

T: Really, all the kids. Juan, he's more excited about reading and writing, but he's always had more confidence in himself. But David, his confidence level is much higher. He just feels like he could do it now. His math is even starting to go.

L: So it's all coming together for him?

T: It's very empowering. Even his printing has improved.

E: Even with Raymond, his printing has improved. So I wonder what they're going to do next year. It would be nice to see how it's going to carry over to next year.

L: That's very exciting. Anything else you want to add?

D: I wish they could do this throughout the year with different students. They could get it at the beginning of the year.

L: Thank you both so much.

APPENDIX C

MINI SHARED READING

Mini Shared Reading

- **DESCRIPTION**: This type of reading experience is organized to familiarize the children with the predictable book, to engage them in successful act of reading, and to make visible the cueing systems (semantic, syntactic, graphophonic, and orthographic) and universals strategies (predicting, sampling, confirming, self correcting) as the reader revisits the text with mediated guidance.

    1. We particularly engage the children who are using the presyllabic and syllabic conceptual interpretations in this reading social context. We are setting up a Zone of Proximal Development that prepares them for Guided Reading. The teaching is organized for the potential and not at the children's developmental levels.

    2. The use of mini predictable books instead of Big Books for Shared Reading was created because we observed that most of the children were not engaged, paying attention, or could not see the text.

    3. Using Mini Shared allows children to have their own book, touch the book, experience the text up close, and to engage in mediated exploration and naming of the cueing systems and strategies.

    4. Multiple copies of the same title are needed.

    5. The small groups (ages 3 – 5) meet with the teacher for a t least 20 minutes.

    6. Bilingual children can learn/memorize the book in L1 (Spanish) and then use the English equivalent for their ELD lesson.

    7. The Spanish and English versions of the same title facilitate the children's acquisition of literacy and biliteracy through mediated engagement.

    8. Children who are not at the Guided Reading point in their literacy learning greatly benefit from Mini Shared Reading.

Created and Developed by B. Flores, CSU San Bernardino (1992 – 1997).

Mini Shared Reading Procedures

I. **Introduce Book with Cover**
    * The teacher selects a book that is at an appropriate level for the children, i.e., not too easy, but challenging.

II. **Read and Talk About Title**
    * Teacher engages the children by introducing the title.

III. **Connect with Prior Experiences**
    * Next the teacher engages the children by connecting the topic of the book to their own experience.

IV. **Discuss as Teacher Engages Kids in Picture Walk of the Book**
    * Talking about the illustrations in the book is important preparation for when the text is Read Aloud by the teacher.

V. **Read Aloud Entire Book as Children Listen and Look**
    * Next the teacher Reads Aloud the book as all the children watch as she says the words and sweeps her finger under the text.

VI. **Children Echo Read After Teacher Reads Text Again**
    * The second reading is now done by the Teacher with the children ECHO READING after she reads each page. This mediated social interaction supports the children and provides them with rehearsal to engage in the act of reading the text again, but together without the Teacher unless they need the support.

VII. **Choral Reading**
    * The third reading of the Text is done by the children together. In this way the children support each other, i.e., if one doesn't know the other one does.

VIII. **Revisit the Text**
    * After Reading and Rereading the Text, the Teacher now will conduct Mini Lessons that make visible the cueing systems. Whatever patterns emerge from the text will guide the Teacher in mediational strategies and metalinguistic talk about the text.

IX. **Collaboration**
    * Next, the follow up engagement includes guiding the children in co-constructing their own text but using the patterns that the original book used. The teacher then types these little books, the children illustrate them and then share and read them.

X. **Independent Reading of Own Text and Original Text**
    * Now the CHILDREN can read two, three, or four versions of the same patterned / predictable textbooks.

Developed and Created by B. Flores, PhD. CSU San Bernardino (1992-1997)

Collaborative Text Writing

1. Select the Syntactic Pattern, e.g., I live here, said ...
2. Generate the Habitats with the children and list them on chart paper or transparency, e.g.,

   a. Farm
   b. Forest
   c. Ocean
   d. Zoo
   e. Pond

   f. Cave
   g Lake
   h Tree
   i. Garden
   j. Rain Forest
3. List the animals, insects, or creatures that live in the habitat.
4. Write the sentences on chart paper or strips of paper.
5. Type little books.
6. Have children illustrate their own book of each version.

Finding Language Patterns & Making Visible The Cueing Systems through Mini Lessons During Mini Shared Reading/Revisiting Text

QUESTIONS TO GUIDE THE TEACHER:

1. **Semantic System**
   Question: How can one make the semantic system visible?
   Answer: Relate the illustration to the text.

2. **Syntactic System**
   - Pick the recurring noun, verb, or other part of speech that is graphically depicted in the picture and connect it to the illustration.
   - Show the children the segment that corresponds to the object or action and have the children bracket the "word".

3. **Graphophonic System**
   - Choose reoccurring patterns and connect the letter/sound correspondences and teach the children the patterns of the sounds with the letters.
   - Choose anomalies and teach the rules.
   - Have children talk about the patterns that they see.

4. **Orthographic System**
   - Pick words and teach about family spelling patterns.
   - This is where one can teach about the rules, but with the children's input.

Created and Developed by B. Flores, PhD. CSU San Bernardino (1992-1997)

Making the Cueing Systems Visible

CUEING SYSTEM	Mini Lesson Plan
SEMANTIC (Relate illustration to text)	
SYNTACTIC (Pick the recurring noun, verb, or other part of speech that is depicted graphically and relate it to the picture.)	
GRAPHOPHONIC (Choose recurring patterns and connect the letter/sound correspondences, teach the patterns of sounds and letters. Have children talk about patterns they see. Choose anomalies to teach rules.)	
ORTHOGRAPHIC (Pick words and teach about family spelling patterns. This is where you can teach the rules, but with student input.)	
MECHANICS (Convention, punctuation, capitalization, etc.)	

Developed and Created by B. Flores, PhD (1996)

Pattern Plan
Making the Cueing System Visible

CUEING SYSTEMS	Mini Lesson Plan
SEMANTIC	
SYNTACTIC	
GRAPHOPHONIC	
ORTHOGRAPHIC	

Developed and Created by B. Flores, PhD (1993-1997)

Prototype Weekly Schedule for Mini Shared		
Day 1		- 1 through 8
Day 2		- Chorally read text
		- Revisit text and make other cueing systems visible e.g., orthographic features.
		- Generate new text using story pattern on chart paper or sentence strips, e.g.,
	Espanol:	Yo vivo aqui- dijo el delfin.
		Yo vivo aqui- dijo el Tiburon.
		Yo vivo aqui- dijo la ballena.
		Yo vivo aqui- dijo el caballito.
		Yo vivo aqui- dijo la almeja.
	English:	"I live here," said the dolphin.
		"I live here," said the shark.
		"I live here," said the whale.
		"I live here," said the sea horse.
		"I live here," said the clam.
Day 3		- Chorally read new text.
		- Give each child their own book with new text.
		- Draw and illustrate each page.
Day 4		- Partner read original/new texts
		- Individually read both texts.
		** EACH SESSION IS 20-30 MINUTES

Developed and created by B. Flores, PhD (1996)

REFERENCES

Barone, D. (1998). How do we teach literacy to children who are learning English as a second language? In Neuman & Roskos (Eds.), *Children achieving: Best practices in early literacy* (pp. 56-76). Newark, DE: International Reading Association.

Beaver, J. (2001). *Developmental Reading Assessment: Teacher resource guide*. Parsippany, NJ: Celebration Press.

Butler, A., & Turbill, J. (1984). *Towards a reading-writing classroom*. Portsmouth, NH: Heinemann.

Caulkins, L. M. (2001). *The art of teaching reading*. New York: Addison-Wesley Educational Publishers Inc.

Center, Y., Wheldall, K., Freeman, L. Outhred, L, & McNaught, M. (1995). An evaluation of reading recovery. *Reading Research Quarterly, 30*(2), 240-263.

Clay, M. M. (1991). *Becoming literate: The construction of inner control*. Portsmouth, NH: Heinemann.

Clay, M. M. (1993a). *An observation survey of early literacy achievement*. Portsmouth, NH: Heinemann.

Clay, M. M. (1993b). *Reading recovery: A guidebook for teachers in training*. Portsmouth, NH: Heinemann.

Diaz, E., & Flores, B. (2001). Teacher as a sociocultural, sociohistorical mediator. In Reyes and Halcon (Eds.). *The best for our children* (pp. 29-47). New York: Teachers College Press.

Faltis, C. J. (1993). *Joinfostering: Adapting teaching strategies for the multilingual classroom*. New York: Macmillan Publishing Co.

Fisher, B., & Medvic, E. (2000). *Perspectives on shared reading: Planning and practice*. Portsmouth, NH: Heinemann.

Flores, B. (1992). *Mini shared reading*. Unpublished manuscript, CSU, San Bernardino.

Fountas, I. C., & Pinnell, G. S. (1996). *Guided reading: Good first teaching for all children*. Portsmouth, NH: Heinemann.

Gallimore, R., & Tharp, R. (1990). Teaching mind in society: teaching, schooling, and literate discourse. In Moll (Ed.) *Vygotsky and education: instructional implications and applications of sociohistorical psychology*. New York: Cambridge University Press.

Gibbons, P. (1991). *Learning to learn in a second language*. Portsmouth, NH: Heinemann.

Goodman, K. S. (1982). *Language and literacy: The selected writings of Kenneth S. Goodman*. Boston: Routledge & Kegan Paul Ltd.

Holdaway, D. (1979). *The foundations of literacy*. Gosford, N.S.W: Ashton Scholastic.

Iverson, S., & Tunmer, W. E. (1993). Phonological processing skills and the reading recovery program. *Journal of Educational Psychology, 85*(1), 112-126.

Kerper, J., & Grisham, D. L. (2001). !What deliches tortillas! Preparing teachers for literacy instruction in linguistically diverse classrooms. *Teacher Education Quarterly, 28*(4), 51-70.

Krashen, S. (1982). *Principles and practice in second language acquisition*. New York: Pergamon.

Koskinen, P. S., Blum, I. H., Bissson, I. H., Phillips, S. A., Creamer, T. S., Baker, T. S., Kelley, T. (2000). Book access, shared reading, and audio models: The effects of supporting the literacy learning of linguistically diverse students in school and at home. *Journal of Educational Psychology, 92*(1), 23-36.

Lyons, C. A. (2003). *Teaching Struggling Readers: How to use brain-based research to maximize learning*. Portsmouth, NH: Heinemann.

Mooney, M. E. (1990). *Reading to, with, and by children*. Katonah, NY: Richard C. Owen Publishers, Inc.

National Data Evaluation Center, The Ohio State University College of Education. (2001-2002). Columbus, OH. http://ndec.reading-recover.org

Optiz, M. F., & Ford, M. P. (2001). *Reaching Readers: Flexible and innovative strategies for guided reading*. Portsmouth, NH: Heinemann.

Parkes, B. (2000). *Read it again: Revisiting shared reading*. Portland, MA: Stenhouse Publishers.

Peregoy, S. F., & Boyle, O. F. (2000). English learners reading English: What we know, what we need to know. *Theory into Practice, 39*(4), 237-247.

Peregoy, S. F., & Owen, B. F. (2001). *Reading, writing, and learning in ESL*. New York: Addison Wesley Longman, Inc.

Perez, A. M. (2004). *Teaching literacy to first grade bilingual students*. Unpublished master's thesis, California State University, San Bernardino, San Bernardino, CA.

Peterson, B. (1991). Selecting books for beginning readers. In DeFord, D., Lyons, C.A., Pinnell, G.S. (Eds.), *Bridges to Literacy: Learning form reading recovery*. Portsmouth, NH: Heinemann.

Pinnell, G. S. (1989). Reading recovery: Helping at-risk children learn to read. *The elementary School Journal, 90*, 161-181.

Pinnell, G. S., Lyons, C. A., DeFord, D. E., Byrk, A. S., & Seltzer, M. (1993). Comparing instructional models for the literacy education of high risk first graders. *Reading Research Quarterly, 29*, 8-39.

Quary, L. C., Steele, D. C., Johnson, C. I., & Hortman, W. (2001). Children's achievement and Personal and social development in a first-year reading recovery program with teachers in training. *Literacy Teaching and Learning: An International Journal of Early Reading and Writing, 5*, 7-25.

Reading Recovery Council of North America. (2004). News from RRCNA. Retrieved June 21, 2001, from http://www.readingrecovery.org

Routman, R. (1994). *Invitations: Changing as teachers and learners k-12*. Portsmouth, NH: Heinemann.

Smith, F. (1997). *Reading without nonsense*. New York: Teachers College Press.

Vygotsky, L. S. (1962). *Thought and language*. Cambridge, MA: The M.L.T. Press.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological process*. (M. Cole, V. John-Steiner, S. Scribner, & E. Souberman, Trans. & Eds.). Cambridge, MA: Harvard University Press.

Weaver, C. (2002). *Reading process and practice*. Portsmouth, NH: Heinemann.