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Guided Reading For Beginning English Learners In The First Grade Classroom

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GUIDED READING FOR BEGINNING ENGLISH LEARNERS IN THE FIRST

GRADE CLASSROOM

by

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CHAPTER ONE: INTRODUCTION

As a first grade teacher, I always anxiously await the release of my class list. Each August I enter my classroom and begin preparing for a new class of learners. My first list comes and changes and changes again, until finally I meet each student on back to school day. From my first year teaching, I yearn for and celebrate the diversity in my classroom; I often experience excitement for my students to share histories and perspectives of others, something that was missing from my own K-12 education. The diverse perspectives I appreciate the most are those of my English Learner (EL) students. These ELs are students learning in English in addition to their native language or languages. In the constantly changing environments and unknowns for my EL students, I want to become a constant. I want to be a trusted face, caring adult, and most importantly, an educator who values the skills and experiences these students bring to school each day.

Public school teachers across the United States have seen dramatic increases in the number of EL students entering their classrooms each year, and this trend is projected to continue. Kindler (2002) noted, "projections indicate this trend will continue, with EL students comprising an estimated 40% of the K-12 population in the nation by the year 2030" (as cited by Karathanos, 2010, p. 49). My classroom population has followed this projection trend. Each year I have the opportunity to teach more ELs. I am continually impressed by both the social-emotional resilience and academic growth each student is able to achieve in one academic year. Specifically, I have taken interest in EL literacy instruction. I notice the excitement, confidence, and enjoyment of school increases as each student's literacy knowledge increases. I

seek effective strategies to increase literacy behaviors. Through research based best practices and the current district model, I have discovered small group guided reading for my beginning ELs. The journey to my research is a long and winding story that began over twenty years ago; however, it has lead me to seek answers to the following question: *How can guided reading support beginning English learners in the mainstream classroom?*

Chapter Overview

This first chapter introduces my experience and background as an action researcher, my perspectives on the value of English Learners in the classroom, and the pull out and inclusion EL support models. The chapter concludes with the question that guides my research study as well as an overview of the upcoming chapters.

Early Experiences with English Learners

Each day my favorite second grade teacher would announce, "Alright friends, snack time is over. Clean up and head back to your desks. It is time for math." As each of us settled into a desk, our classroom paraprofessional would quietly tap the shoulders of four classmates who silently followed her out of the room. I remember asking more than once, "Can I come too?" Her response, the same each time, was slowly shaking her head "no" while giving me a polite smile. I could never understand why these four students transitioned in and out of our room all day. Why were they quiet and too shy to share in class? Why did they often work next to our paraprofessional? It was not until I was able to look back later in life that I realized these four classmates were new to our community and beginning to learn English at school. I wanted to talk with these students, to hear the languages they spoke with each other, and to ask them questions.

However, they were often hesitant, and they stayed together for many activities throughout the school day.

As I moved through elementary school and into middle school and high school, my interactions with our district's ELs became less and less frequent. My innocent interest also waned as I became distracted by clubs, sports teams, and academic demands. Each of these school-centered activities was shaped by the societal norms of my small town where our community refused to acknowledge the segregation in our city and most importantly in our schools. Linguistic and cultural diversity was not sought out and celebrated in my community as a child. As early as the upper-elementary grades, my peers and I began to be tracked into various gifted and talented programs that led to honors and advanced placement classes in middle school and high school. Soon my daily interactions almost exclusively involved a group of fifty to sixty primarily white middle-class students in a racially and culturally diverse class of almost four hundred students. Trips abroad in high school allowed me to return to my high school only to look around and realize how diverse our graduating class was and unfortunately to realize how long it had been since I had shared classes or experiences with any of the EL students. I started to ask myself, "Where did my second grade classmates go?"

Diverse Learners

This realization helped to make the decision to attend an urban private four year college in the center of a Midwest city. The college was committed to educating informed citizens and engaged community leaders. But what most intrigued me was the college's involvement in the community around campus, and their intentional inclusion of diversity in both life and work. This was the type of lifestyle I was seeking for my future. In college I had the opportunity to

meet classmates from across the state, country, and world. I got to hear about the childhoods of fellow classmates, the connections they missed, and the struggles they faced to enter college. I again reminisced about my second grade classroom. Where were those four students? Had they shared similar experiences?

My first day of class was a campus-wide "Day of Service." My group worked with local youth at a volunteer based, after school program. I was able to see how the community that surrounded my new home was filled with creative children who each had unique perspectives and stories to share. This first experience helped me to realize I wanted to work with these diverse populations at their earliest ages. I wanted to connect with students much like the classmates I sat next to in my second grade classroom.

I declared a major in elementary education by the end of my freshman year and entered my first public school classroom as a pre-service teacher the following fall. I felt at home immediately. I began to pursue any opportunity that allowed me to interact with youth. I wanted to better understand their experiences, cultures, and languages. I spent several years working in a non-profit afterschool program in the middle of the city, and I completed all of my required practicums in the local public school setting. My final months of college were spent student teaching internationally. It was while abroad that I experienced my first classroom of all ELs. However, for the first time I was the language learner in a community that spoke at least one common language. It did not take long for me to reflect again on my second grade classmates. I empathized with the confusion they must have constantly felt, the isolation in social situations, and the frustrations of expressing themselves while not being understood. I took these emotions into the classroom and reflected on the necessity for educators to adapt their teaching to meet the

diverse language needs in the school. I was intrigued but perplexed about what to do with my newly discovered interest in EL education, unsure of where this experience would take me.

English Learner Support Models

I returned to the United States, graduated, and accepted a job at a Midwest urban charter school within a matter of weeks. I jumped headfirst into my first classroom. The diversity I experienced abroad continued; however, this time it was not only diversity in language, but in religion, ethnicity, and socioeconomic status. As I interacted with families facing adversity, I began to question the educational systems of our country. My first year teaching was a blur of emotions. I experienced highs and lows through the devastating challenges of a community that has the hallmarks of inner city America including; poverty, educational inequity, high unemployment, and minimal housing and transportation options. In a sudden change of plans, after one year of teaching, my husband and I got married and moved back to a northern Midwest city that was both suburban and rural. While in the urban setting, I felt I was always learning from others around me. I had supportive friends and colleagues who were willing to teach me and influence the construction of my perspectives. However, once I arrived back in my hometown, I realized how much the district of my youth had changed. Classrooms were less homogenous; instead they reflected more racial and socioeconomic diversity. These positive changes allow for increased intercultural competence as students learn the ability to relate, appreciate, and communicate with others unlike themselves in today's society. This realization left me excited to begin a new and different journey in my teaching career.

I entered into my second year teaching in a new classroom in northern Minnesota. My school district is a combination of suburban and rural families. They have experienced an influx

of new to country families are well as new to community families. I discovered that my previous experiences in various educational settings had shifted my perspectives on the challenges of diversity in our classrooms. Instead of relating to my colleague's overwhelmed and unprepared emotions about the challenges in our classrooms, I embraced the diversity of each student. I began to request that my principals place new ELs in my classroom. I had finally discovered that I had a passion for working with students much like my second grade classmates who were constantly pulled from my elementary classroom. Not only did I want to work with these students, but their families as well. I wanted to nurture them, teach them the expectations and routines, and most importantly, welcome the amazing knowledge and skills each child brought into the classroom.

After several years working with our school's EL in the mainstream classroom, I began to question our school's strategy for working with our EL students--the classroom pull out model. The Indiana Department of Education describes the model, "Students are pulled out of mainstream classes for a small portion of the day to attend classes that integrate English language development such as English as a second language (ESL) instruction, academic skills development, literacy, and content-area-support" (2009 p. 1). This model created multiple barriers for my EL students. They missed class events, experienced lost learning time due to confusions when reentering the classroom, and most importantly they failed to make friends with native English speakers. This realization again made me consider my own second grade classroom. My students were confused about why their EL classmates were not always in the room. My native English speakers struggled to relate and form friendships with my ELs. I knew I

could not let this cycle continue. These students and their experiences mattered. Their skills, perspectives, and languages mattered. I began to search for answers.

After conversations with supportive building administrators, I began conversing with our building's EL teachers about the possibility of utilizing the inclusion model for my first grade classroom the following school year. Indiana's Department of Education explained the inclusion model, "Places students in regular mainstream classes. This exposes students to the mainstream curriculum, which they must master to graduate, and helps integrate them into the study body rather than separating them from it" (2009, p. 2). I felt this model could help to alleviate the barriers the pull out model unintentionally created. The inclusion model had potential to create opportunities for intercultural competence, increased learning time, and most importantly-friendship. With excitement I found a fellow teacher willing to try this model. I received an EL cluster class with six ELs. As the next school year began, I set aside shared planning time, worked to create schedules, and constantly invited my EL co-teacher into the classroom. During the first few weeks of the school year, my co-teacher was required to complete language assessments on new students and determine placements and schedules for the remainder of EL students outside of my classroom. We had a mutual understanding once placements were made, she would begin phasing into our co-taught classroom. However, days turned to weeks and weeks turned to a month, and still my co-teacher had not entered my classroom to co-teach our lessons. Instead she continued to pull students during our readers' workshop as our district had always done. I realized that my co-teacher had a change in goals and perhaps lacked the necessary support from district administration.

While intended plans changed drastically, my school year with my EL cluster class showed me new and unique ways mainstream teachers can adapt and support ELs specifically through the literacy lens. This realization came at a crucial time in my school. There had been ongoing discussion regarding the responsibility of reading instruction with EL students. There was miscommunication among teachers about the purpose of our school's EL pull out lessons and the instruction that was taking place in small group lessons. There was also discussion surrounding guided reading in the mainstream classroom. It was revealed that many mainstream teachers believed it was the EL teacher's responsibility to teach guided reading to our EL students instead of or in addition to English language development. This confusion resulted in many of our EL students receiving no formal small group reading instruction during their school day and therefore lacking in crucial literacy development. Building and district administration defined the role of EL teachers as educators of English language development and mainstream classroom teachers as an ELs main reading teacher. While roles and responsibilities of EL teachers and mainstream teachers was clarified, there are no immediate changes in sight for our district's EL program therefore, I want to find effective ways to support literacy growth for first grade ELs in the classroom, while still utilizing the pull out strategy.

Role of the Researcher

My role in conducting this research was to analyze how guided reading can efficiently improve literacy behaviors in order to increase student's literacy knowledge in the first grade mainstream classroom. I believe guided reading can introduce and reinforce both language and literacy behaviors for beginning ELs. My school is a diverse first through fifth grade elementary school in a medium-sized mid-western city. I implemented guided reading lessons and data

collection on three EL learners in my 2016-2017 mainstream first grade classroom. Students were initially tested using Marie Clay's Observation Survey (OS) twice prior to the research study as is common practice in the mainstream classroom. Initial data in conjunction with anecdotal notes and running records provided a baseline to begin the research project. Anecdotal notes, Observation Survey results, and video-recorded behaviors served as data points in strategic decision making choices in upcoming guided reading sessions. At the conclusion of the research period, each participant completed a third OS. The final OS was analyzed for student growth. Observational notes were recorded throughout the research study utilizing an electronic teacher observational journal. This study is necessary as my school continues to make a strong and targeted commitment to reading instruction in the mainstream classroom and beyond.

Background of the Researcher

I recently completed my fifth year teaching first grade. I conducted this research in hopes it will increase my teaching of effective guided reading for all students, especially beginning ELs. In order to complete this research study well, as the researcher, I carefully planned and analyzed the design of this project. I plan to share my results with other mainstream teachers in order to create more effective and efficient guided reading practices for beginning ELs in the classroom. From previous experience working with ELs in a small group setting, I feel the results from implementing guided reading will positively impact students' literacy behaviors.

Guiding Question

My research for this project will answer the following question: *How can guided reading support beginning English learners in the mainstream classroom?*

Summary

In this chapter, I discussed my interest and experience working with ELs, my perspectives on the value of ELs in the mainstream classroom were also shared. The pull out and inclusion support models were detailed. Lastly, I discussed my role and background as the action researcher.

Chapter Overviews

In Chapter One, I established my experience working with ELs as a mainstream teacher. The context for the study was introduced as well as my background and role as the action researcher. The chapter concluded with the statement of the project's research question. In Chapter Two, I will provide a review of the literature in relation to the research question. Areas that will be reviewed include: background of English Learners, academic and social-emotional attributes of ELs, EL policies in the United States, academic instructional models as well as model effectiveness, and finally, reading development and guided reading in the mainstream classroom. Chapter Three will describe the research design and methodology. Chapter Four will present the results of this study. Lastly, Chapter Five will review my reflection on the study's major findings, implications, and limitations as well as recommendations for further research.

CHAPTER TWO: LITERATURE REVIEW

The purpose of this study is to observe how effective guided reading practices can efficiently advance the literacy behaviors of beginning ELs in the mainstream classroom. In my elementary school I partner with specialists in my building to support the diverse needs of my students including; Special Education teachers, Occupational Therapists, Speech Pathologists, Title I teachers, Mental Health Advisors, and EL teachers. With limited instructional and planning time each day, communication among teachers regarding shared students is difficult to find. This challenge has created fragmented instruction for my classroom's neediest students. This has become especially evident with the reading progress of our lowest performing students, including our beginning ELs. In order to help address this barrier I have advocated to be the primary reading instructor for EL students instead of a school Title I teacher.

Through this research I want to observe how effective and consistent guided reading practices in the mainstream classroom can support the early literacy behaviors of ELs. The essential question that will guide my research is: *How can guided reading support beginning English learners in the mainstream classroom?*

In this chapter, I review the literature relevant to supporting ELs in the classroom. I begin with a review of common attributes of beginning ELs as well as how English Learner policies have shaped programing in schools across the United States. Next, I review research on the benefits and challenges of various school EL programs. Lastly, I explore the guided reading approach in the first grade classroom.

English Learners

Our nation's English Learners are a quickly growing population throughout the country. In the 2011-2012 school year there were over four million ELs in the United States, totaling 9% of all students in grades pre-K through 12th grade nationwide (NCELA, 2015). The United State's EL population is growing in every area of the country. Between the 2004-2005 school year and the 2011-2012 school year, the EL population increased between 50-99% in eight states and over 100 percent in another seven states (NCELA, 2015). While our our nation's EL population has increased due to immigrant and refugee families seeking a new start in the United States, over half of our country's ELs are U.S.-born. According to the Office of English Language Acquisition as of 2012,

> 57 percent of EL adolescents were U.S.-born. Of these, • second-generation non-native English speakers (U.S.-born with at least one foreign-born parent) made up 37 percent; and • third-generation non-native English speakers (U.S.-born with U.S.-born parents) made up 32 percent. (NCELA, 2015 p. 2)

These ELs are entering our schools speaking a wide variety of languages. Minnesota's Department of Education's Fall 2016 *English Learner Education in Minnesota* has presented the increase in primary languages spoken by comparing 2012 and 2016 primary home language totals. The results can be found in Table 1.

Table 1.

Language Representation Among EL Population in Minnesota (English Learner Education in Minnesota, 2016).
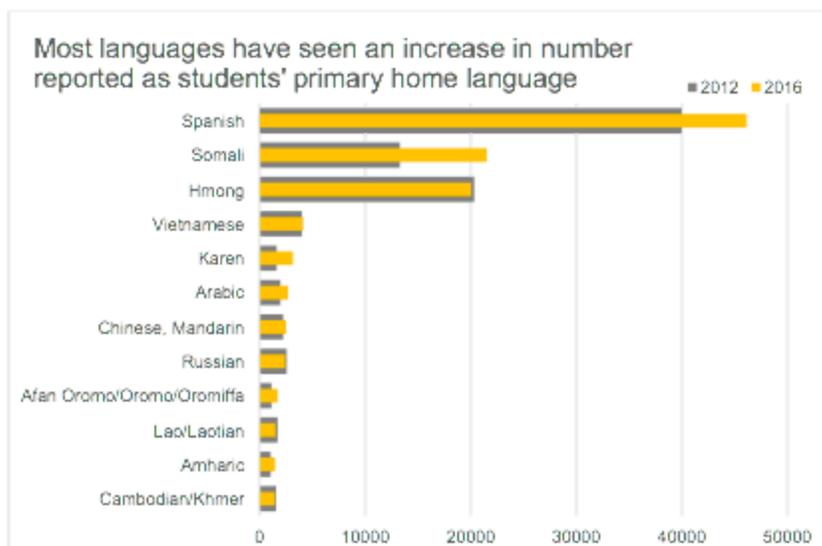
This chart allows us to see the growth in almost every listed language in Minnesota's K-12 schools, with noted growth in both Spanish and Somali.

The differences among ELs does not stop at different birthplaces and first languages. The National Council of Teachers of English stated, "ELLs are a highly heterogeneous and complex group of students" (NCTE, 2008, p. 1). The continuum in Figure 1 provides a visual representation of the wide diversity present among ELs. (NCTE, 2008).
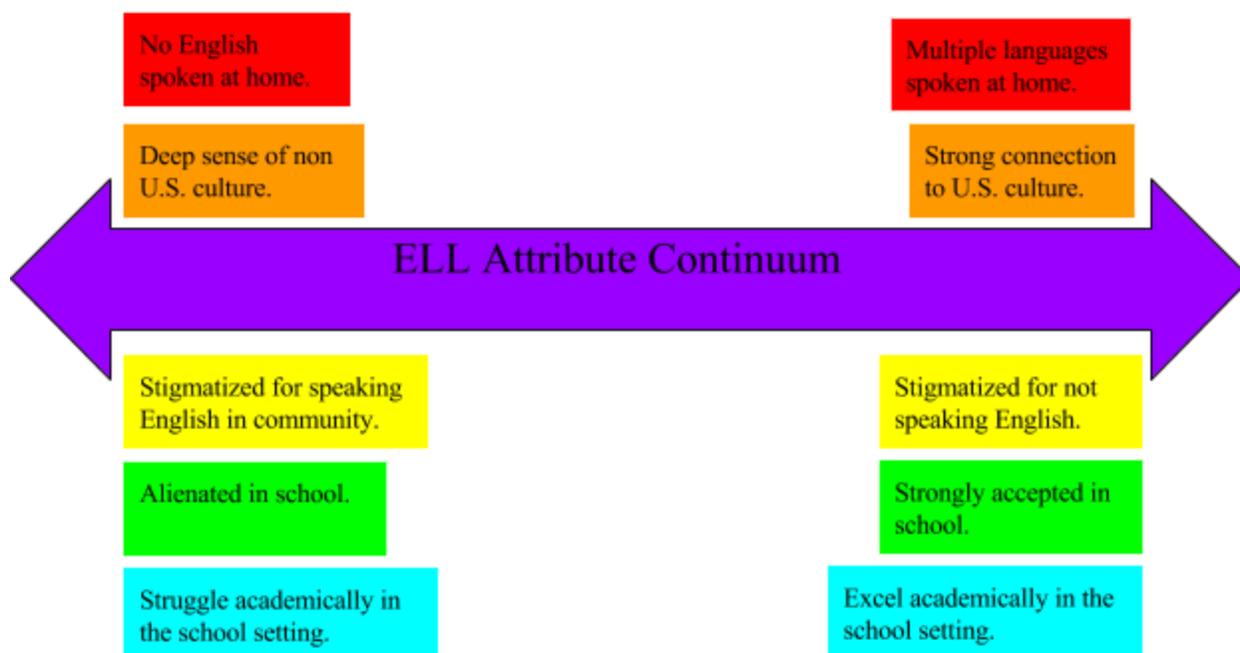
Figure 1. *EL Attribute Continuum*

Regardless of where an EL's experience places them on the spectrum of possibilities, each of these students brings their own diverse talents, educational needs, history, and goals to the classroom setting (NCTE, 2008).

United States teachers have found varying degrees of success in ensuring our ELs flourish in our nation's schools. The Office of English Language Acquisition has reported the following:

The average scores for ELs on the 2013 reading NAEP assessments in grades 4, 8, and 12 were significantly* lower than the average scores for non-ELs. The gap in reading scores between ELs and non-ELs widened by grade, from 39 points in grade 4, to 45 points in grade 8, and to 53 points in grade 12. (OELA, 2015, p. 1)

National mathematics scores were similarly discouraging with OELA finding averages scores of ELs well below the average score of non-ELs, and the gap continuing to widen by each grade

(OELA, 2015). These widening academic and opportunity gaps have become apparent in our country's graduation rates. These statistics continue to motivate educators to find better ways to work with our ELs to become literate and successful individuals in our nation's society.

Academic Attributes of ELs

As the prevalence of ELs in the mainstream classroom has continued to increase, teachers struggle to meet the increased need for differentiation in their classroom. Hite and Evans (2006) wrote about the realities many mainstream teachers face:

> In this time of high stakes testing, teachers' work with English Language Learners (ELLs) becomes itself a high-stakes teaching act...Teachers find it difficult to bring all their native-English speaking children along to an acceptable level of performance in literacy and content-area subjects; ELLs present an even greater challenge, particularly for the elementary mainstream classroom teachers who are the primary language teachers for most young ELLs. (p. 89)

The number of language-minority students entering into the mainstream classroom continues to increase. These students bring a wide spectrum of language proficiency ranging from little to none at all to bilingualism (Hite & Evans, 2006). These same students are coming from a variety of educational backgrounds; some have previous schooling models and others have never entered a formal classroom. These experiences greatly affect the literacy levels ELs bring into our nation's classrooms. ELs possess L1, a person's mother tongue, the language first learned; native language (WIDA, 2009) and an L2, the language that a student is currently learning (WIDA, 2009). Studies have shown that when students have acquired literacy in their L1, their language development and literacy in an L2 is strengthened (Karathanos, 2010). This creates advantages

for many ELs with early literacy skills in their L1 as they begin learning English as an L2 in the classroom setting.

As students progress in their language acquisition, common behaviors have been witnessed in the classroom. One common characteristic of many new and beginning ELs is a silent period through the first few days, weeks, and even months of school. Students may be silent during this time, but they are still learning. They are working on obtaining and processing comprehensible information and will begin to speak and share when they are ready (Wright, 2016). Beginning ELs may be confused and closely observe their surroundings. Academically and socially they rely heavily on visual cues and gestures (Alberta Education, 2010). As a student develops increased confidence with language, they are willing to interact socially with peers, and continue to rely on their known phrases to communicate with others (Alberta Education, 2010). The student's acquisition of language continuously expands the opportunity for social interactions. They may begin to incorporate new words into their known language structures, and be perceived as having high oral language skills, but continue to have low literacy skills (Alberta Education, 2010). Lastly, as students extend their English language skills, they show confidence and competence in both social and academic situations. Most are able to use a variety of strategies to understand language and cultural gaps and demonstrate strong fluency skills (Alberta Education, 2010). While all students may differ in their language progress, many of the classroom behaviors listed above are common; however, academic attributes are not the only behaviors to consider when educating ELs. Social and emotional development is another key factor that shapes the experiences of these diverse learners.

EL Social Emotional Development

ELs are entering our classrooms from a wide spectrum of experiences. Achieving desired behaviors in school needs to become consistent before any student can begin the academic journey. Many of our refugee students are fleeing war-torn countries and bring trauma with them to an already trauma inducing situation. Other students are leaving a safe and comfortable home life for a new place. If a child is leaving or entering what they interpret as a highly traumatic environment, they may exhibit signs of sadness, irritability, anxiety, and fear of adults. Depending on the type of trauma students have been exposed to, they may display poor skill growth or develop learning disabilities in the school setting (NCTSN, 2016). Working through these emotions and establishing strong relationships for ELs is critical.

One suggestion utilizes the acculturation theory. According to Hite and Evans, "acculturation theory suggests that ELs will progress faster in an L2 when they are treated and begin to see themselves, as part of the target language group" (2006, p. 2). Children have a high need for peer acceptance and interaction in school's social setting. Therefore, ELs require opportunities to authentically engage with others and integrate these interactions with their developing language (Hite & Evans, 2006). These interactions provide strong relationships that help to develop healthy social-emotional ELs. When considering how we promote strong academic and social-emotional development we also need to consider the support models we implement in our schools. A strong and meaningful approach to the social-emotional development of EL students provides a safe and secure environment for students to have their primary needs met first. They are then ready to engage in the act of learning new literacy skills in the classroom.

English Learner Policies

As Secretary Spellings announced at the U.S. Department of Education Office of English Language Acquisition's *Celebrate Rising Stars Summit* (as cited in Coleman and Goldenberg, 2009), "By 2025, according to U.S. government estimates, as many as one in four students in the United States will come from a home where a language other than English is spoken" (p. 1). These statistics encourage educators to utilize research-based practices to improve the academic achievements of all ELs (Coleman & Goldenberg, 2009). However, our nation's journey to seeking out best practices for ELs has a long history that began with educator's advocacy for equal education for ELs.

The Bilingual Education Act of 1968 was passed after a successful bilingual program in Miami allowed students to utilize their first language. Arellano-Houchin et al. (2001) described the following,

> The Education Act of 1968 provided federal funding and encouraged local school districts to use approaches that incorporated native language instruction. Along with the passing of the Bilingual Education Act, the new Title VII of Elementary and Secondary Act authorized resources to support educational programs to train teachers and aides. Furthermore, it allowed the development and dissemination of instructional materials to encourage parental involvement. (p. 225)

Following the Bilingual Education Act, educators implemented a variety of approaches to assist students in their English language proficiency. However, there is research to support new methods, and the need for research based practices proved clear as states became federally obligated to ensure ELs succeed in the education system (Arellano-Houchin et al. 2001).

The *Lau v. Nichols* Supreme Court case of 1974 followed the story of ELs in San Francisco who were not receiving English language instruction and therefore failing in school. The court announced that not providing language support services violates section 601 of the 1964 Civil Rights Act, and therefore established guidelines for school districts to follow to ensure that language minority students would receive support to overcome language barriers in their education (Lau v. Nichols, 1974). This mandate was followed by the 1981 *Castaneda v. Pickard* court case that set standards for examining EL programs (Arellano-Houchin et al., 2001). Arellano-Houchin et al. explained *Castaneda v. Pickard* (2001):

> Dictated that school districts must have (1) a pedagogically sound plan for LEP students; (2) sufficient qualified staff to implement the plan; and (3) a system established to evaluate the program. This case has been used repeatedly to evaluate districts and their bilingual programs. (p. 225)

The fundamental ideas produced by both court cases established the criteria EL programs continue to use in our nation's schools today. In an effort to be in compliance with federal mandates, schools implement of variety of EL support models including sheltered instruction, bilingual, pull out, and inclusion models.

English Learner Instructional Models

Providing successful academic assistance to ELs in the mainstream classroom has become a goal for many educators, schools, and districts across the United States. A majority of EL programs in the United States tend to utilize pull out or inclusion instructional model. In the pull out method, students are removed from their mainstream classroom during specific times each day. In a small group setting they are provided specific English language instruction.

Schools may also employ the inclusion model. In this model an EL teacher pushes into the mainstream classroom and provides instruction in a content area. This instruction emphasizes the development of the English language while remaining in a specific content area at the secondary level or the mainstream classroom at the elementary level.

The pull out instructional model is a commonly used EL program in the United States, especially in the elementary setting. This model offers students the opportunity to work in a small group setting on English language speaking, listening, reading, and writing skills. Schools functioning with full time or part time EL teachers place students in proficiency groupings and pull students from the mainstream classroom for thirty minutes to an hour a day. Therefore, a majority of the day is spent with the child's mainstream teacher and the mainstream educator takes on most of the responsibility of educating ELs (Karathanos, 2010). The inclusion instructional model is a support system commonly utilized in middle schools and high schools across the nation. Students are grouped by English language proficiency levels and supported by the EL teacher in the content classroom each day or several days each week.

Effectiveness of EL Instructional Models

EL instructional models vary as does their effectiveness for ELs. The pull out model and inclusion model each pose benefits and challenges for educators when providing the best supports for students.

Pull out model.

The pull out model provides students with daily opportunities for small group learning with students of similar language backgrounds and/or language levels. This small group setting can provide an environment for students to connect with others as they build their sense of

belonging in the school setting and practice the English language through a variety of listening, speaking, reading and writing activities.

The pull out model also creates challenges for students and educators alike. Many pull out models can feel fractured. With students only pulled for thirty minutes to one hour a day, the majority of the day is spent with the child's mainstream teacher. As McClosky noted (as cited by Karathanos, 2010):

As many as 45% of K-12 teachers in the country have EL students in their classrooms, while only 12% of teachers across the nation have been provided even modest preparation to address the academic, linguistic, and psychosocial needs of these students. (p. 49-50)

These teachers are faced with the challenge of connecting academic instruction of state and national content standards as well as meeting the linguistic needs and strategies of ELs. This is a constant challenge for educators in the pull out model as they attempt to build a strong understanding of the methods and strategies proven effective for ELs (Karathanos, 2009). When students are pulled from the classroom they not only lose participation time in whole class activities, but are also pulled from learning in context. Disconnected or contrived material can create additional barriers for students as they work to create authentic connections to both language and content. The pull out model also contributes to a student's fragmented instruction as educators are challenged with limited collaboration and planning time during both the school day and school year. This leaves many educators to teach in isolation without the necessary communication and shared teaching EL students require to both close the academic gap and develop strong literacy skills.

Inclusion model.

A model that has more recently gained traction and implementation in both elementary and secondary schools across the nation is the inclusion model. This model provides a strong language setting for ELs when implemented with fidelity and support. By creating a co-teaching setting between a content area or mainstream teacher with expertise in curriculum and standards and an EL teacher focused on language, students are set to thrive while learning in context.

The inclusion model however, also creates challenges for educators, schools, and districts as increased district resources are needed to fund the teaching and collaboration time between content and EL teachers. Honigsfeld and Dove (2016) explained successful co-teaching in the inclusion model can happen when the content area teacher examines curriculum standards and establishes progression of lesson while the EL teacher reviews and anticipates challenges in the curriculum, focusing attention on vocabulary, literacy skills, and background knowledge. Successful co-teaching is essential for an effective inclusion instructional model. Honigsfeld and Dove (2016) explained successful collaborative instruction requires, "(1) trust between co-teaching partners; (2) maintenance of the entire collaborative instructional cycle, which includes co-planning, co-teaching, co-assessment of student work and reflection; and (3) leadership support" (p. 57). They argued it is unrealistic to meet the linguistic, academic and socio-emotional needs of their students if not all three aspects are met with fidelity, and EL teachers are instead expected to move from various grade level, content areas, and teachers each day (2016). This strategically planned instruction often requires increased staffing as teachers need more preparation time during the day and therefore, teach less students per school day.

However, when co-teaching in the inclusion method is implemented well, both students and teachers thrive.

In both the inclusion and pull out model, NCTE recommended the following strategy, "research-based recommendation for effective EL instruction; present ELs with challenging curricular content, set high expectations for ELs, use technology effectively, recognize socio-cultural factors, and position native languages and home environments as resources," (NCTE, 2008, p. 4-5). Regardless of the type of programming schools choose to utilize, success is based on school-wide support systems. Genesee et al. (2006) has argued that the mainstream classroom practices must be connected to larger school and district practices in order to create effective supports for ELs. Therefore, instead of educators picking and choosing strategies in their classroom they need a variety of methods, activities, and strategies to select from when planning for literacy and other academic areas however, in order to do this effectively educators need frameworks for planning, sequencing, and presenting instruction not only through a school year but from grade to grade (Genesse et al. 2006). In order to eliminate fragmented instruction of EL curriculum, educators need comprehensive frameworks, philosophies, and collaboration time to ensure the success of one of our nation's highest need populations.

Guided Reading for ELs in the Mainstream Classroom

Introduction

A student's background has a great effect on their linguistic development in the classroom. Genesse et al. (2006) explained,

ELL students come to U.S. schools with many resources, including linguistic resources in

their native language. However, they enter U.S. schools with a wide range of language

proficiencies, in English and in other languages, and of subject-matter knowledge. They

differ in educational background, expectations of schooling, socioeconomic status, age of

arrival in the United States, and personal experiences coming to and living in the United

States. (p. 2).

These various factors are critical considerations for educators as they plan strategic instruction

for their EL students. As ELs begin to experience and experiment with the English language they

will use it in two ways; day-to-day communication and literacy and academic reasons. Genesse

(2006) argued;

An emphasis on language for literacy and academic purposes, be it the L1 or L2, does not

mean that language skills for day-to-day communication should be neglected. However,

development of language skills for day-to-day communication is insufficient to promote

high levels of literacy and academic achievement in school. (p. 225)

Therefore, both daily communication and academic literacy are critical for the development of

ELs in the mainstream classroom.

Reading Development

When educators work with students on their reading development, it is crucial to consider

the five essential components to reading: phonemic awareness, phonics, vocabulary, fluency, and

comprehension. Beginning readers will work to build a strong foundation of phonemic

awareness (ability to notice and interact with sounds in a word) and phonics skills (ability to

recognize that letters have individual sounds associated to them) as well as building their work

with syntax (ability to understand how words form sentences and meaning). As students build on

their phonemic awareness and phonics fluency they will begin to read for fluency and understanding of the texts. This progress in understanding of oral language supports a student's development of written language as well. These essential reading components are supported through a variety of subjects and lessons in the mainstream classroom, but can be strategically taught through the small group reading approach.

Guided Reading

Guided reading is an important component of a balanced literacy program. It provides small group reading instruction to four to six students with similar instructional needs. It is recommended these groupings meet three to five times per week for 20 to 30 minute lessons (Fountas & Pinnell, 1996). This approach provides educators the opportunity to explicitly teach reading and comprehension skills in order to help their students obtain reading proficiency. Teachers select multiple copies of a leveled book based on student's interest and instructional needs (Avalos et al., 2007). Various texts fit into five levels of reading development; pre-emergent, emergent, early, transitional, and fluent (Richardson, 2016). However, as Fillmore and Snow explain, the key to guided reading is in targeted groupings for specific instructional purposes, flexible, and objective (Fillmore & Snow, 2000). The guided reading model provides benefits for all students including ELs. Avalos, Plasencia, Chavez and Rascon (2007) explained:

> When a modified approach is used, they (ELLs) gain additional language-learning opportunities that native speakers typically acquire implicitly. The modifications described here enhance and enrich language and literacy-learning opportunities to include detailed vocabulary instruction, variables concerning second-language text structure (e.g., semantics, syntax, morphology), and cultural relevance. Modified guided

reading (MGR) addresses these variables, enabling language *and* literacy instruction to be

emphasized in small group settings. (p. 318)

A teacher can utilize guided reading with a reader at any point on the literacy spectrum.

However, their aim remains the same-- to create independent readers. Educators can begin this

journey by implementing early strategies to word solve such as: self-monitoring, search for cues

in meaning and letter sequence, cross-checking cues, repeating to confirm, and self-correcting

(Richardson, 2016). Guided reading can become an invaluable resource for ELs of any level

when quality implementation is a priority in the classroom.

Research has shown literacy skills in a child's L1 assist students transition skills to L2.

Regardless of students L1, L1 literacy proficiency greatly affects students literacy development

and oral language proficiency. Reese et al. (2000) discovered in her study of literacy

development of Spanish speaking students;

Among students entering kindergarten speaking Spanish, those with greater emergent

Spanish literacy development and oral English proficiency were better able to maintain

grade level performance in Spanish reading, transition more quickly to English reading,

and attain a higher level of English reading proficiency in middle school. Non-English

speaking student success in learning to read in English does not rest exclusively on

primary language input and development, nor is it solely the result of rapid acquisition of

English. Both apparently contribute to students' subsequent English reading achievement.

(2000).

Therefore, if we have students entering our classrooms with no L1 literacy skills, we need to

work strategically and efficiently with our learners to ensure the achievement gaps do not

continue to expand. Avalos et al. (2007) insightfully examines how using literacy assessments in a student's L1 can guide L2 literacy instruction. However, it should be noted students who are not proficient readers in L1 can still make critical gains using modified guided reading (Avalos et. al, 2007). Avalos et. al explained (as cited by Fountas and Pinnell, 1996) this is due to the fact that, guided reading provides educators with a systematic framework that is open-ended enough for teachers to use their professional judgment to examine the needs of students and meet such needs based upon previously demonstrated literacy strengths (1996). In conclusion, guided reading can be easily and strategically adapted to the literacy behavior needs of any reader, including beginning ELs.

Research Question

I utilized small group guided reading instruction with all readers in my classroom. This included making strategic decisions in order to advance early literacy behaviors with my beginning ELs. The aim of this study was to answer the research question: *How can guided reading support beginning English learners in the first grade mainstream classroom?*

Summary

This chapter provided the purpose for this study. It discussed common attributes of ELs academic and social-emotional development, reviewed United State's EL policies, examined the benefits and challenges of school EL support models, and explored the guided reading approach in the mainstream classroom. In chapter three, the methodology and rationale for the research project will be presented.

CHAPTER THREE: METHODOLOGY

The need to close our nation's growing gap in reading scores among our EL students is of great priority. Utilizing the guided reading approach with our young readers can support the reading growth of all students. The purpose of this study is to answer the research question: *How can guided reading support beginning English learners in the first grade mainstream classroom?* This chapter reviews the detailed methods in the research study.

Overview of the Chapter

This chapter reveals the methodology of the research study. First, a description of the mixed method research paradigm as well as rationale and research is described. Next, a description of the setting/participants and a detailed look at the research method used in the specific research study is explained. Lastly, data collection procedures are described.

Research Paradigm

This research study used basic research design in an attempt to learn more about how the guided reading approach can support students' positive and efficient early literacy behaviors for beginning ELs in the first grade classroom. These improved reading and writing behaviors include: concepts about print, letter identification, word knowledge, written vocabulary, and read simple texts (Clay, 2002). In this research study, I utilized a mixed method approach including both quantitative and qualitative data. Creswell (2014) defined mixed methods research as, "an approach to inquiry that combines both qualitative and quantitative forms of research. It involves philosophical assumptions, the use of qualitative approaches, and the mixing or integrating of both approaches in a study" (p. 244). The mixed method research approach was appropriate for

my case study because I presented data to illustrate my findings and utilized description for a majority of my data analysis.

Quantitative Research

Quantitative research is defined by Creswell (2014) as, "A means for testing objective theories by examining the relationship among variables. These variables can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures" (p. 247). I have chosen to utilize a quantitative research approach in order to analyze the various literacy behaviors each participant demonstrates after structured guided reading lessons. Being able to analyze the progress of each student will allow me the ability to adapt my guided reading lessons to meet the specific needs for each learner and follow best practices in teaching ELs. My research study's quantitative elements include a presentation of data collection from Marie Clay's Observation Survey (OS) as well as analysis of student's running records.

This study meets several characteristics of Creswell's (2014) characteristics of quantitative research including;

- Uses standards of validity and reliability
- Observes and measures information numerically
- Uses unbiased approaches (p. 18)

Ensuring that my action research adheres to the following characteristics establishes the study as valid and reliable for future use and recreation.

Qualitative Research

Qualitative research as defined by Creswell (2014) is;

A means of exploring and understanding the meaning individuals or groups ascribe to a

social or human problem. The process of research involves emerging questions and

procedures; collecting data in a participant's' setting; analyzing the data inductively,

building from particulars to general themes; and making interpretations of the meaning of

the data. (p. 246)

I decided to utilize a qualitative research approach in order to understand how guided reading

impacts each beginning language learner's literacy behaviors. I wanted to know what guided

reading strategies were most effective for students and what themes arrived from my

observations. Using qualitative research allowed me to critically observe and reflect on the

interactions of my students throughout guided reading lessons in the mainstream classroom as

well as how I can better prepare and establish lessons that increase student's reading and writing

behaviors. My research study's qualitative elements include anecdotal note taking and

video-recorded observations from specific guided reading sessions.

This study meets several characteristics of Creswell's (2014) characteristics of qualitative

research including:

- Natural Setting- data is collected in the natural environment (mainstream
  classroom) where the students experience the topic under the study.

- Researcher as key instrument- I (as the participant's mainstream teacher) hold
  primary responsibility for collecting data through the Observation Survey
  protocols, data analysis, anecdotal notes, and video-recorded observations.

- Multiple sources of data- I utilized multiple sources of data including anecdotal
  notes and video-recorded observations.

- Reflexivity- Throughout the research process I, as the researcher, reflect on how my own role and culture, personal background, and experiences inform how I interpret data results.

These characteristics have helped to inform the structure of my research study. This research method utilized the case study method. A case study method, as explained by Creswell (2014) is when;

> The researcher explores in depth a program, event, activity, process, one or more individuals. The case(s) are bounded by time and activity, and researchers collected detailed information using a variety of data collection procedures over a sustained period of time. (p. 241)

The research was completed in a first grade mainstream classroom. Analysis of data and participants was completed through multiple quantitative and qualitative sources such as; Observational Surveys, video-recordings, and anecdotal notes.

Data Collection

Location and Setting

The research was completed in a midsized city in the Upper Midwest. The public school district serves nearby rural communities as well as the city population and reflects the growing socio-ethnic diversity of the city. Table 2 presents the school's demographics:

Table 2.

Research Site Demographics

Research Site Profile (MDE, 2015)	
Total Student Population	807 Students
Total Staff Employed	100 Staff Members

Enrollment by Ethnicity	74% White 10% Hispanic 7 % Black 7 % American Indian/Alaskan Native 3 % Asian/Pacific Islander
Free and Reduced Lunch Population	42%
English Language Learner Population	7%
Special Education Population	17%

The mainstream first grade classroom had 25 students, one classroom teacher, one student teacher and one paraprofessional. There were five IEPs, and five EL students that were either born in the United States or who immigrated with their families. They spoke several different home languages. Three of the students were beginning ELs. Part of the research was conducted one-on-one outside of the classroom, and part of the research was conducted in the classroom at the small group table while the remainder of the class participated in literacy centers. The class worked quietly, however there was some noise in the background.

Participants

The students in this study were EL first graders in my mainstream classroom. During this study I focused on three students who participated in my emergent guided reading group.

Student a. Student A is a female Swahili speaker who arrived in the United States last year speaking no English from the Democratic Republic of the Congo. Prior to entering my classroom, Student A had no school experience and repeated first grade in my classroom. After the establishment of normal school routines, problem solving difficult school behaviors, and intentional creation of a cooperative relationship with parents, Student A appeared to be more comfortable and confident both in the school setting and with using English.

Student b. Student B is a male Arabic speaker who arrived in the United States in 2014 and relocated to his current community prior to his first school experience in Kindergarten. Student B is a shy student who relies heavily on watching others around him. He has shown speech concerns in both English and Arabic and qualified for speech support interventions midyear.

Student c. Student C is a female Kurdish speaker who is the newest to the United States as her family arrived in the country several weeks before school started. She entered the classroom knowing no English, however she was eager to learn and driven to perform like her peers. She observes her classmates carefully and is willing to experiment with the English language.

The three ELs 2016-2017 spring WIDA reading, writing, listening, speaking and overall scores are reported in Table 3.

Table 3.

2016-2017 WIDA Scores

WIDA Scores	Reading	Writing	Listening	Speaking	Overall
Student A	3.1	1.7	2.6	1.9	2.0
Student B	2.8	1.8	1.8	1.5	1.9
Student C	2.6	1.7	1.8	1.4	1.8

Data Collection Process

In an attempt to establish reliable results, the case study utilizes triangulation through three methods of data collection. I recorded anecdotal data utilizing both an electronic teacher observation journal as well as specific lesson plans, observation records from video-recordings

of guided reading sessions, and analysis of data results from three different Observational Surveys' conducted throughout the school year.

Anecdotal Data

I carefully recorded my lesson plans for my modified guided reading lessons before specific instruction was conducted. I utilized and adapted Jan Richardson's Emergent Guided Reading Plan for lesson planning. Lessons were adapted to the unique needs of ELs with no prior literacy knowledge in their L1. Modifications included a longer sight word review, scaffolded book introductions that incorporated teaching of text's meaning, vocabulary, language structure, and semantics. Lessons also modified comprehension prompts, word work and guided writing to meet EL needs. Notes from lesson observations as well as follow-up comments and concerns were written after each session.

Video Recordings

Students were recorded during three guided reading sessions and analyzed using an accompanying rubric. Video recording in combination with anecdotal data and OS results informed strategic decisions in guided reading sessions that followed.

Observational Survey Results

Students were evaluated through Marie Clay's Observation Survey. The survey included five subtests; letter identification (LID), Slossan word test (WT), concepts about print (CAP), writing vocabulary (WV), and text level (TL). (Clay, 2002)

The purpose of letter identification is to find what letters a child knows by asking them to correctly identify upper and lower case letters (Clay, 2002). The Slosson Oral Reading Test is designed to assess a student's oral word recognition in order to screen for a student's reading

level. This assessment provides educators with an idea of what words at each grade a student would be able to read. The purpose of the concepts about print subtest is to find what a child knows about how spoken language is put into print by requesting the student complete a variety of tasks as a book is read by the teacher (Clay, 2002). The purpose of writing vocabulary is to find what features of print a child is utilizing as well as if they are creating a personal list of resources to draw upon. This is completed by giving a child ten minutes to write all known words (Clay, 2002). Lastly, the purpose of a text level subtest is to decipher the adequate level of text difficulty for a student; one that is not too easy nor too difficult. This is accomplished by using a running record as a child reads a continuous text aloud (Clay, 2002) Comprehension questions and discussion are provided after each leveled text. These five subtests allowed for routine analysis of early literacy behaviors in each student.

Electronic Teacher Observation Journal

I utilized an electronic teacher research journal throughout my research period. The journal allowed me to record accurate thoughts, questions, and concerns about the research process in a timely way. The electronic research journal also allowed me to link recordings and documents during the analysis portion of the research process. By recording my thoughts as they happened, I had more accurate records. My teacher observation journal served as a place to record interactions in guided reading sessions, conversations with participants, and analysis of OS results in guided reading interactions. I read through and reviewed my observation journal, looking for common themes or trends, as I made strategic lesson plan choices. Analysis utilizing these four data collection techniques: anecdotal notes, video-recordings, observation surveys,

and electronic teacher observation journal together allowed me to examine how guided reading supports beginning EL students in the first grade classroom.

Procedure

This research occurred over a nine week period during the spring of the 2016-2017 school year. Research took place in the fall and winter of the school year as the Observation Survey was completed as is common practice for the entire mainstream classroom. The first step was to carefully reexamine the OS data from both the fall and winter to determine patterns and gain insight on each student's current literacy skills as well as what strategies needed to be further developed into the spring.

As Avalos, Plasencia, Chavez and Rascon (2007) explained guided reading lessons need to be modified in order to enhance both language and literacy development. These modifications include considering, "detailed vocabulary instruction, variables concerning second-language text structure (e.g., semantics, syntax, morphology), and cultural relevance" (p. 318). After analyzing fall and winter Observation Survey results, I made strategic decisions in planning guided reading sessions that met the distinct needs of my students and followed best practices for beginning English learners. These decisions included careful text selections, well planned book introductions, and strategic lesson components.

Book selection was a critical decision to support student's success in guided reading lessons. I was selective in the types of text I chose for each guided reading lesson. It was imperative I examined the layout of the text and print on the page. Books with a layout with text on the left and illustrations on the right were a natural text to begin. If alternative layouts were present, I needed to consider teaching this format to students during the book introduction.

Student's background knowledge on the text's story or topic was also considered during the book selection process. It was important I recognized students' background, culture, and exposure to various topics and story types. I often considered previous whole group lessons, small group lessons, and stories in selected guided reading texts. Lastly, I reviewed the syntax of each text in conjunction with student's oral language level. Examining the syntax allowed me to consider how I would need to introduce and teach various patterns, tenses, and vocabulary.

Strategically planned book introductions also determined a student's success in guided reading lessons. In comparison to guided reading lessons for proficient English speaking peers, book introductions for my ELs were more extensive and highly scaffolded. Thoroughly teaching to the syntax of the story was crucial for each lesson. By creating a strong support of the book syntax students were able to better understand both the oral and written language of the story. A highly scaffolded introduction to the text's structure also gave ELs a better understanding of the story's meaning which was crucial when learning to balance monitoring of meaning, syntax, and visual clues in text. A strong book introduction also lead to strong comprehension and discussion at the end of the text.

In addition to decisions made in the pre-teaching and introduction period of a guided reading lesson, I also made strategic decisions in my procedures surrounding word work, reading prompts, and comprehension questions. When preparing word work for each lesson, I carefully reviewed my data on students letter identification knowledge, previously taught sight words, and sight words students would need for the new text. A variety of strategies were utilized including; magnetic letters, sound boxes, whiteboards and whiteboard markers, letter sorts, and sight word cards. Reading prompts were also differentiated for each child. Prompts for

beginning ELs were directed towards teaching students how to examine print and considering the meaning of the text. Monitoring and world solving prompts included:

- Point to each word

- Try it. Check the picture. What would make sense?

- Reread the sentence and make the first sound.

- What would make senses and look right?

- Should me the word _____ (Locate the sight word.)

- Check the word with your finger.

- Could it be ____ or _____?

- How do you know it is ____ and not ____? (Richardson, 2016).

Lastly, I planned strategic comprehension questions to conclude students reading. Strong book introductions provided rich meaning for students to consider both during and after their reading of the text. Comprehension questions at the conclusion of the lesson provide students an opportunity to practice their oral language development and build confidence when conversing with other students in a small setting.

I also video-recorded three sequential guided reading lessons that following strategic changes to lessons had been put in place in order to have recorded documentation of student growth and further examine themes and patterns. At the conclusion of the research time period, I completed a final observation survey on each participant.

Finally, I reported on the observable improvements in student literacy behaviors through the use of guided reading in the mainstream classroom. I obtained these findings by comparing Observation Survey results, analyzing patterns in my anecdotal note taking, and reflecting on

insights and questions in my electronic teacher observation journal. Each of these data collection techniques in my procedures assisted in answering how guided reading can support beginning EL students in the mainstream first grade classroom.

Data Analysis

The results from the fall and winter observational surveys allowed me to create a chart to examine student growth from fall to winter. This chart along with anecdotal notes and running records from previously taught guided reading lessons created a framework of literacy knowledge and skills students needed to be taught or have more exposure to in small group instruction. I used my teacher observational journal as well as my anecdotal notes to identify themes and patterns. Twelve guided reading lessons were taught during the spring of the year. Three of the lessons were video recorded, watched, and analyzed utilizing a rubric. A final Observation Survey was conducted and results were compared across fall, winter, and spring. Quantitative and qualitative results were viewed for trends, strengths and deficiencies.

Verification of Data

This research study maintained validity by triangulation. "Triangulation involves the use of multiple methods and/or multiple data sources in order to verify the researchers' interpretations…" (McKay, 2006, p.79). Four data collections were utilized: anecdotal notes, video recordings, observational survey results, and electronic observation journal.

Ethics

This study employed the following steps in order to ensure the confidentiality of each participant:

1. Human subjects review permission was obtained from Hamline University, the school district, and the school before the research was carried out.

2. Written permission of informed consent was obtained, with translations provided in native languages as well as a all documents translated into parent and guardians first language.

3. Random letters were assigned for each participant and used for Observational Survey results, video-recording rubrics, and observation notes.

4. All data on the computer was protected with passwords. All video data will be destroyed after the completion of the research project.

Conclusion

In chapter three I discussed the methodology of action research for guided reading in a mainstream first grade classroom in order to discover how guided reading can support literacy skills for beginning ELs. First, I reviewed the mixed method research approach used in the action research project. Next, a description of the setting and participants was detailed. Then, I explained the data collection techniques and procedures used in the action research process. After that, there is a description of how the data will be analyzed. Finally, a review of the verification of data and ethics utilizing human subjects was reviewed. Chapter Four will detail the findings of the action research project.

CHAPTER FOUR: RESULTS

This study in spring of 2017 was conducted to examine the effects of guided reading on the literacy knowledge of beginning English learners in a mainstream first grade classroom. The research question was: *How can guided reading support beginning English learners in the first grade mainstream classroom?* Data was collected in three ways: teacher observations, video recordings, and Observation Survey results. Findings will be presented first by an explanation of literacy framework followed by Observational Survey results and analysis, and lastly an evaluation of themes from guided reading sessions.

Literacy Framework

Students participated regularly in a guided reading group from October until the beginning of the study in March 2017. The beginning of year was spent introducing students to early literacy skills through whole classroom activities in the grade level literacy framework. Our daily literacy framework utilized several components including: interactive read-alouds, writer's workshop, guided reading, Daily 5 stations, literacy comprehension lessons, phonics studies, and silent reading. Curriculum resources implemented included: *Oakland Schools Literacy Units of Study, Portland Public Schools Writing Units*, Jan Richardson's *The Next Step Forward in Guided Reading: An Assess-Decide-Guide Framework for Supporting Every Reader,* and *Benchmark Literacy Curriculum*.

Our EL students' day started with participation in our writer's workshop mini-lesson which often included community writing activities and interactive read aloud extensions; however, they did not have individual writing time as they were pulled on a daily basis for a

sixty minute EL lesson. They returned to the classroom and joined our Daily 5 literacy stations, where they participated in the rest of the daily literacy framework; guided reading lessons, *Benchmark Literacy* comprehension lessons, phonics studies, and silent reading.

Prior to beginning guided reading lessons in October, students were introduced to an alphabet tracing book in order to identify and name all capital and lowercase letters in the alphabet. Students practiced these at the beginning of guided reading lessons, during tutor sessions with their fifth grade mentor, and during our silent reading period. This allowed students to have exposure to the alphabet and created a foundation for further work with their name, letters, and basic concepts of print in guided reading.

Observation Survey Results

Students' exposure to our daily literacy framework as well as regular guided reading sessions provided steady growth through the fall and winter. Student's Observational Survey results for the five subtests; Letter Identification (LID), Concepts About Print (CAP), Slossan Word Test (WT), Writing Vocabulary, and text level (TL) are presented for all three students in the following five figures.
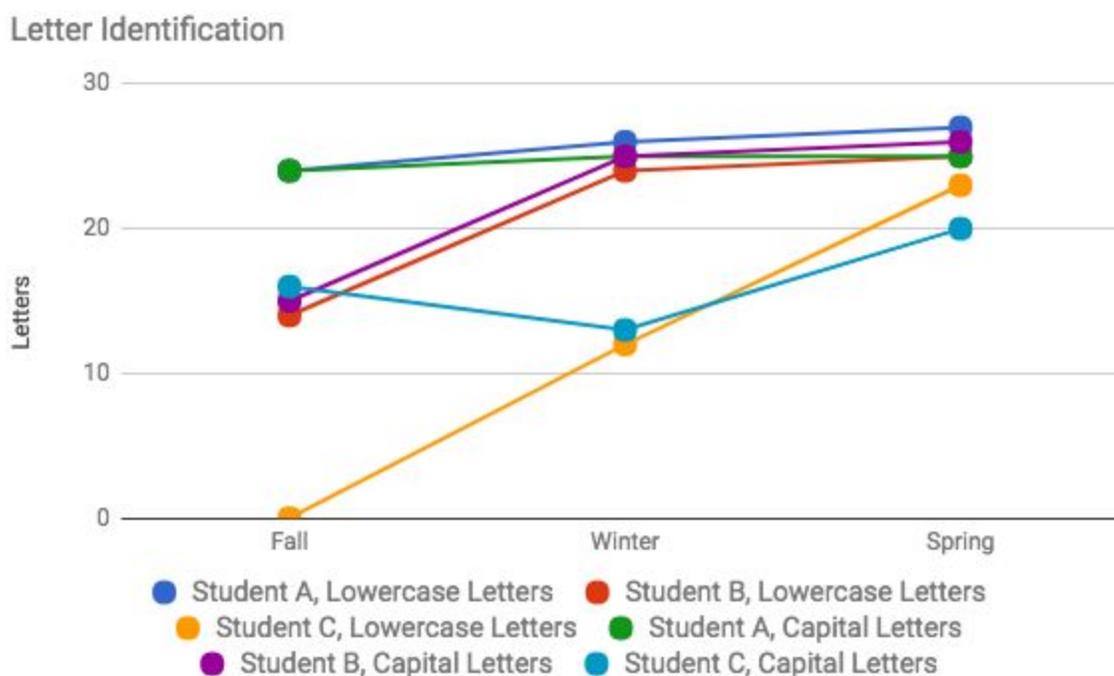
Figure 2. Letter Identification Observation Survey Results

Figure 2 demonstrates the progress Student A, Student B, and Student C made in identification of both lowercase and capital letters. Student A started with the highest number of recognized letters. Student A repeated first grade and had previous exposure and practice with capital and lowercase letters. Assessment results show measureable progress for Student A, moving from 24 lowercase and capital letters in the fall to 27 lowercase and 25 capital letters in the spring. Student B also showed steady progress throughout the year. In the fall Student B was able to correctly identify 14 lowercase and 15 capital letters. In the spring Student B recognized 25 lowercase and 26 capital letters. Lastly, Student C showed the most growth from fall to spring. In the fall Student C recognized zero lowercase and 16 capital letters and in the spring was able to identify 23 lowercase and 20 capital letters. Overall, Student B and Student C made

drastic gains from the fall to winter assessments, and all three students maintained their progress from winter to spring.
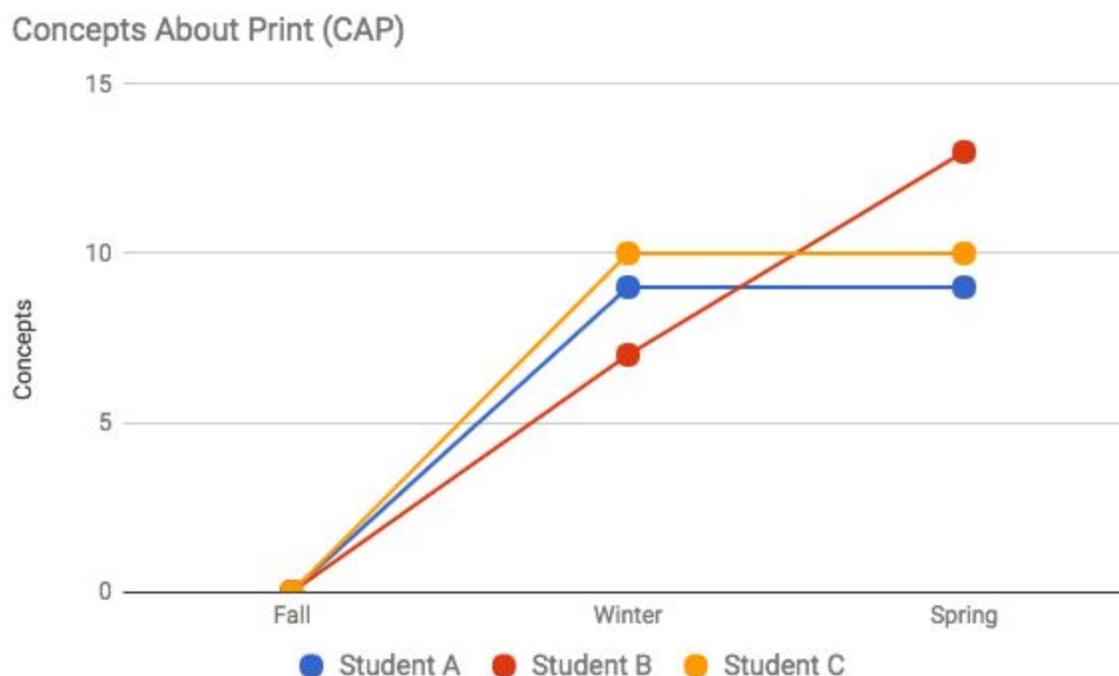
Figure 3. Concepts About Print Observational Survey Results

Figure 3 represents students' progress learning various concepts of print. In the fall all three students knew zero print concepts. They made tremendous gains from fall to winter. Student A knew all early behaviors during the winter assessment. Student A maintained this knowledge through the spring assessment. Student B recognized all early behavior print concepts with the exception of the return sweep and which direction to read in the winter. A possible explanation for this continued confusion could be due to the fact that the child's first language is Arabic. The student may see Arabic print at home as well as observing family reading Arabic print. The child also qualified for speech intervention services in the winter and could have struggled with language and understanding during the assessment. Student B continued to make

progress into the spring, learning all conventions of print except commas and question marks. Student C made progress similar to that experienced by Student A, moving from zero known print concepts in the fall to all early behaviors in the winter with the exception of the first and last concept. Student C maintained this progress from winter to spring.
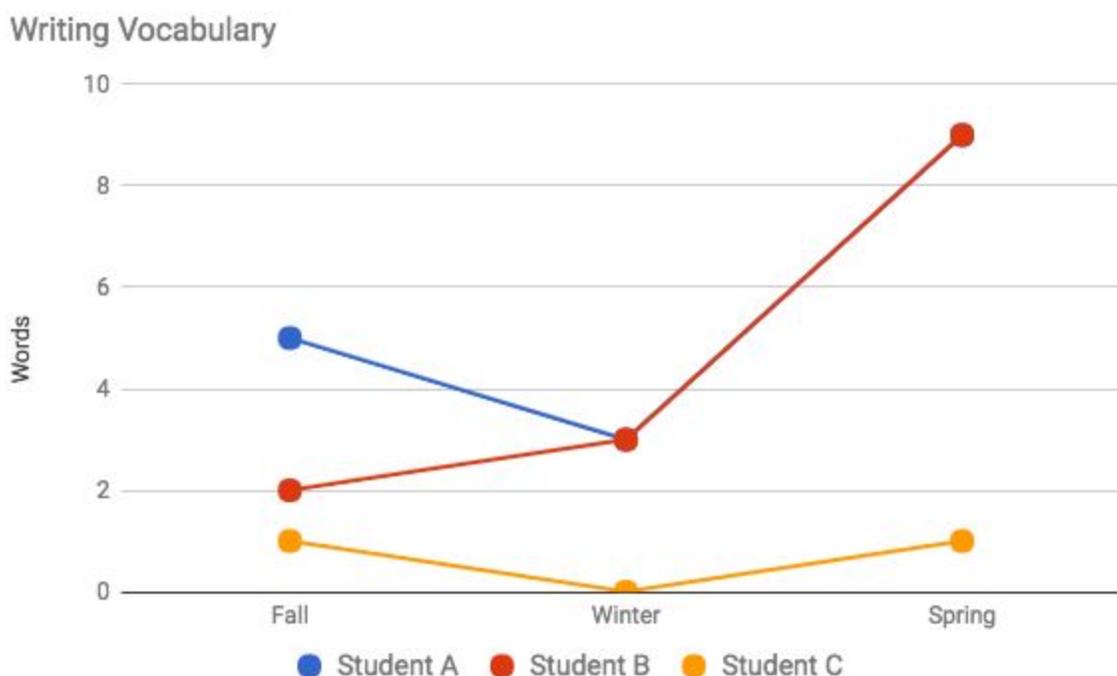
Figure 4. Writing Vocabulary Observational Survey Results

Figure 4 demonstrates students' writing vocabulary results in the fall, winter, and spring. Student A wrote five words in the fall, this result went down in the winter to three showing the student did not know those words in every way. In the spring, Student A knew nine words total. Student C had similar results. Student C knew one word in the fall, decreased to zero words in the winter, and progressed back to one word in the spring. Student B made steady progress throughout the year, beginning with two words in the fall, three words in the winter, and nine words in the spring.
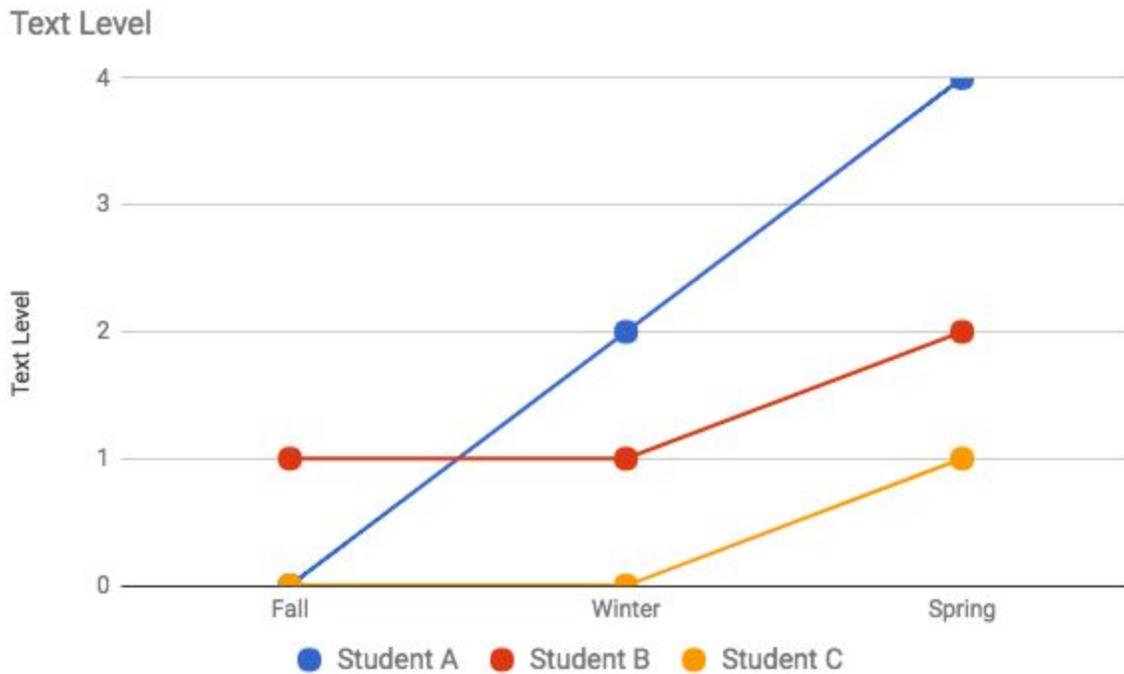
Figure 5. Text Level Observational Survey Results

Figure 5 presents student's text level results. Student A made consistent progress throughout the year, beginning at a zero in the fall, two in the winter and four in the spring. Student A made almost a year's worth of growth in text level. Student B started at a one in the fall and maintained that level while improving letter identification and concepts of print in the winter. Student B progressed to a two by the spring. Student C followed a trajectory similar with Student B by beginning the year at zero, improving letter identification and concepts of print in the winter and progressing to one in the spring.
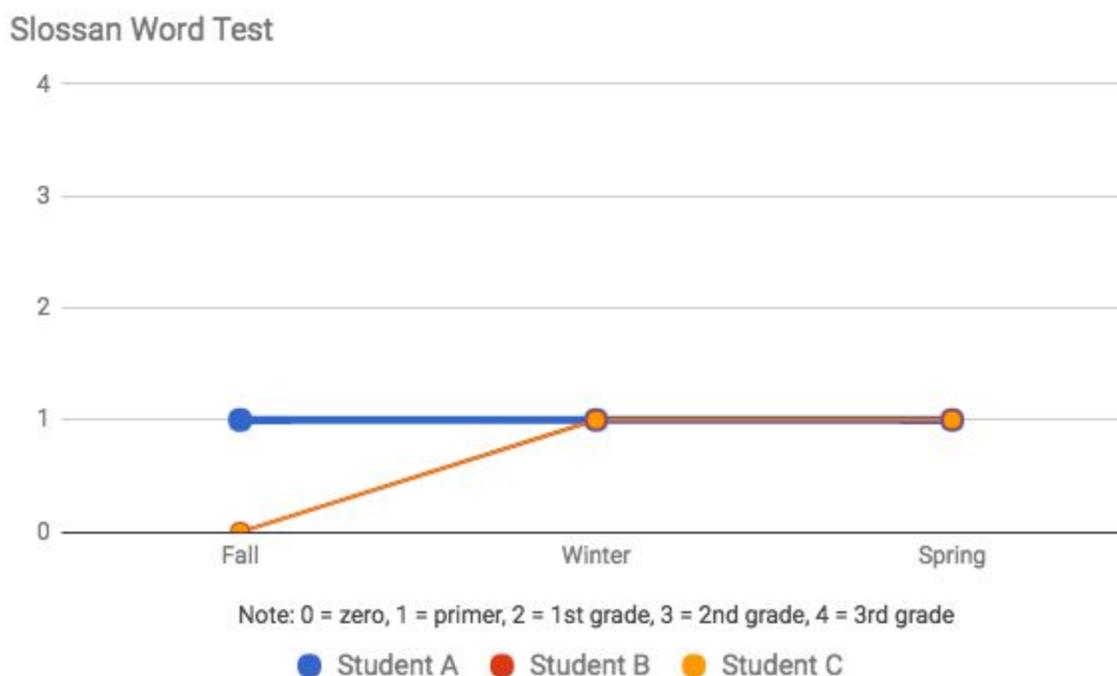
Slossan Word Test

Figure 6. Slossan Word Test Observation Survey Results

Figure 6 demonstrates students' Slossan Word Test results for the fall, winter, and spring. All three students made limited growth on the assessment during the year. Student A started at the primer level in the fall and did not progress beyond the primer level for the rest of the school year. Student B and Student C started at zero, they were unable to write any words in the fall. Both students progressed to the primer level in the winter and maintained the primer level in the spring.

When preparing for guided reading intervention, Observational Survey results suggest that all three students will require continued work on understanding concepts of print, strategies for solving unknown words, and work in texts that provided opportunities for comprehension and oral language development These scores represent growth in Student A, Student B, and Student C throughout their first grade year in guided reading. While students made consistent progress

throughout the school year, there are still significant gaps between EL students and their native English speaking peers. As the Office of English Language Acquisition has reported, the average scores for ELs on reading NAEP assessments is significantly lower than average scores of non-ELs (OELA, 2015). Therefore, all three students in this study will needed continued interventions through guided reading instruction and carefully planned curriculum between classroom and EL teachers.

Themes in Guided Reading Observation

Reviewing fall and winter Observational Survey results provided a framework of focus for my research. As Judith C. Neal (2001) noted;

> English language learners (ELL) may be unlikely to succeed in first grade because they are not yet demonstrating literacy behaviors commensurate to their peers. Whether they are at risk due to language competence or to literacy competence, while not immaterial, is not a major factor in determining the appropriateness of providing a literacy intervention. (p. 40)

It was critical that I used my assessment data to make strategic decisions to improve student's language and literacy competence. The Observation Survey results revealed that while students were making steady progress from fall to winter, there was a need for specific instruction for the group as well as individual instruction. While studies have shown that students who have acquired literacy in their L1 are at a greater advantage for language development and literacy in L2 (Karathanos, 2010) all guided reading lessons were presented in English as all three students spoke a different language and our district did not have the resources to conduct curriculum in another language.

Twelve lessons occurred over a nine week period, with three of them being recorded. The three lessons were recorded and reviewed with an accompanying rubric. The rubric collected evidence of guided reading practices and student's participation, capabilities, understanding, and problem solving (Appendix B). All lessons were conducted in the mainstream classroom, but the first six lessons were conducted with a student teacher in the classroom. Twenty-five students were in the classroom completing Daily 5 and literacy station rotations as well as transitioning to and from intervention services during each guided reading lesson. Lessons were prepared using an adapted Emergent Guided Reading Plan from Jan Richardson's *The Next Step Forward in Guided Reading* and completed in eighteen to twenty-five minute sessions. Each lesson provided an opportunity to create a unique combination of activities including: sight word reviews, book introduction, pre-teaching of vocabulary, academic language, and/or text structure and pattern. It also included time to read with each student including a running record on one student. Lastly, students participated in discussion and or response to comprehension questions, introduction of a new sight word, and guided writing/or word work. Lesson components were adapted depending on the needs of the group and the time allowed (Appendix A).

Evaluation of anecdotal notes, video recordings, Observation Survey results, and electronic teacher journal revealed several themes: development of literacy skills and strategies, oral language development, and an increase in confidence and independence in the mainstream classroom.

Development of Literacy Skills and Strategies

Anecdotal notes, electronic teacher observation journaling, and video recordings provided countless examples of increased literacy knowledge. All three students began the year

with limited English language proficiency and literacy competence in their L1. However, as Avalos et. al (2007) noted, students who are not proficient readers in L1 can still make critical gains using a modified guided approach. Each guided reading lesson led to new discoveries or further identification of individual student's needs that could be intentionally planned for in the next lesson. These modifications led to in-depth book introductions, intentional word work activities, and individual prompts that support the reader in their progress towards monitoring meaning, syntax, and visual clues in text. Improvements were made in all areas of the Observation Survey; gains were especially evident in each student's growth of letter identification in both capital and lowercase letters and concepts of print. This study also gave insights into how to improve instruction for ELs in other content areas. Being able to critically examine how academic language and scaffolded instruction created success for students in guided reading led to reevaluation and change in instruction during writing, math, science, and social studies lessons as well. These changes were a benefit to both EL and native English speaking students.

While students made gains in all subsections of the Observation Survey, various literacy skills and strategies showed need for continued improvement including; grade level word work, writing vocabulary, and reading grade level texts as made evident in text levels scores. These patterns were observed throughout the guided reading sessions. All three students were challenged in several components of the guided reading lessons. It was challenging for students to recall and connect meaning to sight words as noted after session 5 on April 6, "Students played Sight Word Flash. I am realizing they are not building sight word knowledge to be able to

move forward in more difficult text independently. I need to strategize different approaches."

The following lesson on April 12 notes;

> Based on concerns with sight words, I decided to complete a review from Level A and
> Level B sight words. Results showed Student A and Student B could successfully name
> many together, Student C observed others. When the review was turned into a game on
> the second round, all students were engaged. Students were confident on some words, but
> other words I thought they would or should know based on past lessons they did not
> know. I will talk to EL teacher to see how students are working with sight words in her
> classroom.

This challenged student's reading of new texts. They were often unable to have enough stamina
to solve new and unknown words due to the amount of time and energy put into solving
previously taught sight words. Students also struggled with the interactive process of guided
writing. Guided writing was teacher directed with intense scaffolding as students worked to
make connections between syntax, oral language, and the interactive process of writing. The
study revealed it was difficult for students to even begin writing the three to four word sentence
we discussed and practiced orally.

Oral Language Development

Observation Survey results were not always able to display student's oral language
development. The development of oral language is complex and consists of a variety of areas
including; phonology, vocabulary, syntax, discourse, semantics, and pragmatics which all work
together to create meaning (Gottlieb, 2016). This intricate process was happening as students
were incorporating new words into their known language structures while also developing their

literacy knowledge (Alberta Education, 2010). As their known language structures became more complex, they began to show more understanding of the meaning of texts and were willing to experiment in oral conversations. Oral development was noted in observations from session 10 on May 4,

> After reading the text, students talked about the story *The Three Little Pigs.* When I asked
>
> them which pig was the smartest, Student A was able to tell me, 'The third pig because
>
> he use hot water on the wolf.' Student B and C talked about the chimney. They were able
>
> to make predictions about what the third pig might do after eating the wolf. Each student
>
> appeared confident in sharing their answers and were able to answer in one, two, or three
>
> sentence responses!

Intentional book selection and scaffolded book introductions also supported student's ability to participate in more traditional comprehension discussions. Farrell explains, "For ELLs, comprehension processes must take into account the relationship between English and a student's home language in regards to (a) individual differences, (b) linguistic differences, and (c)sociocultural differences (Farrell, 2009). When discussions were carefully planned, they became an opportunity to showcase each student's ability to reflect upon the text and practice the comprehension strategy that was being taught in the whole group in a small group. These comprehension strategies included; making inferences, analyzing characters, making predictions, and identifying story elements. Students thrived off of the opportunity to share and support each other's answers in the small group setting. These discussions also allowed for informal assessment of student's understanding of academic language as all three students were often unwilling to share comprehension answers in the whole group setting. Observations from session

11 on May 8 note, "Students thought this book was very funny! It allowed for great comprehension and oral language practice as students thought Danny was a silly character. They liked to talk about the different hats he would wear and why." The electronic teacher observation journal and video recordings collected evidence of oral language development that each student made throughout the research study.

Increase in Confidence and Independence in the Mainstream Classroom

Another area of growth not made evident in the Observation Survey results was each student's increase in self confidence. Video recordings and the electronic teacher observation journal showcased each student's increased independence in the mainstream classroom. Observations from session 2 on March 21 noted,

> I sent students to do their first word sort independently or with a partner after today's lesson. All three students moved to the carpet and were able to complete the sort without asking for help from an adult or peer in the classroom. This is a first!

As Alberta Education (2010) noted, beginning ELs may often be confused and closely observe their surroundings. Academically and socially, ELs rely heavily on visual cues and gestures. Each student continued to rely on visual cues and gestures, but became more willing to take risks in attempting assignments independently, conversing with peers, or asking for help during challenging or confusions situations.

As Hite and Evans (2006) explained, children have a high need for peer acceptance and interaction in school's social setting. Therefore, ELs require opportunities to authentically engage with others and integrate these interactions with their developing language. Guided reading provided each student opportunities to experience success in both language and literacy

in the small group setting. This success led to increased confidence first in the small group setting and eventually in the whole group setting as students integrated with classmates in various activities in the mainstream classroom. Video recording rubrics provided evidence of two student's independence through the independent reading portion of a guided reading lesson. Session 10 on May 4 notes,

> While reading with Student C, Student A and Student B remained focused on their read to self. They stayed in the text and were confident to reread sentences and try different words if part of the text didn't sound right (both strategies we have practiced!) They did not need me to give them individual prompts and did not stop to listen to each other when stuck as I have previously seen. They read continuously until I asked the whole group to stop.

Evidence of reading stamina and the ability to utilize strategies for unknown words was witnessed for both students. Students remained engaged in work that was differentiated to their unique needs. This was in stark contrast to students' work behaviors prior to the study.

Summary of the Data

Guided reading did impact first grade student's literacy development. Students made progress in all five subsections of the Observation Survey, but made particular growth in the area of letter identification and concepts about print. Students also further developed their oral language skills and increased confidence and independence in the mainstream classroom. The first grade literacy framework and guided reading lessons provided a consistent opportunity to differentiate literacy instruction to meet the unique needs of all EL students.

Conclusion

In this chapter I presented the results of my study. First, the grade level literacy framework was described. Next, I presented and analyzed the five components of the Observation Survey. Results from fall, winter, and spring were compared and scores were synthesized. Lastly, I reviewed the three themes presented in the guided reading sessions; development of literacy skills and strategies, oral language development, and increased confidence and independence in the mainstream classroom. In chapter five I will discuss my major findings, limitations to my research, implications, and suggested areas for further research.

CHAPTER FIVE: CONCLUSIONS

In this research project I attempted to answer the question: *How can guided reading support beginning English learners in the mainstream classroom?* I wanted to find out how the guided reading approach could support literacy development in the mainstream classroom. This chapter will discuss major findings of the study looking at both Observation Survey results and guided reading lesson themes. It will also examine limitations of the study, implications for teachers, and areas for further research.

Major Findings

Observation Survey Results

The Observation Survey results displayed progress for all three students in five subsections of the assessment. Students made the most growth in the areas of letter identification and concepts of print. Students made less growth in the Slossan word test, writing vocabulary, and text level assessment. This may suggest that due to students English language proficiency they needed to first develop beginning literacy skills such as letter identification, phonemic awareness, and an understanding of how text works before they were ready to engage in word tests, written vocabulary, and reading and discussing high text levels. This aligns with Margo Gottlieb's observation of oral language development and literacy. Gottlieb explains,

> As with oral language development, literacy is often viewed along a developmental
> continuum where ELLs pass through a series of predictable states in one or more
> languages. Their pace is determined by their oral language proficiency in English, their
> literacy experiences in their home language, and their exposure to explicit literacy
> instruction. Research points to a relationship between ELLs' oral language and literacy

development, as oracy and literacy naturally intertwine during language development.

(2016, p. 106)

This study made evident that students were making growth with each lesson as they were able to build on their literacy development in order to read more complex text, complete various word work tasks, and participate in comprehension discussion questions.

Themes in Guided Reading Observation

On the whole, differentiated instruction through the guided reading approach demonstrated student growth in literacy development as well as oral language development and an increase in confidence and independence in the mainstream classroom. Modifications allowed students to experience success in word work, reading of the text independently, and comprehension discussions. Due to the fact that each lesson was adjusted from the previous lesson's findings and selected text, students were rarely bored of the structure and were instead excited to meet for each lesson during the study.

The teaching of a new sight word and guided writing are two important components at the end of the Jan Richardson guided reading lesson template. Students struggled with both components throughout the study. All three students would work through the four steps of learning a new sight word, What's Missing? Mix and Fix, Table Writing, and Writing on a Whiteboard at the end of the lesson (Richardson, 2016). However, when students were called back for the next lesson they could not recall how to read or write the previously taught word. Due to the fact that students had difficulty connecting meaning to sight words, they struggled to progress in their text level reading and writing. Guided writing was also a challenging component for all three students and was demonstrated in their Slossan Word Test and Writing

Vocabulary results. It was difficult for students to engage in the interactive process of writing. It should be noted that both of these components were delivered at the end of the guided reading lesson and were shortened during various lessons due to classroom conflicts or time demands. Modified guided writing could also have been taught better with more time to make adjustments.

This study also revealed additional growth outside of literacy development. I was able to witness student's willingness to take risks in the small group and whole group setting. Students were more confident in completing tasks independently as well as sharing answers in pairs and whole group discussions. Students also showed maturity while listening respectfully to others, supporting each other's answer with additional information, and taking on leadership roles by helping each other in the small group setting. It should be noted that these skills were practiced with the whole group throughout the year;, however, guided reading lessons allowed for further practice and praise when students exhibited growth.

Limitations

As with any study there were limitations to my research. First, my study examined a small number of participants. Due to the fact that I wanted to analyze how guided reading impacted beginning ELs the pool of students that I had to select from was limited. While five students in the class qualified as ELs, three were at the Entering and Beginning WIDA English proficiency level. Students are typically grouped in guided reading levels by their reading text level, I chose to select three students based on both their English proficiency level as well as their level of literacy development in order to answer my research question. This limited my study in only being able to analyze the results of three students instead of a larger number of participants which may have revealed different results and themes.

Another limitation of my study was time. I needed to obtain parent consent and wanted to do so with the use of an interpreter if possible. In order to accommodate the use of three different interpreters, I translated forms and scheduled my discussions with parents in conjunction with spring conferences in the beginning of March. Two of the three parents attended the conference and gave signed parental consent, and one parent read and signed the translated form the following week. All paperwork was in order by the middle of March, leaving a nine week study window in the spring. Time was difficult in the nine week window because guided reading instruction was a priority for all students not only my study's EL students. This resulted in carefully balancing of my EL guided reading group as well as seven other groups of students in a sixty minute window each day. Each student was also assessed for their text level during this time period in order to report scores for district elementary progress reports.

Space was also a limitation. The study was conducted in a mainstream classroom with constant noise in the background. While most students in the class knew procedures of how to obtain help when I was reading with a group, I would still need to stop lessons to help with transitions from centers, handle major student behaviors, and at times consult with an educator who stepped into the classroom. Due to limited space, this increased background noise made it difficult to hear readers during various sections of the three video recordings.

Another limitation was the difficulty in analyzing Observation Survey results that came from growth in guided reading sessions, the whole group literacy framework, and EL pull out sessions. Students were assessed in the fall, winter, and spring. Aspects of the five subsections in which each student was assessed were taught in differentiated guided reading sessions; however, in order to create authentic engagement of literacy topics, they were also taught in whole group

lessons and reinforced in EL pull out sessions. Perhaps if I had a longer research window and a larger pool of participants, I could better set up my research to analyze the direct impact of guided reading on EL's literacy development.

With three unique learners needed differentiated instruction on the go, noting student observations was admittedly a challenge during each guided reading lesson. Each student had a variety of needs that required me to adapt lessons quickly; I was not always able to note redirection of lessons or reflections during the lesson. I would often note changes at the end of the morning session or at the end of the day. For this reason, it was helpful to have video recordings to note behaviors or specific conversations that may have been overlooked during the lesson.

The final limitation to my study was the lack of resources to utilize student's L1 in both literacy assessment and instruction. Avalos et al. (2007) insightfully examined the benefits of how using literacy assessments in a student's L1 can guide L2 literacy instruction. My students spoke three different languages that I did not know, therefore all assessment and instruction were given in English. A student's L1 was only used in times of communication with a child's family to report student's progress, ways to support their child at home, and obtain parent consent for the study. Completing the Observation Survey's concepts of print assessment in student's L1 may have given me different results. Being able to utilize a student's L1 during book introductions and reading prompts could also have benefited student's literacy development.

Implications

Guided reading should be utilized with beginning ELs in the mainstream classroom as it provides countless benefits for students English language and literacy development. Mainstream

teachers find numerous challenges in bringing all native-English speakers to acceptable levels of performance in literacy, it can be especially challenging to plan for success in literacy for beginning ELs (Evan & Hite, 2006). Guided Reading can be an invaluable resources to meet the needs of both native English and EL students. Educators should examine literacy assessments in order to provide individualized language and literacy instruction for beginning ELs. As Avalos et. al (2007) explained, when modification are made to include detailed vocabulary instruction, text structure (e.g. semantics, syntax, morphology), and cultural relevance, guided reading provides enhanced language and literacy learning opportunities. This study showed when students are met with on a regular basis, with intentional teaching strategies, they are capable of developing literacy skills and strategies regardless of their English proficiency level.

This study suggests that guided reading not only provides development in literacy skills, but an increase in oral language development and in confidence and independence in the mainstream classroom. Educators can give specific attention to book selection, intentionally scaffolded book introductions, and carefully planned word work. These components create an environment that allows students adequate support to take risks. This research shows that when educators provide opportunities for beginning ELs to experience academic and social success in a small group setting, they are more willing to attempt academic tasks and peer interactions and therefore, these experiences promote both academic and social language development.

This study revealed the importance of school-wide support systems in ensuring success of ELs. Genesee et al. (2006) has argued that mainstream classroom practices must be connected to larger school and district practices in order to create effective support systems for ELs. Instead of educators picking and choosing strategies in their classroom they need a variety of methods,

activities, and strategies to select from when planning for literacy and other academic areas. In order to do this effectively educators need frameworks for planning, sequencing, and presenting instruction not only through a school year but from grade to grade (Genesse et al. 2006). This study revealed the lack of coordination and planning between mainstream and EL teachers. In order to maintain successful collaborative teaching, educators should be allotted time by administration to plan collaborative instruction, review student assessment, and reflect on overall student development. This structure will allow for greater fidelity of programming to ensure students linguistic, academic, and social-emotional development.

This study also suggested the importance of EL support beyond the classroom and into school and community settings as schools consider ways to support L1 literacy in the future. I discovered I wanted to encourage parents to continue fostering L1 and L2 literacy at home as studies have shown that when students have literacy in their L1 their language development and literacy in L2 is strengthened (Karathanos, 2010). It was also important to communicate with parents how they could support guided reading practices at home by allowing their child to reread familiar stories to them in an attempt to review their sight word knowledge, practice reading strategies on unknown words, and build reading fluency. However, due to a need for translated materials or a translator for student specific concerns, communication with parents was minimal. District frameworks that provide translated documents, school signage in multiple languages, parent communication meetings, and easy access to cultural liaisons and translators assist in establishing success for students, families, and educators alike.

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Further Research

As discussed in Chapter Two, there is research on EL support models and research on guided reading, however more research is needed to examine the effects of using guided reading with ELs. Educators are welcoming more ELs in their classrooms each year and the need to educate teachers about best practices is crucial. Fillmore and Snow explain, "It takes a solid understanding of language to teach reading effectively, especially to children who are having the greatest difficulty grasping the abstract and complex relationship between sound and print, and the ideas they represent" (Fillmore & Snow, 2000, p. 29). One wonders if further research on why and how to modify guided reading to build ELs understanding of language and literacy could create better results for EL students.

Research specifically on the effects of guided reading alongside intensive Reading Recovery intervention could also be beneficial. As Judith Neal's research has revealed their is clear evidence that EL students make comparable progress to their native English speaking peers when Reading Recovery interventions are implemented (Neal, 2001). One could hypothesize that when combining Reading Recovery interventions in conjunction with guided reading in the mainstream classroom EL students could show greater development of both language and literacy skills. I plan to work with my colleague and literacy mentor in the upcoming school year to follow the three students in this study. Together, we will examine their literacy development into second grade with the possible use of Reading Recovery intervention.

Collaborative research between EL teachers and mainstream teachers on guided reading could also be valuable. This study noted the lack of planning and coordinated execution between EL and mainstream teachers. Perhaps a study could be conducted where an EL and mainstream

teacher collaborate lessons were specific academic vocabulary as well as conversation instruction were conducted in the EL classroom and a mainstream could focus on texts in the guided reading lesson that support topics students have been pre-taught in order to further develop students' literacy skills.

A final consideration is a call for more teacher-researchers to complete classroom-based research. A majority of current research I reviewed for my study was written by professors who are currently outside of the K-12 classroom. While this research is important and valuable, it does not always take into account the inner workings and complexities of classroom-based research, especially in today's culturally, linguistically, and socially diverse classrooms. Educators across the country can benefit when more teacher-researchers conduct and share their research discoveries.

Dissemination of Information

I am anxious to share the major findings and implications of my study. I work in a collaborative district that utilizes, professional development, professional learning communities, and shared planning times. This will allow me to share my research with fellow mainstream classroom teachers, EL teachers, Title teachers, and building administrators. I hope to partner with my building EL teachers to encourage further research and encourage teachers to utilize guided reading practices with their ELs which in turn may increase students language and literacy development.

APPENDIX A: GUIDED READING LESSON CHART

Lesson #	Date	Title & Text Level	Teaching Point	Word Work	+	-	Next Step
Lesson 1	3/20	*Count the Kittens* Level B	Use picture clues to solve an unknown word.	Review: 1. can 2. in 3. the New: 1. he	Students were able to recognize pattern and therefore use expression in their reading as they gained steady confidence.	Needed to revise ending as all students were not connecting with the sight word "can" on any page even though it is throughout the entire story.	Will place a "an" word sort into the next sort to allow students practice looking at beginning letter sound and connecting with the same ending.
Lesson 2	3/21	*Fruit Salad* Level B	Look at the first letter of the word	Review: 1. can 2. the 3. in New: 1. like	Students noticed the small change in text between "I" and "Mom" and were able to practice our teaching point with prompts, "look at the first letter, could it be ___ or ___"	Practiced our first Words Their Way word family ending with "an" and "at." Did not scaffold students enough for independent practice at end of lesson.	Reteach a word family sort during Daily 5 to allow students to better independently work in future lessons.
Lesson 3	3/31	*Books* Level B	Get your voice ready for the first sound of an unknown word.	Review: 1. can 2. like 3. go New: 1. see	Our longer book introduction on vocabulary and background knowledge	I noticed that I needed to start differentiate my prompts for each student as our needs are changing	Completed a group sort with beginning letter and sound. Students worked together and all showed

					created a strong context for students to look at the beginning letter and get their voice ready while also thinking about what would make sense with the story.	depending on the text.	they were looking at first letter. Therefore, I know I do not need to reteach this in next lesson as I suspected and can instead use as prompt when needed.
Lesson 4	4/4	*I Can* Level B	Reread and make the first sound of the word.	Review: 1. can 2. like 3. go New: 1. too	Took text structure and created sentence frame, "I can ____ too." I noticed the text structure made sentence writing much easier for students as they had been scaffolded with oral language first and had seen text visually.	Prompts for each student were different depending on how students grasped the teaching point.	I will continue my teaching how to look at print and combine the previous lessons blending, looking at the first letter, getting your voice ready, and rereading.

Lesson 5	4/6	*At the Zoo-* Level B	Reread and make the first sound of the word.	Review: 1. can 2. like 3. the New: 1. look	Book introduction included vocabulary we had been using in the classroom as well as actions for each page. This allowed students to better retain vocabulary when reading and practicing rereading at a point of error.	Students played the game Sight Word Flash and I realized students were not retaining sight word from previous lessons and that are necessary to move to independent practice.	I was able to successfully add a basic comprehension question to story- "What animal likes her the most?" Students did well and know I would like to keep this component in each upcoming lesson to continue to build oral language practice and small group comprehension that differs from whole group comprehension lessons.
Lesson 6	4/12	*Where is the Cat?* Level B	Use print clues and story information to solve unknown words	Review: 1. cat 2. in 3. here New: Review Text Level A and B sight word cards	Text provided rich exposure to picture clues that told more of the story beyond a basic text. This created	Review of Text Level A and B sight words varied by student. While students were all engaged, results were not were they need to be in order to create independence as students	I needed to consult with ESL teacher on how sight words were being practiced in pull out group. Students are ready to take on different text structures in Text Level C books for upcoming

					opportunities for comprehension to continue after the lesson with questions such as "Why does the mouse have a sword?" The answer was not in the text and students were able to practice our classroom skill of inferring about the mouse and the cat.	move through text levels.	lessons.
Lesson 7	4/18	*Families* Level C	Use print clues and story information to solve tricky words	Review: 1. can 2. go 3. to 4. the New: 1. we 2. he 3. she	Students enjoyed seeing diverse families in the text and were able to discuss their own families and experiences. This	Struggled with guided writing, it did not go well. How to better scaffold writing at this level? (pictures of writing- "Families can	While I had been doing the prompt of looking at the first letter I need to start having students consider the story why using the prompt "what would

					created a rich oral language lesson.	go to DQ together")	make sense." I need to scaffold for students as we consider vocabulary, language and experience.
Lesson 8 Recorded	4/19	*At the Library* Level C	Word Solving: What makes sense in the story.	Review: 1. can 2. in 3. the 4. and 5. at New: 1. went	Increased comprehension allowed for more opportunities with oral language, great discussion with small group and all students felt confident to participate.	Book incorporated a variety of new vocabulary that was different than the language we use in the library. Book also relied on the use of sight words and students have been struggling to maintain sight word knowledge, this made the text more difficult for students.	I will need to continue teaching and practicing sight words as well crafting thorough book introductions in text level C's as many texts are less patterned and structured differently than previous text levels A and B.
Lesson 9 Recorded	4/25	*Animals on the Farm* Level C	Find sight words in a new text.	Review: 1. here 2. is 3. on 4. the 5. to 6. can New: 1. for	A book introduction with discussion, pictures, and actions of farms and farm animals allowed students to have an	Due to an increase in oral language practice at the end of lessons, I wanted to see how students performed with a dictated sentence. All three students struggled and	I will continue to utilize oral language practice at the end of lessons and use this to better scaffold response to reading through guided writing.

					understanding of the text and be able to focus on the word work piece by locating and practicing sight words within a text.	were not able to start or complete the task independently.	
Lesson 10 Recorded	5/4	*The 3 Little Pigs* Level C	Use picture clues to tell us more about the story.	Review: 1. went 2. can 3. and New: 1. here	The repeated structure allowed students to improve their fluency and make their voice match the characters which they enjoyed.	This text used a variety of sight words that became difficult for student A to complete independently.	I will continue to push students to use meaning and visual clues combined as they learn to hear what structures sound right and make sense.
Lesson 11	5/8	*Danny's Hats* Level C	Use meaning and visual clues to solve tricky words.	Review: 1. my 2. it 3. is New: 1. got	Students thought this book was very funny, this allowed for great comprehension and oral language practice as students	I had to create a shorter lesson as I was completing spring text level assessments for the class.	I will continue to combine meaning and visual learning goals for students, but will differentiate my prompts for each student as they are all showing different needs.

					thought character was amusing.		
Lesson 12	5/18	*Jasper the Fat Cat* Level C	Use meaning and visual clues to solve tricky words.	Review: 1. got 2. here 3. is 4. like New: 1. said	Lesson had a strong book introduction that allowed students to be successful independently. I was able to read with each student individually and prompt them based on the three unique needs I had observed in previous lessons.	Due to more time spent on book introductions, prompts/reading with each student and comprehension questions the group did not have time for a word study.	I need to be mindful of the guided reading aspects I incorporate into each lesson as I want each lesson to be 15-18 minutes to maintain engagement by all students.

APPENDIX B: RUBRIC FOR VIEWING SMALL GROUP VIDEO

Rubric for Viewing Small Group Video

Evidence to Look For:	Evidence of, No Evidence,	Notes
All materials for lesson were available and organized and I taught at a good pace, there was a good flow from one activity to another	Yes, No, NA	
Each child was actively participating to their individual capabilities during the small group lesson	Yes, No, NA	
There is evidence that I am teaching at the group's cutting edge of learning	Yes, No, NA	
There was evidence that the children had a good understanding of the meaning of the new book	Yes, No, NA	
There was evidence that my prompting was at the cutting edge of the children's' problem solving	Yes, No, NA	

APPENDIX C: RUBRIC FOR VIEWING SMALL GROUP VIDEO LESSON ONE

Evidence to Look For:	Evidence of, No Evidence,	Notes
All materials for lesson were available and organized, and I taught at a good pace; there was a good flow from one activity to another	Yes -X No NA	Long book introduction and running record (RR) on one student did not allow me to listen at length to other students.
Each child was actively participating to their individual capabilities during the small group lesson	Yes No- X NA	Student A struggled earlier in the morning and this impacted ability to attend and engage in lesson. Selected this student for a RR in order to better observe and engage.
There is evidence that I am teaching at the group's cutting edge of learning	Yes -X No NA	Students A, B, and C are able to be successful with a thorough book introduction.
There was evidence that the children had a good understanding of the meaning of the new book	Yes -X No NA	All students are able to discuss background knowledge of utilizing the library. They also used the strategy of picture clues to assist in answering questions.
There was evidence that my prompting was at the cutting edge of the children's' problem solving	Yes -X No NA	Prompts varied depending on the needs of the students and included; picture clues, observing the beginning letter of an unknown word and thinking about the meaning of the story.

APPENDIX D: RUBRIC FOR VIEWING SMALL GROUP VIDEO LESSON TWO

Evidence to Look For:	Evidence of, No Evidence,	Notes
All materials for lesson were available and organized and I taught at a good pace, there was a good flow from one activity to another	Yes No- X NA	All materials were organized well except magnetic letters were not prepped and took time from the lesson.
Each child was actively participating to their individual capabilities during the small group lesson	Yes- X No NA	All students were engaged and independent when they needed to during the reading of the text.
There is evidence that I am teaching at the group's cutting edge of learning	Yes -X No NA	Each student was able to find success in the text, all were given support when needed.
There was evidence that the children had a good understanding of the meaning of the new book	Yes -X No NA	A strong book introduction and activation of background knowledge provided for opportunity to discuss the text and for students to answer comprehension questions.
There was evidence that my prompting was at the cutting edge of the children's' problem solving	Yes -X No NA	There was a variety of prompts used, each prompt varied depending on the reading, these prompts included the lessons teaching point as well as prompts from previous lessons.

APPENDIX E: RUBRIC FOR VIEWING SMALL GROUP VIDEO LESSON THREE

Evidence to Look For:	Evidence of, No Evidence,	Notes
All materials for lesson were available and organized and I taught at a good pace, there was a good flow from one activity to another	Yes -X No NA	Variety of materials needed: alphabet chart, magnetic letters, markers, books. All materials prepared except missing letters at end of lesson when teaching new sight word.
Each child was actively participating to their individual capabilities during the small group lesson	Yes No- X NA	Participation varied by student; Student A- 100% participation Student B and C- 85% participation (appeared distracted or confused of directions)
There is evidence that I am teaching at the group's cutting edge of learning	Yes -X No NA	Prompts were at cutting edge for student A and B, but teaching point and prompts may have been too advanced for student C.
There was evidence that the children had a good understanding of the meaning of the new book	Yes -X No NA	A long book introduction and pre-teaching was necessary for students to be successful with text structure, pattern, and meaning.
There was evidence that my prompting was at the cutting edge of the children's' problem solving	Yes -X No NA	There is evidence in RR that combination of prompts from previous and current lessons are being used together.

APPENDIX F: VIDEO RECORDING LESSON ONE TIMELINE

Sight Word Review:	Students are making sight words in sound boxes- 1. at (students are working on recognizing and pushing sounds together) 2. in (students are watching each other as well as utilizing an alphabet chart for picture clues) 3. the 4. and 5. can (students needed extended assistance segmenting the word)

Book Introduction:	Encouraged oral language and activation of background knowledge as students discuss the library and answer questions such as, "Where are we going today?" "What is there?"
	Vocabulary reviewed:
	  1. Books
	  2. Computers
	  3. Puzzles
	  4. Paintings
	  5. Librarians
	  6. Book cart (visual lessons to act out how librarian uses a book cart)
	Students went through the text together to find both sight words and vocabulary (we, book cart)
	Speech bubbles were introduced to students and they were given a strategy of utilizing picture clues and story structure to assist them in solving unknown words while reading

Running Record:	Whisper phones were passed out to two students and anecdotal notes were taken on Student A. A variety of prompts were used that matched the individual needs of the student. Prompts included; "Is the word go or went?" "Is the word go or over?" "Go back and reread the sentence"

	"Look at the first letter, what sound does the letter c make" Anecdotal Notes: Child is struggling with fluency on first read even with a text structure, will need to be practiced multiple times to improve fluency. Child also struggles to use meaning when solving unknown words and needed to be asked prompting questions to think about what made sense in the story.
Conclusion:	Due to time restraints and needs of the mainstream classroom the lesson was concluded without guided writing or word work.
Other Notes:	Lesson Length: 18 minutes Mainstream Classroom: Remainder of the class was on task in the background, but were at an elevated noise volume. Disruptions: 1.Student A is upset with factors outside of the lesson and it is impacting her ability to attend to the lesson. 2. Had to stop the lesson for one minute to switch class to different literacy rotations.

APPENDIX G: VIDEO RECORDING LESSON TWO TIMELINE

Sight Word Review:	Students are making sight words in sound boxes with dry erase markers instead of magnetic letters. 　　1. is 　　2. on 　　3. to 　　4. can 　　5. here -Students were observing each other, however they were also using known strategies- When spelling the word can student A responded, "I knew that was can because cccc (making the hard c sound) -quick clean up
.Book Introduction:	Oral language and connection to text was created for students with questions such as; "What can live on a farm?" - 5-10 examples were given as well as the sound each animal made -All students are engaged and showing understanding of a farm Vocabulary Reviewed: (all with picture to help make connection) 　　1. lamb 　　2. Farmer 　　3. Barn 　　4. Silo Students went through the text together to find both sight words and vocabulary.
Running Record:	Whisper phones were passed out to two students and anecdotal notes were recorded on Student B. A variety of prompts were used that matched the individual needs of the student. Prompts included; "What letter does it start with?" "What sound does that letter make?" "How do you know that is the word?"

	"Does it match?" "Think of the story, does that make sense?" "Look at the picture clue, does that match?" Anecdotal Notes: -Student did well with the wait time I provided and responded well to praise of utilizing the teaching point, continued to perform. -Other students were independent and on task during one on one reading. They had increased fluency and engagement with each reading.
Comprehension:	Checked in with students to see if they knew any farm animal names in their L1, student C knew examples and shared with the group. Questions: What do animals do on the farm? What other animals could live on a farm? (All students participated with an answer that made sense to each question)
Word Work:	-Introduction of new sight word: for -Dictated Sentence: A dog can live on the farm: Students repeated after me several times and were not able to successfully complete the task, all appeared confused and looked at each other for visual clues.
Conclusion:	Lesson should have been stopped after the teaching of the new sight word (twenty minutes) however, I completed a informal assessment of a dictated sentence and students were unsuccessful. In order to continue this in the future students will need strong scaffolding.
Other Notes:	Lesson Length: 24 minutes Mainstream Classroom: Classroom was engaged, soft noise level in the background. Disruptions:

	1. Had to stop the lesson for one minute to switch class to different literacy rotations.

APPENDIX H: VIDEO RECORDING LESSON THREE TIMELINE

Sight Word Review:	Students are making sight words in sound boxes- 1. and 2. can 3. went -Students needed many prompts; "What do you hear at the end?" "What other letter makes the c (hard c) sound" -Confusion of a and e sounds (referred to alphabet chart) -Spent almost five minutes on sight word review and clean up, need to shorten.
Book Introduction:	Book was introduced by reviewing the story of the 3 little pigs. Various versions of the story were taught earlier in the spring. Once students were familiar with the story, text structure and patterns were both introduced and practiced. Student A and B were ready to start text, took further introduction for student c. Vocabulary Phrases reviewed: 1. Strong house 2. Go up
Running Record:	Whisper phones were passed out to two students and anecdotal notes were recorded on Student A. Prompts were used that matched the individual needs of the student, however there was noticeably less prompts needed from previous notes. Prompts included; "Is the word look or here?" "How do you know that is the word?" Anecdotal Notes: -Teacher modeled speech pattern "look out!" and child was successful for remainder of reading

	-Student self corrects (SC) and responds well to praise for SC -Student pauses to check and think about story when reaching unknown words -Student is observing picture clues and making predictions throughout the text.
Comprehension:	Students were excited to discuss the text. Questions included; "What happened to the wolf?" "Why was the pig smart?" -Some students spoke more than others. Will need to better plan how to engage students equally for oral language development.
Word Work:	-Introduction of new sight word: here (magnetic letters were not prepared correctly, this took time away from lesson, but allowed for small group conversation with increased oral language practice and continued to build relationships with and amongst students.)
Conclusion:	Lesson went slightly longer than usual, what part needs to be shortened?
Other Notes:	Lesson Length: 22 minutes Mainstream Classroom: On task, but steady and low volume in background.

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