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Dyad Reading Experiences of Second-Grade English Learners with Fiction and Nonfiction Texts

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Dyad Reading Experiences of Second-Grade English Learners

with Fiction and Nonfiction Texts

Michelle Lynn Klvacek

A thesis submitted to the faculty of
Brigham Young University
in partial fulfillment of the requirements for the degree of

Master of Arts

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ABSTRACT

Dyad Reading Experiences of Second-Grade English Learners with Fiction and Nonfiction Texts

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Dyad reading, a modified version of the Neurological Impress Method, does not seem to be widely used, although it appears to have the potential to support students at multiple levels of reading proficiency. Dyad reading was implemented in this study with two second-grade English Learners (ELs) paired with English-proficient partners using both fiction and nonfiction texts. This qualitative study employed an action research method, using the following data sources: video observations, student interviews, weekly dyad observations, anecdotal notes, and weekly written reflections.

This study reveals that implementing dyad reading is complex. Participants needed modeling and practice with dyad reading procedures, but they learned them over time. The nature of the relationship between partners dramatically affected their dyad reading experience. Each partner had unique strengths and weaknesses that either helped or hindered the collaborative process. The participants, who had limited exposure to nonfiction texts prior to the study, indicated a clear understanding of and appreciation for both fiction and nonfiction. Of these two major genres, nonfiction provided more opportunities for partners to interact and have discussions during dyad reading. ELs appeared to grow in confidence as readers and experienced a sense of satisfaction and success. Adaptations made during the study that improved dyad reading for participants included having daily class discussions, using book logs to increase student accountability, refreshing the classroom library often, and encouraging more discussion between partners about texts.

Dyad reading can be used successfully with second-grade ELs who are assisted readers. Participants recognized the value of having competent lead readers who could help them with their reading and with whom they could share the reading experience. Action research methodology provided opportunities to make changes as needed throughout the study. Some adaptations for future practice emerged. Foremost among these recommended adaptations is the inclusion of two additional dyad reading procedures: *preview and plan*, and *stop and share*.

Keywords: collaborative reading, dyad reading, English Learners, genre, oral reading, second grade

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TABLE OF CONTENTS

ABSTRACT.....	ii
ACKNOWLEDGMENTS	iii
TABLE OF CONTENTS.....	iv
Chapter 1	1
Introduction.....	1
Statement of the Problem	4
Statement of the Purpose.....	5
Research Question.....	5
Limitations	5
Definition of Terms.....	5
Benchmark.....	5
Dyad reading.....	6
English Learner.....	6
Folding.....	6
Literary genres.....	6
Literature	7
Scaffolding.....	7
Struggling reader	7
Text complexity.....	7
Chapter 2.....	8
Review of Literature	8
Reading Proficiency	8
Common Core State Standards	10
Balancing literary genres	10
Text complexity.....	12
English Learners.....	13
Vygotsky’s Zone of Proximal Development.....	14
Neurological Impress Method.....	15
Dyad Reading.....	16
Chapter 3.....	21
Methods.....	21
Context	21
Participants	22
Participant EL A	24
Participant EL B	24

Teacher-Researcher	25
Design.....	26
Procedures	26
Data Sources.....	28
Developmental Reading Assessment—Second Edition	29
Video observations	31
Student interviews	31
Weekly dyad observations.....	32
Anecdotal notes	32
Weekly written reflections.....	33
Data Analysis	33
Chapter 4.....	34
Findings.....	34
Follow the Reader Procedures.....	35
Select book carefully	35
Share one book	37
Sit side by side.....	38
Eyes on words.....	39
Smoothly underline words.....	40
Two voices.....	41
Read at a good rate	43
Enjoy reading together.....	44
Collaborative Partnerships	46
Lead reader modeling, responsibilities, and contributions.....	47
Assisted reader involvement, responsibilities, and contributions.....	50
Partner interactions.....	52
Affective elements of partnerships.....	54
Genre-Specific Experiences With Dyad Reading	59
Student definitions and preferences.....	59
Text structure and features	61
Oral summaries of books read	62
Class discussions	64
Participant Reflections on the Dyad Reading Experience	66
Participant self-perceptions as readers	66
Participant reflections on overall experience.....	67
Chapter 5.....	70
Discussion.....	70
Interpretation of Findings.....	70
Conclusions and Implications	72

Adaptations for Practice	73
Future Research.....	74
References.....	76
APPENDIX A:.....	82
APPENDIX B:.....	90
APPENDIX C:.....	91
APPENDIX D:.....	93
APPENDIX E:.....	94
APPENDIX F:.....	95
APPENDIX G:.....	96
APPENDIX H:.....	97
APPENDIX I:.....	101
APPENDIX J:.....	102
APPENDIX K:.....	103

Chapter 1

Introduction

The growth in numbers of English Learners (ELs) in elementary classrooms (Brooks & Karathanos, 2009; Calderón, Slavin, & Sánchez, 2011; Harper & de Jong, 2004) has created a pressing need for teaching practices that enable ELs to achieve optimal language and literacy development alongside peers whose first language is English. Students participating in peer tutoring have benefited from cooperative experiences and have increased their reading achievement (Almaguer, 2005; LaGue & Wilson, 2010). Dyad reading is a practice that uses peer assistance and promotes growth in reading among students whose first language is English (Morgan, Wilcox, & Eldredge, 2000) and ELs (Almaguer, 2005). Dyad reading may help less proficient readers to maintain a focus on understanding the text as their partners shoulder the primary responsibility of decoding while students read aloud together (Eldredge & Quinn, 1988).

Dyad reading is an oral reading activity based on Heckelman's (1966) Neurological Impress Method (NIM), which was originally used in a clinical setting with adults and children working together as partners. The partners sat side by side, and the adult spoke clearly into an ear of the student while they read aloud together a text at the child's instructional reading level. Dyad reading was developed by Eldredge (1988) to use in classroom settings with students working together as partners. Texts were chosen based on the interests of both students and were at any reading level, as long as the lead reader was able to decode the text. This type of student pairing enabled an entire class to engage in oral reading simultaneously, as the teacher monitored the whole class, helping keep students on task.

According to Eldredge (1988), during dyad reading, paired students sit next to each other and attempt to read aloud in unison at a reasonable rate set by the lead reader. The lead reader

needs to be more proficient than the assisted reader in overall reading ability. While reading in a dyad, the lead reader uses his or her index finger to underline words in the shared text while reading smoothly and fluently. The assisted reader attempts to decode and read orally along with the lead reader. When an assisted reader is unable to decode, the assisted reader's goal is to say as many words as possible following the modeling of the lead reader, without interrupting the flow of reading. For this study, Eldredge's (1988) conception of dyad reading was used.

Multiple benefits may derive from dyad reading. One benefit for the assisted reader is access to a broader range of texts that are beyond her or his independent reading level. During dyad reading, text choice is based on the interests of both partners and the oral reading ability of the lead reader. The assisted reader may be exposed to more interesting and more difficult texts when reading with the lead reader than when reading alone. The lead reader sets the pace while reading and the assisted reader tries to match that pace, enabling texts to be finished more quickly than the assisted reader typically would be able to do alone.

Another benefit of dyad reading for the assisted reader is the opportunity for immediate feedback. The assisted reader can ask the lead reader questions regarding word meanings or content as the need arises. Because the lead reader reads with fluency, the focus of both readers is kept on comprehension rather than decoding. A benefit to both partners during dyad reading is the opportunity for conversation and discussion about what is read, facilitating critical thinking (Theurer & Schmidt, 2008).

ELs typically have developed skills and strategies in their primary language that assist them in learning English (Collier, 1987). For example, older children who have become more proficient in their native language can apply their language skills and learn another language at a faster rate than younger children (Collier, 1987). Yet many ELs may have difficulty with topics

and associated vocabulary that are not prevalent in their native cultures or native languages (Brooks & Karathanos, 2009). Furthermore, ELs may have challenges with academic vocabulary (Brooks & Karathanos, 2009).

Increased opportunities for ELs to interact with competent English-speaking peers may offer several benefits. When informational text is selected, dyad reading may accelerate ELs' ability to understand texts with academic vocabulary. ELs may benefit by having a lead reader who models decoding strategies, pronunciation, and appropriate expression. While reading aloud together, students can improve sight word recognition and develop fluency skills (Wilfong, 2008). Progress in these areas promotes the development of reading comprehension (Reis, Eckert, & McCoach, 2008; Therrien, 2004). Reading aloud together leads to greater proficiency in oral reading, which positively affects reader confidence, resulting in increased reading enjoyment and motivation (Wilfong, 2008).

The available research on dyad reading has documented quantitatively some benefits for participating students (Almaguer, 2005; Morgan et al., 2000). These studies, however, do not yield insights on how the students themselves experience dyad reading. They may perceive the process much differently from what researchers measured. Little is known about how elementary students, including ELs, experience dyad reading, especially with nonfiction text. Student perspectives regarding the practice of dyad reading are needed.

Primary students have typically had substantially more opportunities to read fiction texts than nonfiction texts (Duke, 2000; Hall, Sabey, & McClellan, 2005; Yopp & Yopp, 2012), even though nonfiction texts become increasingly crucial in the intermediate grades when students are expected to read more informational literature (Sanacore & Palumbo, 2009). The *Common Core State Standards (CCSS) for English Language Arts* (ELA; National Governors Association

Center for Best Practices [NGA Center] & Council of Chief State School Officers [CCSSO], 2010a) emphasizes informational literature with younger students more than most previous state standards did. Students may or may not experience dyad reading in similar ways with different literary genres.

This study should contribute to the knowledge base on dyad reading by examining how selected second-grade ELs experience dyad reading using fiction and nonfiction texts. Utilizing action research (Mertler, 2009), I, the teacher-researcher, sought to describe the experiences of dyad reading from the perspectives of primary-aged ELs.

The following sections state the problem, the purpose, and the research question for this study. Limitations are then identified and terms are defined.

Statement of the Problem

Dyad reading has been found to be an effective reading practice in the primary classroom in promoting gains in overall reading proficiency (Almaguer, 2005; Eldredge, 1988; Eldredge & Quinn, 1988; Morgan et al., 2000). Third-grade ELs have demonstrated gains in reading comprehension through the use of dyad reading (Almaguer, 2005). Surprisingly, dyad reading does not seem to be widely used, although it appears to have the potential to support students at multiple levels of reading proficiency and costs very little to implement.

More research is needed on dyad reading, particularly with ELs and with different genres of text. No research on dyad reading was located in which the experiences of students were investigated reading fiction texts as compared with their experiences reading nonfiction texts. This study was designed to illuminate the dyad reading experiences of second-grade ELs, including some of the similarities and differences between genres.

Statement of the Purpose

The purpose of this study was to describe the experiences of two second-grade ELs as they participated in peer-assisted dyad reading with English-proficient partners, using both fiction and nonfiction texts. These descriptions may give educators new insights into how dyad reading affected these EL students and prompt other research that will help to clarify the role dyad reading can play in student learning.

Research Question

One central question focused the aim of this study. That question was the following: How do second-grade English Learners experience dyad reading with fiction and nonfiction texts?

Limitations

This study examined the perspectives of two participants who are ELs. It was not designed to be generalizable to a larger population. The focus was on the ELs' experiences and not on the experiences of their dyad partners or other students in the classroom. Although this study was not designed to describe the totality of the experience, findings should be valuable in providing a qualitative look at dyad reading.

Definition of Terms

Several terms essential to this study may be used in unfamiliar or specialized ways. Following are brief definitions of these terms as used in the context of the current study.

Benchmark. Often determined by local school districts, reading level benchmarks are measurable outcomes that students must reach to demonstrate proficiency in reading at their grade levels. Benchmark assessments are often administered multiple times during the school year (e.g., fall, winter, spring).

Dyad reading. Cooperative peer-assisted reading strategy in which a lead reader and an assisted reader sit side by side and read aloud a shared text in unison. Partners may or may not engage in a discussion regarding the text read. In this study, dyad reading was called *Follow the Reader* when communicating with students. This title was changed in an effort to make the activity of dyad reading approachable for second-grade students.

Assisted reader. Student who tests below benchmark and is in need of assistance in order to decode grade level texts or access difficult texts. In this study it was an EL.

Lead reader. Student who tests at or above benchmark and is designated as the reader responsible for helping the assisted reader. The lead reader models good reading behaviors, sets the rate of oral reading in the dyad, and helps to answer questions the assisted reader may have. In this study it was a proficient English speaker.

English Learner. A person for whom English is not the first language and who is in the process of learning English for success in school and society.

Folding. A technique used in creating partnerships which matches the most proficient readers with moderately proficient readers and moderately proficient readers with less proficient readers. This method roughly equalizes differences in reading levels between partners across dyads in the classroom.

Literary genres. The often controversial classification of literature based on loosely defined general descriptions, frequently allowing for fluidity and overlapping between the genres. The two main classifications are fiction and nonfiction.

Fiction. Sometimes known as narrative text, this type of literature typically tells an imaginary story.

Nonfiction. Sometimes known as expository text, nonfiction text is based on fact and is often informational, with the purpose to explain, persuade, inform, or describe.

Literature. For the purpose of this study, literature refers to multiple genres of written text. (See definition of literary genres.)

Scaffolding. In instructional contexts, scaffolding usually refers to providing students with structure (assistance, materials, etc.) they need to learn a concept or idea, but no more than they need, thus gradually helping them move toward independence.

Struggling reader. Student who tests below benchmark on district-wide accepted literary assessments.

Text complexity. Briefly defined, “The inherent difficulty of reading and comprehending a text combined with consideration of reader and task variables” (National Governors Association Center for Best Practices [NGA Center] & Council of Chief State School Officers [CCSSO], 2010b, p. 43).

Chapter 2

Review of Literature

This action research project studied the use of dyad reading as a method to assist English Learners (ELs) in their language and literacy development. Based on the limited number of studies found in the literature, dyad reading appears to accelerate progress in reading ability for both ELs (Almaguer, 2005) and their English-speaking peers (Eldredge, 1988; Eldredge & Butterfield, 1986; Eldredge & Quinn, 1988; Eldredge, Reutzel, & Hollingsworth, 1996; Morgan et al., 2000). The one study found on dyad reading with ELs included only third grade students (Almaguer, 2005). The results of available studies on dyad reading were impressive enough for this practice to warrant further scrutiny and study. In preparation for the current study, sources were examined on several topics that, when considered in the order presented, are intended to situate dyad reading within a broader context of relevant research: reading proficiency, CCSS, literary genres, text complexity, English Learners, Vygotsky's zone of proximal development, NIM, and dyad reading.

Reading Proficiency

According to Chall (1996), there are several stages of reading development through which children must progress in order to reach reading proficiency. In reporting on Chall's work, Palmer, Zhang, Taylor, and Leclere (2010) described the third stage of reading development. In this stage "reading moves beyond decoding and the slow processing of text word by word to a level of automaticity. During this stage of reading, children begin to read more smoothly, more accurately, and with expression" (p. 45). When children can read with automaticity, comprehension may increase. Pikulski and Chard (2005) developed a broader definition of this relationship: "Reading fluency refers to efficient, effective word recognition

skills that permit a reader to construct the meaning of text. Fluency is manifested in accurate, rapid, expressive oral reading and is applied during, and makes possible, silent reading comprehension” (p. 510). Wise et al. (2010) conducted a study involving 1,095 participants with results indicating “that if a child performs poorly on a measure of real-word oral reading fluency, his or her reading comprehension should be assessed because of the significant relationship between these two skills” (p. 347). Kuhn and Stahl (2003) explained further:

To ensure that readers have enough attention to understand texts adequately . . . it is necessary for them to develop decoding to the point where each word is recognized instantaneously. Once this occurs, they will have the necessary attention to focus on the sense or meaning of the text. (p. 5)

However, the link between fluency and comprehension is not reciprocal. Students with good comprehension usually have good fluency; however, students with good fluency do not necessarily have good comprehension (Quirk & Beem, 2012). Nevertheless, improving fluency appears to be a stepping stone to better comprehension. Quirk and Beem (2012) found “consistent and substantial decreases in the prevalence rates of fluent discrepant students across grade levels, suggesting that students’ reading comprehension may begin to rebound when their reading fluency rates reach proficient or advanced levels” (p. 549).

The expectations for improved reading proficiency have recently been elevated as outlined in the CCSS. Educators and students alike are tasked with rising to the challenges inherent in these expectations. It is crucial that educators identify and implement practices that are both effective and efficient in supporting student development of reading proficiency equal to these increased demands.

Common Core State Standards

The current acceptance of the *CCSS for ELA & Literacy in History/Social Studies, Science, and Technical Subjects* (NGA Center & CCSSO, 2010a) in 43 of the states, the District of Columbia, and four territories in the US has raised the bar for educators and students. The state of Utah adopted the CCSS on August 8, 2010 and is moving toward full implementation (Utah State Office of Education, 2010b).

Changes in the Utah ELA Core Standards came directly from the CCSS and include: increase in text complexity, increase in teaching nonfiction/informational texts, teaching the elements of argument, teaching with inquiry, and teaching three major writing genres each year (informational/explanatory, narrative, and argument (Utah State Office of Education, 2010b; Utah State Office of Education, 2011). The intensified focus on reading nonfiction texts may reinforce the need to establish more of a balance when teaching literary genres, especially in the primary grades.

Balancing literary genres. Younger students benefit greatly from early exposure to many different genres in reading and writing. The assignment of names for different literary genres can be complicated (Landers, 2010). For the purposes of this study, the terms fiction and nonfiction were used to identify the two main literary genres. Fiction and nonfiction classifications of literature can each contain many unique subgenres. Some texts include both fiction and nonfiction, making the task of classifying them difficult. Poetry is its own class and, according to content, could supplement the study of both fiction and nonfiction text. By reading multiple subgenres within the two main classifications of texts, primary grade students may begin to build strong familiarity with both.

Both fiction and nonfiction texts may develop academic language; however, nonfiction texts can be particularly helpful in developing content area academic vocabulary. Kelsey (2011) encouraged the use of nonfiction texts that include many captioned illustrations for ELs. ELs also benefit when a text “concretely presents vocabulary and concepts” (p. 39).

Fiction. Fiction text is sometimes labeled as narrative text. In the primary grades, beginning explorations of this text may include fairy tales, fantasy, folktales, graphic novels, historical fiction, mystery, realistic fiction, riddles, science fiction, and tall tales. Fiction texts usually have story grammar, including settings, characters, problems, and resolutions. The CCSS for ELA uses the term *literature* to refer to fiction texts. This term may be confusing to readers because the definition of literature has traditionally included multiple literary genres, not limiting literature to fiction texts only. In this study, literature is broadly defined to include nonfiction and fiction texts.

Nonfiction. Nonfiction text is often known as expository or informational text. It includes autobiographies, biographies, informational books, reference books, newspapers, magazine articles, and content area textbooks. Nonfiction literature provides a venue for answering questions that children have about the world. These texts typically require critical thinking, encourage research, and stimulate more questions. Until recent years, nonfiction text exploration has been neglected by many primary grade educators despite the growing body of research that demonstrates its known benefits for young children (e.g., McMath, King, & Smith, 1998; Ranker, 2009). Nonfiction books can support concept development and provide opportunities for young readers to transition to the extensive content area reading that is needed later in the intermediate grades (McMath et al., 1998). ELs often encounter more difficulty in making the transition from fiction texts to the typically more demanding nonfiction texts than do

their English-speaking peers (Morrison & Wilcox, 2012). Making this transition is crucial to the success of content area reading. Ogle and Correa-Kovtun (2010) stated, “Helping ELLs develop their ability to read informational texts and acquire academic English vocabulary is critical, yet there is little research to guide teachers on how best to accomplish this” (p. 533). The lack of research to facilitate nonfiction text reading is unfortunate since students in upper elementary school grades “are expected to comprehend large amounts of expository (or informational) text and related vocabulary across the curriculum” (Sanacore & Palumbo, 2009, p. 68). Meanwhile, primary grade students are “immersed mostly in narrative (or storybook) text, which is substantially different from the structure and content of informational text often found in textbooks” (Sanacore & Palumbo, 2009, p. 68). Difficult tasks associated with understanding how to read the content of each of the literary genres may be undertaken in a social context, such as dyad reading. Collaborative reading practices may facilitate progress toward improved reading proficiency with content-rich texts (Morrison & Wilcox, 2012).

Text complexity. The CCSS has brought renewed attention to text complexity. The texts necessary for independent reading after high school, in college, and related to occupations has increased in complexity over the past several decades (NGA Center & CCSSO, 2010a). Conversely, the text complexity of required readings in elementary, middle, and high schools has diminished during this same time frame (NGA Center & CCSSO, 2010a). There is a need to raise text complexity throughout all grades in order to prepare students for post-high school reading demands. Text complexity is multifaceted, involving measuring text in quantitative and qualitative ways, as well as attending to reader and task variables (Mesmer, Cunningham, & Hiebert, 2012). Students identified as struggling readers need additional scaffolding in order to

meet the increased demands of higher levels of text complexity. ELs who test below benchmark may benefit from such scaffolding.

English Learners

ELs are the fastest-growing segment of students in United States K-12 schools (Brooks & Karathanos, 2009; Calderón et al., 2011; Harper & de Jong, 2004; Ogle & Correa-Kovtun, 2010). The U. S. Department of Education National Center for Education Statistics (2013) reported that 10 percent of public school students were ELs during the 2010-2011 school year, about 4.7 million students. Although statistics may offer insight into population trends, individual student needs require individual attention. ELs should not be categorized as a group with the assumption that they have similar student strengths and weaknesses. When planning for literacy instruction, educators must reflect on the individual proficiencies of ELs, realizing that they “are not a homogeneous group; they can range from students who are emergent literacy learners in their first language to those who are proficient readers” (Lenski, Ehlers-Zavala, Daniel, & Sun-Irminger, 2006, p. 32).

For ELs, acquiring proficiency in the four domains of a native language (listening, speaking, reading, and writing) is challenging and multifaceted. Developing literacy in another language while still strengthening and gaining abilities in a first language is even more demanding. The rigorous standards of Utah’s New ELA Core increased the requirements for ELs, as all students are expected to “read a broader range of texts at higher levels of complexity” (Utah State office of Education, 2011, para. 2). For ELs to succeed academically, their instruction cannot be simple adaptations from mainstream classroom lessons. Instruction in language and literacy development for ELs must be intentional. Coleman and Goldenberg (2010) explained:

A fundamental challenge facing students who are English Learners is the interplay of oral language development—being able to speak and understand a language—and literacy development—learning to read and write the language. This interplay is especially challenging because each developmental process—oral language development and literacy development—is complex in and of itself, and each one influences the other. With English Learners, teachers have to deal with both developmental processes simultaneously, using techniques that are not generally needed with children who already speak English. (p. 107)

Research has shown that “students who are non-achieving in reading are not in a position to engage in wide reading, and they may need more guidance and support in order to develop fluency” (Pikulski & Chard, 2005, p. 517). Social learning techniques advocated by Vygotsky may help bridge some of the discrepancies found in student reading proficiencies within classrooms, including those with ELs.

Vygotsky’s Zone of Proximal Development

Vygotsky inspired the sociocultural approach for understanding the mental development of children (1962, 1978). He defined the zone of proximal development as the distance between what a child can do individually and what can be done with assistance from a more capable person, such as a parent, teacher, other adult, or more skilled peer (Miller, 2011). Children find needed support within a social context as they increase in their ability and level of competence. Miller (2011) further explained:

Learning within the zone is possible in part because of *intersubjectivity*—shared understanding, based on a common focus of attention and a common goal, between a

child and a more competent person It is important to note that intersubjectivity not only contributes to learning from social interactions but also results from these interactions. Each builds on, and contributes to, the other throughout development. (p. 177)

Collaborative learning with reading partners during both the NIM and dyad reading are practical applications of this theory. When a lead reader and an assisted reader work together to read a text, they are likely to experience intersubjectivity.

Neurological Impress Method

Heckelman (1966) used the NIM to help struggling readers. NIM is a form of unison reading that uses multiple senses and is done with a teacher and a student in collaboration in a clinical setting (Heckelman, 1966). The original steps used by Heckelman for the NIM include:

- The teacher selects a text within the student's reading level.
- The teacher sits at the student's side so that he or she can speak into the student's ear.
- The student's finger rests on top of teacher's finger as they read.
- The teacher moves her [or his] finger under each word as it is spoken.
- The teacher reads aloud slightly faster than the student reads aloud and models good fluency (chunking phrases and stopping where punctuation dictates).
- The teacher gives the "lead" to the student as the student becomes comfortable with the text. (Flood, Lapp, & Fisher, 2005, p. 149)

Heckelman (1969) reported that he first attempted NIM in 1952 with a student who had severe reading difficulties. Although the student was in the ninth grade, she was reading at a third-grade level. After working together for a total of 12 hours over a time period of 3 months, the student's reading improved three grade levels. Heckelman developed the NIM after he

remembered reading in “psychological literature that in speech problems stuttering would stop if the sound of the stutterer’s voice was fed back simultaneously into the stutterer’s ears” (1969, p. 278). He then hypothesized that similar feedback may help to replace defective reading patterns and that the voice of someone other than the subject might be used.

In 1966, Heckelman reported the results of his first experiment with NIM, which he conducted in 1961. With 24 participants, ranging from 6th to 10th grade, “a mean reading gain of 2.2 on the Gilmore Oral Reading Test” (p. 235) was achieved within 7½ hours of individual instruction over a time period of six weeks. In the same article, Heckelman reported the results of two other experiments, conducted in 1963 and 1965, that yielded similar results. These positive results led to subsequent research in the pursuit for practical application in the classroom (Eldredge, 1988; Flood et al., 2005).

Dyad Reading

A modified version of the NIM, dyad reading was developed by Eldredge (1988) to use in a classroom setting. This social learning technique was “designed to help children read books that some of them could not read by themselves” with the assumption “that by immersing children in holistic connected-reading experiences, and providing them with some reading support, they would learn to read better than by asking them to struggle through independent reading without any reading support” (Eldredge et al., 1996, p. 204). Eldredge and Quinn (1988), and, later, Almaguer (2005) used the following steps for dyad reading:

- Two students, a lead reader and an assisted reader, work together as partners.
- Partners select a text together, within the lead reader’s reading level.
- Students sit side by side.
- Students read from the same text.

- Partners orally read in unison at a normal rate, set by the lead reader.
- The lead reader uses a finger to underline words smoothly during reading.
- The assisted reader reads along with as many words as possible.

The term dyad reading originated with Eldredge (1988). The word *dyad* refers to two, a couple, or a pair. Related terms associated with two people who read together are *buddy reading*, *paired reading*, and *partner reading*. Each of these terms appears to be similar to each other; however, they are not synonymous with dyad reading. There are some minor differences between buddy reading, paired reading, and partner reading, as well as the ways educators implement these practices. These differences usually center around how partnerships are formed and how long they stay together.

Nevertheless, the emphasis here is to elaborate on the distinctions between these practices grouped as a whole and the practice of dyad reading. Eldredge (1988) designed dyad reading to be used predominantly with classroom peers, reading simultaneously. Other collaborative reading procedures are often multiage and are usually accomplished by taking turns, one partner reading a page and the other partner reading the next page, alternating throughout the text. Also, dyad reading requires both participants to attempt to read orally in unison while focusing their eyes on the text. It attempts to overcome some problematic issues that may arise if the attention and focus of the partners are not consistently on the same text simultaneously.

Dyad reading was initially studied in classrooms in the 1980s; in one year-long study, all students in experimental groups made gains in reading until they were able to read grade level materials without assistance (Eldredge & Butterfield, 1986). The subjects included 1,149 second-grade students in 24 schools in four Utah school districts. Twenty-six of the 50 classrooms used five alternating approaches that the investigators had developed. The other 24

classrooms served as controls, using district-approved basal programs. Assessments were given in early September and mid-May of the 1983-1984 school year. Pretests and posttests were administered for assessing comprehension, vocabulary, phonics skills, and reading attitudes. Students who were unable to read basal texts independently read with a more proficient peer, using dyad reading. Proficient readers, or lead readers, orally read with assisted readers until the assisted reader could read most of the text without help. The lead reader then silently read alongside the assisted reader, providing assistance when needed. These dyads were changed weekly. Findings from this study suggested that subjects taught using three of the five treatments made significant gains compared to gains with the traditional basal program. Factors other than dyad reading may have contributed to findings, such as the use of children's trade books instead of a basal and the use of explicitly taught phonics lessons. Thus, the findings of this study cannot be attributed solely to the practice of dyad reading.

In another study involving a treatment group ($N = 61$) and a control group ($N = 61$), those participating in dyad reading achieved almost a year's growth more than those not participating in dyad reading (Eldredge, 1988). All students in this study were second graders who had been classified as poor readers. Further details concerning how teachers and students implemented dyad reading were not included in the report of this study.

Morgan, Wilcox, and Eldredge (2000) examined the effects of varying the level of text during dyad reading with 51 second-grade students who were delayed in reading. The practice of dyad reading was implemented for 95 days. Results showed that all students improved regardless of the difficulty level of texts used; however, the greatest gains in reading level, word recognition, comprehension, and rate were achieved with the assisted readers who were assigned texts two grade levels above their instructional reading level during dyad reading (Morgan et al.,

2000). This study reported some generalities as to how the practice was implemented by teachers, but did not provide details as to how student pairs actually functioned during dyad reading.

More recently, Almaguer (2005) investigated the effects of dyad reading on the reading achievement of Hispanic third-grade ELs over a 9-week period. The same conception of dyad reading as Eldredge described was used during the study. The treatment group ($N = 40$) and a control group ($N = 40$) were compared. Students participated in 30 minutes of daily dyad reading in conjunction with their regular reading instructional program. Results indicated statistically significant improvements in reading fluency and reading comprehension. The investigators observed that the practice of dyad reading allowed opportunities for ELs to “receive constant modeling and feedback of correct pronunciation and intonation in reading” (p. 523) and provided a “social context of learning by receiving the one-on-one interaction, feedback, and praise often neglected in the classroom” (p. 523).

The treatment of dyad reading was implemented in much the same way in each of these studies. Some differences among studies included strategies for pairing students, time allotted for reading, and the frequency with which partnerships changed. More research is needed to identify which procedures positively affect students participating in this reading activity.

Although both NIM and dyad reading have been found to be successful methods for improving reading proficiency, research had subsided on both until recently (Flood et al., 2005). Whether these practices have continued in classrooms is unknown. Furthermore, little research has been reported involving ELs with either NIM or dyad reading. Flood, Lapp, and Fisher (2005) affirmed that the NIM, “arguably one of the easiest and most cost-effective methods of developing children’s fluency, is making a comeback after a hiatus of fifteen years” (p. 147).

The Neurological Impress Method Plus (Flood et al., 2005) extends the NIM to include elements of reading comprehension.

Current research is needed to understand experiences of ELs with dyad reading while balancing literary genres. Action research served as an appropriate methodology in allowing flexibility for implementing necessary changes immediately. Looking more closely at the way ELs experienced this collaborative practice with fiction and nonfiction texts may provide insights regarding the value of dyad reading as well as its integration in a second-grade classroom.

Chapter 3

Methods

The methods selected for this action research project supported my examination of the experiences of two second-grade ELs during dyad reading for 52 consecutive school days. Fiction texts were read during the first half of the study, and then, nonfiction texts during the last half. Partnerships were created based on oral reading fluency and comprehension achievement as measured by the *Developmental Reading Assessment—Second Edition* (DRA2; Beaver & Carter, 2006), which was administered just prior to the implementation of the current study. This assessment is mandated as a regular part of district-wide literacy assessment procedures for elementary grade students. Lead readers in partnerships were English-proficient peers and selected based on scores from the DRA2 so that participants had a partner who had a reading proficiency at or above benchmark.

During the time the whole class participated simultaneously in dyad reading, the teacher-researcher facilitated the process and recorded insights gained during observation. These insights provided data for later use in finalizing anecdotal notes each day.

Qualitative methods were used in this study. These methods have been described in detail under the following headings: context, participants, design, procedures, data sources, and data analysis.

Context

This study took place in an elementary school located in Utah. School population during the 2013-2014 school year was approximately 1,300 students. There were seven second-grade classes. Student ethnicity during the 2012-2013 school year was 87% White, 8% Hispanic, 2% Asian, 1% Native American, 1% Pacific Islander, and 1% Black; 4% of the K-6 student body

was identified as ELs. During the 2012-2013 school year, 26% of the student body was eligible for free or reduced-rate lunches (Tillman, T., personal communication, August 13, 2013).

This school has a modified extended day schedule for first through sixth grades. This schedule allows for small group instruction in literacy at the beginning and end of the school day, during which about half of each class is in attendance. Students attending school from 8:00 a.m. to 2:15 p.m. are in Track A. Students attending school from 9:15 a.m. to 3:30 p.m. are in Track B. Students receive literacy instruction as a whole class throughout much of the school day in addition to their Track literacy hour instruction, when there is a more intensified focus on individual needs. The recommended daily schedule by the state suggests 3 hours of literacy instruction, including: modeled practice, shared practice, guided practice, independent practice, a foundations mini-lesson, and writer's workshop. Additional opportunities to interact with literature, e.g., teacher read-alouds, independent silent reading, and dyad reading, are typically interspersed throughout the day.

In the second-grade classroom of this study, there were 28 students, 18 male and 10 female. The majority (79%) of students in the classroom were White. Six students (21%) were Hispanic, with no other minority groups represented. Fourteen of the students read below benchmark during the fall DRA2. Four students were classified as ELs.

Participants

The participants in this action research study were second-grade ELs with ages ranging between 7 and 8 years. During this study, they were engaged in the practice of dyad reading. Although participating students were paired with classroom peers who were proficient in English, only the ELs were included in the study. There were 9 ELs in the entire second grade during the 2013-2014 school year. The principal facilitated the placement of four potential

student participants in my class, two of whom were selected for this study. These two students were selected as participants because they were both reading below benchmark with similar scores and both were assigned to the regular classroom for the majority of the school day. One is male, and the other, female. Both participants were given the DRA2 during the first month of second grade, with scores indicating the same reading level of 3. According to the DRA2, this level is equivalent to expectations for the beginning of grade one (Beaver & Carter, 2006). The DRA2 was administered again in January, just prior to the start of data collection, with participant scores of 6 and 4, still well below grade level. The school district benchmark for this time of year in second grade is 28. January levels were used to establish partnerships. (For an explanation of the DRA2, including the criteria for reading levels, see Beaver and Carter [2006].)

The reading proficiency of ELs in this school is also assessed by district specialists using the Utah Academic Language Proficiency Assessment (Utah State Office of Education, 2010a). The Utah Academic Language Proficiency Assessment, which is administered semiannually, includes assessments of speaking, listening, reading, and writing. Based on assessment scores from Spring 2013, EL students were classified into proficiency levels: pre-emergent, emergent, intermediate, or advanced. Of the nine ELs entering second grade in Fall 2013, Spring 2013 testing results indicated that two students had become proficient enough in English to be considered advanced and required only monitoring by the district at that time. These students were not considered for participation in this study. The remaining seven students, which included the two participants, qualified for Alternative Language Services provided by the district. This qualification meant that, in addition to their regularly scheduled literacy lessons, these seven students should have spent at least 30 minutes every school day in a small group lesson to develop and practice skills involved in listening, speaking, reading, and writing

English. The two participants met only twice weekly for 20 minutes in a small group with a district EL specialist. At the time of this study, neither of the participants qualified for special education services. They were both considered emergent in their English proficiency level and spoke Spanish as their first language. Parental and student consent forms were provided in both English and Spanish (see Appendix A).

Participant EL A . EL A, one of the two subjects in this study, is the youngest of five children in his family. He has two sisters, ages 22 and 19 at the time of the study, and two brothers, ages 22 and 17. Both of his parents are from Mexico and speak Spanish the majority of the time in the household. His mother used the assistance of EL A's older sister to help translate during Parent/Teacher Conferences. EL A was a quiet second grader who seldom needed reminding to focus on his work or behave appropriately in class. He typically did not voluntarily engage in class discussions or ask questions, but was cooperative when asked to do so. He appeared to get along well with others and had many friends. EL A was attentive and appeared eager to do well in school. His midyear DRA2 assessment, administered just prior to the beginning of this study, indicated that he was reading at early first grade level. These results signified a need for additional help in reading as well as support while reading in other subjects.

Participant EL B. EL B is the older of two children in her family. She has a little brother. Her mother indicated that she speaks mostly English in the household, although both parents' first language is Spanish. Her mother is from Chile and her father is from Argentina. EL B was very verbal and loved to socialize with classmates, sometimes necessitating a reminder to focus on her work. She was friendly, enjoying time with friends during recess. EL B was good natured and smiled freely. She appeared to want to do well in school and exhibited the motivation to do so; however, she struggled with reading and mathematics throughout the school

year. When participating in class discussions, EL B would often make comments that were unrelated to the topic. Her midyear DRA2 assessment, administered just prior to the beginning of this study, indicated that she was reading at early first grade level. These results signified a need for additional help in reading as well as support while reading in other subjects.

Teacher-Researcher. I am the teacher-researcher who conducted this study. At the time of this study I had taught a total of 6 years: 1 year in the late 1980s and 5 years more recently. I taught fifth grade for 2 years and second grade for 4 years as the regular classroom teacher. Between full-time teaching assignments in Utah, I substitute taught in Washington State for 4 years. Data collection occurred during my seventh year of teaching full-time, my fifth year of teaching second grade.

I served as the Literary Liaison for the upper grades during the 2008-2009 school year, receiving district training on implementing the DRA2 and helping to establish the guided reading library in our school. After completing coursework toward a master's degree, I completed requirements for a Utah State Reading Endorsement. During the 2011-2012 and 2012-2013 school years, I was the second-grade teacher responsible for providing additional instruction for ELs. I received support and training by a district specialist during this time. Students who did not test at the fluent level on the Utah Academic Language Proficiency Assessment (Utah State Office of Education, 2010a) were included in this group, which met for one half-hour daily.

During my graduate coursework, I encountered an article about dyad reading that intrigued me because the findings were impressive. It appeared to provide an effective and systematic way to help all children in a classroom improve their reading proficiency while accelerating the progress of students who were struggling. I immediately wondered why it seemed that so few teachers were acquainted with this practice. I wanted to try dyad reading

myself to learn more about it as a way of augmenting my efforts in the classroom. I was also eager for my students at that time to reap the benefits of sharing authentic literature with peers. That trial period convinced me that I should study dyad reading through action research as the subject of my master's thesis.

Design

This qualitative study applied the action research cycle. The cyclical process of action research enabled continual research and development to occur. Adaptations were made as they were needed and happened throughout the action research cycle, which included developing an action plan, identifying an area of focus, collecting data, and analyzing and interpreting data (Creswell, 2008). Action research allowed me to make immediate changes based on observations and feedback from students, which improved the study without compromising the integrity of it. Through action research, teachers are encouraged to think more deeply about their practice and find solutions for their challenges (Mertler, 2009). Through their efforts, teachers can improve their students' learning and their own professional performance simultaneously (Creswell, 2008). This type of methodology is well suited for immediately implementing ideas and strategies in response to student needs. The intent was to optimize student learning while investigating the research question: How do second-grade English Learners experience dyad reading with fiction and nonfiction texts?

Procedures

Students were explicitly taught how to execute dyad reading during a single lesson of about 20 minutes. A quick review on dyad reading occurred each day before students engaged in the activity during the first week. Additional instruction was given as needed in following weeks. Students watched as I modeled the strategy. Students discussed possible advantages and

challenges of dyad reading. Expectations for students during dyad reading were emphasized, including: select book carefully, share one book, sit side by side, keep eyes on words, smoothly underline words being read, use two voices, read at a good rate, and look for ways to enjoy reading together. Copies of the Dyad Reading/Follow the Reader Poster (see Appendix B) were posted to remind students of their responsibilities during dyad reading. Students were assigned partners at the end of the lesson and were given the opportunity to begin reading together immediately. The scheduled time for students to engage in dyad reading every school day was from 11:00 a.m. to 11:15 a.m., for about 15 minutes immediately prior to lunchtime.

Partners in each dyad initially agreed upon the literature selection to be read. Eventually, each partner took turns choosing a book, thus allowing for individual interests and expediting text selection. The level of difficulty of text was not specifically monitored, but lead readers were instructed to choose books that they believed they were capable of reading. Lead readers were taught to preview books quickly and to read a page somewhere in the middle of a potential book to decide if it was just right for them by using the five finger rule (Morrison & Wilcox, 2012). If they could read a page making fewer than five errors, it was assumed that lead readers were able to decode words for the assisted reader while reading together.

Although book logs were not a component of the original procedures, they were added during the third week of the study. Book logs provided a record of fiction and nonfiction book selections and helped with student accountability. The first 26 days of dyad reading focused on reading fiction texts. The last 26 days focused on reading nonfiction texts.

Students were introduced to the classroom library and the school media center prior to the study. They were familiar with how to find fiction books and nonfiction books, asking for help from the media specialist and me when necessary. In preparation for implementing this study,

the classroom library had been divided between two separate bookshelves. One bookshelf was designated for fiction, and one bookshelf was designated for nonfiction. An additional bookshelf displayed covers of books in the genre being read during dyad reading.

Books were checked out from the school media center and from the public library system throughout this study. These were included in the classroom collection. Selections were guided by topics within the content area instruction in science, social studies, mathematics, and literacy. Books that were checked out were either spread out on a classroom counter or displayed under the whiteboard, by setting them on the carpeted floor and tilting the books against the wall. Students were able to quickly see the covers of the books, check to see if the books were the right level for lead readers, and make their selections.

Data Sources

The DRA2 was administered prior to the study to determine student reading levels for establishing partnerships. I did not use these data for any other purpose in the study. Qualitative data were collected over an 11-week period that included 52 school days, beginning February 10, 2014 and ending May 1, 2014 (see Appendix C). The duration of the study was decided after considering the duration of the quantitative studies on dyad reading, which varied from nine weeks (Almaguer, 2005) to a year (Eldredge & Butterfield, 1986). No study could be found that specifically examined the experience of dyad reading from the student perspective; therefore, there was no precedent to follow. A decision was made based on my classroom experience as an educator. Participant attendance was tracked throughout the study.

Qualitative data sources consisted of video observations, student interviews, weekly dyad observations, and anecdotal notes. As the teacher-researcher, I gathered all of these data. Video observations were intended to collect data regarding how students read and interacted during

dyad reading, providing me an opportunity to review the data multiple times. Student interviews allowed students to vocalize how they perceived the practice of dyad reading, including its challenges and benefits. Weekly dyad observations enabled me to view each partnership to evaluate the productivity of the dyad and to offer feedback. Anecdotal notes and weekly written reflections provided an opportunity to analyze what occurred during dyad reading. Weekly written reflections allowed me to express thoughts and insights that informed dyad reading instruction with ELs.

Developmental Reading Assessment—Second Edition. Prior to selecting participants and collecting data for this study, dyad partnerships were determined based on student performance on the DRA2. The purpose of the DRA2 is to assess reading engagement, oral reading fluency, and comprehension (McCarthy & Christ, 2010). During this assessment, students complete a reading engagement survey prior to reading aloud from a book. For students who have difficulty writing survey answers, the teacher orally interviews and records their answers. After students read aloud, they are scored on their oral reading rate and accuracy. Students are then asked to retell the story and answer several comprehension questions, either orally or in writing, depending on the level of text. Teachers analyze responses according to a DRA2 rubric that determines the independent, instructional, and frustration reading levels of each student in fiction at all levels of assessment and in nonfiction for designated levels. Fiction levels were used for this study because they were available for each level assessed.

The participants were given the DRA2 during the first month of second grade, with scores indicating the same reading level of 3. According to the DRA2, this level is equivalent to expectations for the beginning of grade one (Beaver & Carter, 2006). The DRA2 was administered again in January of second grade, just prior to the start of data collection for this

study. January scores were used to establish partnerships. At that time, the school district reading level benchmarks for second grade were 20, during Fall Window (first 20 days of the school year); 28 during Winter Window (first 20 days after winter break); and 30 during Spring Window (days 140-160). These district benchmarks are slightly higher than benchmarks set by DRA2. Students who reach benchmark are considered to be on course for their age and grade level. Students who do not reach benchmark are considered struggling students who require additional reteaching and practice. (For an explanation of the DRA2, including the criteria for reading levels, see Beaver and Carter [2006].)

Students were partnered through folding (see Appendix D), a grouping technique used to match the most proficient readers with moderately proficient readers and moderately proficient readers with less proficient readers. Based on instructional reading levels from the DRA2 assessment results, students were assigned a class ranking, with 1 being the ranking of the student receiving the highest score on the DRA2 and 28 being the ranking of the student receiving the lowest score. The rate of oral reading delineated by words per minute determined rankings when students read on the same instructional reading level. Student 1 was paired with Student 15; Student 2 was paired with Student 16, and so forth. One student was out of the classroom for the first half of each dyad reading session, necessitating the need for one group of 3 students. When the student returned to class, he joined a pair of readers, forming another group of 3 students. When a student was absent, temporary adjustments to partnerships were made. The intent of this method of pairing was twofold: to minimize extremes between reading proficiencies in partnerships, and to allow moderately proficient readers opportunities to be lead readers (see Appendix D). In addition, for the purpose of this study, attention was given to insure that ELs were not placed with other ELs in order to eliminate additional variables.

Dyad reading teams were designed to remain intact during the entire study unless circumstances (e.g., inability to get along, lack of initiative) warranted a change. Temporary changes to partnerships occurred in cases of absences. The continuity of partnerships was intentional so that the practice could be closely examined. The goal was that all partnerships created were mutually beneficial. No permanent changes in partnerships were necessary during the study.

Video observations. Participants in this study were each videotaped and observed while dyad reading on six different days for a total of approximately 90 minutes. The Video Observation and Student Interview Schedule–Fiction (see Appendix E) and the Video Observation and Student Interview Schedule–Nonfiction (see Appendix F) designated the days of the study when each dyad partnership was videotaped. The schedule was developed so that participants could be observed during the regularly scheduled dyad reading time of 11:00 a.m. to 11:15 a.m. Each dyad was observed on a different day from the other dyads so I could focus on interviewing one participant per day on the student interview days. Because the days for videotaping each EL were in sequential order, participants who had not been observed yet participated in independent silent reading instead of dyad reading to maintain authentic experiences for observing first days of reading together in each genre. Both participants were scheduled to take part in dyad reading for the same number of days, understanding that student absences could occur. Additional considerations are delineated in the Video Observation Protocol (see Appendix G).

Student interviews. Student interviews were conducted with each of the ELs on their first and last days with each literary genre. Interviews were videotaped and occurred as indicated on the Video Observation and Student Interview Schedules (see Appendix E and Appendix F), or

the day the participant returned when that student was absent on the scheduled day. The interviews consisted of 10-17 questions related to dyad reading, with the number of questions varying according to student responses (see Appendix H). The duration of these interviews varied, with interviews typically lasting 10 minutes in length. During student interviews and when communicating with students about dyad reading, I referred to dyad reading as Follow the Reader.

Weekly dyad observations. The two dyad partnerships that included EL participants were observed by the teacher-researcher every 4 days for 5 minutes during whole class dyad reading. I informed each dyad partnership that I would be observing them while they read to see how they were working together and to offer feedback on how they might improve during their time spent together. In order to remain as discreet as possible and not disturb the dyad partnership while observing, I sat a short distance across from the students and took handwritten notes on a *Weekly Observation Checklist* (see Appendix I), which was on a clipboard. At the conclusion of my observation, I gave the students feedback on my evaluation of the quality of their interactions and how effectively they were using their time together during dyad reading. Suggestions for improving the dyad reading process were made as needed. I watched for instructional needs that emerged and addressed them in whole group or small group instruction outside of dyad reading time.

Anecdotal notes. I kept anecdotal notes on each day of the study, recording overall study implementation and observations of the dyad reading experiences in general. Ideas for improvements were noted, and changes were made accordingly. The anecdotal notes served as a means to document the evolution of the dyad reading experience for the two ELs, other students, and the teacher-researcher.

Weekly written reflections. Anecdotal notes were reviewed and summarized on a weekly basis. These weekly written reflections helped to illuminate the ongoing dyad reading process and identify major themes.

Data Analysis

Based on Creswell's (2008) theoretical framework for action research and using Stringer's (2007) graphic for implementation (see Appendix J), the data were analyzed in a cyclical fashion. Analysis typically occurred on a daily basis, with all data being analyzed shortly after they were gathered. Video observations, student interviews, weekly dyad observations, anecdotal notes, and weekly written reflections were examined. Each element of the data set was read or viewed holistically, then analyzed multiple times for codable segments. Codes were developed as they emerged from the data, and the data were revisited in view of emerging codes. One other researcher coded independently and compared codings until inter-rater agreement was clearly established. The overall dyad reading experiences of both EL participants were described, as were their experiences while focusing on fiction texts and their experiences while focusing on nonfiction texts.

A review of coded data was conducted periodically to determine possible themes, patterns, and relationships. Systems for organization of data were established and improved as data were collected. Modifications to interview questions and other data collection procedures were made as needed.

Chapter 4

Findings

The purpose of this study was to describe the experiences of two second-grade ELs as they participated daily in peer-assisted dyad reading with English-proficient partners, first using only fiction texts, and then using only nonfiction texts. The participants experienced dyad reading as members of a second-grade class consisting of 28 students, all of whom were involved simultaneously. The dyad reading experience was called Follow the Reader in my classroom. Study participants were assisted readers, working interactively with their assigned lead readers within collaborative partnerships. Their experiences with dyad reading were studied over a period of 11 weeks.

The findings were organized according to the following subheadings: Follow the Reader Procedures, Collaborative Partnerships, Genre-Specific Experiences With Dyad Reading, and Participant Reflections. When referring to the student participants and their partners, the two members of one partnership were English Learner A (EL A) and Lead Reader A (LR A). The members of the other partnership were referred to as English Learner B (EL B) and Lead Reader B (LR B). Data sources were cited with the date of data collection. The following acronyms signify the data source: Student Interviews (SI), Video Observations (VO), Weekly Dyad Observations (WDO), Anecdotal Notes (AN), and Weekly Written Reflections (WWR). The experiences of each second-grade EL participant were described primarily from his or her perspective, with some observations from me, the teacher-researcher. In order to be authentic in my reporting, I have deliberately chosen to allow the students' own words to describe their experiences whenever possible.

Follow the Reader Procedures

The Follow the Reader procedures (see Appendix B [Morgan, 1997]) used for this study included select book carefully, share one book, sit side by side, eyes on words, smoothly underline words, two voices, read at a good rate, and enjoy reading together. Each procedure was initially taught to the students, modeled, and reviewed as needed. These procedures became common vocabulary when discussing Follow the Reader.

Although not included in the formal list of dyad reading procedures, and not addressed in the available literature, class discussions became an integral part of the Follow the Reader experience. We established a routine of meeting at the front of the room each day to begin Follow the Reader. During this time I gave instruction, we set goals for the day, we shared what was going well, and we discussed what could be improved during Follow the Reader. These discussions were designed to help students focus and think about what they could do to help their partnership each day. We read the Follow the Reader poster together, eventually adding hand movements to go along with each procedure. Then, I would usually say, “On your mark, get set, read!” At the end of Follow the Reader, students would put chairs and books back where they belonged, and then they stood by their chairs for a few minutes before they went to lunch while we quickly discussed some of the texts read or followed up on the specific goal that we had for that day.

Select book carefully. In the early stages of the study, books were selected as a partnership. Some partnerships had a difficult time making decisions and took a long time to begin dyad reading. Eventually, partners were told that they could take turns choosing books. This adjustment helped to eliminate some disagreement, enabling students to get situated faster.

Books needed to be chosen carefully since the level needed to be appropriate for the lead reader and of interest to the partnership. EL A and LR A were able to cooperate while choosing their books throughout the study. EL A mentioned that he liked the books that his partner chose (SI 4/30/14). EL A never reported any conflict with his partner about book selection.

Early in the study, EL B and LR B were having a difficult time decoding the words in a book (AN 2/12/14). I suggested that the lead reader find a different book that was a little easier for her to read. On one occasion when I was observing, LR B said that she thought her book was too hard for them because she did not know enough of the words (AN 3/24/14). EL B agreed with her lead reader, so they went together to exchange books. In this case, LR B demonstrated her ability to monitor the level of text difficulty during the reading process.

Partnerships were encouraged to choose their books quickly and begin reading as soon as possible. Throughout the study, EL A and LR A were able to choose their books quickly, which helped them to use the majority of their time for reading. I spoke with EL B and LR B when they were taking a long time selecting a new book (WDO 2/24/14). As a class, we talked about taking only the time needed in selecting books and using most of the time to read. LR B told me that she tried to think of a book, or even two books, ahead of time so she could choose books quickly (AN 4/2/14). Students needed encouragement, not only to set up quickly at the beginning of dyad reading, but also to exchange books quickly once they finished a book. Sometimes a book, or multiple books, could be read during one session of Follow the Reader. Longer books took several sessions of Follow the Reader to finish.

Student engagement in Follow the Reader was heightened on days when I had newly checked out library books from the public library or the school media center. I checked out 50 books at a time from the public library each month, reserving half of the books in a box for two

weeks before displaying them. I checked out about 25 books from the media center every two weeks. I would spread the books out on the table and on the counter, or lean them against the front wall. With the covers and titles easily viewed, I was hopeful that students could make their selections quickly and begin reading right away. I used the class discussion prior to reading as a time to show students new books that would be available to be read. After reading mostly picture books, some students asked about reading chapter books (AN 2/13/14). I told the class that it would take a long time to read a chapter book during Follow the Reader, since we were reading 15 minutes each day. We decided to read shorter books that could be finished in a day or two in order to allow for a larger variety of texts within a genre (AN 2/13/14).

At the beginning of the study, students chose their seats for dyad reading daily. EL B reported, “We always pick a spot to read and then we start reading” (SI 5/1/14). Soon after, I assigned seats for partnerships, as I realized that students could set up faster if they did not have to figure out where they were going to sit each day. Establishing and adhering to routines seemed to help Follow the Reader run more smoothly.

Share one book. As the study progressed, the way in which students shared their book evolved. Students needed to place the book between them so that the printed text on the pages of an open picture book was equally shared and seen by each partner. Sometimes the illustrations covered much of each page, and the text was in an upper corner. In such cases, the book had to be shifted in order to accommodate the various placements of the text on the page.

Throughout most of the study, EL A and LR A did not seem to struggle with sharing books. They shared in such a way that both partners could see the text being read. On the first day of dyad reading, I noticed that EL A was not able to see the text very well. I moved the book a little so that he could see it better (AN 2/10/14). During one observation, Lead Reader A

shifted the book so that the words were always between her and EL A (WDO 3/13/14). This type of awareness made seeing the text easier for EL A and probably helped to minimize his need to stand rather than sit or his frustration in trying to see the text.

EL B and LR B had to work on sharing one book. EL B appeared restless at various times, as she stood, or leaned on the table (AN 2/18/14). What LR B may not have realized was that the placement of the book made it difficult for EL B to see the text, and she was standing in an effort to see better (AN 2/24/15). I asked LR B to move the book when I noticed that it was right in front of her and EL B was standing to see the words (AN 3/12/14). As they read more together, LR B became more aware of the need to place the text in a more central position to help EL B.

Sit side by side. Understanding the need to sit side by side appeared to be directly connected to how well partnerships shared the book. When EL A was asked what he did well during Follow the Reader, he said, “Um . . . sit side by side and eyes on words” (SI 3/18/14). When asked the same question at the end of the study, EL A gave a similar answer: “Sitting side by side and reading the words [using two voices]” (SI 4/30/14).

During a weekly observation, LR B reminded EL B to sit down twice (WDO 2/24/14). It appeared that EL B was trying to see the words. When the text was too far away to see, EL B often stood to see the words (VO 2/28/14). Sometimes EL B sat too far away from LR B. Toward the middle of the study, EL B indicated that the hardest Follow the Reader procedure to do was sitting side by side (AN 3/18/14). By the end of the study, EL B said, “I did well by sitting side by side” (SI 5/1/14). Lead readers did not always seem sensitive to the needs of their partners in regard to ease in seeing text.

Eyes on words. Looking at the words of the text was an expectation for both partners. Lead readers were responsible for reading orally every word in the text, whereas the assisted readers were to read or repeat as many words as they could. Sometimes assisted readers would take their eyes off of the words and repeat what they heard, not read what they saw. With illustrations and other text features on the pages of the books, assisted readers were sometimes distracted from keeping their eyes on the words. The emphasis on looking at the words may have diminished the importance of using pictures and other text features to facilitate comprehension and reading enjoyment. When lead readers did not share the book or underline words properly, assisted readers may have encountered difficulty in keeping track of where they should be focusing.

During a weekly observation, EL A kept his eyes on the words appropriately (AN 3/13/14). As mentioned previously under the procedure, sit side by side, EL A viewed keeping eyes on words as one of his strengths (SI 3/18/14). EL A consistently looked at the words during dyad reading. LR A did not report any difficulties with EL A regarding this expectation.

When EL B was asked what she did well during Follow the Reader, she explained, “We collect a book and I just look at the words when she was, like, reading the words like, get a piece, um, a glass and stick it to my eyes and she, and I get to follow the words” (SI 5/1/14). From this comment, EL B seemed to think of the phrase “eyes on words” literally. However, this was not a skill that she consistently demonstrated throughout the study. At the beginning of the study, EL B seemed to stay focused on reading most of the time (AN 2/12/14). Later in the study, EL B appeared to be repeating what she heard but not looking at the words (VO 2/28/14). During one weekly observation, EL B rarely looked at the words (AN 3/14/14). She was looking at the pictures most of the time and not reading or repeating the words. When I asked EL B why she

was not looking at the words, she did not have an answer. I asked her to try to read along the next time. Another time, I noticed that EL B was not focusing on words so I asked her to make sure to look at them (AN 3/18/14). She nodded and said that she would.

Smoothly underline words. The skill of smoothly underlining words may not come naturally to a lead reader; it required repeated modeling throughout the study. Lead readers were asked to sit next to their partners so that the index finger they were going to use to underline was on the hand closest to their partner. I occasionally asked lead readers to raise their hand that was being used to underline so that I could quickly check to see if they needed to change seats.

LR A had some difficulty with the skill of smoothly underlining words. She would place her finger under the word, but down an additional line or two (WDO 3/5/14). At one point, she crossed her middle finger over her index finger while using her index finger to underline (AN 3/5/14). EL A expressed that knowing which word to read was difficult or confusing at times. After observing LR A struggling with this skill, I modeled how to smoothly underline words. We practiced together until it was clear that she understood what she needed to do differently. During most subsequent observations, LR A demonstrated improvement while underlining words, although she was not always consistent in the way she underlined words (AN 3/7/14). She sometimes put her finger a couple of lines below the line she was on or placed her finger loosely near the text but not under the word she was reading (AN 3/7/14). She may have found the task of giving attention to smoothly underlining words on a consistent basis tedious and unnecessary for her own reading. When later asked during a class discussion what was hardest for students and their partners, EL A, an assisted reader, indicated that smoothly underlining words was (AN 3/18/14). During his student interview later that same day, I asked EL A what I could do, as his teacher, to help him during Follow the Reader and he said, “Umm . . . smoothly

underline words because whenever I'm reading with [LR A], she kind of, um, messes up" (SI 3/18/14).

LR B was able to smoothly underline words much of the time. There were some exceptions to this procedure, but they were not ongoing problems. Although undocumented in the data, LR B once tried underlining words with her elbow instead of her index finger. A few other times, she held her index finger sideways and not smoothly (VO 3/19/14; VO 4/21/14). These modifications may indicate that smoothly underlining words causes fatigue over time, and more so if the reading period is long.

Two voices. The expectation was that lead readers read aloud every word and that assisted readers read aloud or repeated as many words as they could. Reading with two voices could not be accomplished at all times because assisted readers could not be expected to read every word of difficult texts and at the faster reading rates set by their lead readers. They were, however, expected to focus on the words and attempting to read aloud.

The noise level in the classroom during dyad reading indicated that there were many students reading aloud, which was expected but also problematic. Sometimes the noise level made it difficult to hear each other in partnerships, which made it harder for assisted readers since they could not repeat words if they could not hear them. Before dyad reading on the eighth day, I asked the whole class what was going well and a student said, "We are reading with two voices" (AN 2/20/14). When I asked students what needed to improve, I was surprised that nobody mentioned the noise level to be a problem. As the teacher-researcher, I was sensitive to providing the conditions for the optimal experience for all students. Classroom noise level was something that required balance, allowing for students to speak up while reading so their partner could easily hear them, but not louder than necessary so nearby partnerships could continue to

hear each other. As the study progressed, students became much more aware of the level of noise in the classroom (AN 2/26/14; AN 3/27/14). Reducing the noise level became a recurring topic of conversation during our class discussions, although there was a trend toward improvement over time. (AN 3/27/14).

On the first day of the study, EL A was not reading very many words aloud (AN 2/10/14). The following day I talked with EL A about speaking louder so his lead reader could hear him (AN 2/11/14). Later on, when he could not repeat the exact words, EL A at least attempted to say the words, although he was speaking very quietly (WDO 2/14/14). While reading with his partner the next week, I noticed that EL A was still difficult to hear (2/19/14). I reminded him that he needed to speak louder so that his partner could hear him and he said that he would. During part of his first videotaped observation, EL A listened as LR A read, but did not read aloud himself (VO 2/27/14). Another time, EL A read some of the words aloud (AN 3/5/14). He also moved his lips and attempted to say many words. EL A improved at reading aloud with his partner, reading many of the words, repeating them, or at least mouthing them (AN 3/13/14). EL A often used his voice and was focused on the activity, even when the text had nonsense words or was difficult to decode (AN 3/18/14).

During the first observation of EL B, I found that she was not able to enunciate a lot of words but attempted to read the entire time (AN 2/18/14). LR B mentioned that she could not really hear EL B and that she was already reading much more slowly to try to help. I talked with EL B and asked her to speak a little louder. When observed two weeks later, LR B was reading at a faster rate, and EL B was not able to read or repeat very many words (AN 3/6/14). LR B told me that she was not able to understand the stories very well when they first started reading together because they were reading very slowly. EL B seemed to be focusing less on the words

while her lead reader was reading (AN 3/19/14). While observing EL B and LR B, I thought that the reading rate needed to slow down a little so that the lead reader could be better understood and heard (AN 4/2/14). We discussed the importance of the lead reader slowing down enough so she could speak clearly.

In order to have two voices heard during dyad reading, the lead reader and the assisted reader needed to be focused on the reading activity, with their eyes looking at the words. The lead reader needed to speak clearly enough for the assisted reader to distinguish words in order to repeat them. This expectation was difficult for participants to meet consistently.

Read at a good rate. The task of establishing a good reading rate was difficult for lead readers and was discussed frequently as a whole class. Adjustments to reading rate needed to be made so that partners heard each other and assisted readers had the opportunity to read or repeat some of the words. Lead readers were to set the rate but needed to consider a rate that was appropriate for shared reading.

During the first week of the study, LR A adjusted her reading rate to one that was a little slower to accommodate her partner (AN 2/14/14). EL A's reading was slightly delayed behind his lead reader, and he was able to read more of the words than on the first day they read together. By the next week, EL A had made good progress in the area of keeping up with his partner (AN 2/21/14). Throughout the study, LR A seemed able to set a reading rate that worked well for their partnership. On one occasion, LR A's reading rate was very fast and, without prompting, she slowed down (WDO 4/18/14). Neither EL A nor LR A reported reading rate as a challenge during dyad reading.

LR B and EL B had a reoccurring challenge regarding reading rate. At first, EL B seemed to be able to keep up with her partner (WDO 2/18/14). Then, the reading rate being set

by LR B increased, and, although EL B's eyes were focused on the words, she was not reading aloud or repeating very many words (WDO 3/6/14). When I talked with them about the reading rate, LR B said that it was hard to understand the story when they read too slowly. I encouraged her to try to find a good rate that was not too fast and not too slow. During subsequent observations, EL B varied in her ability to read or repeat words (WDO 3/27/14; WDO 4/2/14). Even when the reading rate seemed to me to be moderate and appropriate for the partnership, EL B said her partner was reading too fast (WDO 4/2/14). Throughout much of the study, LR B struggled with finding a rate that worked for both of them. LR B mentioned that she had to slow down quite a bit for EL B to read along (AN 4/15/14). During one observation, I noticed that LR B had slowed down the reading rate and EL B was trying to read every word (WDO 4/23/14). When I discussed the reading rate with the partnership, LR B said that she had slowed things down to help EL B more and she had realized that she could still understand what they were reading.

About a week later, LR B and EL B came to me and told me that EL B was "doing awesome" (AN 4/28/14) and was able to read most of the words. LR B said that she had been challenging EL B and that she had really improved (AN 4/28/14). I concluded that lead readers were often trying to strike a balance between reading slowly enough so the assisted reader could read along and reading fast enough to keep their own interest, as well as to finish the book (AN 4/28/14). Oral reading slows down the reading of most students, compared to silent reading, and may require more proficient readers to pace themselves deliberately while reading with partners. (WWR 5/1/14).

Enjoy reading together. The enjoyment of reading together during dyad reading was demonstrated by cooperation in executing the Follow the Reader procedures in order to focus

primarily on understanding and enjoying the various texts being read. These social learning opportunities encouraged student interactions in response to the text.

EL A and his partner were able to quickly establish a mutually satisfying working relationship during dyad reading. They appeared very cooperative and were reacting to what they read (AN 2/20/14). Even so, when asked what he could do better, EL A said, “Um . . . enjoy reading together” (SI 3/18/14). Throughout the study, EL A and LR A were almost always on task, seemed eager to get started reading, interacted respectfully with each other, were positive about their partnership, shared ideas with each other, and genuinely seemed to enjoy their time together. After observing them during dyad reading one day, I recorded, “They were working very well together and were highly engaged in shared reading” (AN 3/26/14). While reading, EL A and LR A sometimes laughed together (AN 4/25/14). LR A seemed eager to share additional knowledge or interesting books with EL A. She once traded books with a partnership across the table during a weekly observation so that she could show EL A something she had already seen and thought was “something really cool” (AN 4/1/14). It was a picture of a snowflake at actual size, and then another picture of the same snowflake but enlarged.

EL B and LR B overcame various challenges in their partnership in establishing a more cooperative relationship. The challenges may have affected both LR B’s and EL B’s enjoyment of dyad reading at times. LR B made adjustments to how she shared books and to the reading rate throughout the study until the very end of the study, when she mentioned that EL B had really improved with her reading (AN 5/1/14). LR B said that she had been trying to help her. She appeared satisfied and that her efforts had been worthwhile. EL B and LR B seemed to enjoy reading together at various times throughout the study, as they chose books together and were excited to learn new things while reading nonfiction books.

The Follow the Reader procedures were intended to help students prepare for and engage in dyad reading systematically. The goal of dyad reading was not simply to keep students busy decoding the text. Students engaged in collaborative oral reading as a means for achieving the higher purpose of understanding and enjoying a variety of literature together. I made an entry in my anecdotal notes regarding what I wanted to emphasize:

I am trying not to get too caught up in the mechanics of implementing dyad reading. I try to step back mentally and ask myself what dyad reading can offer the students and if I am focusing on the right things, things that contribute to better reading proficiency and, especially, comprehension. (AN 2/25/14)

After the procedures for Follow the Reader had been established during the first 3 weeks of the study, a shift to focusing more on comprehension and the enjoyment of reading occurred during class discussions (WWR 2/28/14). The students were challenged to look for interesting things to share. After reading, a few students volunteered to share an interesting character, setting, or problem (WWR 2/28/14).

Collaborative Partnerships

The nature of the relationship between partners dramatically affected their dyad reading experience. Each partner had unique strengths and weaknesses that either helped or hindered the collaborative process. Working together in partnerships took cooperation, communication, and negotiation.

Some students were less compelled to share during the act of reading, possibly because conversing about what they were reading was not explicitly listed as a Follow the Reader procedure. They may have needed to be taught how to interject comments appropriately. Partners may not have known how to respond when their partner made off-topic comments or

seemed intent on disrupting the focus of the activity. Some students simply chose to ignore the interruptions.

Students in second grade may need additional coaching or time before they can successfully accommodate the needs of their partners. For partners who quickly and efficiently aligned their focus on dyad reading and overcame difficulties with the process, the dyad reading experience appeared to be more beneficial and enjoyable. Although partners were assigned to one another and were both responsible for the success of their dyad reading experience, they each had unique responsibilities as designated lead readers and assisted readers. The data did not yield any evidence of negative affect toward either role to which students were assigned.

Findings regarding collaborative partnerships were organized within four subheadings. These subheadings are lead reader modeling, responsibilities, and contributions; assisted reader involvement, responsibilities, and contributions; partner interactions; and affective elements of partnerships.

Lead reader modeling, responsibilities, and contributions. After being designated to be lead readers, the partners of both EL A and EL B demonstrated sincere desires to fulfill their responsibilities. This commitment was evident throughout the study. It is unknown to what degree their awareness that they were part of a research study impacted their dedication to their roles. They both modeled reading and attention to the activity, and they exhibited leadership qualities as they supported their assisted readers during Follow the Reader. Although undocumented in the data, when observing LR A and LR B, I noticed that their focus during Follow the Reader was similar to their focus during other classroom activities which were not part of the research.

The main responsibility of the lead readers was to model what a good reader does during oral reading. LR A and LR B were both competent oral readers but were not perfect. They modeled good reading much of the time, but they also made mistakes.

During one weekly observation, LR A skipped a line while reading and EL A did not say anything or seem to notice (WDO 2/21/14). LR A skipped a line another time as well (WDO 3/5/14). While reading, LR A mispronounced a few different words. She said *pig-non* instead of pigeon (VO 2/27/14), *lung-ed* instead of lunged (VO 3/18/14), and used a long *a* while saying relatives (VO 3/20/14). She also incorrectly explained that prairie dogs means coyotes, wolves, cubs, and dogs (VO 4/14/14).

Once, while reading, LR B and EL B read “pencil chairs” instead of “picnic chairs” and kept reading (AN 2/24/14). After the observation, I told the students that I noticed that when they read “pencil chairs,” they kept reading even though it did not make sense. We talked about asking if something makes sense or not, and rereading if it does not. We had discussed reading for understanding prior to reading that day during class discussion (AN 2/24/14). The following week during a class discussion following reading, I asked if students had stopped reading that day to talk about what they were reading, ask about something they did not understand, or ask a meaning of a word. (AN 3/3/14). The only students who raised their hands were LR B and EL B. They said that they stopped reading and decided to reread a part because they did not understand what was happening in the story (AN 3/3/14). Another time, I asked the students if they had been stopping in the middle of reading to ask questions or discuss the book with their partners and LR B said that they had stopped to talk about how Amelia Bedelia, a character in their book, was doing something that she should not (AN 3/12/14). During another weekly observation, LR B mispronounced the place names *Carolina* and *Philadelphia* while reading,

and EL B appeared not to notice (WDO 4/28/14). These observations led me to realize that lead readers model reading to the best of their ability, and often model how to compensate when they make mistakes or do not understand something. For example, while being observed, LR B self-corrected a couple of times and reread partial sentences (AN 3/14/14). The modeling of coping with the reading process when it is imperfect may be particularly helpful to less proficient readers as they attempt to understand how to press forward while reading.

When the class was too noisy during Follow the Reader, the noise could not be attributed to the participants or their partners (AN 4/4/14). More likely, the noise came from a combination of a few other partnerships in the classroom who tended to be a little louder. EL A and EL B both had dedicated partners who were trying to be on task and who encouraged their partners to be on task (A 4/4/14). The participants were almost always well behaved and on task. However, there was one incident in which a student complained to me that LR B had hurt her (AN 3/25/14). LR B came to me and explained that she had accidentally hurt the student as she was pulling away from EL B, who had been tickling her while she was trying to read. I spoke with EL B and told her that she needed to keep her hands to herself during Follow the Reader, and at other times as well. She agreed and there were no more such incidences (AN 3/25/14).

Lead readers often used their position to take charge of their partnership and make sure they were adhering to Follow the Reader procedures, staying on task, and completing book logs. Sometimes lead readers would remind their partners of their responsibilities, correct them if they needed to follow the procedures, or delegate simple tasks for them to do.

EL A's lead reader provided obvious leadership and direction a few times during videotaped observations. LR A said that they needed to get a pencil, but then they decided to get it after they read together (VO 3/18/14). Another time, LR A told EL A where to put the books

and that she would do the book log (VO 4/14/14). After both earned a red ticket for a prize drawing as a reward for being on task, an incentive program used throughout the day, LR A directed EL A to write his name on the back of the ticket (VO 4/30/14). LR A seemed to provide direction with consideration for EL A.

LR B also provided leadership and direction, but was at times dominating. LR B asked EL B to sit down a couple of times (AN 2/24/14). At the end of Follow the Reader, LR B told EL B, “We’ll read this tomorrow,” as she put a bookmark in the book (VO 2/28/14). Another time, LR B told me that she often had to help EL B move her chair so she could sit side by side with her (AN 3/14/14). LR B was not always patient with EL B. Once EL B said, “You’re going a little too fast” (VO 3/19/14). LR B acted upset and said, “I’m trying to go slow, [EL B’s name]. I don’t even hear you reading.” Later that same day, EL B volunteered to get a pencil. LR B grabbed her arm and said, “We’ll figure it out later” (VO 3/19/14). A couple of minutes later, LR B said, “Fine, go get a pencil.” EL B later asked LR B if she could go and get a drink of water (VO 3/19/14). LR B’s forceful leadership style may have placed EL B in a more passive role.

Assisted reader involvement, responsibilities, and contributions. The role of assisted readers was to follow their lead readers and help their partnerships to be successful during Follow the Reader. Assisted readers helped choose books, or took their turns choosing a book. They sat next to their partners and looked at the words in the book. Assisted readers read along with their lead readers, repeating as many of the words as they could. Maintaining focus on the activity of dyad reading and on the words required constant effort. The two participants in this study, EL A and EL B, appeared to stay on task to the best of their abilities and never complained about Follow the Reader. Even though they were not able to repeat all of the words,

they seemed to comprehend and enjoy the texts being read. There was a time in the middle of the study when EL B needed to be reminded, prior to reading, to keep her eyes on the words and that she should be trying to read as much as she could (AN 4/21/14). After reading that day, LR B said that reading had gone well and that EL B was focused and reading along most of the time (AN 4/21/14).

As assisted readers followed the example of their lead readers, they learned what good readers do. Over time, assisted readers strengthened their reading skills and confidence, which empowered them toward greater independence. During a weekly observation near the end of the study, EL A started reading slightly before Lead Reader A during her pauses in reading (WDO 4/24/14). This initiative was one indication of EL A's growth as a reader.

A quality that the two lead readers in this study demonstrated almost unrelentingly is one of perseverance. They helped their partners to focus on reading and typically expected them to get right back on task after interruptions, including any efforts by the assisted reader to talk about things that appeared off topic. During Follow the Reader, the lead readers modeled determination in finishing their reading tasks. With the help of their lead readers, participants were able to finish numerous books that were above their independent reading levels. This accomplishment may have helped EL A and EL B feel a better sense of satisfaction and success with the reading process despite the difficulties.

Dyad reading takes effort to implement as an educator and to participate in as students. Struggling readers may be especially tempted to quit or become sidetracked when dyad reading is challenging. Educators may find that as they encourage students during frustration-producing activities, a greater good may be produced. Students may emerge with the ability to persevere through difficult tasks and may feel a sense of accomplishment.

Multiple times throughout the study, both participants gave indications that the cognitive demands of Follow the Reader, although invisible, were ever present. Some physical indicators that an assisted reader was perhaps struggling to maintain focus during dyad reading included yawning, coughing, dropping her or his head, sitting back, leaning forward, shifting in the seats, looking up, chewing on a thumb, rubbing an eye, and stretching. EL A yawned during videotaped observations a total of 40 times (5 times—VO 2/10/14; 10—VO 2/27/14; 10—VO 3/18/14; 9—VO 3/20/14; and 6 times—VO 4/30/14). EL B yawned once (VO 4/21/14). There may have been reasons for yawning, other than reading aloud, such as not getting enough sleep or getting anxious for lunch. Whatever the cause, I was reminded that reading for struggling readers, with or without a partner, is demanding.

There seems to be a synergy that develops when two people work together toward a common goal. On one occasion, EL A and Lead Reader A were reading a book about predators that was a little challenging to read, even for the lead reader, but both were very interested in the subject matter (WDO 3/26/14). Just as the need to follow a lead reader may have motivated EL A and EL B to persevere, the attentiveness of the assisted readers may have helped their lead readers to be more inclined to continue reading a book they might have stopped reading if they were reading independently.

Partner interactions. The relationships between participants and their partners grew throughout the time they spent reading together. They appeared to learn what they could expect from each other. Participants made multiple attempts to interact with their lead readers. Some of the attempts to elicit a response were nonverbal and some were verbal.

Nonverbal interactions. Follow the Reader partners often exchanged glances and smiles while reacting to what they read, but not all interactions were positive between reading partners.

Sometimes there were difficulties that arose during dyad reading. The reaction or lack of a reaction from a partner may have created tension or anxiety.

During one videotaped observation, which lasted a total of 15 minutes, EL A looked at his lead reader three different times, but she did not notice or respond (VO 3/18/14). He laughed while pointing at a picture in the book and LR A laughed (VO 3/18/14). EL A pointed another time at a picture but LR A did not respond (VO 3/18/14). EL B also pointed at a picture without her lead reader responding (VO 4/21/14). EL B laughed at pictures a couple of times without her partner responding (VO 3/24/14). These examples illustrate that participants attempted to engage their lead readers in interacting with them regarding the text.

Verbal interactions. Participants and their lead readers made comments during dyad reading. Some comments were the beginning of a brief discussion between partners. Other comments did not receive any recognition or response.

EL A made comments on two different occasions to which his partner made nonverbal responses (VO 3/18/14). One time, during videotaped observations, EL A's partner made a comment and EL A did not respond (VO 4/30/14). During videotaped observations, EL A made 6 off-topic comments (VO 4/14/14) and 1 on-topic comment (VO 4/14/14), whereas his partner made 1 off-topic comment (VO 4/14/14) and 11 on-topic comments (10—VO 4/14/14; VO 1—4/30/14). During their mid-nonfiction taping, EL A and his partner had 2 off-topic conversations (VO 4/14/14) and 19 on-topic conversations (VO 4/14/14). They were reading *What Lives in the Prairie* (Gaarder-Juntti, 2008) and *What Lives in the Ocean* (Gaarder-Juntti, 2008) on this day. EL A said that he and his partner stopped to have discussions more with “nonfiction, because it’s more interesting” (SI 4/30/14).

EL B made 5 on-topic comments (2—VO 3/24/14; 3—VO 5/1/14) and 17 comments about pictures in the texts (8—VO 4/21/14; 9—VO5/1/14), all without responses from her partner. On two other occasions, EL B commented on pictures, and her partner looked but did not respond verbally (VO 3/24/14). EL B's partner made two on-topic comments (VO 4/21/14; VO 5/1/14) and 1 comment about a picture (VO 4/14/14).

When asked midway through the study if EL B and her partner had conversations or discussed the books while they were reading, EL B related, "Sometimes she going fast and I talk about you're going a little fast and, and she slows down and scoot the book for me to see, so I won't start standing up" (SI 3/19/14). On the last day of the study, EL B said, "We were talking about some of the books, like what happened to their lives" (SI 5/1/14).

Affective elements of partnerships. In the current study, affective elements of partnerships were typically coincidental with other findings. These elements were important in determining the quality of the Follow the Reader experience for each participant. The following headings were used to organize the findings: participant attitudes toward partners, giving and receiving help when needed, and recognizing the value of a partner.

Participant attitudes toward partners. EL A and his partner each consistently expressed that they enjoyed reading together. They developed a friendship that did not exist prior to their partnership. When the whole class was asked to share opinions about changing partnerships during a class discussion, EL A and his partner did not appear to want to change partners. They seemed content with each other and had established a mutually beneficial and enjoyable reading relationship.

EL B and her partner each verbalized some frustrations at times throughout their dyad reading experience. During the videotaped observations, there were several incidents where LR

B physically grabbed (VO 3/19/14; VO 3/24/14), pushed (VO 3/24/14), or gently hit EL B (5/1/14) in an effort to get EL B to listen, move her arm, or start reading. LR B often appeared impatient and irritated with EL B. On one occasion, EL B attempted to turn the page of the book, and her lead reader firmly held the page down until she stopped trying (VO 3/19/14). Later, LR B suggested that EL B fold her arms so the book could be moved and her arms would not be in the way of reading the text or turning the page (VO 3/19/14).

Although LR B may have been trying to do the Follow the Reader procedures, she seemed to push past the limits of her stewardship. Teaching students to be respectful to each other, no matter what their assignment is during dyad reading, should be emphasized. LR B appeared to want to be in charge most of the time; however, toward the end of the study, she asked EL B for input in choosing what parts of nonfiction books to read (VO 2/3/24; VO 4/21/14) and seemed to soften her approach. EL B and her partner worked through their challenges to the point that they both appeared to enjoy reading together after they had established a rate that worked for both of them and found ways to cooperate. Second-grade students may have limited exposure to collaborative learning activities, necessitating some time in finding ways to implement procedures in which both partners' wishes are respected.

Giving and receiving help when needed. Participants were asked during student interviews what I as their teacher could do to help them during Follow the Reader. At the beginning of the study, EL A said, "Explain the words" (SI 2/10/14).

EL B was also asked what I could do as her teacher to help her during Follow the Reader. She said, "Maybe, like might read with you?" (SI 2/12/14) Midway through the study, EL B said, "To help me read more. If my buddy's absent, you could help me find another partner" (SI 3/19/14). At the end of the study, EL B said, "If there's a word that we both don't know, and it's

so hard, we cannot sound it, we could, like, go over and you tell us, and we go back to reading” (SI 5/1/14). EL B’s responses to this question show an evolution from wanting to read with me, to having another partner if necessary for a day, to coping with word decoding or vocabulary. Instead of relying solely on a teacher to give her help, EL B recognized that her partner could help her and that she could help her partner.

EL B explained how she and LR B helped each other. EL B did not seem to view herself as the student being helped, although she was the assisted reader. Instead, she seemed to embrace the idea that partners could help each other. When asked what she did well during Follow the Reader, EL B said, “Following the words what she’s saying, and if I don’t know a word, she quickly say it then I say it, but if she doesn’t know a word, I could quickly say it” (SI 3/19/14). EL B later stated that her partner “was helping me read” (SI 5/1/14). She continued,

If there was a word I don’t know, and she, we both don’t know and we, we, we both sound out the words. If she didn’t know a word, and I didn’t know a word and we are trying to sound it up, um, then we both got it together and we say it quickly (SI 5/1/14).

Recognizing the value of a partner. One of the main influences on the success of a social reading activity may be the quality of the relationship between the partners. EL A recognized the benefits of having a partner throughout his experience. During the first student interview, he said, “It help me by reading along” (SI 2/10/14). At the end of reading fiction, he said, “We help each other” (SI 3/18/14). At the end of reading nonfiction, he said, “She always helps me with the words” (SI 4/30/14). He consistently said that he would rather read with his partner than by himself (SI 3/18/14; SI 3/20/14; SI 4/30/14). EL A said that his partner helped him with a lot of words that he did not know by saying the word and then he would say it after her (SI 3/18/14; SI

3/20/14). He also liked having a partner “cause she always chooses books that I like” (SI 4/30/14).

EL B expressed some frustration with working with a partner at various times during the study. On her first day of reading fiction, she said, “When I read like with a partner it gets confused and I like reading by myself.” (SI 2/12/14) She said that Follow the Reader was “a little too fast” (SI 2/12/14) and that she “might need a little more quiet to read” (SI 2/12/14). The pace at which her partner was reading may have created some anxiety. When asked what her partner could do to help her, she said, “To go a little slower . . . reading with me” (SI 2/12/14). During the same student interview, she later added, “By going a little slower so I could try to understand” (SI 2/12/14).

Even though her first day of Follow the Reader had its difficulties, EL B summarized during her first student interview soon thereafter that “Follow the Reader was good” (SI 2/12/14). EL B’s attitude toward reading collaboratively versus independently vacillated throughout the study. By the end of reading fiction, she said that “she [LR B] like help me” (SI 3/19/14). She elaborated by stating that she preferred reading with her partner “because if I don’t, if I get harder books, then I could like somebody help me, and then we could read together” (SI 3/19/14). Then, she admitted, “I do like how I’m reading with my partner. About me and her are starting to read. She’s a good reader and I’m trying to follow the, the story. I [It] can make me a better reader” (SI 3/19/14).

EL B expressed different feelings about reading with a partner after her first day of reading nonfiction. She said that she wanted to read nonfiction by herself, explaining that “because there’s some books that they’re like a little easier or a little harder and sometimes I try to, like, if I don’t know the word three, I start doing the word th-r-r-ee-ee and then I got it.” (SI

3/19/14) EL B may have felt rushed while decoding words. Again, she changed her mind by the end of reading nonfiction. She said, “I’ll like a partner, because if there’s a word I don’t know and my mom or dad or brother are too busy, and, and I can’t read that word, sometimes I skip it, but with a partner, it makes a more sense” (SI 5/1/14).

EL B’s indecision about working with a partner may be related to the ups and downs when asked to do demanding tasks. For EL B, working with a partner meant reading at a faster rate, trying to decode words that were from harder texts, and not feeling a sense of accomplishment because her partner was onto the next word before EL B, as the assisted reader, could repeat each word. At first, this type of reading activity may have seemed unrewarding to her as a less proficient reader. By the end of the study, EL B recognized that her partner was a resource for understanding what unknown words meant. She explained as follows.

Um, there’s some words that they’re too tiny and she helps me read the tiny words. Well, I’m talking about, um, when we have a discussion we’re reading a book and I said, “What’s, um, the word means?” It means and she tells me about, like, it means, like a star fell in the, it’s like a star went all the way down to earth, and she tells me what that word means. (SI 5/1/14)

EL B may have been grappling with her competing feelings regarding the advantages and discomforts associated with working with a partner.

Successful collaboration is essential to the effectiveness of dyad reading. In this study, the participants were able to resolve their differences with their partners and establish satisfactory working relationships. Because lead readers assume primary responsibility for decoding during dyad reading, assisted readers are able to focus their attention more on other aspects of the reading process. Thus, EL A and EL B were supported in such a way that they

experienced reading to be a fluid and enjoyable process while reading complex fiction and nonfiction texts. The nature of their collaborative partnerships may have led to improved attitudes toward dyad reading, or even reading in general.

Genre-Specific Experiences With Dyad Reading

During Follow the Reader, students had a large selection of books from which to choose. Fiction books were read daily during the first half of the 11-week study and nonfiction during the last half. EL A and his partner read 14 entire fiction books and all, or parts of, 26 nonfiction books (see Appendix K). EL B and her partner read 22 entire fiction books and all, or parts of, 25 nonfiction books (see Appendix K). Students were encouraged to read whole nonfiction books if they could finish them in 1-2 days during Follow the Reader. They were also asked to use nonfiction text features, such as the table of contents or index, to select topics that interested them the most.

The findings regarding participants' genre-specific experiences with dyad reading were organized within the following subheadings: student definitions and preferences, text structure and features, oral summaries of books read, and class discussions. The findings for each of these subheadings are divided between fiction and nonfiction.

Student definitions and preferences. Participants developed their own definitions of fiction texts and nonfiction texts as the study progressed and they had more interactions with a variety of both genres. They shared their preferences, if they had any, during student interviews.

Fiction. The emphasis during the first half of the study was on reading fiction. Book choices included many of the types of fiction being studied during literacy, such as fairy tales, folktales, fables, and tall tales. When asked about his preference between fiction and nonfiction on the first day of reading with his partner, EL A said that he liked fiction because it's fun (SI

2/10/14). After reading fiction for 24 days, he described a fiction book as “a book that has fun stuff . . . and funny,” (SI 3/18/14) whereas a nonfiction book has “like polices . . . stuff like that, that you can learn” (SI 3/18/14).

When EL B was asked what a fiction book was, after reading 22 days of fiction, she said, “I don’t really know” (SI 3/19/14). Even though both participants had read a variety of fiction books (see Appendix K), their idea of fiction was clarified as they had more experience with nonfiction books, having another genre with which to compare fiction.

Nonfiction. During the second half of the study, nonfiction book choices included a large variety of informational books and biographies. When I announced that we would be starting to read nonfiction instead of fiction the following week, there was an audible cheer (AN 3/11/14). On EL A’s first day of reading nonfiction, he was able to clearly state that a fiction book is “a fake story” (SI 3/20/14) and a nonfiction book is “a real life” (SI 3/20/14). After reading nonfiction for 25 days, EL A said a fiction book is “real” (SI 4/30/14), with a questioning tone in his voice. He said a nonfiction book is “fake” (SI 4/30/14). He had mixed up the genres, but he had come up with concise words to define the two genres for himself. EL A elaborated on some of the challenges with reading nonfiction, saying, “They were different, harder words” (SI 3/20/14). He said that the words in nonfiction are harder and “in fiction, it’s kind of easy” (SI 3/20/14). On the first day of reading nonfiction, EL A said that he liked fiction and nonfiction the same (SI 3/20/14). At the end of the study, he said, “Nonfiction. Well, I kind of like both the same” (SI 4/30/14).

EL B described each genre on the first day of reading nonfiction. She said, “A fiction book is means it’s not real” (SI 3/24/14) and “A nonfiction book is like it’s real, it’s real true, because sometimes they put real pictures” (SI 3/24/14). After reading nonfiction for 21 days, EL

B defined a fiction book as “a story not, that’s not real, like there’s no such thing as a talking dog” (SI 5/1/14). When asked about her preference between fiction and nonfiction on the first day of reading nonfiction, EL B said she preferred nonfiction “because it’s like a real story, like, freaks me out, like it’s real” (SI 3/24/14). At the end of the study, she still preferred nonfiction “because it’s about what happened in real lifes, like, a teenager went to the moon...what happened to their lives” (SI 5/1/14).

Both participants seemed to solidify their understanding of the differences between fiction books and nonfiction books as the study progressed. EL A stated a preference of fiction at the beginning of the study, but indicated that he liked both genres the same at the end. His initial choice of fiction may have been caused by limited exposure to nonfiction books prior to the study. EL B may have also had limited experience reading nonfiction books as indicated by her difficulty in describing fiction and nonfiction before spending time with nonfiction books. She seemed to demonstrate a newfound enthusiasm for nonfiction books during the second half of the study, when she was interacting daily with them. Both participants’ ability to define each genre and express a preference seemed to have been strengthened after spending equal time with fiction books and nonfiction books during Follow the Reader.

Text structure and features. During the study, EL A and EL B developed familiarity with unique text structures and features of fiction and nonfiction texts. Additionally, title-specific differences, e.g., size of text, font used, and placement of blocks of text on the pages, sometimes challenged participants.

Fiction. EL A and EL B read fiction texts from beginning to end with their individual partners. One book that EL A and Lead Reader A read during a weekly observation seemed to be particularly difficult and affected their accuracy with decoding (WDO 2/21/14). Upon closer

inspection, the text was somewhat problematic. It was a book of letter correspondence with an elaborate font, which made deciphering the letter symbols a challenge.

Nonfiction. During videotaped observation of LR A and EL A, LR A used the nonfiction text features, modeling correct use of reading the key to a map (VO 3/20/14), reading captions (VO 3/20/14), reading headings (VO 3/20/14), using the table of contents (VO 3/20/14), and attending to pictures (VO 3/20/14). LR A also gave extra information (VO 4/14/14) that contributed to the text being read. There appeared to be more opportunities to interact with the text and with each other during nonfiction text reading than with fiction text reading.

Observations indicated that LR B and EL B also interacted more with the text and each other during nonfiction text reading. LR B used the table of contents during each of the three videotaped observations with nonfiction texts (VO 3/24/14; VO 4/21/14; VO 5/1/14). She also modeled using other text features, such as reading captions (VO 3/24/14) and attending to pictures (VO 4/21/14). She modeled reading with expression while reading dialogue with fiction (VO 2/28/14) and nonfiction texts (VO 3/24/14). In the same videotaping, LR B also explained a picture (VO 3/24/14). It is apparent in the interactions of the two partnerships that dyad reading is a truly collaborative process by which students can encourage each other, learn from each other, and help each other focus on the reading activity.

Oral summaries of books read. During each interview, I assessed each participant's recall of a text that had been read during dyad reading. While administering the DRA2, the teacher asks students to tell about a favorite book. The rubric for student engagement ranges from giving an overview of the book (4), a particular event in the book (3), talking about it in general terms (2), to not telling any details from the book (1). It is with this rubric in mind that I asked participants to tell me about one of the books they had read that day.

Fiction. During his first two interviews, EL A was able to recount briefly the fiction texts he had read. When asked to tell about one of the books that he and his partner read on the first day of reading fiction, EL A did not share the title of the book but recalled the story as follows.

Umm . . . there were kids that were making a book and they took it to the library . . . and um . . . they made a mistake. And um . . . the library person said if he could read it to the kids . . . and he read it. And that's all I remember.” (SI 2/1//14)

Although EL A did not include many details, he did include the basic story grammar elements. He included characters, setting, problem, and solution.

EL B remembered numerous details as she shared what she and her partner read on their first day reading fiction. She read *Where the Wild Things Are* (Sendak, 1963).

. . . Monster things that, umm . . . being mean to his mom. The little boy, wearing a little white pami, and the mom sent him to the room and then the room became a forest and . . . came all the animals . . . mean things, and then, when he was . . . he . . . they called him the king of the weirdest things of all. And, then, in when he went to sleep he was a little sad at somebody . . . want him to love somebody. Then he went back home and then he saw his supper on his little table. It was still too hot. (SI 2/12/14)

EL B was able to recap the story. She was able to include characters, setting, problem, and solution.

Nonfiction. On the last day of reading nonfiction, EL A related the following regarding a biography entitled *David Beckham* (Tieck, 2009). “That, there's a famous soccer player and he makes more than 75 goals. That he always goes places. Like he always goes to Europe, and then he goes to another place” (SI 4/30/14).

When EL B was asked to tell me about one of the nonfiction books she read on the last day, she stated:

I read *Home Caves* and . . . mmm. About, in *Home Caves*, um, there, um, are some bobcats and sna . . ., and other spiders and creatures, um, that they're in a cave, and if you go there, you have to bring your flashlight because, um, when a animals inside a cave, they could see the light of the hole. If you're outside in the day, um, you could see a black hole. It's like the opposite and when it's dark, it will be way darker. (SI 5/1/14)

The book was actually *Cave Homes* (Bennett, 2007). EL B understood the concept of light and darkness at the entrance of a cave after reading the text, even though the text did not explicitly teach it. There were, however, photographs which may have helped her understand how cave entrances look from the outside looking in and the inside looking out. She was able to give some of the major ideas of the text.

The participants were able to recall the story grammar elements of their fiction texts and share several facts from their nonfiction texts. There was not a noticeable difference in the quality of their responses according to genre.

Class discussions. At the end of Follow the Reader each day, there were short debriefing discussions when students shared with the class from what they had read. Although not part of the stated Follow the Reader procedures, these discussions became routine as it became obvious that they enriched the overall experience. There were differences in what was discussed at the end of Follow the Reader, depending on the genre.

Fiction. While reading fiction, students were encouraged to share details about the main character, interesting settings, or the problem that was in the story. I recorded the following toward the end of reading fiction texts.

I asked the students to tell us about interesting characters in their stories today.

Some characters mentioned were Pingo, an imaginary friend; Detective Blue, who makes a lot of mistakes; Morgan, a boy with a hole in his middle; and a bat that trades soccer teams. Some settings included a home, the woods, and in a pool.

One interesting problem was a boy who had a house full of monsters. His solution was taking karate. (AN 3/11/14)

These classroom discussions piqued student interest in books available for subsequent selections and provided insight into student understanding of story grammar.

Nonfiction. While reading nonfiction texts, students were invited to share a fast fascinating fact with the rest of the class each day. This activity created curiosity in available books, gave students a moment to reflect on what they had read, and provided an opportunity to share something that interested them. Some of the facts shared by students while reading nonfiction included: “When baby sea turtles hatch, they make patterns on the sand as they walk toward the sea” (AN 3/31/14). “As a snowflake falls, it gets bigger and heavier” (AN 3/31/14). “A praying mantis has spikes on its front legs to hold its food, like flies” (AN 3/31/14). “There is a water vine that you can drink the sap from if you need to survive” (AN 4/14/14). “You can eat everything on a coconut, even the outside” (AN 4/15/14). “Igneous rock is made from lava that has been squeezed” (AN 4/17/14). “The Liberty Bell is a symbol of American freedom” (AN 4/17/14). “If a spaceship tries to go to Saturn, it crushes like a can” (AN 5/1/14). When we focused on reading biographies, students shared the following: “Pocahontas wanted peace with

the settlers and the Native Americans” (AN 4/24/14). “Florence Nightingale helped soldiers when they got hurt in the war” (AN 4/24/14). “Booker T. Washington was a slave” (AN 4/28/14). “Jackie Robinson was the first African-American to play baseball” (AN 4/30/14).

The genre-specific experiences with dyad reading of EL A and EL B helped them better understand the differences between fiction and nonfiction texts in a very personal way. By focusing only on fiction for the first half of the study, both assisted readers understood the story grammar elements. They were later able to recognize the difference between informational books and biographies while reading nonfiction. By allocating separate time for each genre, participants had ample time to develop an appreciation for both fiction and nonfiction texts.

Participant Reflections on the Dyad Reading Experience

Student interviews were the primary data source for participant reflections. These interviews occurred infrequently, and students were able to reflect holistically near the end of the study. Therefore, data regarding their reflections are more limited but yielded important insights. Findings were reported within two categories: participant self-perceptions as readers and participant reflections on overall experience.

Participant self-perceptions as readers. As struggling readers, EL A and EL B appeared less confident at the beginning of the study than at the end of the study. Their perception of themselves as readers seemed to improve as they gained experience with dyad reading. Midway through the study, EL A’s response to the question, “Do you feel that you read better now or the same now?” gave evidence of increased confidence as a reader. He said that he was a “better” reader “because Follow the Reader helped me a lot” (SI 3/18/14). He explained, “Whenever we’re doing Follow the Reader, I get a book and then I can read, um, harder words” (SI 3/18/14). By the end of the study, EL A said he was reading “a lot better now” (SI 4/30/14).

When asked how Follow the Reader had helped him, EL A said, “Reading [having the opportunity to read a lot]” (SI 4/30/14). He later added, “I like Follow the Reader a lot. It helps people read a lot” (SI 4/30/14).

EL B’s confidence as a reader seemed to improve as well. Midway through the study, EL B said that Follow the Reader “helped me get a better reader” (SI 3/19/14). When asked during her final interview if Follow the Reader had helped her to become a better reader, EL B said, “Yep. Because, um, so I could learn a little more words, like how to spell ‘between’ . . . I’m reading a lot better right now” (SI 5/1/14).

Participant reflections on overall experience. Halfway through the study, EL A volunteered that he liked that “you can read a lot of books” during Follow the Reader (SI 3/18/14). Then, during one observation, both EL A and LR A told me that they liked Follow the Reader (WDO 4/1/14). At the end of the study, after reading 49 days with his partner, EL A repeated that his favorite thing about Follow the Reader was “that we read a lot of books” (SI 4/30/14) and added “that it helped me read. Like, whenever I go home, um, I. Whenever I, sometimes whenever I see a word that I don’t know, when I go home, and then the next day, um, I read it” (SI 4/30/14).

During the third week of reading fiction, EL B walked by me and said, “Follow the Reader is fun” (AN 2-24-14). During a class discussion, EL B told the class that she loved Follow the Reader (AN 2/27/14). One day, after announcing that it was time to clean up and get ready for Follow the Reader, EL B exclaimed, “Yes! I like Follow the Reader!” (AN 3/24/14). By the end of the study, EL B shared three things that she liked the most about Follow the Reader: “Reading’s starting to go a little faster and [Lead Reader B]’s helping me some hard words. I like things about, we got books, um, in the library and here” (SI 5/1/14). When asked

what the hardest part about Follow the Reader was, EL B said, “I guess we didn’t had anything hard. We were doing everything right” (SI 5/1/14).

When the participants were asked if they would like to do Follow the Reader in third grade, they both wanted to do so. EL A said, “Hmmm . . . mmm” and nodded yes (SI 4/30/14). EL B said, “Hmm, mmm. Because if I keep on reading more and more and more, um, I’ll be, like, a better reader, like my talent” (SI 5/1/14).

Both student participants in this study indicated that Follow the Reader helped them to improve as readers. They both recognized the benefits of having a capable partner to help them. They also liked the idea of doing Follow the Reader in third grade.

When asked if they would like the chance to be lead readers for first grade or kindergarten students, both EL A and EL B wanted to be lead readers. After the study, I arranged to have a first-grade class come to our classroom so that every second-grade student could experience being a lead reader. EL A and EL B both later told me that they enjoyed being lead readers.

When asked on the last day of reading fiction what the best part about Follow the Reader was, EL A said, “That um, it can make you read. It can make you learn how to read” (SI 3/18/14). On the last day of reading nonfiction, EL A was asked what his favorite thing about Follow the Reader was. He stated, “That we read a lot of books” (SI 4/30/14).

The hardest part about Follow the Reader for EL A was keeping his “eyes on words” (SI 3/18/14). At the end of the study, EL A said that the hardest part was “to read [as] many words you can” (SI 4/30/14). Being an attentive assisted reader required continuous engagement in the reading process.

When asked what the best part about Follow the Reader was on the last day of reading fiction, EL B said, “About you get to be with a partner reading and you get to be videotape, to read three books” (SI 3/19/14). That same day, she said that the hardest part about Follow the Reader was “about he keeps looking on the pictures and I tell him to look at the words, and he does” (AN 3/19/14). This comment from EL B may indicate that she was thinking about how reading means keeping eyes on words, and not necessarily allowing for students to look at, or read, the pictures. Partners need to discuss when they want to allow time to look at pictures, either before or after reading the words, so each student has the opportunity to understand and enjoy the text.

This study sought to describe the dyad reading experiences of two second-grade ELs with fiction and nonfiction texts. The findings provided insights into their experiences, which enabled me to see how other struggling readers, assisted readers, and partners in the class might be experiencing dyad reading. I was then able to implement changes that benefitted not only the two student participants, but other students in the class as well.

Chapter 5

Discussion

The purpose of this study was to examine how second-grade English Learners experienced dyad reading with fiction and nonfiction texts. The discussion has been organized based on the interpretation of the findings, conclusions and implications, adaptations for practice, and suggestions for future research. The interpretation of the findings has been reported within the following topics: Follow the Reader procedures, collaborative partnerships, genre-specific experiences with dyad reading, and participant reflections on the dyad reading experience.

Interpretation of Findings

I initially viewed the Follow the Reader procedures as being straightforward and relatively simple for students to accomplish. Even though I am an experienced second-grade teacher, the reality of implementation was much more complex than I had imagined. For example, a lead reader usually smoothly underlines words with the most dominant index finger. If the lead reader is left-handed, she or he should sit on the right side of the assisted reader. The reverse is true if the lead reader is right-handed. A second example is related to the interplay of procedures as they were implemented. When a lead reader was not sensitive to sharing the book so that the assisted reader could easily see the text, sitting side by side and having eyes on words at the same time became very difficult for the assisted reader. In several instances, assisted readers tried standing in order to see the words. Lead readers were quick to remind their partners to sit side by side, perhaps unaware of their responsibility for sharing the text. Class discussions provided a forum for addressing such issues, with student-generated solutions readily adopted. Follow the Reader procedures provided a helpful framework for dyad reading but required ongoing clarification and support for second-grade students.

In Follow the Reader, collaborative partnerships employed social learning principles that supported assisted readers and perhaps lead readers as well. The partnerships provided a safe environment for participants who were not as skilled in decoding and overall reading proficiency as their lead readers. With the support provided, assisted readers were able to experience success and confidence in reading. The perseverance they honed during dyad reading likely contributed to their exploration of varied texts and volume of reading. Collaborative partnerships fostered social and academic learning as both partners worked together to achieve the common goal of reading the same text.

In this study, genre-specific experiences with dyad reading provided participants equal time to read both fiction and nonfiction texts. Participants were able to employ Follow the Reader procedures in navigating both genres, with slight variations within specific procedures to allow for genre differences. For example, participants and their partners read fiction texts from beginning to end, whereas they practiced the use of text features in choosing selected topics within nonfiction texts. EL A and EL B gained an understanding of and an appreciation for both genres as they became more aware of similarities and differences between them. Typically, struggling readers have less exposure to more complex nonfiction texts than assisted readers in this study experienced. By the end of this study, each participant indicated a liking, if not a preference, for nonfiction. Follow the Reader provided ample opportunity and support for participants to explore, enjoy, and learn from both genres.

As participants' reflected on the dyad reading experience, they both reported an increased confidence in reading and an appreciation for Follow the Reader. EL A, in particular, mentioned several times the benefit of reading a lot of books. Both EL A and EL B recognized benefits of reading with a partner and expressed a desire to continue Follow the Reader in third grade.

Although Follow the Reader was demanding and required continual focus, both participants were highly positive about their experiences.

The data from this qualitative look at dyad reading illuminated unexpected challenges and benefits that a quantitative study would perhaps not have revealed. The action research cycle allowed for immediate attention to needs that emerged, thereby creating conditions within which optimal Follow the Reader experiences for EL A and EL B could occur. By reading alongside more competent peers, EL A and EL B were able to push through fiction and nonfiction texts that were difficult but interesting to them. They seemed to be highly motivated and appeared to genuinely enjoy learning from their peers as they read from shared texts.

Conclusions and Implications

This study, in combination with previous studies reported in the literature (e.g., Almaguer, 2005; Eldredge & Butterfield, 1986; Eldredge & Quinn, 1988; Morgan et al., 2000), demonstrated that dyad reading can be implemented successfully with students of various age levels and backgrounds, including ELs. The nature of dyad reading as documented in the current study revealed how two ELs experienced dyad reading in a second-grade classroom. Important to note is the finding that the quality of the assisted reader's experience is highly dependent upon the nature of the partnership. Participants seemed to recognize the value of having a competent partner who could help them with their reading and with whom they could share the reading experience.

Because of the qualitative nature of this study and the accompanying small sample size, I was able to examine in depth the nature of the ELs' experiences with dyad reading. This deeper understanding may contribute to the literature base, helping to fill in the gaps in what is known about dyad reading, with ELs in particular.

Adaptations for Practice

There were few aspects of the implementation of this study that would merit change in future studies. The methodology of action research provided opportunities to make changes as needs emerged throughout the study as long as they did not deter from investigation of the research question. For example, the addition of recording on book logs, beginning the third week of the study, enhanced the dyad reading experience by holding students accountable for their book selections and provided a record of the books read. On the other hand, in my daily classroom practice I would not typically mandate a specific genre to be read for an extended period of time. Rather, I recommend that students regularly balance time reading each genre, recording their selections of fiction or nonfiction on their book logs. Because of the nature of the research question, however, the students were required to read within a specific genre for a set period of time to facilitate data collection.

While a 15-minute dyad reading period was planned originally, in actuality the time required extended closer to 25 minutes after adding class discussions. Though class discussions had not been specifically advocated in the literature as a part of dyad reading, they contributed to the success of the experience. I strongly recommend that an introductory and concluding teacher-led class discussion be a part of the dyad reading daily routine.

Teachers who choose to implement Follow the Reader with their students will want to allow for a large quantity of books to be rotated in on a regular basis. Books new to the classroom contributed to an excitement for Follow the Reader that otherwise may not have prevailed. Book choices should include titles that enhance current topics of study in the classroom. School media centers and public libraries are good resources. Although chapter books were not included during the current study, students should be allowed latitude in their

selections for Follow the Reader. Their choices could include picture and chapter books from either of the main genres. Although contrary to traditional thinking about young children's book choices, nonfiction texts appeared to be very popular with these second graders. Some partnerships would request to be next in line to read books when other students were finished reading them.

The Follow the Reader procedures outlined a structured process from which to teach students how to be successful with their partners in dyad reading. For younger students, who often follow directions literally, there is a need to include additional procedures that offer the readers more flexibility. I recommend including *preview and plan*, and *stop and share*. Preview and plan would allow students to strategize together before reading. Partners could decide when and how they would take time to look at pictures and other text features. They could decide to pause before, during, or after reading. Stop and share could be incorporated while reading so students feel encouraged to respond to the text and interact more with each other about the text.

Future Research

The scarcity of research on dyad reading leaves many unanswered questions. The reason for this dearth is unclear; however, the current study revealed multiple benefits of dyad reading for second-grade ELs. From this study, an important research topic logically follows: implementing Follow the Reader to benefit a wide range of learners. The answers to questions such as the following should better define the promise of dyad reading for a wide spectrum of readers.

- What are effective measures to use when partnering students?
- What is the optimal achievement difference between partnered students?
- What is an optimal length of time for partnerships?

- What could help optimize lead reader experiences?
- How far above grade level can a text be without losing the assisted reader?
- What adaptations may be needed with Follow the Reader for older students?

Younger students? ELs at different age levels or with varying backgrounds?

However, an even more critical topic for research may be the nature of the relationship between dyad reading and comprehension. Once this relationship is more clearly understood, decisions about how and when to use dyad reading can be better informed.

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APPENDIX A:

Consent Forms

Parental Permission for a Minor

Introduction

My name is Michelle Klvacek, and I am a graduate student at Brigham Young University. I am conducting a research study on how second-grade English Learners experience dyad reading with fiction and nonfiction texts. I will also study how the reflections of the teacher-researcher inform dyad reading instruction for English Learners. I am inviting your child to take part in the research because he/she is a second-grade English Learner in my class and may be able to offer valuable insights into how she/he experiences this reading activity.

Procedures

If you agree to let your child participate in this research study, the following will occur:

- Data for this study will be collected from January 21, 2014 through May 2, 2014.
- All research will take place in your child's classroom between 10:45 a.m. and 12:00 p.m.
- Your child will be observed during dyad reading on 8 different days for 5 minutes each time.
- Your child will be videotaped on 6 different days for 15 minutes each time during dyad reading.
- Your child will be interviewed during lunch recess on 4 different days for 10 minutes each time.

Risks

There is a risk of loss of privacy, which the researcher will reduce by not using any real names or other identifiers in the written report. The researcher will also keep all data in a locked file cabinet in a secure location. Only the researcher, her supervisor, and two graduate committee members will have access to the data. At the end of the study, data will be kept in a locked cabinet for one year following publications and presentations based on the data. At that point, all videotaped, electronic, and hard copies of the original data will be destroyed.

Your child may not want to answer all of the questions during interviews. He/she may choose to answer some, none, or all of the questions, or may stop the interviews at any time without affecting her/his standing in school or grades in class.

Confidentiality

The research data will be kept in a secure location and only the researcher, her supervisor, and

two graduate committee members will have access to the data. Pseudonyms will be assigned to participants. As data are collected, all identifying information will be removed. The data will be kept in a locked cabinet for one year following publications and presentations based on the study. At that point, all videotaped, electronic, and hard copies of the original data will be destroyed.

Benefits

There are no direct benefits for your child's participation in this project. We don't know if being in this study will help your child, but we hope to learn something that will help other children learn to read better.

Compensation

There will be no compensation for participation in this project.

Questions about the Research

Please direct any further questions about the study to me, Michelle Klvacek, at 425-233-0123 or michellewarner15@gmail.com. You may also contact Dr. Eula Monroe at 270-535-5297 or eula_monroe@byu.edu.

Questions about your child's rights as a study participant or to submit comment or complaints about the study should be directed to the IRB Administrator, Brigham Young University, A-285 ASB, Provo, UT 84602. Call (801) 422-1461 or send emails to irb@byu.edu.

You have been given a copy of this consent form to keep.

Participation

Participation in this research study is voluntary. You are free to decline to have your child participate in this research study. You may withdraw your child's participation at any point without affecting your child's grades, treatment, or benefits.

Child's Name: _____

Parent Name: _____ Signature: _____ Date: _____

Permiso de los Padres de un Menor

Introduccion

Mi nombre es Michelle Klvacek, y soy una egresada de la Universidad de Brigham Young. Estoy realizando un estudio de investigación sobre qué tipo de experiencias tienen los

estudiantes de inglés al participar en la lectura diada con libros de ficción y de no ficción. También estudiaré cómo le informa estas observaciones de la maestra-investigadora acerca de la enseñanza de la lectura diada para estudiantes de inglés. Estoy invitando a su hijo/a a participar en el estudio porque el/ella es un alumno/a en mi clase que está aprendiendo inglés y podría ofrecer información de gran valor acerca de sus experiencias con esta actividad de lectura.

Este estudio se lleva a cabo bajo la tutoría de la Dra. Eula Ewing Monroe, una profesora de Maestros de la Universidad de Brigham Young. Ella está sirviendo como Presidenta del Comité de Maestría.

Procedimiento:

Si está de acuerdo de dejar a su hijo/a participar en este estudio, ocurrirá lo siguiente:

- Para este estudio se recolectará información desde el 21 de Enero del 2014 hasta el 2 de Mayo del 2014.
- Toda la investigación se llevará a cabo en el salón de clases de su hijo/a durante las 10:45 y las 12:00 del mediodía .
- Su hijo/a será observado/a durante la hora de lectura diada en 8 días diferentes por 5 minutos cada vez.
- Su hijo/a será filmado/a en 6 días diferentes por 15 minutos cada día durante la hora de lectura diada.
- Su hijo/a será entrevistado/a durante la hora del almuerzo en 4 días diferentes por 10 minutos cada vez.

Riesgos

Existen riesgos en cuanto a la privacidad, la cual la investigadora eliminará al no usar nombres reales u otra forma de identificación en sus reportes escritos. La investigadora también mantendrá toda la información obtenida en un archivo bajo llave en un lugar seguro. Solamente la investigadora, su supervisor/a, y dos miembros del comité de egresados tendrán acceso a esta información. Al final del estudio, la información se mantendrá bajo llave por un año después de su publicación y sus respectivas presentaciones. En este punto, toda copia de archivos de video, al igual que información electrónica y escrita, será destruida.

Su hijo/a quizás se rehúe a contestar todas las preguntas durante las entrevistas. El puede contestar algunas, ninguna, o todas las preguntas, o puede parar las entrevistas en cualquier momento sin que sus calificaciones en la escuela sean afectadas.

Confidencialidad

La información obtenida por medio de este estudio se mantendrá en un lugar seguro y solamente la investigadora, su supervisor/a y dos miembros del comité de egresados tendrán acceso a dicha

información. A cada participante se le asignará un seudónimo. A medida que los resultados a las observaciones sean recolectados, toda información relacionada con la identidad de su hijo/a será omitida. Los resultados de las observaciones se mantendrán bajo llave en un armario de archivos por un año después de su publicación y presentaciones basadas en este estudio. En este punto, toda copia de archivos de video, al igual que información electrónica y escrita, será destruida.

Beneficios

No existen beneficios directos por la participación de su hijo/a en este estudio. No sabemos si este estudio le ayudará a su hijo/a, pero esperamos poder aprender algo que le ayudaría a otros niños a aprender a leer mejor.

Compensación

No habrá ninguna compensación por participar en este proyecto.

Preguntas sobre la Investigación

Por favor dirija cualquier pregunta acerca del estudio a mi, Michelle Klvacek, personalmente al 425-233-0123 ó a michellewarner15@gmail.com. También puede contactar a la Dr. Eula Monroe al 270-535-5297 ó eula_monroe@byu.edu.

Preguntas sobre los derechos de su hijo/a como participante del estudio, o para ofrecer comentarios o quejas sobre el estudio deben dirigirse al IRB Administrator, Brigham Young University, A-285 ASB, Provo, UT 84602. Llame al (801) 422-1461 o mande un correo electrónico a irb@byu.edu.

Usted ha recibido una copia de este permiso para sus archivos.

Participación

La participación en este estudio es voluntaria. Puede negarse a dejar que su hijo/a participe sin compromiso. Usted puede cancelar la participación de su hijo/a en cualquier momento sin que afecten sus calificaciones, tratamientos, o beneficios.

Nombre del Niño/a: _____

Nombre del/a Padre/Madre: _____ Firma: _____ Fecha:

Child Assent (7-14 years old)

If you need help reading this form, please ask an adult to read it to you.

What is this research about?

My name is Michelle Klvacek. I am a graduate student at Brigham Young University. I want to tell you about a research study I am doing. A research study is a special way to find the answers to questions. We are trying to learn more about how second-grade English Learners experience dyad reading with fiction and nonfiction books. We are also trying to learn how the reflections of a teacher help dyad reading instruction with English Learners. You are being asked to join the study because you are a second-grade English Learner, and I want to know what you think about dyad reading. An English Learner is a student who is learning to read and speak English, but may know one or more other languages. Dyad reading is sharing a book with a partner and reading aloud together at the same time.

If you decide you want to be in this study, this is what will happen.

1. You will be observed by your teacher during dyad reading on 8 different days for 5 minutes each time.
2. You will be videotaped on 6 different days for 15 minutes each time during dyad reading.
3. You will be videotaped and interviewed by your teacher during lunch recess on 4 different days for 10 minutes each time.

Can anything bad happen to me?

You may not want to answer some of the questions.

Can anything good happen to me?

We don't know if being in this study will help you, but we hope to learn something that will help other children learn to read better.

Do I have other choices?

You can choose not to be in this study.

Will anyone know I am in the study?

We won't tell anyone you took part in this study. When we are finished with the study, we will write reports about what we learned. We won't use your name in the reports.

What happens if I get hurt?

There are no obvious dangers involved in this study. Your parents will be given information on what to do if there is anything that bothers you about this study.

What if I do not want to do this?

You don't have to be in this study. It's up to you. If you say yes now, but change your mind later, that's okay too. All you have to do is tell us. Before you say yes to be in this study, be sure to ask me, Michelle Klvacek, to tell you more about anything that you don't understand.

If you want to be in this study, please sign and print your name.

Name (Printed): _____ Date: _____

Permiso del Niño (7-14 años de edad)

.....

Si necesitas ayuda para leer este formulario, por favor pídele a un adulto que te ayude a leerlo.

¿De que se trata esta investigación?

Mi nombre es Michelle Klvacek y soy una egresada de la Universidad de Brigham Young. Quiero contarte acerca de un estudio de investigación que estoy haciendo. Un estudio de investigación es una forma especial de encontrar respuestas a preguntas. Estamos tratando de aprender más sobre qué tipo de experiencia tienen los alumnos de segundo grado que están aprendiendo inglés al leer libros de ficción y de no ficción. También estamos tratando de aprender cómo los maestros pueden utilizar la información que obtienen al observar a estos alumnos para planear sus lecciones de lectura. Te estamos pidiendo que participes en este estudio porque eres un/a estudiante de inglés, y quiero saber qué piensas acerca de la lectura diada. Un estudiante de inglés es una persona que está aprendiendo a leer y hablar inglés, pero que sabe uno o más idiomas diferentes. La lectura diada es una actividad de lectura en la que se comparte un libro con un compañero y leen juntos en voz alta al mismo tiempo.

Si decides que quieres participar en este estudio, esto es lo que sucederá.

1. Tu maestro te observará durante la lectura diada en 8 días diferentes y por sólo 5 minutos cada vez.
2. Serás filmado por 6 días, por 15 minutos cada vez durante la lectura diada.
3. Tu maestra te entrevistará y te filmará durante la hora del almuerzo en 4 días diferentes y por 10 minutos cada vez.

¿Me podría pasar algo malo?

Quizás no quieras contestar las preguntas.

¿Me podría pasar algo bueno?

No sabemos si este estudio te ayudará, pero esperamos aprender algo que le ayudará a otros niños a aprender a leer mejor.

¿Tengo otras opciones?

Puedes optar no participar en este estudio.

¿Alguien sabrá que estoy participando en este estudio?

No le diremos a nadie que estás participando en este estudio. Cuando terminemos con el estudio, escribiremos reportes de lo que aprendimos. No usaremos tu nombre en los reportes.

¿Que pasaría si me lastimo?

No hay peligros obvios involucrados en este estudio. Tus padres tendrán información sobre qué hacer si hay algo que te molesta sobre este estudio.

¿Que pasaría si no quiero participar?

No tienes que participar en este estudio. Es tu decisión. Si aceptas ahora, pero cambias de opinión mas tarde, está bien también. Sólo tienes que avisarnos. Antes de decir que si, asegúrate de preguntarme a mí, Michelle Klvacek, que te dé mas información acerca de cualquier cosa que no entiendas.

Si quieres participar en este estudio, por favor firma y escribe tu nombre.

Nombre (Impreso): _____ Firma: _____ Fecha:

Video Release Form

.....

As part of this project, I will be making video recordings of your child during his or her participation in the research. With your permission, I will be using the videos in the following ways. This choice is completely up to you. In any use of the videos, your child will not be identified by name.

Please initial the blanks in front of the uses that you agree to, and then sign below.

_____ Video can be studied by the research team for use in the research project.

_____ The results of the study, but not the videos themselves, will be used in subsequent presentations and publications.

I have read the above descriptions and give my express written consent for the use of the video as indicated by my initials above.

Name (Printed): _____ Signature: _____ Date:

Permiso para publicar videos

Como parte de este proyecto, estaré grabando videos de su hijo/a durante su participación en el estudio. Con su permiso, usaré estos videos de la siguiente forma. La decisión es suya. En cualquier forma que los videos se usen, su hijo/a no será identificado/a por su nombre.

Por favor ponga sus iniciales al lado del uso que usted permita, y luego firme abajo.

_____ El video puede ser utilizado por el equipo de investigación como método de estudio y para propósitos del proyecto mismo.

_____ Los resultados del estudio, pero no los videos, serán utilizados para presentaciones y publicaciones subsecuentes.

He leído la descripción presentada y doy mi permiso por escrito para el uso del video indicado con mis iniciales arriba.

Nombre (Impreso): _____ Firma: _____ Fecha:

APPENDIX B:

Dyad Reading Poster**FOLLOW THE READER****Select Book Carefully****Share One Book****Sit Side By Side****Eyes on Words****Smoothly Underline Words****Two Voices****Read at a Good Rate****Enjoy Reading Together**

Adapted from Morgan, A. (1997) Appendix F

APPENDIX C:

Data Collection Schedules

Data Collection Schedule (Planned)

Fiction				Nonfiction			
Day of Study	Date	EL A	EL B	Day of Study	Date	EL A	EL B
1	2/10/2014	I	X	27	3/20/2014	I	X
2	2/11/2014		I	28	3/21/2014		I
3	2/12/2014			29	3/24/2014		
4	2/13/2014			30	3/25/2014		
5	2/14/2014	O		31	3/26/2014	O	
6	2/18/2014		O	32	3/27/2014		O
7	2/19/2014			33	3/28/2014		
8	2/20/2014			34	3/31/2014		
9	2/21/2014	O		35	4/1/2014	O	
10	2/24/2014		O	36	4/2/2014		O
11	2/25/2014			37	4/3/2014		
12	2/26/2014			38	4/4/2014		
13	2/27/2014			39	4/14/2014		
14	2/28/2014			40	4/15/2014		
15	3/3/2014			41	4/16/2014		
16	3/4/2014			42	4/17/2014		
17	3/5/2014	O		43	4/18/2014	O	
18	3/6/2014		O	44	4/21/2014		O
19	3/7/2014			45	4/22/2014		
20	3/11/2014			46	4/23/2014		
21	3/12/2014	O		47	4/24/2014	O	
22	3/13/2014		O	48	4/25/2014		O
23	3/14/2014			49	4/28/2014		
24	3/17/2014			50	4/29/2014		
25	3/18/2014	I		51	4/30/2014	I	
26	3/19/2014	X	I	52	5/1/2014	X	I

= Videotaping Day

I = Interviewing Day

X = Non-Participating Day

O = Observation Day

Data Collection Schedule (Actual)

Fiction				Nonfiction			
Day of Study	Date	EL A	EL B	Day of Study	Date	EL A	EL B
1	2/10/2014	I	X	27	3/20/2014	I	X
2	2/11/2014			28	3/21/2014		
3	2/12/2014		I	29	3/24/2014		I
4	2/13/2014			30	3/25/2014		
5	2/14/2014	O		31	3/26/2014	O	
6	2/18/2014		O	32	3/27/2014		O
7	2/19/2014			33	3/28/2014		
8	2/20/2014			34	3/31/2014		
9	2/21/2014	O		35	4/1/2014	O	
10	2/24/2014		O	36	4/2/2014		O
11	2/25/2014			37	4/3/2014		
12	2/26/2014			38	4/4/2014		
13	2/27/2014			39	4/14/2014		
14	2/28/2014			40	4/15/2014		
15	3/3/2014			41	4/16/2014		
16	3/4/2014			42	4/17/2014		
17	3/5/2014	O		43	4/18/2014	O	
18	3/6/2014		O	44	4/21/2014		
19	3/7/2014			45	4/22/2014		
20	3/11/2014			46	4/23/2014		O
21	3/12/2014			47	4/24/2014	O	
22	3/13/2014	O		48	4/25/2014		
23	3/14/2014		O	49	4/28/2014		O
24	3/17/2014			50	4/29/2014		
25	3/18/2014	I		51	4/30/2014	I	
26	3/19/2014	X	I	52	5/1/2014	X	I

☐ = Videotaping Day

I = Interviewing Day

X = Non-Participating Day

O = Observation Day

APPENDIX D:

Folding Technique for Partnerships

RANK	DRA LEVEL	WPM	%		RANK	DRA LEVEL	WPM	%
1	28NF	160	98		14 & 15	24 & 24	93 & 90	99 & 94
2	28NF	153	96		16	24	68	94
3	28NF	123	99		17	20	69	96
4	28NF	108	98		18	20	65	93
5	28NF	106	99		19	18	76	96
6	28NF	103	98		20	16	69	99
7	28NF	102	98		21	16	60	96
8	28NF	101	99		22	14	56	96
9	28NF	92	99		23	14	55	98
10	28NF	86	96		24	12	80	96
11	28NF	82	97		25 & 26	10 & 8	48 & 73	96 & 95
12	28NF	78	97	LR A / EL A	27	6	49	96
13	28NF	74	93	LR B / EL B	28	4	43	98

APPENDIX E:

Video Observation and Student Interview Schedule–Fiction

First Day of Fiction	Video Observation During Dyad Reading 15 Minutes	Student Interview During Lunch Recess 10 Minutes
Dyad Partnership A	Day 1 of Study	Day 1 of Study
Dyad Partnership B	Day 2 of Study	Day 2 of Study
Midway Point of Fiction		
Dyad Partnership A	Day 13 of Study	None
Dyad Partnership B	Day 14 of Study	None
Last Day of Fiction		
Dyad Partnership A	Day 25 of Study	Day 25 of Study
Dyad Partnership B	Day 26 of Study	Day 26 of Study

APPENDIX F:

Video Observation and Student Interview Schedule–Nonfiction

First Day of Nonfiction	Video Observation During Dyad Reading 15 Minutes	Student Interview During Lunch Recess 10 Minutes
Dyad Partnership A	Day 27 of Study	Day 27 of Study
Dyad Partnership B	Day 28 of Study	Day 28 of Study
Midway Point of Nonfiction		
Dyad Partnership A	Day 39 of Study	None
Dyad Partnership B	Day 40 of Study	None
Last Day of Nonfiction		
Dyad Partnership A	Day 51 of Study	Day 51 of Study
Dyad Partnership B	Day 52 of Study	Day 52 of Study

APPENDIX G:

Video Observation Protocol

- Using the iMovie program on a MacBook Pro laptop computer, dyad partnerships will be video and audio recorded. The computer will be set up just prior to each time needed. A piece of black construction paper will be taped to the computer screen so that students will not be distracted by seeing their own images during recording.
- Observation area will be at a table and efforts will be made to minimize distractions.
- Dyad partnerships will sit side by side facing the camera and will be filmed for their entire dyad reading experience. The duration of the filming will be for a total of 15 minutes each time.
- Each dyad partnership will be observed and videotaped three times during each literary genre focus for a total of six times: first day, midway point, and last day studying fiction; first day, midway point, and last day studying nonfiction. These observations will be conducted during whole class dyad reading.
- Each English Learner will be videotaped during student interviews on the first and last days studying each literary genre for a total of four times: first day and last day studying fiction; first day and last day studying nonfiction. Student interviews will be conducted privately during lunch recess.

APPENDIX H:

Student Interview Questions (Original)**Questions will be selected from the following:**

1. What is one thing that you would like to improve in your reading?
2. How do you think Follow the Reader might help you in reading fiction/nonfiction?
3. What do you like the most or least about doing Follow the Reader?
4. Tell me about one of the fiction/nonfiction books that you read today during Follow the Reader.
5. Do you like reading fiction or nonfiction books more? Why?
6. How does your partner help you during Follow the Reader?
7. Do you like reading by yourself or with your partner more? Why?
8. How often did you discuss what is happening in the book or talk about the meaning of words with your partner?
9. What can I do as your teacher to help you have a better experience during Follow the Reader?
10. What else would you like to tell me about your reading, working with your partner, or how Follow the Reader is working for you right now?

Student Interview Questions (Revised 3-17-14)**Questions will be selected from the following:**

1. Tell me how Follow the Reader has been going for you.
2. Do you think Follow the Reader has helped you to be a better reader?
 - a. If yes, how?

- b. If no, why do you say that?
3. How do you and your partner get along during Follow the Reader?
4. What is your partner doing well as a lead reader?
5. What do you do well during Follow the Reader?
6. What do you think you could do better during Follow the Reader?
7. So far, you have been reading only fiction books during Follow the Reader. Can you tell me what a fiction book is? What is a nonfiction book?
8. Tell me about one of the books you read today.
9. How do you think Follow the Reader has helped you while reading fiction books?
10. If you could choose between reading a book by yourself or with your Follow the Reader partner, which would you like better?
 - a. If Follow the Reader partner, why?
 - b. If by themselves, why?
11. If you were talking to a student who had never tried Follow the Reader, what would you tell them is the best part about it?
12. If you were talking to a student who had never tried Follow the Reader, what would you tell them is the hardest part about it?
13. Have you ever stopped reading to talk about the book with your partner?
 - a. If yes, can you tell me about that?
 - b. If no, do you think that might be good to try?
14. What can I do as your teacher to help you during Follow the Reader?
15. What else can you tell me about things that you like or don't like about Follow the Reader?
16. Think about the way you read before you tried Follow the Reader. Do you feel that you

read better now or the same now?

17. Would you like to try being the lead reader during Follow the Reader for another student, like maybe a first grader or kindergartner?

Student Interview Questions (Revised 4-29-14)

Questions will be selected from the following:

1. What have you liked about Follow the Reader?
2. What has been challenging or hard about Follow the Reader?
3. Do you think Follow the Reader has helped you to be a better reader?
 - a. If yes, how?
 - b. If no, why do you say that?
4. As a partnership, what did you do well together while reading?
5. As a partnership, what was the hardest part of reading together?
6. What did your partner do well as a lead reader?
7. What did you do well during Follow the Reader?
8. What do you think you could do better during Follow the Reader?
9. Did you like reading fiction books or nonfiction books best during Follow the Reader? Can you tell me what a fiction book is? What is a nonfiction book?
10. Tell me about one of the books you read today.
11. How do you think Follow the Reader has helped you while reading nonfiction books?
12. If you could choose between reading a book by yourself or with your Follow the Reader partner, which would you like better?
 - a. If Follow the Reader partner, why?

- b. If by themselves, why?
13. Did you stop reading to have a discussion with your partner more while reading fiction books or nonfiction books?
- a. If fiction, why do you think that was?
 - b. If nonfiction, why do you think that was?
14. What can I do as your teacher to make Follow the Reader better?
15. What else can you tell me about things that you like or don't like about Follow the Reader?
16. Think about the way you read before you tried Follow the Reader. Do you feel that you read the same now, a little better now, or a lot better now?
17. When you go to third grade next year, would you like your teacher to do Follow the Reader every day?
- a. If yes, would you like to be the lead reader or the assisted reader?
 - b. If no, why is that?

APPENDIX I:

Weekly Observation Checklist

Dyad Partnership: A B

Date: ___/___/___

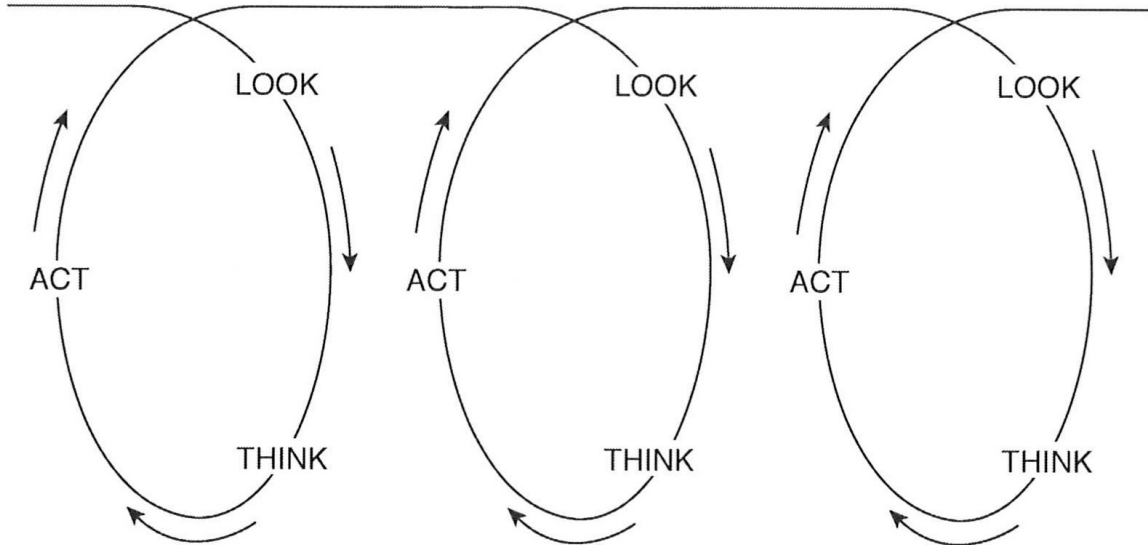
Text Genre: Fiction Nonfiction

Notes:

Feedback:

Genre Specific Observations:

APPENDIX J:

Action Research Interacting Graphic

APPENDIX K:

Book Logs

EL A & LR A
Fiction

FOLLOW THE READER

Book Log

Date: 2/25/14 Title: the pig who went homeDate: 2/26/14 Title: when you are happyDate: 2/26/14 Title: The bear who sharedDate: 2/27/14 Title: snoreing BuetyDate: 2/28/14 Title: what shall I dreamDate: 3/3/14 Title: fat catDate: 3/5/14 Title: The clay boyDate: 3/6/14 Title: Nelly May has her sayDate: 3/6/14 Title: There are monsters everyDate: 3/7/14 Title: PingoDate: 3/7/14 Title: ginger bread cowboyDate: 3/13/14 Title: cat nights

EL B & LR B
FictionFOLLOW THE READER
Book LogDate: 2, 26, 14 Title: little red hoodDate: 2, 26, 14 Title: Silly SallyDate: 2, 27, 14 Title: Kaito's clothDate: 2, 28, 14 Title: The Three Little KittensDate: 2, 28, 14 Title: CinderellaDate: 3, 3, 14 Title: Stone SoapDate: 3, 4, 14 Title: FAT catDate: 3, 5, 14 Title: The Boy who cried wolfDate: 3, 5, 14 Title: snow day!Date: 3, 6, 14 Title: Love Your HeartDate: 3, 7, 14 Title: RapunzelDate: 3, 14, 14 Title: Darkness slipped in

Date: 3, 11, 14 Title: The Hole in the middle

Date: 3, 12, 14 Title: Anansi and the Moss-covered Rock

Date: 3, 14, 14 Title: Detective Blue

Date: 3, 17, 14 Title: Once a mouse

Date: 3, 17, 14 Title: The Lion & the Mouse

Date: 3, 18, 14 Title: The Tortoise and the Hare

Date: 3, 18, 14 Title: Little Red Riding Hood

Date: 3, 19, 14 Title: Pingo

Date: 3, 19, 14 Title: You're all my favorites

Date: 3, 19, 14 Title: The Lion and the Mouse

Date: / / Title:

Date: / / Title:

Date: / / Title:

Date: / / Title:

EL A & LR A
Nonfiction

FOLLOW THE READER
Book Log

Date: 3, 20, 14 Title: Canada

Date: 3, 21, 14 Title: How Big is it

Date: 3, 24, 14 Title: Predators

Date: 3, 25, 14 Title: Predators

Date: 3, 26, 14 Title: Predators

Date: 3, 27, 14 Title: Earth

Date: 3, 28, 14 Title: Earth

Date: 3, 29, 14 Title: Earth

Date: 4, 1, 14 Title: Earth

Date: 4, 2, 14 Title: The Story of Snow

Date: 4, 2, 14 Title: Weather

Date: 4, 3, 14 Title: Weather

Date: 4, 3, 14 Title: animal patterns

Date: 4, 4, 14 Title: lightning

Date: 4, 14, 14 Title: What lives in the prairie

Date: 4, 14, 14 Title: What lives in the ocean

Date: 4, 15, 14 Title: What lives in the ocean

Date: 4, 15, 14 Title: What lives in the Rainforest

Date: 4, 16, 14 Title: What lives in the Rainforest

Date: 4, 16, 14 Title: What lives in the forest

Date: 4, 17, 14 Title: limestone and other
secondary rocks

Date: 4, 18, 14 Title: Pets Parents Hate

Date: 4, 21, 14 Title: Pets Parents Hate

Date: 4, 21, 14 Title: ROCKS minerals and fossils

Date: 4, 23, 14 Title: stars

Date: 4, 23, 14 Title: stars

Partners: _____

FOLLOW THE READER
Book Log

Date: 4, 24, 14 Title: Dr. SuessDate: 4, 24, 14 Title: Amelia EarhartDate: 4, 24, 14 Title: Dolley madisonDate: 4, 25, 14 Title: Dolley madisonDate: 4, 25, 14 Title: Sam HoustonDate: 4, 28, 14 Title: Thomas JeffersonDate: 4, 28, 14 Title: Mother TeresaDate: 4, 29, 14 Title: Demetrius LavatoDate: 4, 30, 14 Title: David BeckhamDate: 4, 30, 14 Title: Maurice SendakDate: 5, 6, 14 Title: JupiterDate: Title:

EL B & LR B
Nonfiction

FOLLOW THE READER

Book Log

- Date: 3, 24/14 Title: Police officers
- Date: 3, 24/14 Title: Weather
- Date: 3, 25/14 Title: Groundhog Day
- Date: 3, 25/14 Title: Actual Size
- Date: 3, 26/14 Title: Plants!
- Date: 3, 26/14 Title: Macaroni Penguin
- Date: 3, 27/14 Title: Weather
- Date: 3, 28/14 Title: Bald eagles
- Date: 3, 28/14 Title: Hello!
- Date: 3, 28/14 Title: Gardening tools
- Date: 3, 31/14 Title: Bugs! Bugs! Bugs!
- Date: 4, 1/14 Title: girls figure skating

Date: 4, 2, 14 Title: Body

Date: 4, 2, 14 Title: Rainbow of Animals

Date: 4, 3, 14 Title: Hichelle Kwan

Date: 4, 4, 14 Title: Rainbow of Animals

Date: 4, 4, 14 Title: Ants

Date: 4, 21, 14 Title: Animals Patterns

Date: 4, 21, 14 Title: Rocks and Minerals

Date: 4, 23, 14 Title: centipedes

Date: 4, 24, Title: Pocahontas

Date: 4, 28, 14 Title: Molly Pitcher

Date: 4, 28, 14 Title: Dolley Madison

Date: 4, 28, 14 Title: Florence Nightingale

Date: / / Title: _____

Date: / / Title: _____

Partners: _____

FOLLOW THE READER
Book Log

Date: 5/1/14 Title: Cave Homes

Date: 5/1/14 Title: Desert Homes

Date: / / Title: _____

Date: / / Title: _____

Date: / / Title: _____

Date: / / Title: _____

Date: / / Title: _____

Date: / / Title: _____

Date: / / Title: _____

Date: / / Title: _____

Date: / / Title: _____

Date: / / Title: _____