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Study of the Effects of a Buddy Reading Program on the Reading Achievement and Attitudes of Kindergarten and Grade Seven Students at Abbotsford Christian School, Heritage Campus

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This study took place using a control group of one kindergarten class of 18 students and 12 randomly selected grade seven students. The experimental group consisted of the second kindergarten class (18 students) and the remainder of the grade seven students (12 students) at Abbotsford Christian School, Heritage Campus. The grade seven students who were part of the Buddy Reading Program were assigned to one or two kindergarten children and spent time reading books and teaching the kindergarten students short language arts lessons. All the kindergarten students were tested before and after the length of the program using a letter and sounds identification test and the Elementary Reading Attitudes Survey (The Reading Teacher, 1990). The grade seven students were tested before and after the Buddy Reading Program using the John's Reading Inventory and Word List (2001), and a reading attitudes survey developed by the researcher. Results showed only statistically significant improvements in the grade seven word lists. Other results including reading level and attitudes towards reading for the kindergarten children were not statistically significant. Minor improvements in reading levels and attitudes towards reading were evident in the grade seven students who participated in the program, but these improvements were not statistically significant.

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A Study of the Effects of a Buddy Reading Program on the Reading Achievement and Attitudes of Kindergarten and Grade Seven Students at Abbotsford Christian School, Heritage Campus

By

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Abstract

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Introduction

According to the National Research Council's Committee on Prevention of Reading Difficulties in Young Children (1998), reading is needed for success in our society. If reading success is not achieved, educational careers are negatively affected due to a lack of understanding and inability to comprehend written material. Schools have the main responsibility to ensure students learn to read and enjoy it through reading developmental programs and curriculum. There is a constant struggle to find the best way for children to learn to read and grow to be life-long readers.

A Buddy Reading Program, a type of peer-tutoring strategy that can be used across various grade levels spanning from kindergarten through grade 12, is one method used in schools as well as libraries to do just this. As defined in this project, a Buddy Reading Program is a program that pairs older students with younger students in a language arts setting. The older students prepare a short reading lesson and tutor the younger students in hopes of improving reading success.

In this study, I will seek to learn if a Buddy Reading Program is a beneficial program to utilize in a school setting and what the effects of using such a program will be on the reading levels and attitudes towards reading of kindergarten and grade seven students. The basic question I will be asking is: What are the effects of a Buddy Reading Program on the reading levels and attitudes towards reading of students in kindergarten and grade seven at Abbotsford Christian School, Heritage Campus? Many reading development programs make use of "tutors" of all ages to improve the reading skills of younger children. These programs show a positive effect for the child learning to read. It is my hypothesis that the use of the Buddy Reading Program outlined in this project will

have a positive effect on all participants and that there will be a greater positive effect on the reading levels and attitudes of the grade seven students.

In this study, I referred to the experimental groups of kindergarten and grade seven groups as KE and 7E, and a control group as KC and 7C. The program lasted approximately 18 weeks and consisted of seven tutoring sessions. Testing of all students in kindergarten and grade seven took place before and after the program ran. The tests used are explained in detail in the Methods section. The premise of the current study is that exploring this type of program will inform teachers of a new, fun, and beneficial way to improve reading and attitudes towards reading.

Brief Review of Relevant Literature

The Need for Reading Improvement

Education periodicals and newspapers are full of reports on the need for academic success in our schools today. The government has been involved in raising reading achievement through the promotion of *No Child Left Behind*, *Reading First Initiative*, *Reading Excellence Act*, and *America Reads*. In a technological society, the demand for high literacy is rising, making the consequences for those who fall short more severe. The Extension Service of West Virginia (1999) believes that reading is the foundation of all learning. Their research demonstrates that chances for success in school greatly deteriorate if children cannot read well by the end of third grade. To achieve this, reading programs with an emphasis on literacy development of children should be used. Literacy begins at birth and is a gradual process of learning to understand and use language. Children first learn oral forms of language (listening and speaking) followed by an exploration of written forms (reading and writing). Emergent readers know that print

carries meaning, how books work, what written language looks like, and how letters are associated with sounds. At the next developmental level, readers are able to make meaning of text and need opportunities to practice reading skills and fluency. According to the National Research Council's Committee on the Prevention of Reading Difficulties (1998), disruption of any of these developments increases the possibility that reading will be delayed and that these children may require rigorous intervention efforts, extra help in reading and modifications for their disability throughout their lives. Students need exposure to reading and extensive practice in order to develop the skills necessary for other learning undertakings. As reported by Education World (2003), Lester Laminack, head of the elementary and middle school education program at Western Carolina University, believes that as children are bombarded by video games and other electronic media, making the need for imaginative reading programs necessary. Because of overcrowded classrooms and parents who have little time or ability to read with their children, ways to increase one-on-one reading time with students is very important. Although various volunteer programs based on this premise are currently being used in schools, libraries, and after-school care facilities, limited research has taken place regarding the benefits of such programs. Educators are constantly looking for ways to improve reading levels and attitudes, making the topic of Reading Buddies essential for study.

Aspects of Reading Success

The National Research Council's Committee on the Prevention of Reading Difficulties (1998) recommended the following for guidance and advice in the area of reading improvement: 1) teachers should know the importance of providing excellent

reading instruction to all children; 2) children should arrive in first grade motivated to learn to read and with the necessary linguistic, cognitive, and early literacy skills; and 3) teachers should be well prepared, highly knowledgeable, and receive ongoing support. Children needing early language and literacy development should receive it at the earliest time possible. Children who struggle need application of the same principles by someone who can present them expertly. In addition, it was recommended that steps be taken to ensure that children overcome these obstacles during the primary grades. Reading Programs at the elementary levels should include the steps in literacy development and build upon each step through exposure to speaking and listening, pictures, letters, words, sentence structures, books, and so forth.

Goals of a Buddy Reading Program

The goals for a Buddy Reading program will vary for the different age groups involved. The primary goal for all participants should be to serve the reading needs of those involved. In a Christian context, Hebrews 10: 24ff reminds us that we need to help each other in love and do good deeds, continuing to meet together and encourage one another. In this way we are building the body of Christ. Serving the reading needs of others through this type of reading program allows students to practice this biblical truth of encouraging one another and doing good deeds in love. In her program, Carol Caserta-Henry (March 1996) wanted to provide a setting that would focus on the first graders' needs while offering a positive learning experience for the high school tutors. In the context of a Christian school, author and professor Dr. John Van Dyk (2000) affirms that it is our aim to "equip our students . . . to function as knowledgeable and competent disciples of the Lord, exercising their kingdom tasks by hearing the will of the Lord and

implementing it wherever they find themselves" (p. 69). The goals of the Buddy Reading Program fit nicely with this view of education, providing a real context to practice discipleship skills, such as encouraging others, helping others, caring for others, esteeming others higher than oneself, practicing conflict resolution, and learning from each other.

This reading program should give younger, struggling readers the much needed attention and practice with reading. Cook and Urzua (1993), authors of *The Literacy Club: A cross-age tutoring/paired reading project* agreed that younger students would benefit from one-on-one attention and from a positive reading role model who will listen, understand, and care about teaching them while making learning fun. They would have an opportunity to create friendships, increase writing skills, share aloud, and grow in their love for reading.

For the older students, Buddy Reading Programs provide academic challenge, training in reading strategies, and an opportunity to develop leadership and service skills. According to VanDyk (2000), "students form a community that visibly belongs to the Lord, eager to serve as his disciples" (p.123). These programs allow students to willingly serve the Lord at a developmentally appropriate level in leadership and service. They allow students to consider that their work and effort can make a difference in the life of a younger child.

The Buddy Readers Program of the Oregon Public School District 4J (2003) boasted of an opportunity for fifth graders to practice oral reading fluency skills and comprehension strategies as they coached their little buddies through stories. The older students grew in interpersonal skills and sensitivity towards others. Because of the careful

planning, their understanding of concepts increased and they internalized such knowledge for their own use, especially in the area of writing. Cook and Urzua (1993) found student gains in decision-making, confidence, and higher self-esteem was demonstrated through the eagerness and advice they would give, even to adults.

Abigail Hulme (1999) reported that an America Reads Buddy Reading Program served a valuable purpose within the school curriculum. The Reading Buddies were found to be creating a fun and engaging reading atmosphere where challenges and difficulties became rewarding adventures that lead to feelings of success. While improved reading skills were the initial goal, it is becoming clear that there are no limits to the scope of this kind of program.

Buddy Reading Programs and Language Arts Programs

While the abundance of articles and websites based on Buddy Reading Programs provides evidence of its importance, many forms of this type of program exist. Joan Gaustad (Sept/Oct. 1993), in *Peer and cross-age tutoring*, noted that, "one-to-one tutoring has long been recognized as superior to group instruction, especially for students with special needs. In one-to-one tutoring the teacher can adapt instruction to the learner's pace, learning style, and levels of understanding" (p. 34). While Buddy Reading Programs do not use adult experts, they can provide some of the one-on-one time that is needed. In her Reading Partners Program, Mary Nugent (June 2001) used Buddy Readers as "an approach in which one child instructs another child in material on which the first is an expert and the second is a novice" (p. 71). When exploring ways for students with disabilities to succeed in school and in the inclusive classroom, she found her students derived considerable benefit from tutoring younger students.

In all the programs reviewed, a common characteristic was that a cross-age tutoring program should complement the existing language arts and reading program in the classrooms of both participants. The Executive Summary of the Committee on the Prevention of Reading Difficulties in Young Children (1998), written by the National Research Council, recommended that although volunteer tutors can provide valuable practice and motivational support for children learning to read, they should not be expected to either provide primary reading instruction or to instruct children with serious reading problems. Overall, programs that were integrated into the existing Language Arts program indicated more positive outcomes, while those done after school or at noon hours showed less positive outcomes.

Key Characteristics and Findings of Buddy Reading Programs

The following is a brief review of four of the programs that include many of the key characteristics identified as being vital to program success. Procedures and evaluation techniques from the reviewed articles are described, though quantitative data of the success of the programs was not provided for each program. Where data is not provided regarding the success of the program, Hulme (1999) noted that, "While concrete and complete assessment of the program will not be available [yet] . . . preliminary evaluations have been positive"(p. 6). The America Reads Challenge has similar data collected: Early findings suggest that volunteer tutoring holds great promise for beginning readers. The underlying belief was that if the assessment of the students was positive, the program itself was positive.

The first program is called the *Literacy Club*, a cross-age tutoring project conducted by Barbara Cook and Carole Urzua (1993). To combat growing class sizes,

increasing numbers of students from low socio-economic backgrounds who have limited exposure to reading and writing, and a growing diverse ESL population, Cook and Urzua created reading buddies as part of their reading program. They believed that language development was best acquired through active experiences and interactions and by finding meaningful and authentic ways to use the reading and writing skills students needed to learn. To accomplish this, each of Cook's sixth grade students were trained in ways to share books, write lesson plans, help someone learn to write, and teach other things first grade students would need to know to be successful. The sixth grade students spent 30 minutes in sessions with a first grade buddy where they put their "lesson plan" into action, followed by an opportunity to reflect on the process and write notes on their experience. This happened twice weekly. The class discussed issues about reading, writing, and teaching that they encountered and planned for the next session. Cook and Urzua posted goals so the participants would remain focused and continually informed about their job, and they also gave careful attention to pairing readers according to first language, gender, personality, academic ability, and behaviour.

In Cook and Urzua's *Literacy Club* (1993), no quantitative data was provided, but comments made by the students showed positive results. Positive comments were reported for each goal they had for the program. For example, one goal was to gain confidence. In response, one student discussed how he really felt his younger partner was beginning to trust him and enjoy their time spent together. Other students talked about how they were beginning to see positive changes in their younger student's writing ability or how each session was becoming easier and more enjoyable as they saw their younger buddy grow. Cook and Urzua were also able to see the students transfer some of

the opinions, examples, and observations made in their journaling experience into some of their reports, essays and other writings. Because of these outcomes, the teachers reported positive results for their Buddy Reading Program.

Funded by the Eugene Education Fund (2003), Spring Creek Elementary School had fifth grade tutors use a set of books to read and corresponding puppets for retelling and answering questions. The older students then completed workbook activities with their kindergarten buddies to practice comprehension skills and concepts of print. The older buddies felt safe using the fairly simple books without having rehearsed them and were able to practice oral language and leadership skills. The younger students received the extra language skill exposure to help them keep up. They met on a regular basis and maintained a focus of being community helpers to each other. Evaluation of this reading program tested fifth grade students for improvement on oral reading fluency rates through tests created by the district. The kindergarten students were tested on their ability to track print and answer comprehension questions. The results of these tests were compared to those of the previous year. Both grades were asked to reflect, either orally or in writing, on what they learned from this particular Buddy Reading Program. However, no results were provided in the article.

Mary Nugent (2001) developed Reading Partners in which mildly disabled students were paired and spent time reading books at the learner's readability level two or three times per week. Helpers were between one to ten years older than the learners in both readability and chronological age. The job of the helpers was to assist the learner to read the selections and keep records. Students were tested before and after the length of the program using the MICRA-T (1990), a standardized reading test, and a questionnaire.

Helpers made significant gains in their own reading ability of 17.4 months progress while the control group experienced gains of 7.16 months. Over a three-year time span, the average rate of progress for learners was 6.55 months and the average rate of progress for helpers was 14.82 months. Findings also showed that all participants enjoyed the experience and felt that their reading improved.

Carol Caserta-Henry's (1996) Reading Buddies program paired high school students with at-risk first grade students to provide a valuable and positive learning experience for all participants. The basic tutoring format included reading a new book each week, rereading a familiar book from the previous week, writing in a journal and doing a word study activity (creating word families, word banks, writing invented sentences and so forth). During the initial training session the high school students learned how to read with beginner readers, how to complete a journal entry and how to read and write invented spelling with young children. They learned how to make simple lesson plans and how to keep a personal reflective journal. Their tutoring program lasted from December until May. The tutors were not tested in any form, but all stood by their commitment to participate for the entire length of the program. Some were even willing to research ways to make their tutoring more effective and talk to teachers for ideas in order to help their buddies succeed. Findings showed that the attitudes of the first grade students were positive and they felt better about themselves as readers and writers. Of the 16 students who participated in the program, all demonstrated growth based on developmental spelling tests, written samples, and teacher observations. Spelling assessment scores gathered from writing samples demonstrated a "spelling stage" or level increase of between two through five levels due to Reading Buddies.

The Research Project: The Buddy Reading Program

The proposed study on the Buddy Reading Program used this research to gain a greater understanding of the benefits of such a program in a school setting. While much of the literature reviewed reported benefits and reasons for success, there was little empirical data. The proposed study seeks to rectify this. Keep in mind that the Buddy Reading Program was not used to replace any language arts or reading instruction. It was an additional part of the curriculum, used in place of time allotted for shared reading experiences.

Methods

Subjects

Those involved in this study included the two kindergarten classes, taught by me, Mrs. Susan Dykshoorn, and the grade seven class, taught by Mr. Tym Berger, at Abbotsford Christian School. The control kindergarten group (KC) met on Wednesdays, Fridays and some Mondays, and did not participate in the Buddy Reading Program. It consisted of 18 students, 10 girls and 8 boys. The experimental kindergarten group (KE) met on Tuesdays, Thursdays, and some Mondays, and did participate in the Buddy Reading Program. It consisted of 18 students, 9 girls and 9 boys. Both kindergarten classes had a wide range of reading skills and attitudes, from non-readers with low interest in reading through beginner readers who displayed a love and excitement for reading. These students are considered randomly assigned to groups because no academic or other considerations, aside from parents' choice of days to attend school, were used to assign students to classes. The grade seven class was divided in half through random selection, by drawing names out of a hat. One half (7C) served as the control group and

did not participate in the Buddy Reading Program. The other half (7E) took part in the Buddy Reading Program. Both grade seven groups originally consisted of 6 girls and 7 boys with a range of reading abilities and attitudes. As the program began, one male student from the 7E did not participate. Towards the end of the program, one female student from 7C became ill, missing the final four sessions and the final testing, so she was pulled out of the program. The grade seven groups therefore consisted of 6 girls and 6 boys (a total of 12 students) in 7E and 5 girls and 7 boys (a total of 12) in 7C.

As the kindergarten teacher, I observed a great excitement for reading in both classes. There was some hesitation with the KE group because they were concerned about their success, but most looked forward to being able to read like their big buddies and spend time with their special friends.

In contrast, Tym Berger reported that this particular year the students struggled academically. He said that they just didn't care about anything and that he spends more time on plans for motivating them than planning lessons. His interested was in seeing how the Buddy Reading Program would progress and its results with these particular students.

Materials

This study was designed to compare the participant's reading ability and attitudes towards reading both with the use of the Buddy Reading Program and without its use. The following operational definitions of variables were used. The independent variable was the Buddy Reading Program, a program for peer reading and tutoring based on the research done for this study (Brenno & Teaff, Sept 1997, Cook & Urzula, Spring 1993 & Nugent, June 2001). The control group, 7C and KC, did not use this program. The

dependent variables include reading achievement and the attitudes towards reading of the participants. For the grade seven students, reading achievement was measured with the John's Reading Inventory, John's IRI, (2001) while the kindergarten students' abilities were measured with a letter and sound identification test. Attitudes towards reading were measured with a reading survey for grade seven students and the Elementary Reading Attitudes Survey (*The Reading Teacher,* May 1990) for the kindergarten students. Possible intervening variables may include the activities that 7C participated in while 7E prepared for and participated in the Buddy Reading Program, my teaching style, the learning style of all participants, and the scholastic ability of the students involved. Lurking variables may include prior reading achievement and the gender of the students.

The reliability and validity of the John's IRI and the ERAS as data collection instruments were read, reviewed and considered in choosing appropriate instruments to measure reading ability and attitudes towards reading. The other instruments used for data collection and analysis were created with many of these same considerations. As stated earlier, the Buddy Reading Program was based on the literature reviewed for this study. It is largely based on Cook and Urzua's *The literacy club: A cross-age tutoring/paired reading project* (1993), but includes aspects of each reading program reviewed with careful consideration to promote an environment in which students could practice discipleship skills appropriately. See Appendix A for an outline of the Buddy Reading Program used in this study.

The instrument used for data collection for the kindergarten reading ability was a letter and sound identification test (Appendix B-1). Students were shown cards of each letter and asked to identify it and later asked to give the sound that particular letter

makes. This particular test has been used on an annual basis in kindergarten and again in grade one assessment at Abbotsford Christian School. To measure reading attitudes, the Elementary Reading Attitudes Survey (ERAS) was administered to the kindergarten students (Appendix B-2). The ERAS as found in *The Reading Teacher* (May 1990) was designed for elementary grades and is suitable for testing groups of students in an appealing and timely fashion. Its pictorial format of four comic characters of Garfield, ranging from very happy to very unhappy, and its even number of scale points makes it a fun and neutral test. The ERAS has easy and clear directions for use and concise, efficient, and reliable scoring procedures (627-628) to determine attitudes towards reading and subscales of recreational and academic reading interests. Reliability was calculated using Cronbach's alpha, a statistic developed to measure internal consistency of attitude scales. It's coefficients ranged from 0.74 to 0.89, with only two primary grade scores being below 0.80 in the area of recreational reading. Evidence of construct validity was gathered through testing showing that scores varied predictably with an outside criterion and that scores were reflective of what students truly felt about recreational and reading for academic purposes (639). The intersubscale correlation coefficient was 0.64, showing that the two subscales were related, but also reflected dissimilar factors.

The instrument used for data collection for the grade seven reading ability was Jerry L. John's Basic Reading Inventory (2001), John's IRI, in its eighth edition. This instrument is an informal assessment tool used frequently in school systems across North America by classroom teachers and reading specialists. It contains word lists and reading passages. Inventory results help support the daily instructional decisions that teachers need to make and suggest helpful strategies for enhancing the literacy development of

children in the classroom. It is an individually administered, criterion-referenced test. No normative data is provided aside from the prescribed grade level categories. It rates students' reading into three reading categories: individual reading level, instructional reading level, and frustration reading level (Missouri Department of Elementary and Secondary Education, 2003, p.5). This particular form was used under the recommendation of the school's Special Education director, Mrs. Eleanor Mills. It had been used often in the school system and she found it to be the most easy, fair, stress-free, reliable and valid source for testing reading levels. John's IRI was designed for pre-primer through grade twelve and is suitable for testing individual students' reading ability including the areas of sight words, oral reading, prediction, comprehension, and retelling. Directions for the administration and scoring of John's IRI are presented in a detailed and clear manner (2003). The grade seven list and form A3717 was used in this particular study (Appendix B-3).

I developed The Reading Survey to measure the reading attitudes of the grade seven students. It was based on the same literature and research that frames the entire research project, and was carefully analyzed and modified by the Special Education director, Tym Berger, and myself to provide the best survey for the participants of this study (Appendix B-4). The References section can also provide sources for further exploration and reading.

Research Design

The goals of this program were to help students: (1) develop their reading skills; (2) expand their ability to make meaning from what they read; and (3) increase their love of reading. Reading Buddies is a strategy to improve reading performance and is a means

of building self-esteem and confidence in both the tutor and the tutee. I hoped that a positive attitude towards reading would develop for both parties. The alternative hypothesis says that participants in the Buddy Reading Program will experience larger average gains in reading skills and attitudes than the control group. The null hypothesis says that the groups will experience no difference in gains. The following outlines the research design.

First, each student in kindergarten completed a letter and sound recognition test. They completed the ERAS to assess reading attitudes. The grade seven students were tested using the John's Reading Inventory (2001) for their appropriate grade level, using Form A3717 for grade seven. Each child also completed the Reading Survey.

Then the Buddy Reading Program itself began. To run effectively, each 7E student was "trained" to share books, write plans for the session, help someone to read, write, or engage in discussion, and teach other skills that the KE needed to become a successful reader. During the training session, students were assigned one or two KE students. Then they were taught and able to practice how sessions should run, how to pick appropriate books, how to read books aloud, how to formulate good questions, and how to prepare and teach a follow-up activity for their KE buddy. This session was taught by me, Mrs. Susan Dykshoorn. I completed this teaching session by modelling how I would prepare for a session, how I should run a session, and what I would do after a tutoring session was completed. During this teaching session, students received a hand out, preparation page, book list, activity ideas and journaling activity page (Appendix A).

This reading program lasted for approximately five months, from late January through early June, meeting together seven times. Students came in at noon hours to

prepare for the sessions. Once they completed their lesson plan, they needed my approval before leaving. For each 25-minute session, the 7E students "tutored" the KE group. The tutoring sessions included reading a short picture or concept book, answering prepared thought-provoking questions, and completing a prepared activity related to a language arts concept found in the literature. Appendix B provides an outline of this tutoring lesson. Following the tutoring session, 7E group was given time to journal (Appendix A) and reflect about the experience. The KE students engaged in a discussion about what they liked and learned. The control groups of grade seven, 7C, and kindergarten, KC, used this same time period doing regular classroom reading and language arts activities, such as shared reading, poetry reading, and reading worksheets.

At the end of the five-month time period, the kindergarten students completed the letter and sounds recognition test and the ERAS again. Each grade seven student was tested using the John's IRI, Form A3717, and completed the Reading Survey (interests and attitudes towards reading). The scores and attitudes from were then reviewed and compared to scores collected in June.

Relevant Ethical Concerns

In designing this study, careful consideration was taken to ensure this was the most ethical way to carry out the study. Discussion took place between Berta den Haan, school principal, Tym Berger, grade seven teacher, Eleanor Mills, Special Education Director, and me to ensure that we were doing what was best for all the participants. Our goal was to reduce as many concerns as possible and to design a plan that was ethical.

One ethical concern may be that the students did not come forward on a voluntary basis, The principal, the grade seven teacher and myself decided that the participants

would be the kindergarten and grade seven buddy classes. We believed that this was a good learning experience for all the participants regardless of the results and that it coincides with some of the regular buddies activities the school hosts. ACS-Heritage has traditionally used "buddies" to pair the older and younger classes as a means to increase unity among the students, provide for practical and helpful teaching opportunities, and to create friendships between students. It was a concern that all the students in grade seven and kindergarten still maintain adequate buddy time by continuing their participation in activities such as skating and center time, as well as participate in language arts activities. We tried to balance that out by allowing the 7E and KE students to participate in the Buddy Reading Program and allowing the control groups, 7C and KC, to do other reading or language arts activities that all the students may have done in large group settings.

Implications and Limitations

This research was conducted determine if a Buddy Reading Program would have an effect on reading abilities and attitudes towards reading. Some limitations to the research were as follows.

One implication of this study concerned the appropriate pairing of students in the Buddy Reading Program. My principal, Mrs. Berta Den Haan, limited this project to take place within my own kindergarten classes and that of our "buddy class," Tym Berger's grade seven students. The kindergarten and grade seven students have paired up in past years to participate in "buddy activities" 4 times each school year. I was given permission to go ahead with this research project on the condition that I work closely with Tym Berger, and use only the kindergarten kids in my classes and the grade seven students in Tym Berger's class as subjects. While some research states (Cook & Urzua, 1993) that

the difference in grade levels should only span three or four years, many libraries and programs make use of middle and high school students (Eugene Education Fund, 1993) and adults. Pairing for this particular study was done randomly within the kindergarten and grade seven classes with consideration for gender so that the kindergarten children would have a friend of the same sex that they could better relate to. As some research recommended, no consideration was given in this study to personality, background, first language, academic ability or behavior in pairing students in order to collect results in a randomly selected setting (Cook & Urzua, 1993).

Another limitation related to this study was the time available in which to hold training sessions. They took place during noon hour recesses. Students have various extra curricular activities that take place during the noon hour recess. We felt that this was the best time to do it instead of pulling students from class but also realized that this could affect the attitudes towards the Buddy Reading Program.

Another limitation was the short duration of the study. The school was not prepared to add a new teaching strategy to its curriculum, but the Buddy Reading Program could be used in extra curricular time, during regular “buddies” time, or with the discretion of Tym Berger who was very supportive of this project and looked forward to the process and results. Because of this limitation, the Buddy Reading Program consisted of only seven sessions. However, this is in tune with some of the research and the programs used by libraries and after-school care facilities in the area.

This research project was limited in the tools used for testing reading levels. Mrs. Berta Den Haan asked that the tool used for this testing be approved by the school’s Special Education Director. It was decided that the John’s Reading Inventory (2001) and

the ERAS be used because they have been used in the school before and they were thought to be less stressful than any new or unfamiliar method. All other testing tools proposed were acceptable.

Results

The data were collected and placed in tables for clear and easy analysis. First I will present the results of the data collected from the kindergarten classes followed by the data collected for the grade seven classes. In analyzing the data, t tests for independent samples ($p<0.05$) were used to compare the average gains in each group between the January and June test results of the experimental and control groups. Multiple t tests were used because there were multiple variables being analyzed. This statistical technique was utilized because it was believed that the assumption required for use of a parametric test were met (e.g. subjects were randomly assigned to groups within the grade levels who were selected to participate).

Table 1 and 2 show the scores of the letter and sound identification tests. Figures 1 and 2 show the distribution of scores for these tests. In both classes the scores increased in the final testing because of the five months of schooling experienced.

Table 1

Letter and Sound Recognition Scores of the Kindergarten Experimental Group (KE)

Kindergarten Student	Jan. Letter Identification	June Letter Identification	Gain	Jan. sound Identification	June Sound Identification	Gain
A	26	26	0	26	26	0
B	8	26	18	6	18	12
C	1	26	25	1	11	10
D	26	26	0	23	26	3
E	3	23	20	2	13	11
F	0	8	8	0	4	4
G	7	20	13	5	18	13
H	26	26	0	22	23	1
I	24	26	2	17	23	6
J	26	26	0	25	25	0
K	24	26	2	6	26	20
L	26	26	0	22	26	4
M	18	26	8	10	25	15
N	26	26	0	26	26	0
O	1	18	17	0	18	18
P	26	26	0	24	25	1
Q	20	26	6	19	24	5
R	23	25	2	8	24	16
Class Ave.	17.3	24	6.7	13.4	21.2	7.8

Figure 1

Letter Recognition Scores of the Kindergarten Experimental Group (KE)

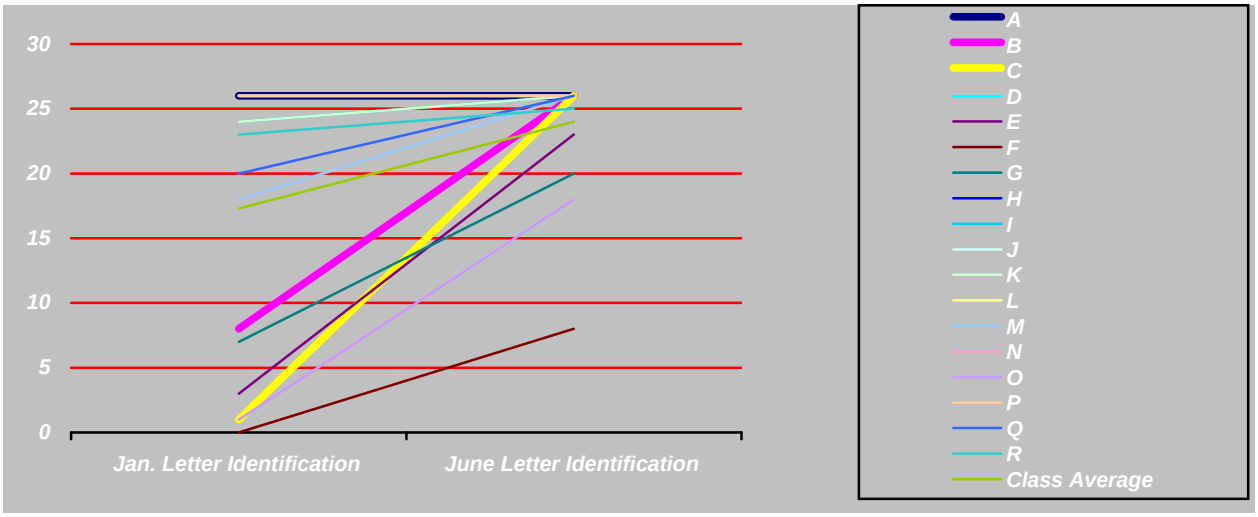


Figure 2

Sound Recognition Scores of the Kindergarten Experimental Group (KE)

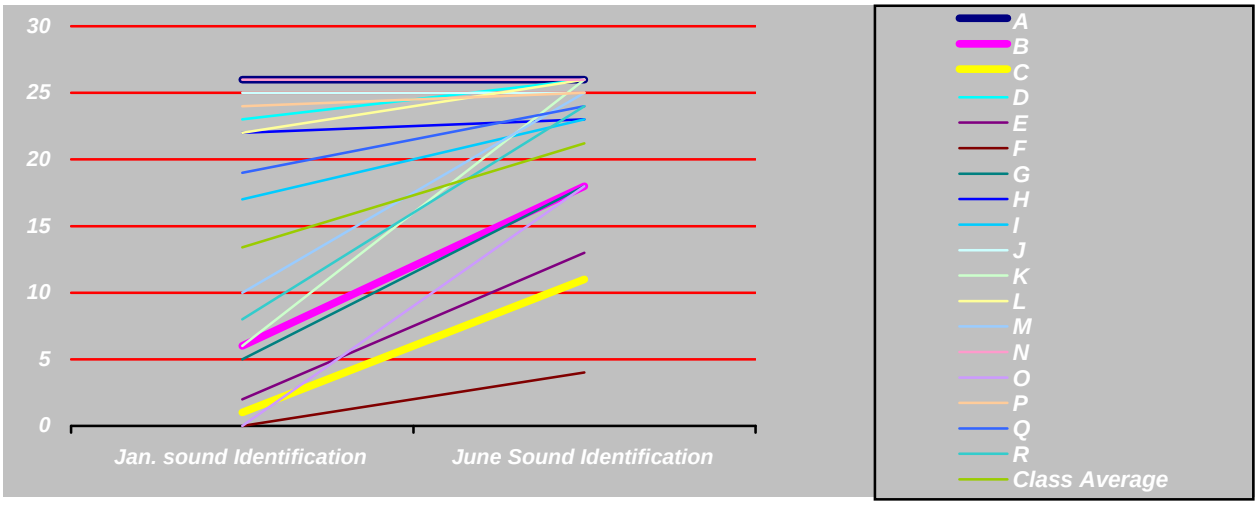


Table 2

Letter and Sound Recognition Scores of the Kindergarten Control Group (KC)

Kindergarten Student	Jan. Letter Identification	June Letter Identification	Gain	Jan. Sound Identification	June Sound Identification	Gain
1	4	19	15	2	25	23
2	26	26	0	26	26	0
3	24	26	2	21	22	1
4	0	23	23	1	10	9
5	5	4	-1	3	2	1
6	0	10	10	0	1	1
7	0	10	10	0	5	5
8	4	24	20	3	24	21
9	26	26	0	26	26	0
10	26	26	0	21	24	3
11	26	26	0	23	23	0
12	3	26	23	3	25	22
13	0	26	26	0	17	17
14	23	26	3	11	23	12
15	26	26	0	21	26	5
16	0	23	23	0	12	12
17	21	26	5	21	25	4
18	26	26	0	25	26	1
Class Ave.	13.3	22.2	8.9	11.5	19.0	7.5

Figure 3

Letter Recognition Scores of the Kindergarten Control Group (KC)

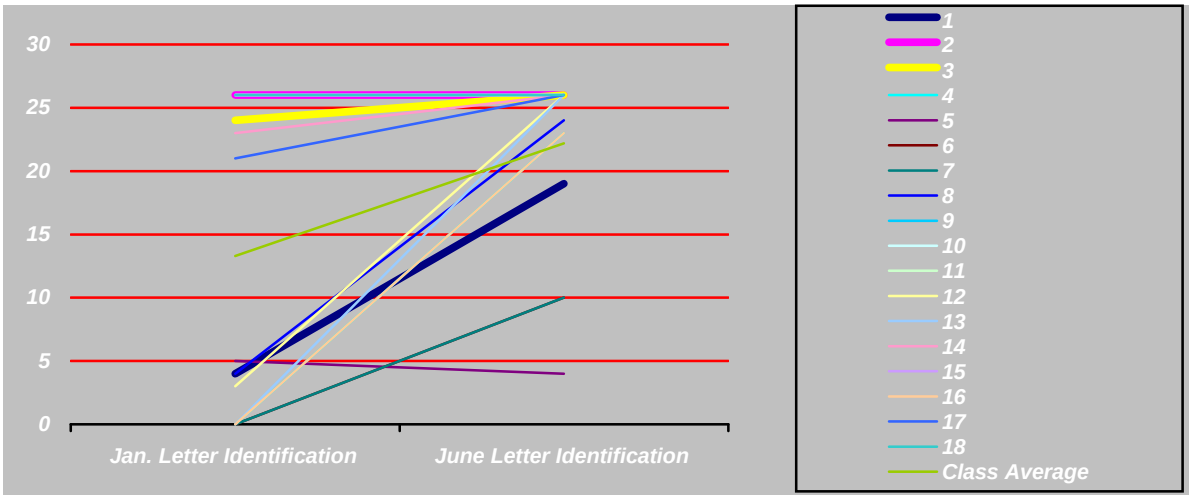
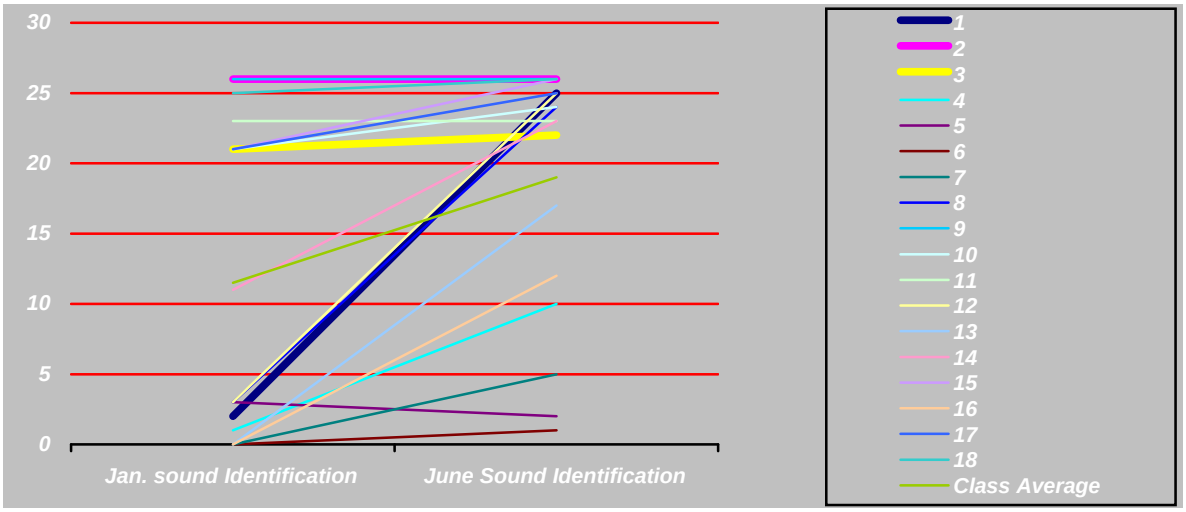


Figure 4

Sound Recognition Scores of the Kindergarten Control Group (KC)



In analyzing the letter identification tests, the initial class average of KE was 17.3 and rose to 24. KC's initial class average was lower, 13.3, and rose to 22.2. Taking into account that the maximum score is 26 letters to be identified, KE started out knowing more letters than KC and therefore had less to gain than KC. In calculating gains, KE had a lower average gain of 6.7. KC had a gain of 8.9. The data provided does not support the hypothesis.

In analyzing the sound identification tests, the initial class average of KE was 13.4 and rose to 21.2. KC's initial class average was lower again, 11.5, and rose to19.0. Initially KE knew an average of 1.9 more sounds than KC. In calculating gains, KE had an average gain of 7.8 sounds, while KC had an average gain of 7.5 sounds. Because the mean gain was higher for the KE, an independent sample t-test was performed. The difference in means of the final June scores has t-score of 0.84 and a p-value of 0.20, showing no statistically significant difference. Again, this shows that the Buddy Reading Program has little or no positive effect.

Tables 3 and 4 contain the scores for the ERAS. The scores are broken up into two parts: recreational reading is represented in the first score and academic reading is represented in the second score. The maximum score in each of these sections was 40, making the total possible score for the ERAS 80. Table 3 and 4 contain individual scores, the class averages of each score, the average total score, and the average gains.

Figure 5 shows the smaller increases in scores made by KE. The initial average scores of KE (27.4 and 26.2) were lower than those of KC (30.2 and 27.1) and therefore they had more to gain than KC. However, the total average gain of KE was only 4.3, while KC had a total gain of 5.0. It was expected that all reading attitudes would increase

as the students progressed in kindergarten. But it was expected that KE would have greater gains due to the use of the Buddy Reading Program. However, while KC had a greater attitude towards reading to begin with, this group's attitudes towards reading also showed the greatest gains. This data does not support the hypothesis.

Table 3

Elementary Reading Attitude Survey (ERAS) Scores for KE

Kindergarten Student	January Recrea-tional	January Academic	Total	June Recrea-tional	June Academic	Total	Gain
A	31	36	67	28	33	61	-6
B	20	21	41	22	31	53	12
C	21	12	33	29	14	43	10
D	23	17	40	23	15	38	-2
E	18	11	29	16	13	29	0
F	25	17	42	27	18	45	3
G	22	35	57	20	34	54	-3
H	26	29	55	26	29	55	0
I	30	30	60	32	33	65	5
J	30	22	52	34	29	63	11
K	30	32	62	35	37	72	10
L	35	36	71	37	37	74	3
M	32	34	66	34	35	69	3
N	38	37	75	37	37	74	-1
O	27	29	56	30	34	64	8
P	32	30	62	33	32	65	3
Q	21	23	44	29	30	59	15
R	32	32	64	35	35	70	6
Class Average	27.4	26.8	54.2	29.3	29.2	58.5	4.3

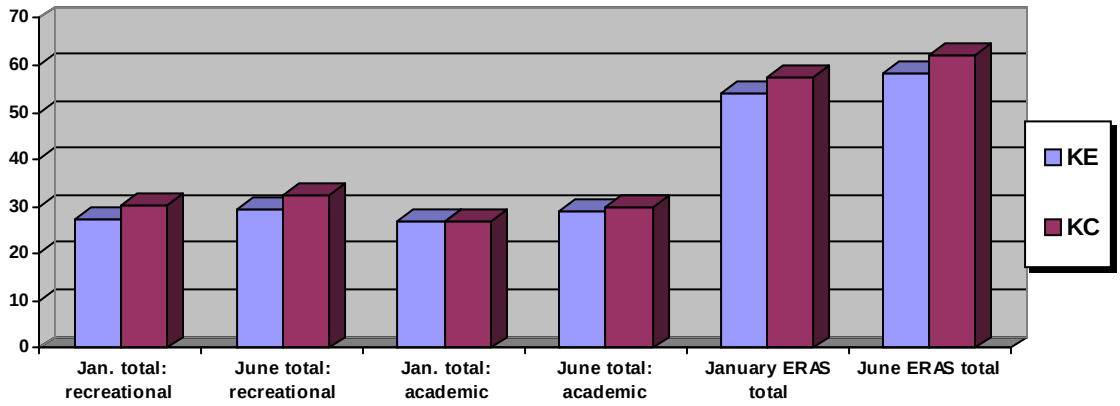
Table 4

Elementary Reading Attitude Survey (ERAS) Scores for KC

Kindergarten Student	January Recrea-tional	January Academic	Jan. Total	June Recrea-tional	June Academic	June Total	Total Gain
1	37	34	71	36	33	69	-2
2	34	34	68	33	34	67	-1
3	30	30	60	33	31	64	4
4	27	26	53	33	34	67	14
5	36	28	64	37	27	64	0
6	33	28	61	37	32	69	8
7	34	32	66	37	36	73	7
8	26	28	54	28	26	54	0
9	38	37	75	38	35	73	-2
10	28	14	42	31	15	46	4
11	20	20	40	22	20	42	2
12	32	24	56	32	30	62	6
13	30	26	56	33	32	65	9
14	29	28	57	34	30	64	7
15	31	23	54	34	30	64	10
16	18	16	34	22	21	43	9
17	32	30	62	34	40	74	12
18	29	29	58	31	31	62	4
Class Average	30.2	27.1	57.3	32.5	29.8	62.3	5.0

Figure 5

Class Averages of the Elementary Reading Attitude Survey (ERAS) Scores



The grade seven classes used the John's IRI Form A1737. Table 5 and 6 show the results of the Graded Word List scores. The class average is also included for each section. Figures 6 and 7 display the information in graphical form.

Table 5

Word List Scores for 7E

Grade 7E Student	January test results	June test results	Gain
A	12	16	4
B	14	17	3
C	19	20	1
D	11	17	6
E	19	20	1
F	16	19	3
G	14	17	3
H	19	19	0
I	19	19	0
J	14	18	4
K	19	20	1
L	20	19	-1
Class average:	16.3	18.4	2.1

Table 6

Word List Scores for 7C

Grade 7C Student	January test results	June test result	Gain
1	15	16	1
2	18	19	1
3	20	20	0
4	15	14	-1
5	16	16	0
6	15	17	2
7	16	19	3
8	19	19	0
9	20	20	0
10	19	19	0
11	17	18	1
12	20	18	-2
Class average:	17.5	17.9	0.4

Figure 6

Word List Scores for 7E

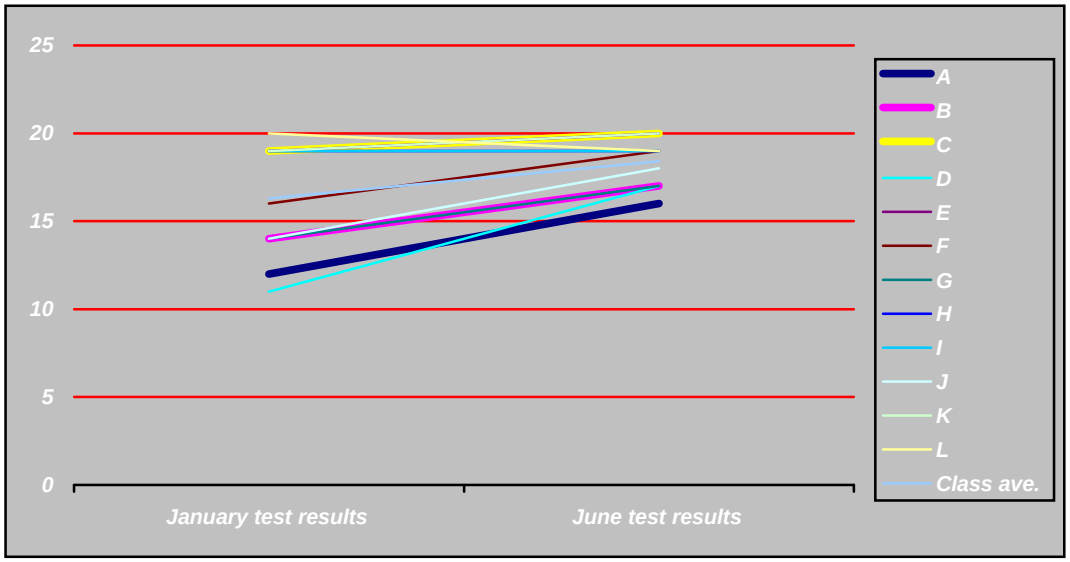
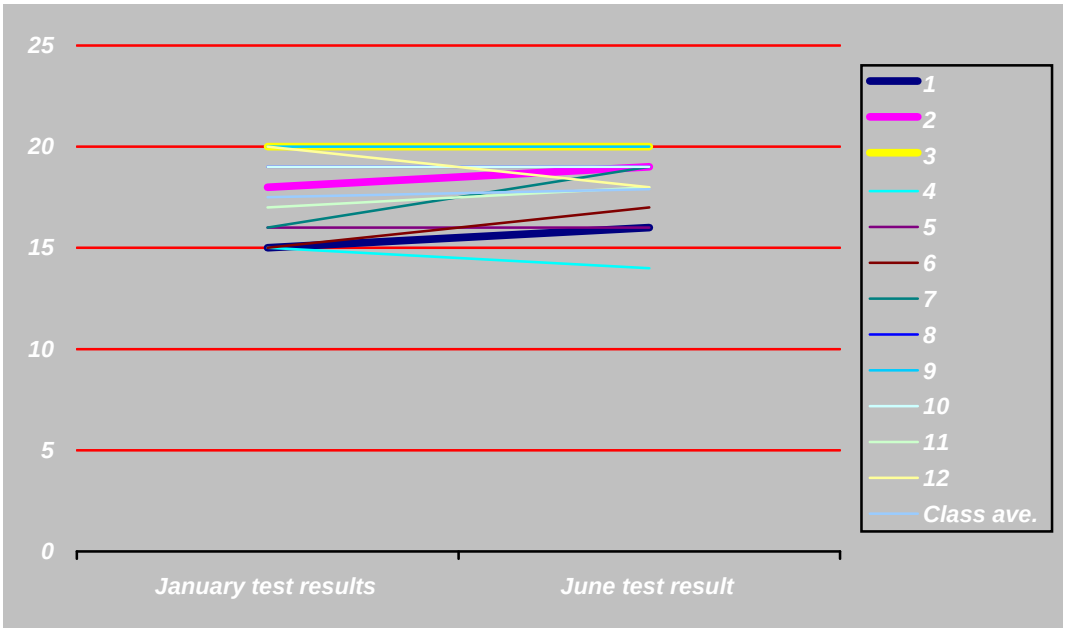


Figure 7

Word List Scores for 7C



The grade seven experimental group, 7E, showed greater signs of improvement. While they started out with a lower average score of 16.3 than 7C (17.5), they ended with a higher average score, 18.4, than 7C's score (17.9). 7E experienced an average gain of 2.1, while 7C experienced a gain of 0.4. When running an independent sample t-test, the t-score was 2.36 and the p-value was 0.01. The significance level of this one-tailed t test was 0.01. There was a statistically significant difference ($p<0.05$) between 7E and 7C's Word List scores. The Buddy Reading Program had a positive effect on the reading levels of 7E.

Tables 7 and 8 show the results of the John's IRI, Form A1373. Students read a selection and were evaluated on word recognition, comprehension and retelling. Words per minute were also recorded. The first score indicates the score from the January test, and the second number represents the score in June. Table 9 shows the class average results that were used in analyzing the data and shown in Figure 8.

Table 7

John's IRI, Form A1737 Scores for 7E

7E Student	Word Recognition: Total miscues			Word Recognition: Sign. Miscues			Words Per minute			Comprehension			Retelling		
	Jan	June	Gain	Jan	June	Gain	Jan	June	Gain	Jan	June	Gain	Jan	June	Gain
A	11	6	5	7	2	5	83	62	-21	4	1	3	1	3	2
B	8	5	3	6	0	6	109	146	37	4	2	2	3	2	-1
C	3	2	1	1	0	1	120	139	19	5	5	0	3	2	-1
D	6	5	1	3	3	0	86	109	23	3	4	-1	2	2	0
E	1	1	0	1	0	1	157	166	9	1	0	1	3	3	0
F	1	1	0	0	1	-1	150	162	12	5	2	3	2	3	1
G	2	10	-8	1	3	-2	122	120	-2	1	3	-2	3	3	0
H	1	2	-1	0	0	0	206	166	-40	5	2	3	2	3	1
I	1	0	1	0	0	0	206	166	-40	1	4	-3	3	3	0
J	1	2	-1	0	0	0	154	162	8	3	2	1	2	2	0
K	1	0	1	1	0	1	176	150	-26	3	3	0	2	2	0
L	0	0	0	0	0	0	176	176	0	3	0	3	3	3	0
Class Ave	3	2.8	0.2	1.7	0.8	0.9	138.8	140	1.7	3.2	2.3	-0.9	2.4	2.6	0.2

Table 8

John's IRI, Form A1737 Scores for 7C

7C Student	Word Recognition: Total miscues			Word Recognition: Sign. Miscues			Words Per minute			Comprehension			Retelling		
	Jan	June	Gain	Jan	June	Gain	Jan	June	Gain	Jan	June	Gain	Jan	June	Gain
1	7	5	2	4	2	2	100	130	30	1	5	-4	2	3	1
2	6	4	2	2	0	2	80	100	20	1	0	1	3	3	0
3	1	2	-1	0	0	0	133	117	-16	2	3	-1	2	2	0
4	8	6	2	3	4	-1	73	81	8	7	5	2	1	1	0
5	2	1	1	0	0	0	181	193	12	4	3	1	2	2	0
6	1	6	-5	0	3	-3	90	107	17	5	4	1	1	2	1
7	1	1	0	1	1	0	167	162	-5	2	3	-1	3	2	-1
8	3	3	0	2	0	2	136	130	-6	6	6	0	1	2	1
9	0	1	-1	0	0	0	260	200	-60	0	2	-2	3	3	0
10	0	0	0	0	0	0	130	171	41	6	6	0	2	3	1
11	2	2	0	0	0	0	122	118	-4	4	6	-2	2	1	-1
12	2	1	1	0	0	0	206	171	-35	5	3	2	1	2	1
Class Ave	2.8	2.7	0.1	1	0.8	0.2	139.8	140	0.2	3.6	3.8	0.2	1.9	2.2	0.3

Table 9

John's IRI, Form A1737 Scores: Class Averages and Gains

Test Class Averages	Word Recognition: Total miscues	Word Recognition: Significant miscues	Words Per Second	Compre-hension	Retelling
Jan. test: 7E	3	1.7	2.31	3.2	2.4
June test: 7E	2.8	0.8	2.33	2.3	2.6
Average Gains	*0.2*	*0.9*	*1.7*	*-0.9*	*0.2*
Jan. test: 7C	2.8	1	2.33	3.6	1.9
June test: 7C	2.7	0.8	2.33	3.8	2.2
Average Gains	*0.1*	*0.2*	*0.2*	*0.2*	*0.3*

Figure 8

John's IRI, Form A1737 Scores: Class Averages

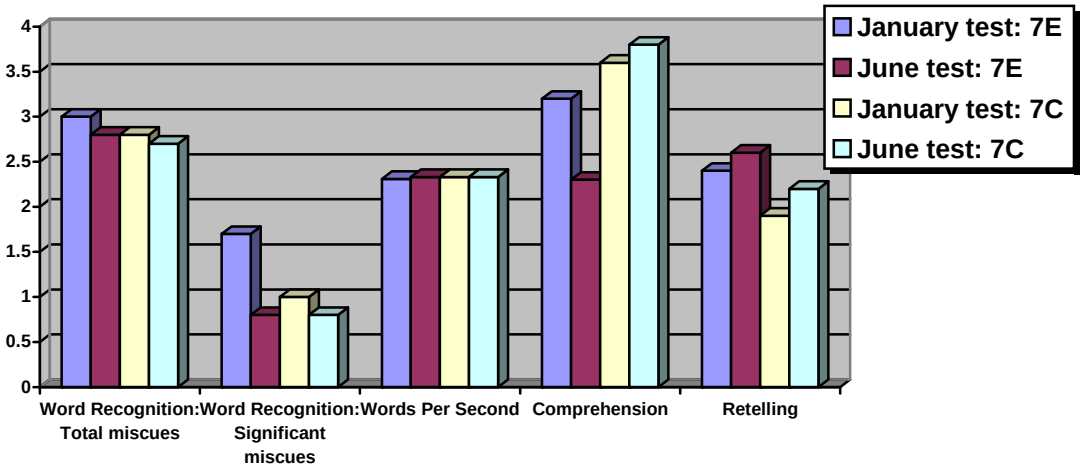


Figure 8 represents the results of the class averages in each section. From this data and the gains of each group (Table 9) we can conclude that the use of the Buddy Reading Program had little effect on all the reading areas tested through John's IRI. The experimental group experienced higher average gains in the areas of word recognition and words per minute, while the control group experienced higher average gains in the

areas of comprehension and retelling. However, none of these average differences were statistically significant.

In regards to the Total Miscues made, there was no maximum number of miscues that could be made. A decrease in scores from January to June was desirable as it showed an improvement in reading skills. In the experimental group no student exceeded 11 miscues, while in the control group, no student exceeded 8 miscues. The class averages were close: 7E's final average was 2.8 miscues and 7C's average was 2.7 miscues. 7E had an average gain of 0.2 and 7C had an average gain of 0.1. An independent sample t-test showed a t-score of 0.08 and a p-value of 0.47. The results were not significantly different.

In analyzing the Significant Miscues made, again, there was no maximum number of miscues that could be made. Again, a decrease in scores from January to June was desirable. Participants in 7E did not exceed 7 miscues, while participants in 7C did not exceed 4 miscues. Both groups scored a final average of 0.8 significant miscues.7E had an average gain of 0.9 and 7C had an average gain of 0.2. The difference in means has a t-score of 0.96 and a p-value of 0.17. Again, the results were not statistically significant.

When calculating the gains of words per minute read, 7E's gain was 1.7 and 7C's gain was 0.2. The difference in means has a t-score of 1.72 and a p-value of 0.43. The results were not statistically significant.

The Comprehension scores in Tables 7 and 8 and figure 8 represent the number of responses that were incorrect. A total of 10 comprehension questions were asked orally to each student. A gain occurred when the student answered more questions correctly. The gain was calculated on the reduction of incorrect answers. 7E's average gain was -0.9,

while 7C's average gain was 0.2. Because 7E had a lower average gain, the data does not support the hypothesis.

The final analysis of the John's IRI was based on the retelling score on a three-point scale. 7E scored an average gain of 0.2 and 7C scored an average gain of 0.3. Because 7E had a lower average gain, the data does not support the hypothesis.

Tables 10 and 11 show the average results of the three questions asked in the Reading Attitudes Survey that the grade seven students completed in January and again in June. These three questions were assigned a numerical value and therefore can be more clearly analyzed in table and graphical form. The remaining questions will be discussed following the tables.

Table 10

7E Results of Questions 1-3 from the Grade Seven Reading Attitudes Survey

7E	Question 1			Question 2			Question 3		
	Jan	June	Gain	Jan	June	Gain	Jan	June	Gain
A	3	4	1	3	3	0	1	2	1
B	3	4	1	3	3	0	3	3	0
C	4	3	-1	4	4	0	3	3	0
D	3	3	0	3	3	0	3	2	-1
E	3	3	0	5	5	0	3	3	0
F	4	5	1	3	4	1	3	3	0
G	1	2	1	3	3	0	0	0	0
H	3	3	0	4	4	0	3	3	0
I	5	5	0	4	4	0	3	2	-1
J	4	5	1	3	4	1	3	3	0
K	5	5	0	5	4	-1	3	3	0
L	4	4	0	5	4	-1	3	2	-1
Class Ave	3.5	3.8	0.3	3.8	3.8	0	3	3	0

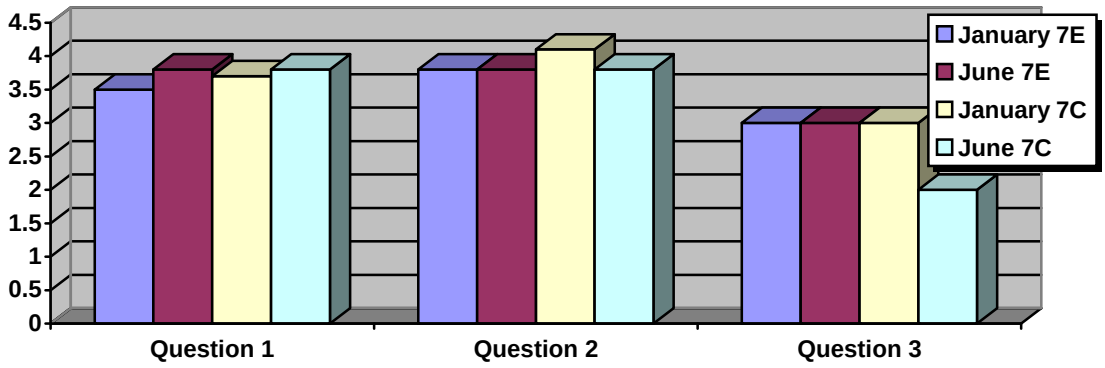
Table 11

7C Results of Questions 1-3 from the Grade Seven Reading Attitudes Survey

7C	Question 1			Question 2			Question 3		
	Jan	June	Gain	Jan	June	Gain	Jan	June	Gain
1	4	4	0	3	3	0	1	1	0
2	3	3	0	4	3	-1	1	1	0
3	4	5	1	4	3	-1	3	3	0
4	2	4	2	3	3	0	2	1	-1
5	4	4	0	5	4	-1	3	3	0
6	3	3	0	3	3	0	2	1	-1
7	5	5	0	5	5	0	3	3	0
8	1	2	1	4	3	-1	0	0	0
9	5	5	0	5	5	0	3	3	0
10	4	4	0	4	4	0	3	3	0
11	4	3	-1	3	3	0	3	2	-1
12	5	4	-1	5	5	0	3	1	-2
Class Ave.	3.7	3.8	0.1	4.1	3.8	-0.3	3	2	-1

Figure 9

Average Results of Questions 1-3 from the Grade Seven Reading Attitudes Survey



In the Reading Survey completed by the grade seven students, question one asked about how much students enjoyed reading. Students answered on a scale of 5; 1 being they did not enjoy reading, 5 being they did enjoy reading. 7E had an average increase of 0.3 points, while 7C experienced a slight increase of 0.1 points. 7E's participation in the

Buddy Reading Program showed a slight greater increase in love for reading, as expected, though not significant. An independent sample t-test showed a t-score of 1.71and a p-value of 0.30. The results were not significantly different.

Question two asked about how well each student felt he was able to read. This was also answered on a scale of 5: 1 being that the student did not think he read well and 5 being he did read well. 7E maintained a constant feeling about personal reading ability while 7C's perception of reading ability decreased slightly. With no gains made by 7E about reading ability, the results are not significant.

Question three asked how often students read. The "3" in the table represents reading more than twice per week, while a "2" represents reading twice a week. Again, 7E maintained a constant rate of reading more than twice per week, while 7C's time spent reading dropped slightly.

Students were also allowed to make additional comments about the program on the Attitude Survey. Three responses from the 7C said that they wished they could have taken part in the Buddy Reading Program. Most of the others were left blank. Quite a few additional comments were made by 7E. Their comments concerned how they enjoyed working with kindergarten students, how it was neat to see the kindergarten students successfully complete the tasks they had planned, and that they wished they did not have to give up recess and noon hour time to do the planning. Eleven of the twelve responses included a note about how they did not like giving up their "free time" to plan for this.

Discussion

The results of this study do not support the original hypothesis: the use of the Buddy Reading Program as outlined in this project will have a positive effect on all

participants and that there will be a greater positive effect on the reading levels and attitudes of the grade seven students. The results were not statistically significant except for in one area, the grade seven word lists, and little practical increases occurred in the data. Based on the results of the research that took place, little improvement took place using the Buddy Reading Program.

For the kindergarten students, no significant gains were experienced through the use of the Buddy Reading Program. Both the experimental group and the control group showed similar improvements when tested using the letter and sound recognition test and the ERAS. Reading levels did increase as expected over a five month time period, but they cannot be connected to the use of the Buddy Reading Program.

For the grade seven students, reading skills in 7E group seemed to increase slightly, though not significantly. The 7E group showed a statistically significant difference on their ability to read more words on the John's IRI Word List. Although no significant differences were shown in these areas, 7E was able to reduce the number of total miscues and significant miscues and read more words per minute. The students who participated in the Buddy Reading Program experienced constant or minor increases in the area of attitudes towards reading while the control group experienced minor decreases in attitudes. The increases that took place in the experimental group were small and not statistically significant. Therefore they cannot be connected to the use of the Buddy Reading Program.

Most of the literature (Brenno & Teaff, Sept 1997, Cook & Urzula, Spring 1993 & Nugent, June 2001) reported little or no increases for the younger students involved in this type of program. The use of the Buddy Reading Program in this study likewise

showed no significant increases for the younger students. However, the literature reviewed did report expected increases in skills and attitudes for the older students taking part in the Buddy Reading Program. The use of the Buddy Reading Program in this study did not reflect that. Mr. Berger reported an overall low academic achievement of the grade seven students involved, so seeing a slight improvement for the grade seven students who did participate in the Buddy Reading program was welcome. After reading the comments made by many of the 7E students concerning their dislike of using recess and noon hour time to work on lesson plans for the Buddy Reading Program, minimal increase in reading attitudes is not surprising to me.

Reviewing the literature, most programs boasted that the participants showed enjoyment in taking part in Buddy Reading Programs, and I can say the same about this Buddy Reading Program. Most of the grade seven students who participated in the program were enthusiastic about reading with kindergarten students and couldn't wait to come to the next session, to see their friends, to learn in a fun way, and to spend some time reading and growing together. This enthusiasm cannot be overlooked in an educational setting, however this did not translate into significant findings on the tests used.

It is recommended that this program be modified to include more sessions in hopes that improvements in skills will show greater differences. The Buddy Reading Program should also be modified to use up less of the grade seven students' free time and to integrate it into a time where all students are working on academic-related activities.

References

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Appendix A

Handout given to 7E students during teaching session

This hand out will be used during the training sessions, and it includes Session Notes, the Suggested Book List, Preparation Pages and Journaling Activity page for clear concise and easy planning for the 7E student.

Buddy Reading
For You and Your Kindergarten Buddy

Today you will be taught:

- how a session runs
- how to pick appropriate books
- how to read books appropriately
- how to formulate good questions
- how to prepare and teach a follow-up activity

Sessions:

A session will run something like the following:

1. The tutor (7E) will greet the tutee (KE). The KE should return the greeting.

2. The 7E will introduce the books that he or she picked by giving the title, author, illustrator, and reason for choosing that particular book.

3. The 7E will read the book to the KE, allowing the KE the ability to follow along with the reading and look at the illustrations. Comments and brief questions can occur during the reading.

4. After the 7E completes the book, he or she should ask some questions about what was read in the book. Questions to engage students in more lengthy and thoughtful responses may include:

- Why did you like. . .
- Why do you think. . .
- What would you have done if . . .

5. Follow-up activities related to the book can be taught by the 7E at this time, too. Please see attached page for activity ideas.

6. Thank the KE for being a good listener. Thank the 7E for sharing his or her book with you today.

Following the Session:
The 7E should take some time to do some brief journaling about the session. Journaling should address some of the following questions:

- What occurred during your time together?
- What were your reactions to the book, activity, KE, etc?
- How do you think it went?
- What did you learn today? What did you learn in planning this?
- What will you do again next time? What will you change?

Both the 7E and the KE should engage in separate class discussion about how they felt the session went. This should be a time to share what went on, sharing a positive thing, and a negative thing, Feedback and helpful hints from peers can be shared at this time too.

Book List:

In the Tall, Tall Grass by Denise Fleming
In the Small, Small Pond by Denise Fleming
Lunch by Denise Fleming
Engine, Engine, Number Nine by Stephanie Calmenson
Tumble Bumble be Felicia Bond
Red Leaf, Yellow Leaf by Lois Ehlert
Snowballs by Lois Ehlert
A is for Acrobat by Alan Wagstaff
"Rabbit" books by Alan Baker
Exactly the Opposite by Tana Hoban
Ten Black Dots by Donald Crews
Cookie's Week by Cindy Ward and Tomie dePaola
Fresh Fall Leaves by Betty Franco
Inside a Barn in the Country by Alyssa Satin Capucilli
If You Give a Mouse a Cookie series by Laura Numeroff

Follow-Up Activities:

Rhyming Books:

- Talk about what a rhyming word is. Give an example or two. Reread the rhyming words in the book.
- Create a list of various rhyming words or make cards of rhyming words for the younger student to keep.
- Create a rhyme of your own or make a couplet together.

Descriptive Books:

- Talk about what a descriptive word is.
- Make a poem using descriptive words.
  _____ leaves
  _____ leaves,
  etc.

Theme Books:

- Make a picture about your book together.
- Write a sentence or a journal page together about the topic.
- Write a simple poem together.
  I like _____
  I like _____
  But I don't like _____.

Lois Ehlert Books:

- Have the kids guess some of the words by looking at the pictures.
- Make your own picture (based on the book) and label the parts or pictures in it.

Alphabet Books:

- Create your own page for one of the letters, following the pattern in the book.
- Make a sentence that has all the words beginning with one letter. (Example: Monty climbed many mighty mountains in May.)
- Make a list of as many words beginning with one letter.

Words:

- Find a repeated word in your book.
- Find all the words that begin with the letter ___.
- Find a word we can learn to read, such as in, is, it, the, etc.

Concept Books:

- Make a list of opposites
- Make a list of things you can count.
- Find opposites or things to count in the classroom around you.

Name: _____

Planning Page for Buddy Reading
(For _____)

1. Choose a book.
   My book title: _____
   Author: _____
   Illustrator: _____

2. Read the book to yourself.

3. Write down 3 questions you can ask your kindergarten buddy:
   1. _____
   2. _____
   3. _____

4. Choose an activity related to the book.
   (See extra handout on "Follow-Up Activities")
   Write out your plan. Use the back of this page if you need more room
   Make or collect any of the supplies you will need.

_____
_____
_____
_____
_____
_____
_____
_____

5. Practice with a friend. Practice as though your friend was your kindergarten buddy!!! Practice at home and be prepared to do this with your KT on _____.

Name: _____

Journal Activity

1. On a scale of 1 to 5, one being "not so great" and five being "wonderful," how did your buddy reading and activity go today?

   ←----------→
   1 5

   How do you think it went? Tell me in a few words.

_____
_____

2. What did you and your kindergarten buddy do together?

   _____
   _____

3. What were your reactions?
   a. To the book?

      _____
      _____

   b. To the activity?

      _____
      _____

   c. To your buddy?

      _____
      _____

4. What did you learn today?

   _____
   _____

5. What did you learn in planning this activity?

   _____
   _____

6. What will you do again next time? What will you change?

   _____
   _____
   _____

Appendix B-1

Instruments for Data Analysis: Letter and Sound Identification Test
For Kindergarten Students

Letter-Sound Identification Assessment

Name: _____ Age: _____ Date: _____

Capital Letters	✔
A	
B	
C	
D	
E	
F	
G	
H	
I	
J	
K	
L	
M	
N	
O	
P	
Q	
R	
S	
T	
U	
V	
W	
X	
Y	
Z	
Totals	

Lowercase Letters	✔
a	
b	
c	
d	
e	
f	
g	
h	
i	
j	
k	
l	
m	
n	
o	
p	
q	
r	
s	
t	
u	
v	
w	
x	
y	
z	

Sounds	✔
a	
b	
c	
d	
e	
f	
g	
h	
i	
j	
k	
l	
m	
n	
o	
p	
q	
r	
s	
t	
u	
v	
w	
x	
y	
z	

Correct Responses

Capital Letters: _____

Lowercase Letters: _____

Sounds: _____

Letters Not Known

Sounds Not Known

Comments

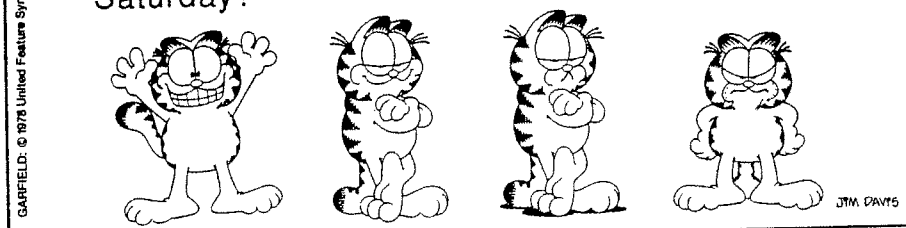
Appendix B-2

Instruments for Data Analysis: ERAS
For Kindergarten Students to Complete

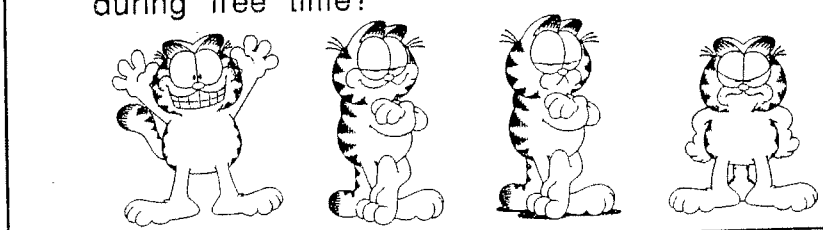
ELEMENTARY READING ATTITUDE SURVEY

School_____ Grade___ Name_____

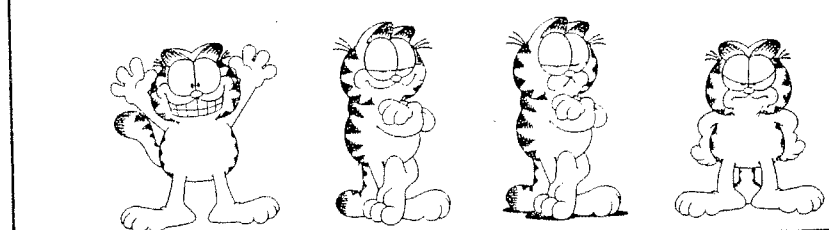
1. How do you feel when you read a book on a rainy Saturday?



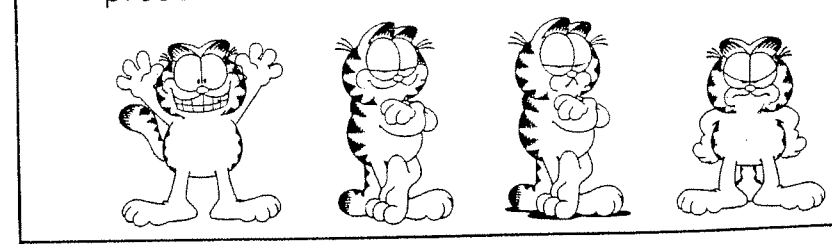
2. How do you feel when you read a book in school during free time?



3. How do you feel about reading for fun at home?

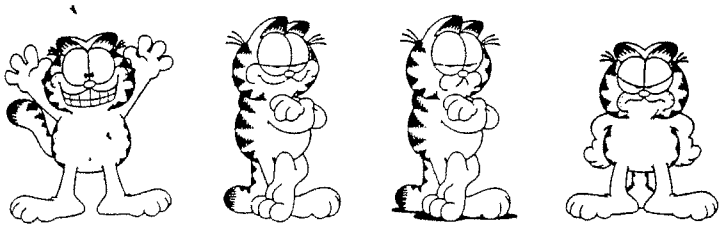


4. How do you feel about getting a book for a present?

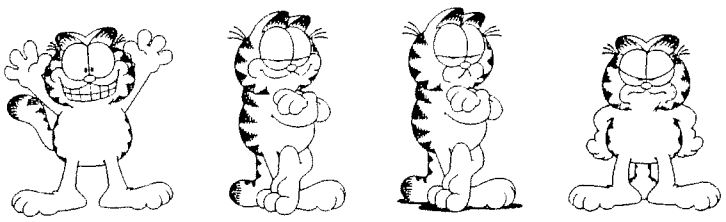


2

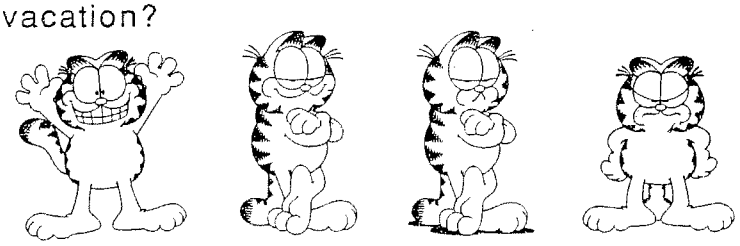
5. How do you feel about spending free time reading?



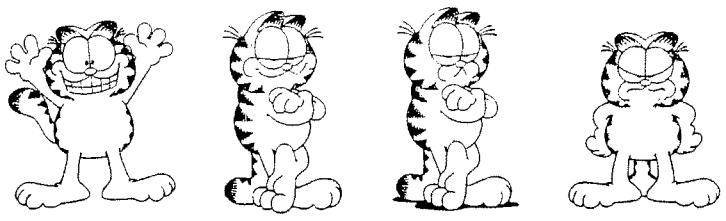
6. How do you feel about starting a new book?



7. How do you feel about reading during summer vacation?

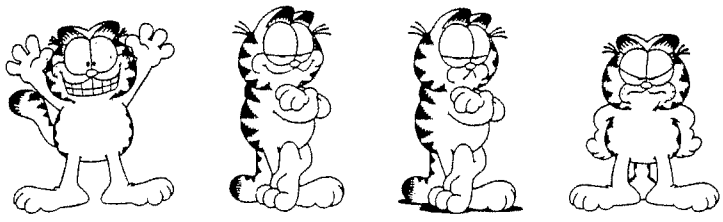


8. How do you feel about reading instead of playing?

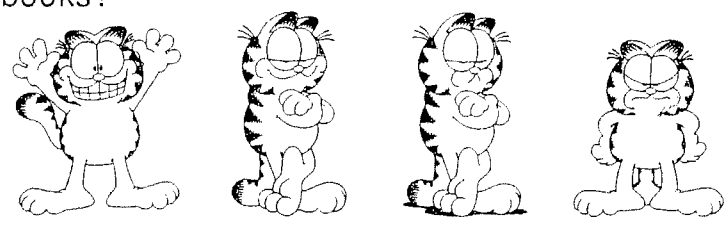


3

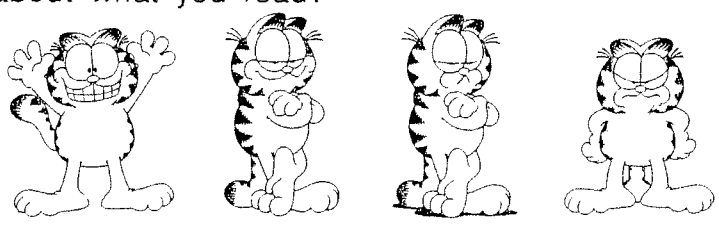
9. How do you feel about going to a bookstore?



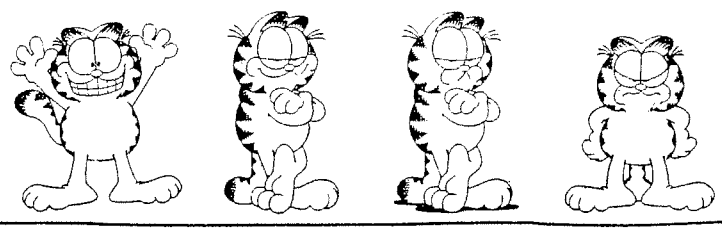
10. How do you feel about reading different kinds of books?



11. How do you feel when the teacher asks you questions about what you read?

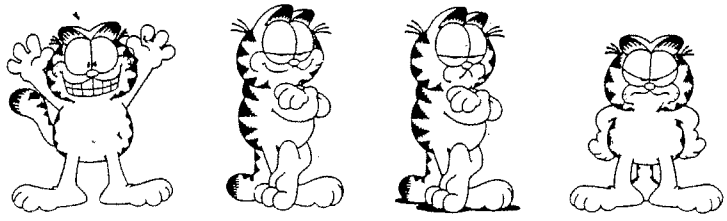


12. How do you feel about doing reading workbook pages and worksheets?

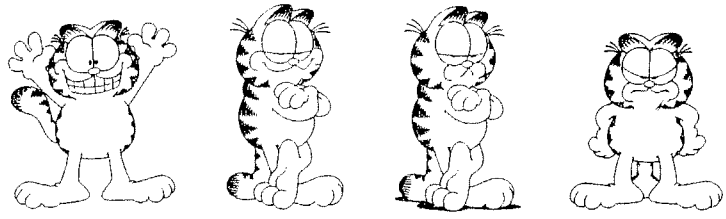


4

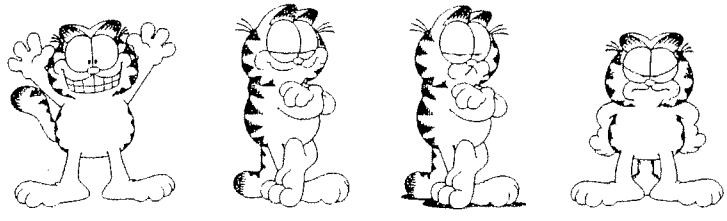
13. How do you feel about reading in school?



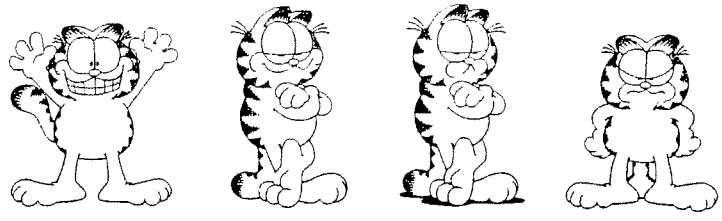
14. How do you feel about reading your school books?



15. How do you feel about learning from a book?

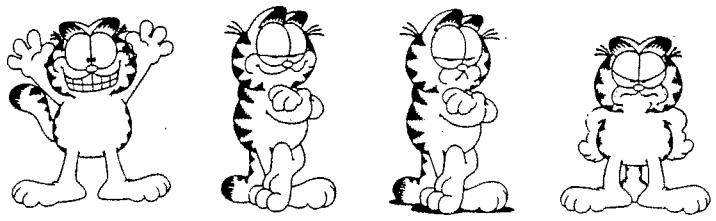


16. How do you feel when it's time for reading class?

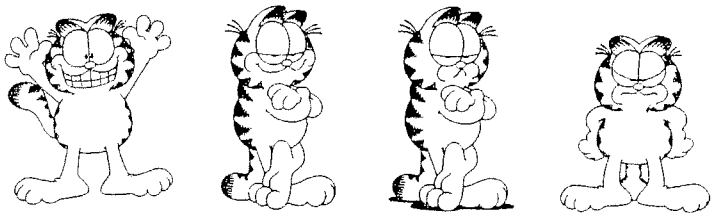


5

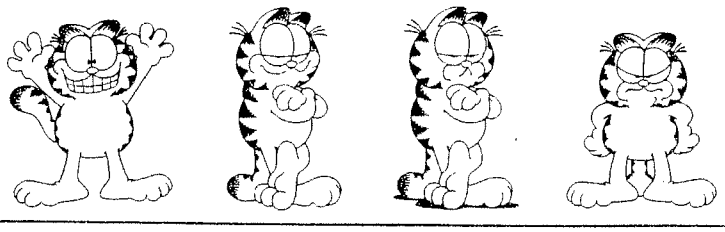
17. How do you feel about the stories you read in reading class?



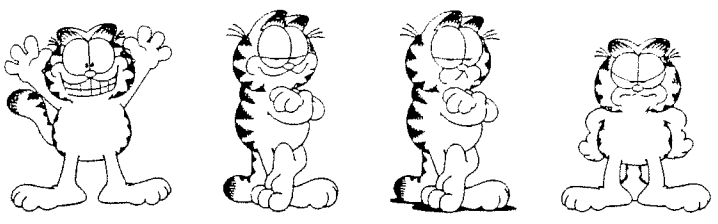
18. How do you feel when you read out loud in class?



19. How do you feel about using a dictionary?



20. How do you feel about taking a reading test?



Elementary Reading Attitude Survey
Scoring sheet

Student name _____

Teacher _____

Grade _____ Administration date _____

Scoring guide	
4 points	Happiest Garfield
3 points	Slightly smiling Garfield
2 points	Mildly upset Garfield
1 point	Very upset Garfield

Recreational reading	Academic reading
1. ____	11. ____
2. ____	12. ____
3. ____	13. ____
4. ____	14. ____
5. ____	15. ____
6. ____	16. ____
7. ____	17. ____
8. ____	18. ____
9. ____	19. ____
10. ____	20. ____
Raw score: ____	Raw score: ____

Full scale raw score (Recreational + Academic): _____

Percentile ranks	
Recreational	
Academic	
Full scale	

Appendix B-3

Instruments for Data Analysis: JRI2001 Form A3711
For Grade Seven Students to Complete

Form A • Graded Word Lists • Performance Booklet • Student Copy is on page 126.

List A 3717 (Grade 7)	**Sight**	**Analysis**	**List A 8183** (Grade 8)	**Sight**	**Analysis**
1. dwell	_____	_____	1. quote	_____	_____
2. slogan	_____	_____	2. ventilate	_____	_____
3. knapsack	_____	_____	3. surgeon	_____	_____
4. administration	_____	_____	4. analyze	_____	_____
5. gangster	_____	_____	5. masterpiece	_____	_____
6. flatter	_____	_____	6. pollute	_____	_____
7. incredible	_____	_____	7. extraordinary	_____	_____
8. algebra	_____	_____	8. camouflage	_____	_____
9. bachelor	_____	_____	9. ruthless	_____	_____
10. vocabulary	_____	_____	10. perpendicular	_____	_____
11. longitude	_____	_____	11. juvenile	_____	_____
12. saliva	_____	_____	12. vacancy	_____	_____
13. peninsula	_____	_____	13. dictator	_____	_____
14. monarch	_____	_____	14. negative	_____	_____
15. feminine	_____	_____	15. honorary	_____	_____
16. quench	_____	_____	16. custody	_____	_____
17. competition	_____	_____	17. maneuver	_____	_____
18. disinfectant	_____	_____	18. faculty	_____	_____
19. ambitious	_____	_____	19. pneumonia	_____	_____
20. orchid	_____	_____	20. embassy	_____	_____
Number Correct	_____	_____	Number Correct	_____	_____
Total		_____	Total		_____

Scoring Guide for Graded Word Lists

Independent	Instructional	Frustration
20 19	18 17 16 15 14	13 or less

Student Copy is on page 138.

A 3717 (Grade 7) Activating Background: Read the title to yourself; then tell me what you think will happen.

Background: Low ⊢——+——⊣ High

Guerilla Soldiers

	MISCUES						
	Substitution	Insertion	Omission	Reversal	Repetition	Self-Correction of Unacceptable Miscue	Meaning Change (Significant Miscue)
The foreheads of the people glistened							
with sweat as they struggled forward under							
the hot sun of the tropics. These people							
were guerillas who sincerely felt that							
their leader was the salvation of their							
country. Their goal was to reach a							
distant army fort where they hoped to fire							
a rocket into the storeroom of the							
fort. This would cause the gunpowder to							
erupt like a tinderbox. A huge person							
bellowed an order from the leader as they							
trudged across the uninhabited land. The							
guerillas hoped their attack would							
scare army soldiers and impress more							
local people to join them.							
TOTAL							

Word Recognition Scoring Guide		
Total Miscues	Level	Significant Miscues
0–1	Independent	0–1
2–4	Ind./Inst.	2
5	Instructional	3
6–9	Inst./Frust.	4
10 +	Frustration	5 +

Total Miscues ☐

Significant Miscues ☐

WPM

)6000

A 3717 (Grade 7)
Comprehension Questions

T 1. _____ What is this story about?
(a guerilla raid on an army fort; life among guerilla fighters; fighting between guerillas and army soldiers)

F 2. _____ What was the weather like?
(hot; tropical; hot and sunny [any 1])

F 3. _____ How did the guerillas feel about their leader?
(they felt the leader was the salvation of their country; they liked him)

F 4. _____ What kind of land were they traveling in?
(uninhabited; tropics)

F 5. _____ What was the guerillas' goal?
(to destroy the gunpowder of the army fort)

F 6. _____ What would be used to destroy the storeroom?
(a rocket)

F 7. _____ What did they hope their attack would accomplish?
(scare army soldiers; impress local people to join them)

I 8. _____ In what country do you think this story took place? Why?
(any logical response that suggests a tropical climate)

E 9. _____ What dangers do you think might be involved for the guerillas in their attack?
(any logical response)

V 10. _____ What does "glistened" mean?
(to shine; to sparkle)

Retelling Notes

☐ Questions Missed

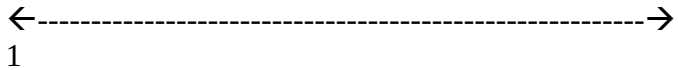
Comprehension Scoring Guide	
Questions Missed	Level
0–1	Independent
1½–2	Ind./Inst.
2½	Instructional
3–4½	Inst./Frust.
5 +	Frustration

Retelling
Excellent
Satisfactory
Unsatisfactory

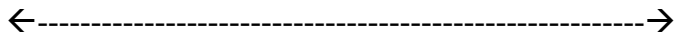
Appendix B-4

Instruments for Data Analysis: Reading Survey
For Grade Seven Students to Complete

1. On a scale of 1 to 5, one being “not at all” and five being “love it a lot,” how much do you enjoy reading? Circle the spot on the line.



2. On a scale of 1 to 5, one being “not well” and five being “very well,” how well do you think you read?



3. How often do you read? Circle your answer.

Once a week Twice a week More than twice a week Never

4. Do you think you would enjoy reading with Kindergarten children?

_____
_____
_____

5. Anything else you want to say?

*Note: Question Seven was omitted on the June version of the Reading Survey.

*Note: 7E was allowed to make additional comments on the backside of their Reading Survey regarding their participation in the Buddy Reading Program.

Appendix C

Participants Permission Form

The following permission slip was given to Mrs. Berta Den Haan and reviewed by the administrators of Abbotsford Christian School, Heritage Campus (Appendix C-1). They decided that because this project was similar to the reading already done as Buddy classes, both Mr. Tym Berger and I would send a notice home with our newsletter informing parents of the program, asking for parents to call us or the administration of Abbotsford Christian School with any questions or concerns they may have regarding the Buddy Reading Program (Appendix C-2). Also included in this project is a letter from Mrs. Berta Den Haan outlining this decision for those reviewing this project (appendix C-3).

Appendix C-1

Permission Slip

Dear Parents of Kindergarten and Grade Seven:

The Kindergarten and Grade Seven classes of Abbotsford Christian School, Heritage Campus have traditionally spent time together as Buddies. During the first half of the year we spent some time ice skating together, working at Kindergarten Centers together, and we made Gingerbread Men together.

Beginning in January, the KT class and the Grade Seven students will spend some time taking part in an ACS-approved Buddies Reading Program. This program involves some reading together and a brief literature activity related to the reading, prepared by some of the Grade Seven students. While reading is an activity often done as part of the regular Buddies program here at ACS, the reading that the students will do will be observed by Kindergarten teacher, Mrs. Susan Dykshoorn. I will be looking at the reading and the attitudes towards reading of the Grade Seven and Kindergarten students in order to evaluate such a reading program as part of a Thesis project for Dordt College's Masters of Education program. All students will have the opportunity to complete a John's Reading Inventory for his or her appropriate grade level. All information, names and data collected will remain confidential and will not be used in report cards or classroom

evaluations. This reading will be a fun opportunity for the students of Grade Seven and Kindergarten to spend time together, begin friendships, and practice reading together.

Some Grade Seven students and the KW class will not be participating in the Buddies Reading Program, but will instead spend some time reading and doing art, writing, and language arts activities together so they can also spend some time together and begin friendships.

Please sign and return the form below. If you have any questions or concerns regarding this reading program and the activities we will do during our Buddies time, please feel free to contact Mrs. Susan Dykshoorn or Mr. Tym Berger. Thank you for your support in your child's reading progress!

In Christ,

Mrs. Susan Dykshoorn

My child, _____, will be participating in

___the regular buddies program

___the Buddies Reading Program

I give my permission for my child to take part in all the activities related to this program.

Signed: _____

Print Name: _____

Appendix C-2

Notices for the Newsletters of Mr. Tym Berger and Mrs. Susan Dykshoorn

Dear Parents of Kindergarten and Grade Seven Students:

The Kindergarten and Grade Seven classes of Abbotsford Christian School, Heritage Campus have traditionally spent time together as Buddies. During the first half of the year we spent some time ice skating together, working at Kindergarten Centers together, and we made Gingerbread Men together. We also did a Remembrance Day Chapel where many of you were present.

Beginning in January, the KT class and the Grade Seven students will spend some time taking part in an ACS-approved Buddies Reading Program. This program involves some reading together and a brief literature activity related to the reading, prepared by some of the Grade Seven students. While reading is an activity often done as part of the regular Buddies program here at ACS, the reading that the students will do will be observed by Kindergarten teacher, Mrs. Susan Dykshoorn. I will be looking at the reading and the attitudes towards reading of the Grade Seven and Kindergarten students in order to evaluate such a reading program as part of a Thesis project for Dordt College's Masters of Education program. All students will have the opportunity to complete all or some of the John's Reading Inventory for his or her appropriate grade level. All information, names and data collected will remain confidential and will not be used in report cards or classroom evaluations. This reading will be a fun opportunity for the students of Grade Seven and Kindergarten to spend time together, begin friendships, and practice reading together.
Some Grade Seven students and the KW class will not be participating in the Buddies Reading Program, but will instead spend some time reading and doing art, writing, and language arts activities together so they can also spend some time together and begin friendships.

If you have any questions or concerns regarding this reading program and the activities we will do during our Buddies time, please feel free to contact Mrs. Susan Dykshoorn, Mr. Tym Berger or Mrs. Berta Den Haan at the school. Thank you for your support in your child's reading progress!

Appendix C-3

Letter to Dordt's MA Supervisor from Administration Regarding the Buddy Reading Program

January 27, 2004
To Whom It May Concern:

This letter is to explain the process that was followed in having students in Kindergarten and Grade Seven participate in the research project that Mrs. Susan Dykshoorn has been conducting as part of her thesis project for her Masters of Education degree at Dordt College.

Students in kindergarten and grade seven have traditionally spent time together as buddy classes. Activities have included ice skating, reading, drawing, art and crafts. Because the buddy reading program that Mrs. Dykshoorn was proposing was very similar to some of the activities that were taking place, and because the findings from this project would not be used in students' grades, the school administration decided that a permission slip was not necessary. Instead, Mrs. Dykshoorn and Mr. Berger (the two teachers involved) informed parents about the program through their regular newsletters. They invited questions or comments.

As a school we encourage teachers to do action research in their classrooms and in the school. We will invite Susan to share some of her findings with the staff when she has completed her work.

If you have any questions please do not hesitate to contact me at 604-850-5022 or by email at bdenhaan@uniserve.com.

Sincerely,

Berta den Haan
Principal
Heritage Campus

Department of Education
Dordt College
Sioux Center, Iowa

VITA

Name: Susan Michelle Dykshoorn Date of Birth: March 7, 1978

Home Address: 3461 Cariboo Court
Abbotsford, British Columbia, Canada
V2S 7H2

Note the colleges of universities attended, the years attended, the degrees earned, and the major field.

Dordt College, August 1996- May 2000, Bachelors Degree in Education
Major: Elementary Education; Minors: Reading, Language Arts and English;
Field of Specialization: Special Education

Dordt College: July 2001-Present, Masters Degree, (ex. 2005), Curriculum and Instruction

Calvin College: Spring Term 2002, Masters Work (1 Course)

City University: Spring 2002, Masters Work (1 Course)