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Integrating digital literacy and traditional print text: A focus on struggling readers during guided reading

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INTEGRATING DIGITAL LITERACY AND TRADITIONAL PRINT

Integrating digital literacy and traditional print text:
A focus on struggling readers during guided reading

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Abstract

This action research examines how digital literacies can be integrated into guided reading groups with struggling readers. It looks closely at the way a well-planned text set, both digital and print, can support struggling readers in their literacy learning. Using critical discourse analysis (CDA) and multimodal analysis, I analyzed observations, interviews, and documents to understand how struggling readers engaged with both digital and print texts, transliteracy skills, as well as with each other. Findings revealed that the support of a text set, both teacher and student driven, supported student engagement, comprehension, and development of transliteracy skills. With teacher support, students were able to move beyond the digital screen to engagement through discussion. Analysis showed that with time, modeling, and use of multiple texts, a sense of agency and identity was built within each struggling reader. An emerging model is presented to show the ways in which teachers can integrate digital literacies into guided reading and how over time students can build transliteracy skills that support critical thinking and deeper discussion.

Key words: Teacher Action Research, digital literacy, transliteracy, guided reading, Critical Discourse Analysis, Multimodal analysis

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Chapter One: Teacher Researcher

As I sat down to plan for another year of guided reading groups, I collected student data, pulled available resources, and looked closely at the Common Core State Standards Initiative (CCSSI, 2010) that would be driving my instruction all year long. Several things glared at me from the page. First, I must keep in mind fluency and word study. Second, by the end of the year students were expected to read and comprehend literature at the high end of grades 4-5 text complexity. Third, students should be able to draw information from multiple print or digital sources to answer questions in informational text and analyze how this multimedia approach contributes to the meaning in literature. My mind started racing, those were only a few of the standards, and I had the task of ensuring that all of my students were progressing towards these standards. Add to that the idea of text complexity, where students should be reading increasingly difficult texts as they progress through school, and where teachers should be matching the reader to the text and task at hand (CCSSI, 2010) and even an experienced Language Arts teacher might feel intimidated by this task.

Immediately I thought about my students who were considered struggling readers. How would this increase in text difficulty impact their learning? How could I rethink my guided reading groups to provide these struggling readers with high level text, both digital and print, as well as provide them with support to build skills and strategies needed to read across these two types of texts? In order to reframe my thinking, I began to reflect on the literature I had been reading regarding the need to incorporate digital literacies into the elementary classroom.

Literacy instruction is indeed changing and growing due to the demands of new literacy skills needed to navigate new technologies (Leu, Kinzer, Coiro, & Cammack, 2004). Some may feel that if we integrate digital literacy into the curriculum, we will lose print literacy. Rather than viewing them as two separate types of texts, we need to reframe our thinking to show how one type of text supports another; in this case, how digital text might support print text. If we do not grow with the times, we are disregarding the skills that students will need for their literate futures (Alvermann, 2008). There is a growing demand to learn how to incorporate digital literacy into the curriculum in order to support all learners' literacy development, specifically struggling readers. Additionally important is the impact digital literacy can have on struggling readers' identities.

According to the National Assessment of Educational Progress (NAEP, 2015) the reading scores of 4th grade students in the United States have shown no increase from 2013 to 2015. Gaps in student achievement still exist. With this in mind the demands on classroom teachers continue to grow. Teacher accountability is rising and curriculum mandates are increasing (Eisenbach, 2012). The rise in teacher accountability could be due to the fact that several studies show that teacher qualifications and pedagogy highly correlate with student learning (Darling-Hammond, 2000).

Inquiry questions and plan of action

To help classroom teachers embrace the technological changes that continue to take place in education, I sought to answer the following research questions in this dissertation:

- In what ways can digital literacies be integrated into guided reading groups with struggling readers?
- When students are invited to read both traditional print texts, e-readers and other digital texts, what kinds of strategies and identities do students display across these reading environments?
- What are the affordances and constraints of my instructional design with regard to supporting students' literacy development?

My initial observations focused on English Language Arts, specifically when students engaged with digital literacy during guided reading groups. I paid close attention to five students who were classified as struggling readers, and their use of traditional print literacy and digital literacy. One way to incorporate digital text in the guided reading session is through the use of a text set, using both digital and print text around a common theme or topic. To begin this process, I opened up the discussion to my students about the different topics that might be interesting to them. There were many different topics discussed, so it was important to listen to each student and work to create a common theme based on every group member's feelings. Once a theme was picked - in this particular study it turned out to be Anne Frank and World War II - I began to think about a text that would be the basis of our study. I kept in mind the standards that could be addressed through the use of both digital and print text and the text complexity of possible texts. Once we began guided reading groups, I observed the various tools that students used when reading across both print and digital contexts, as well as their responses made to each type of literature. I noticed that when students had the opportunity to engage in more than one text, the

discussion and conversation opened up, and allowed for more meaningful understanding. Here is a sample of dialogue from my data:

T: How does this text we read today help us with *Who Was Anne Frank?*

A: Visualizing.

T: What did you visualize?

A: I could visualize all of the people there, and he yelling and her just minding her own business.

T: What helped you visualize, what specifically?

M: (points to print text) Pictures

A: Yeah, like the pictures and just some of the quotes, “Spent hours without talking or moving around.”

M: I didn’t know that.

D: Maybe she just took some of her pictures and put them in her diary.

A: Now is this right here a real picture? Cause this one...

D: (interrupting) This is her older life.

T: Do you think reading these multiple texts are things you want to continue to do?

R: Yes! To tell how she’s feeling. I don’t like not knowing how they feel so quotes kinda help you understand how they are feeling.

(Meeting 16, 01//2015)

This short interaction provides an insight into the ways in which students are able to build transliteracy skills when engaging in a text set, both digital and print texts. The group had been reading an e-book, *Who Was Anne Frank?* (Abramson, 2007), a

website about Anne Frank, two print text about World War II, and an additional print text about Anne Frank (See Appendix E for detailed information on these resources). Through the use of multiple texts, you can see the group was able to synthesize information and discuss a variety of reading comprehension strategies that allowed for deeper understanding. Austin (A), a European-American male, shows us that he is able to visualize what is happening in one text based on the pictures and specific quotes from another text. Menique (M), an African-American female, also states that the pictures help her visualize what was taking place. Rose (R), a Hispanic female, reflects on the idea that in one text she is unable to understand how the character feels, but by reading different text that give more insight into Anne Frank, she is able to infer Anne's feelings and take that information with her when reading other text.

The potential of integrating a text set, both digital and print, into guided reading allows for larger conversations around curricular topics. It also gives the struggling reader time and exposure to a variety of texts that can build understanding and transliteracy skills that will hopefully transfer to other reading contexts. In an age of Common Core State Standards, we require our students to be able to read, synthesize, and respond to a variety of texts at high levels (Coombs & Bellingham, 2015). By using text sets, and giving students time to build and master these kinds of transliteracy skills, we are preparing students to engage with texts in new and meaningful ways.

By building on this idea of text sets, and integrating technology into guided reading, I created a plan to implement the use of digital literacy, particularly e-readers and the Internet, in my classroom, making this study Teacher Action Research

(Mertler, 2006; Mills, 2011). To understand my students as learners and to inform my practice of literacy education, I collected and analyzed a variety of triangulated data including 19 guided reading group discussions, student interviews within the guided reading groups, my observational and reflective notes, and daily descriptive field notes. Using a basic qualitative approach (Merriam, 2009), I looked for themes in students' meaning making and literacy development, specifically during guided reading groups. I paid attention to the tools and strategies students used when reading traditional print text, digital text, and while reading across both texts.

Using Critical Discourse Analysis (Fairclough, 1992; Rogers, 2011), I analyzed student interviews and guided reading group discussions with struggling readers looking for themes that illuminated student identities. I looked at the students' ways of interacting with different texts, as well as their way of responding to the text through two different reading contexts: digital text and traditional print. During the course of the study, students read in both traditional print texts (e.g. books), and digital texts (e.g. e-books) about the Holocaust, a thematic unit that asked students to think deeply about a critical topic. Students used both traditional text and digital text to read about the topic, using both forms of text as a source of information. By looking closely at student interactions across the texts, and with new technologies, I hoped to find ways to support literacy learning with the use of digital literacy for this group of identified struggling readers.

The growth and depth of literacy learning that continued to take place in my classroom pushed me to seek answers and to understand the process in which struggling students responded to literature, especially using digital literacies. This

research was theoretically situated in sociocultural theory (Vygostky, 1978).

Learning is social; through interaction and participation in cognitive and social interactions, students learn and develop. Through social and cultural interactions that take place in a child's development, children construct knowledge using tools of mind mediated by language that is the foundation of their learning (Vygotsky, 1978).

Students also form identities in their space of practice, the classroom. Gee (2001) supports this idea with his concept of sociocultural situated identities that connect people's identities with lived worlds, thereby connecting texts, practice, and habitus.

When children make meaning of a text, they are developing aspects of their identity with new constructed text meanings. While producing text, children choose modes that best fit their needs and predetermined meanings. By interacting with other students and interacting with text, students create agency, or the ability to think independently and make choices on how to achieve or execute a goal (Davies, 1990).

Teachers must foster a sense of agency in order to help students think strategically and learn to problem solve independently. By engaging students through language, teachers can convince students that they are people who can achieve and accomplish anything. According to Johnston (2012), teachers must believe that the language

being used in the classroom can affect the environment and that creating a positive learning environment and building agency in students is what literacy is all about. I

aim to show that through the interactions of guided reading groups, and through teaching students how to draw information from multiple print or digital sources, a teacher can help students build agency through developing transliteracy skills.

New Literacy Studies

Another guiding theoretical framework important in my research was that of New Literacy Studies (NLS). NLS, defined by Street (2003), focuses on literacy as a social practice that only makes sense in the context of social and cultural practices. Literacy varies from one practice to another and from one culture to another and is always embedded in socially constructed epistemological principles (Street, 2003). As educators, a link between the local and dominant literacies must be created to foster global literacy for students. Valuing a student's home and community experience in the classroom helps children reach their full potential and creates deeper meanings.

In a similar context to NLS work, this study also draws on reader response theory (Beach, 1993; Rosenblatt, 1978). Reader response is how readers create meaning from their interaction with a text (Beach, 1993). Reader response theory acknowledges the reader as an active participant whose identity and experiences shape the meaning of the text through personal interpretation. The reader is not a passive participant, but takes an active role in creating meaning with the text. As Volosinov (1973, p. 118) argued, "After all, it is not a mute wordless creature that receives such an utterance, but a human being full of inner words." According to Rosenblatt (1978), once the text leaves the author's hands, it is simply ink on paper until a reader evokes from it a literary work. Within this context, the reader must be active. The reader is building up a response to the text and drawing on past experiences. Readers respond to text in a variety of ways: to express emotions evoked from the text, to find connections with the text, opinions or values that are

called to mind, or to express an attitude towards or clarification of thoughts. By allowing students to build relationships with text through reader response, readers use a variety of reading comprehension strategies including connecting, explaining, interpreting, inferring, and passing judgment on a text (Beach, 1993).

In order to increase student achievement in literacy, especially comprehension, educators must understand ways in which students respond to texts. Texts must be selected that give students the experiences and opportunities that allow for active reading, including activating schema, text that is relatable, connectable, and readable. According to Fountas and Pinnell (2001), “Readers are always engaged in response because they are always thinking...Response resides in the individual and is internal. What you *say* or *do* is evidence that response is taking place” (p. 278). In each individual text the words themselves will not allow for prediction of what or how the reader will respond, but rather will provide support and justification for the experiences and responses of the reader. Teachers should look closely for these responses with justification from the text. Rosenblatt (1978) sums this idea up by saying, “No one else, no matter how much more competent, more informed, nearer the ideal (whatever that might be), can read (perform) the poem or the story or the play for us” (p. 141).

Defining Guided Reading

One way teachers can engage students in comprehension strategies and self-monitoring is through the use of guided reading groups. Guided reading is one component of a balanced literacy approach to literacy learning. Fountas and Pinnell (2001) define guided reading groups as groups

...in which a small group of students with similar reading strategies work with you to learn more about reading. You select a text at the appropriate level, introduce it, and provide supportive teaching that helps the group understand what reading is and how it works. (Fountas & Pinnell, 2001, p. 40)

Guided reading groups include three major components: a book introduction, a reading of the text, and extended work around the text (Fountas & Pinnell, 1996). A book introduction is a brief conversation centered on the text that will be read. I introduced the students to the text by discussing any features in the text that need unpacking such as unknown vocabulary words, new text structures, or other information the students needed to know in order to process and comprehend the text. The book introduction should be brief and give students just enough information to navigate the text on their own.

After the book introduction, students were asked to read the text independently. While students were reading the text, I listened in to each individual student as he or she whisper read aloud. This allowed for a quick fluency check as well as a way to support each individual student should the need arise. During this time, I was able to ask students clarifying questions or check on each student's interaction with the text. Once all students in the group had read the text and had the opportunity to read quietly to me, we discussed the text together. Explicit questions were prepared in order to work on the skills with which students needed additional support, but there was also time for student-led discussion. I also reflected on my anecdotal notes that I took while I listened in and addressed those needs as they arose, such as self-monitoring skills when decoding.

The last major component of the guided reading group is the extension of understanding. To gain insight into student understanding I asked students to keep track of their thinking through the use of graphic organizers, writing about the text in their reading notebooks, or drawing pictures about their thinking. This extension helped students to continue to think through a text and really deepen understanding and comprehension of the text.

While components of guided reading stayed the same in both text formats, it looked different when using the digital e-reader. When I did a book introduction using a traditional print text, I was able to point to the page and quickly check to see that students were on the same page. Using the e-readers, I relied on the students to navigate the digital pages to find the section or specific pages in the text we were discussing. I had to be more intentional in having students show me the devices as we went through the book introduction together. During the actual reading of the text in the e-reader, the reading was the same; however, students used different tools to navigate the text. Students did not turn a page by hand, but instead pushed a button. For the discussion and explicit questioning around the text, I had to scaffold the ways in which students navigated the e-reader to find specific text support. The way the discussion groups looked and sounded depended on the tools that the students used in both traditional and digital print.

An added component was when students read across both the e-book and the traditional print text, using the different texts as a support for each other. Students had to rely on navigation skills to find pages in the e-book, as well as specific sections in the traditional print text. Students navigated both texts trying to make

sense of each text separately, and then synthesizing the information in order to discuss and share with others. Each text supplemented the other, allowing students the opportunity to further explore and understand a topic.

Defining Digital Literacy and using it as a tool for learning

Students are becoming immersed in a digital world and digital literacies are changing the way in which our students read and learn. Richard Lanham (1995) claims that literacy is no longer just reading and writing; it is the ability to understand information however presented. Being digitally literate includes being knowledgeable at deciphering complex images, sounds, and syntactical subtleties of words (Lanham, 1995). Leu and colleagues (2004) draw attention to how new technologies have redefined literacy in school, work, and home. Information and communication technologies are critical for schools to focus on. Students communicate and gain information in ways that they never have before. With the use of the Internet students have access to a wealth of knowledge. Classrooms are embracing this change in technology and increasing the use of digital tools including blogs, wikis, podcasts, etc. and are redefining what it means to be literate (Beach, 2012). Students in today's classrooms have grown up surrounded by technology and are often bored by traditional teaching methods (McKenzie, 2009). However, they do not always know how to use technology to critically engage in independent learning and enrichment of topics.

Teachers can help students by providing learning through the use of technology. By taking part in digital learning communities, students gain experience in a variety of perspectives and learn to recognize and understand differences in

perspectives (Hull, Stornaiuolo, & Sahni, 2010). These differences in perspectives help students to create and make deeper meaning with the text they read. Oftentimes the text that students read outside of the classroom is digital (Larson, 2009a).

Teachers can address this difference between traditional school print and the digital literacy students are using outside of school by bringing technology such as electronic readers into the classroom. E-readers have many features of traditional print such as print and illustrations, but they also have multimodal features including video, audio, and other interactive tools. These tools allow the reader to interact with the text by marking places with a highlighter, or adding comments through the use of digital sticky notes (Larson, 2009b). Larson (2009a) states, “e-Books clearly offer new opportunities and extended possibilities for personal interpretation and engagement with texts” (p. 257). E-readers give students the chance to take new risks by providing them with tools that allow them to interact and respond to texts in different ways from those in print texts.

Another digital text that can be integrated is the use of websites. However, it should be noted that as a student reads texts online, he or she can click on any available link, allowing for reading new information. Therefore, reading digital text on websites is not read in a linear fashion, rather it gives the reader control and allows her to decide what information to read and privilege (Fisher, Lapp, & Wood, 2011). When teachers begin to integrate digital literacies into the classroom, a new framework emerges. Students will need to be taught how to read the digital text and ways to distinguish important information from less important. Afflerback and Cho (2008) found that there is a need for more teacher modeling of digital, online reading

behaviors. The type of modeling that teachers use has a direct impact on students' behaviors. Fisher, Lapp, and Wood (2011) suggest that teachers verbally show how meaning is being made from online text, particularly in the areas of close attention to detail. Teachers can discuss the information that is being learned from the digital text, then model and discuss how clicking on other links might provide further information related to the original text. Not only does this give students a chance to see and hear the processing that takes place while reading digital text, it emphasizes the importance of social interaction. Learning is social and reading in digital, online text is no different than any other learning space. Students need the opportunity to talk and discuss what they are reading, no matter the environment.

Defining Transliteracy

With the impact and shift towards a digital world, researchers are rethinking the way in which students read and think across texts. Thomas, Joseph, Laccetti, Mason, Mills, Perril, and Pullinger (2007) have defined transliteracy as, "the ability to read, write and interact across a range of platforms, tools, and media from signing and orality through handwriting, print, TV, radio and film, to digital social networks" (npn). Transliteracy aims to stop separating the idea of print versus digital literacy and to integrate the two. Students who build transliteracy skills can communicate and interact across several forms of media, choosing the most fitting source for their need at the time (Bush, 2012). Transliterate learners also have the skills to take what they have read, viewed, or listened to and synthesize the information in order gain a deeper understanding and knowledge about a topic. The learner is then able to take that new information and share it with others in a variety of ways (Jaeger, 2011).

Significance of the Study

There is a wide variety of literature supporting the use of digital literacy in the classroom (Beach, 2012; Hull, Stornaiuolo, & Sahni, 2010; Lanham, 1995; Leu, et al, 2004). Students are growing up surrounded by technology and often find learning through digital literacy more engaging. Research also points to the benefit of e-readers and digital literacy tools with struggling readers (Larson, 2010; McKenzie, 2009; Silver-Pacuilla & Fleischman, 2006). Previous studies using e-readers with students have found that there is “a need for continued research and development in the service of improving literacy and learning outcomes for all students” (Proctor, Dalton, & Grishman, 2007, p. 90). This study integrated the use of digital literacy with struggling readers during guided reading groups. An important aspect of this study involves the identities that the struggling readers expressed in each of these mediums: traditional print text and digital text. How did they interact and respond across these two literacy environments? How did the two reading environments support the students’ literacy learning? By looking closely at student responses, I sought to document student identity transformations when using transliteracy skills, adding another dimension to the research on the use of digital literacy with struggling readers.

Structure of this Dissertation

Following this introduction, Chapter 2 reviews the scholarly literature that is relevant to this study. I looked closely at the way in which sociocultural theory is the foundation for guided reading groups, focusing on the social aspect of literacy learning. Building on that foundation, I dive into the ways in which student identity

and agency can be built through guided reading groups, particularly with the use of a text set. I also provide the reader with an in-depth discussion on the components of guided reading, digital literacy, and transliteracy skills within guided reading.

Chapter 3 describes the qualitative, Teacher Action Research (Mertler, 2006; Mills, 2011) methods employed in the study, using Critical Discourse Analysis (Fairclough, 1992) and Multimodal Analysis (Kress, 2010) to analyze my findings. The reader is introduced to the participants of the study and the ways in which they were protected throughout. Chapter 4 presents my analysis of the beginning guided reading sessions, with a large focus on the ways in which the group adapted to the use of multiple texts, particularly the digital text. In Chapter 5, I focus on my analysis of the middle sections of guided reading, looking at the ways student understanding was deepened through emerging transliteracy skills. Chapter 6 provides the reader with an analysis of the ending guided reading sessions looking closely at the change in student identity and agency over the course of the 19 guided reading sessions. Chapter 7 concludes the dissertation with a review of my findings and interpretations, particularly the ways in which students were impacted by this intervention. An emerging model is introduced that depicts the processes and practices that were visible during each section of the guided reading group and how the students developed over the beginning, middle, and end of guided reading sessions. I also include a discussion of the limitations of the study as well as suggestions for future research.

Chapter 2: Review of Related Literature

The use of technology is gradually increasing in elementary classrooms; students have a wealth of knowledge at their fingertips. These “digital natives”, or students who have grown up with an abundance of technology including cell phones, computers, video games, tablets, and more, bring a new type of literacy to the classroom. According to Prensky (2001), “Our students today are all ‘native speakers’ of the digital language of computers, video games and the Internet” (p. 1). On a daily basis, students ask me to get out a laptop in order to use the Internet to answer questions or seek information. I have often seen groups of students huddled around a laptop, sharing, reading, and interacting with texts. Students bring e-readers or tablets to school and eagerly read when any time is available. Students get in heated discussions with their friends about the newest video game or smart phone app and how to win or beat the game. These new literacies are slowly seeping into the classroom. Students must have the knowledge and understanding of navigating the digital literacy of the Internet, as well as traditional reading skills in order to gain needed information from a search.

As I watched my students navigate digital literacy, I started to wonder what internal dialogue took place during these interactions with the Internet, especially those students who were classified as struggling readers. I began to observe students who were struggling in traditional reading settings and noticed that these students gravitated towards digital literacies. What was it about the digital literacies that made these students choose them over traditional print? How might these digital literacy tools help students create agency and a literate identity? With the use of

digital literacies in the classroom teachers should acknowledge these and support students in deciding which strategies to apply in a variety of text. According to Larson (2012) “it is time for educators to get on the same (virtual) page and begin integrating digital reading experiences into traditional literacy programs” (p. 289).

In this study I draw on perspectives from the field of literacy learning and teacher research to form a framework that aids in my understanding and informs my research. I begin with sociocultural theory, looking closely at the importance of student interaction, and its relevance to guided reading groups. I then look closely at the idea of student identity and agency, particularly the ways in which digital literacy could aid in strengthening these in struggling readers. The use of digital literacy and transliteracy skills is a key component of this dissertation and provides the reader with a new way to think about guided reading groups. Next, I elaborate on what makes a good reader, and set the parameters for defining struggling readers within this study.

This dissertation focuses on the specific conversations and growth that take place over three set time periods, the beginning, middle, and end guided reading sessions, to look closely at the ways in which digital literacy can be integrated into a traditional guided reading setting. Previous scholarship on guided reading has focused on the methodology and structure of guided reading with traditional print text, but by integrating those structures with digital literacy, teachers can, I believe, begin to bridge the gap between home and school literacy.

Sociocultural Theory

To build a foundation of literacy learning, one begins with the idea that learning is social; through discussion and other social interactions students learn and grow. Language is a large factor in student learning and development. People learn as a cultural process; students must interact and talk with others (Gee, 2004, p. 65). According to Vygotsky (1978), culture and social interaction are essential to the development of children. Students build higher level thinking skills through the discussion and interaction with others.

By looking closely at sociocultural theory, I draw on literature that studies the use of language and discussion in the classroom. In my classroom, social interactions take place daily and are layered and complex. Literacy learning is supported through a variety of instructional designs supported by district curriculum including guided reading groups, literature discussions, reading response journals, class meetings, and other social interactions. Children learn language through engaging in the activities or habits of their everyday lives (Vygotsky, 1978). Street (2003) supports this statement with his research in *New Literacy Studies*, stating that, “literacy is a social practice, not simply a technical and neutral skill; that it is always embedded in socially constructed epistemological principles” (p. 77). Also, by allowing students to work in groups, the teacher encourages students to learn from one another, a key component of a guided reading group. Dyson (1999) states, “Through their social actions, including their words, they establish their identities as knowledgeable people, socially included friends, and powerful actors; and, embedded in their actions is knowledge, not only about cultural texts, but also about the larger society...” (p. 326).

According to Bakhtin (1986), "...the unique speech experience of each individual is shaped and developed in continuous and constant interaction with others' individual utterances" (p. 89). Our words are constantly being shaped with the words of others, both positive and negative. We listen to others, create meaning from the words, assimilate our thoughts, then utter our own words, often carrying others words into our own. The voice of another is echoed in the new thought or idea, representing another's utterance (Bakhtin, 1986). By listening and responding to each other's responses to the text, the students are pushed to think not only about their personal point of view, but also the perspective of another. This is when students make deeper connections and text comprehension is aided. Students are challenging what they already know and are forming new ideas and concepts from the discussion and interaction with each other or the text. Respecting each other's opinions and responding in an informed and text supported way helps all readers comprehend at a deeper level. Teachers must allow students time to interact and socialize with each other if students are to create deeper meaning from the text.

What if this interaction and socialization doesn't take place when a digital screen is placed in front of the student? My contribution is to look closely at the ways in which students interact with digital text, as well as with each other over the course of 19 guided reading sessions. An emerging model of instructional framework that depicts the practices that took place over the guided reading sessions gives insight into the ways in which digital literacy can be integrated into a social practice such as guided reading.

Identity

Gee (2011) states, “We use language to be recognized as taking on a certain identity or role. We build an identity here and now as we speak. We each act out different identities in our lives in different contexts” (p. 106). Students come into the classroom with a variety of identities that have been molded by individual backgrounds and social interactions with others: cultural, social, and individual roles that can change and vary in different contexts. Each of these identities can influence the other, affecting what the student might say, do, or how he or she might act. Students’ previous experiences in school can also impact the development of reading identities. The individual experience, both socially and culturally, that each student has had in literacy development builds over time to influence reading identity (Skerrett, 2012). The problem that many educators face is how to reframe a student’s perceived literate identity when it is that of a struggling reader. According to Alvermann (2011) there is a small body of research that suggests that digital environments can play a factor into the ways in which students identify themselves as being literate; however, it is not being integrated into a traditional classroom setting. I argue that the use of digital text can be purposefully integrated into guided reading, allowing teachers to tap into a literate identity that has never been looked at before, one of a digital native.

Drawing on Gee’s (1999) idea of Discourse, the language that a struggling reader uses during guided reading groups, can give insight into how the child views himself as a reader. Discourse, with a capital D, are ways of thinking, acting, feeling, and interacting with others that allow an identity to be portrayed. What the student

says or does projects his identity in that particular socially situated activity. The process involves acting, interacting, and talking in a certain way that fits a certain model of what a “good reader” is perceived to look like (Gee, 1999). While students are participating in guided reading groups, identities are both portrayed and shaped, particularly when one adds digital and print text sets. Students use words and ideas that portray them as knowledgeable beings who have valuable information and insight to share. Students’ identities are shaped by the way others react or respond to the discussion taking place. In this study I look closely at the ways in which students begin to form and reform their literate identities in guided reading groups. By breaking the 19-week guided reading sessions into three parts, beginning, middle, and end, I was able to look closely at the identities that were formed over the course of time. I believe time, the use of discussion, and a well thought out text set, both digital and print, helped students to build strong literate identities.

Agency

Throughout formal schooling students build agency and learn to think independently. Agency is defined as, “the capability of individual human beings to make choices and to act on these choices in ways that make a difference in their lives” (Martin, 2004, p. 135). Through socialization and culture, students learn to build a foundation or base, which informs later decisions. Agency begins to form at birth, through the interactions and contexts in which a child is raised (Martin, 2004). Each student brings with him or her a personal history, the way they view themselves within certain social and emotional context (Davies, 1990). Students need the opportunity to participate in instructional contexts where they can rehearse agentic

narratives. In a classroom setting, agency needs to be fostered in academics through teacher-directed scaffolding. As students gain confidence and build agency in the classroom, learning becomes more self-regulated (Martin, 2004).

Students' agency beliefs are an indicator in their actual performance in school. The higher a student's agency, the lower anxiety students have in school, and the greater self-esteem (Walls & Little, 2005). Teachers need to give students a voice, allowing them to be heard and understood by others (Davies, 1990). Teacher language and interactions help students to build this agency. Teachers have to be creative in finding ways to engage students in agency building activities, including the use of digital literacy. By integrating digital literacy into guided reading, teachers can work with small groups of students, who have similar reading abilities, to engage in agentic talking.

Teachers should attend to children's feelings by making observations and responding accordingly. Clay (1991) points out that paying attention to these feelings is about building a learning network that enforces self-monitoring and self-motivation behaviors. Johnston (2004) builds on Clay's ideas by pointing out that teachers' conversations with students help students understand how actions and consequences develop a sense of agency. To create this sense of agency teachers need to teach children how to act strategically and think critically. To digital natives, this might be most beneficial through the use of digital text. By engaging students through language, teachers can convince students that they are people who can achieve and accomplish anything. Johnston (2004) finds three parts to maximizing agency in the classroom. First, teachers must believe that the language that is being used in the

classroom can affect the environment. Second is the belief that one has what it takes to affect the language. Third is understanding that creating a positive learning environment and building agency in students is what literacy is all about.

In building agency teachers can provide students with successful stories and opportunities to tell themselves new stories. Teachers can build powerful narratives that show students what has gone well and what students already know and can do with little or no guidance. It seems natural that students who have grown up surrounded by digital text should be using this as a means to build agency. By naturalizing statements, teachers are showing students that mistakes, struggling, noticing, and creating are normal and happen to all learners on a daily basis (Johnston, 2012).

One way to help students build agency is to give them a voice by allowing students to speak for themselves. Teachers should provide students with the opportunity to talk through or express feelings about a situation, making sure that the student feels heard and understood. Once the student has spoken, teachers can continue to help them build agency by allowing them to take part in the decision-making that comes from the discussion (Davies, 1990). Not only must teachers help foster this sense of agency, teachers must also help students learn to be flexible and transfer the skills from one situation to another. By asking students “What-if” questions or making connections to other information, teachers are helping build identities for students, ones that have positive narratives. Students must take an active role in learning, and teachers can use language to help control the way students view learning (Johnston, 2012). I propose through the use of a growing text set,

teachers can allow student decision making to guide the texts that are being read in guided reading, both digital and print. I also believe that through the use of teacher reflection and purposeful questioning, teachers can help students build agency in various learning contexts. The emerging model of instructional framework I have constructed looks closely at the ways in which questioning and student voice allowed for agency building within guided reading.

New Literacy Studies

This research is situated within New Literacy Studies (NLS) and draws attention to literacy learning as a social practice. Building on sociocultural theory, New Literacy Studies focuses on the ways in which students acquire literacy skills through social interactions. Literacy only makes sense in the context of social and cultural practices. Literacy varies from one practice to another and from one culture to another. Literacy is always embedded in socially constructed epistemological principles. The way in which teachers and students interact is already a social practice and it affects the nature of the literacy being learned. Literacy is global; teachers have to incorporate local literacies of the school community and dominate world literacies to create equal learning experiences for all students. This is a daunting task that requires much thought and planning from the teacher. However, building on NLS teachers are interested in the way children engage with digital literacy, and find these practices to be meaningful and purposeful. At the heart of NLS are the issues of text, power, and identity, making all literacy activity social-critical and situated within a global text. New Literacy Studies help teachers to focus less on skills-based instruction and focus more on the variety of cultural experiences

that students bring to literacy learning (Compton-Lilly, 2009). This study shows that guided reading groups allow the teacher to bring in text that relates to the students, building instruction on the experiences and background of the students. By integrating digital literacy, such as e-readers, the teacher is bringing in new forms of global literacy and exposing students to text that opens them to a larger world of print.

Street's (2003) New Literacy Studies consider literacy practices as, "...the broader cultural conception of particular ways of thinking about and doing reading and writing in cultural contexts" (p. 79). In order to ensure that students are reading and comprehending, some type of discussion, response, or interaction must be made with the text. However, this is a broad concept and something that is difficult to pinpoint when in the classroom trenches. Student thinking is taking place inside the head, making it difficult for teachers to know exactly what students are comprehending. Researchers face a new challenge to capture and analyze data that looks closely at the unique practices around digital texts (Bhatt, Roock, & Adams, 2015). Without stopping and asking students to verbalize or write down thinking, teachers often cannot check for comprehension. Combining New Literacy Studies, sociocultural theories, and Reader Response Theory, teachers can use a variety of such tools to help create a classroom that is conducive of learning, growing, comprehending, and responding to text. Guided reading groups, discussions, and interactions with texts make this possible. It also makes thinking visible, allowing for teachers to gain insight into the literate identities that students are creating.

New Literacy Studies also suggests that literacy varies between contexts and cultures. I draw on Lankshear and Knobel's (2003) idea that literacy is no longer print bound, rather it is a variety of literacies that require reading across print and non-print formats. Building on this idea of non-print formats, teachers must listen and appreciate what a child brings from his home and community experience, including digital text (Street, 2003). According to Siegel (2012) there has been a shift in pedagogy that makes students today "digital natives" (Prensky, 2001) who have grown up surrounded by media with which they are constantly engaged. Teachers should prepare themselves to work with students who bring a variety of literacy experiences to school, engaging them in multimodal literacies that can include digital literacies (Siegel, 2007). By making e-readers available to students, teachers are bridging a gap between home and school literacies.

Digital Literacy/Multimodality

"Researchers and practitioners alike are calling for the increased use of technology as a means to decrease achievement gaps in reading" (Proctor, Dalton, & Grisham, 2007, p. 71). As our world continues to grow and change, so does the technology that is accessible to our students. Digital literacy draws focus to the fact that literacy does not just mean reading and writing anymore. Students must learn to navigate digital worlds, finding and understanding content presented digitally. Students are engrossed in multimodal texts and have the skills necessary to combine modes of literacy to communicate with others. Therefore, teachers need to address the differences in multimodal learning in the classroom (Larson, 2009b). One digital literacy tool that is gaining popularity is the electronic reader (e-reader). E-readers

provide students with electronic books (e-books) that have a variety of digital literacy tools including text size adjustments, reading the text to the reader, annotation tools, highlighting features, dictionaries, and using bookmarks in the text (Beach, 2012; Larson, 2010). E-books give students the opportunity to engage with text while providing tools to support reading skills. These tools can help struggling readers build and improve vocabulary and reading comprehension skills. One way that struggling readers may build vocabulary and comprehension is through the use of the text-to-speech feature in the e-reader. Students can have the text read aloud in order to gain content that might not have been understood otherwise (Proctor, Dalton, & Grisham, 2007). The text-to-speech feature also increases the amount of time that a struggling reader is spending reading a text, rather than focusing on decoding skills. By not only visually reading the text but also aurally listening to the text, students are able to focus on comprehension and building a stronger vocabulary that will transfer to other texts (Silver-Pacuilla & Fleishman, 2006).

Students who are considered struggling often have a difficult time choosing books that are at an appropriate level. E-books can help struggling readers with this issue by providing the reader access to texts that they find interesting and relevant. Students can choose a variety of texts at their level without other students becoming aware of the text, giving students confidence to read books that will increase their reading abilities. Rather than choosing books that are frustrating, struggling readers can choose books that help them enjoy reading, and use tools that provide them with additional support (McKenzie, 2009). Exposure to a variety of texts will provide the reader with more encounters with higher level and more challenging texts. According

to Larson (2012) “Personalizing e-book settings may support unique individuals, including striving readers or visually impaired students” (p. 287). While research has looked closely at the ways in which individual struggling readers have engaged with e-books, my contribution is specifically to the guided reading setting and the ways in which struggling readers not only read the digital text, but discuss and interact with others while reading. This will give teachers another avenue in which to use digital text in the classroom setting.

Dialogism and technology

By integrating digital literacy into guided reading groups, teachers are helping to engage readers in literacy enriched environments. Roschelle, Pea, Hoadley, Gordin, and Means (2000) suggest that learning is most effective when students are (1) engaged, (2) participate in groups (3) interact with others and are given feedback (4) connect learning to the real world. Digital literacy supports all four of these characteristics. The hands-on aspect of digital text makes them engaging and active for students. By integrating digital texts into guided reading groups, teachers can provide students with interactions with others and participation in groups. Using digital text in guided reading groups, which are collaborative in nature, can enhance the socialization and conversation that extends students’ understanding of literacy skills (Roschelle, et al., 2000). Wright, Fugett, and Caputa (2013) also found that with digital text teachers can engage students in a variety of adult-child interactions that are necessary for improving reading comprehension skills. Dialogue needs a space to take place. In a guided reading setting, students are provided with a safe space to talk, listen, and discuss literacy learning. Tella and Mononen-Aaltonen

(1998) argue that when a digital environment is being used with students, a teacher must model the dialogue that should take place, otherwise there would be no beneficial learning taking place. A learning environment is not effective when dialogue does not take place. When beginning any work with digital text, the teacher should set the expectations and model those expectations for the group.

Transliteracy

Jaegar (2011) defines transliteracy as, “the ability to read, listen to, view, understand, synthesize, and apply what we gather across differing platforms” (p. 44). The term has developed due to the need to understand and describe how communication in the world has changed. Print is no longer the only way of communicating; we must think about orality, movies, music, social media, multimedia, and many other types of presentation that allow people to interact and communicate with each other across the globe. While we know this to be a reality, school curriculum still focuses mostly on traditional print text in teaching students to become literate. With the increase in the use of technology in all areas of life, educators must begin to think about how transliteracy skills can be integrated into the curriculum. I suggest that teachers can use the guided reading space as one in which a variety of text, both digital and print, can be included to help students build these transliteracy skills. Teachers should teach students how to read, analyze, and synthesize information using different techniques for different mediums. Not only do students need to be able to analyze one text, they need to be able to read across several texts and decide how to read the text and what information is relevant. When students are reading online text, multimodality is a factor in student reading and

understanding. Students need to know how to read up and down the page, how to use hyperlinks, and how to assess which information is needed and what is not.

Ultimately students are being asked to pay attention to multiple mediums at the same time and then be able to communicate the information learned to others (Thomas, et al., 2007). In this study I provided students with a safe space, guided reading groups, to allow students to take risks in practicing and shaping transliteracy skills across a text set.

Comprehension and Guided Reading with Struggling Readers

With a push for a more rigorous and detailed curricula some students are being left behind, struggling to maintain a higher level of learning. What exactly does that mean? Reading is a complex process and it is not always easy for a teacher to recognize when and where a student has a breakdown in the process. One reason students might struggle could be that the foundations of reading may not be in place. Sometimes the struggle to word call, the ability to read a word out of context, is visible when students miscue words or skip over unknown words while reading. The struggle might be in comprehension and is visible when the student looks confused or is unable to recall any information read in the text.

The context of the literacy learning must also be taken into consideration. Some students who are considered struggling in the school context might be proficient readers outside of the school setting. Students might struggle with reading textbooks or novels, but are proficient at reading digital texts such as cell phones or video games. Students in one classroom can struggle in a variety of ways and the teacher must be attuned to these struggles and provide the needed support (Moller,

2004). One way to provide the support for students is to provide a variety of contexts in which to practice literacy skills. A text set is one way in which the teacher can provide support for all students in the group. Opitz (1998) defines a text set as, "...collection of books related to a common element or topic," (p. 622). A text set provides the children exposure to a variety of texts, both digital and print, over various reading levels, organized around a common theme. Cappiello and Dawes (2013) suggest that a text set is a tool for teachers to strategically and expertly structure precise learning experiences for groups of students. The text set should not just be about the texts that are included, but rather about the opportunity for students to engage and think critically about and across various texts. It is also important for the teacher to spend time building background knowledge based on questions that the students have on the topic being discussed (Robb, 2002). In the age of the Common Core State Standards, text complexity is a topic that pushes teachers to think and rethink the texts used within the classroom. Text sets alone will not create better readers; however, with the use of multiple texts over time, teachers can observe student behaviors in guided reading that allow for specific instruction on skills such as connecting, inferring, questioning, and building transliteracy skills (Coombs & Bellingham, 2015; Robb, 2002). Bringing in texts with multiple perspectives also provided the group with the ability to question what was taking place and afforded deeper discussions. While creating a text set, I had to keep in mind the numerous perspectives and positions available on the topic of Anne Frank and the Holocaust. I also considered that some of the text set should be student driven, allowing for flexibility in the set. My particular text set also promoted cross-curricular studies,

including language arts and social studies. According to Coombs and Bellingham (2015) a cross content text set allows students to synthesize information and see how one subject area supports another. While the use of text sets are well researched, I propose that both digital and print text should be a component of the text set, as well as flexibility in the set, allowing student inquiry and discussion to drive the choice in text.

In this study I looked specifically at struggling readers, but how does one classify a reader? Fountas and Pinnell (2001) give many examples of what may classify a student as a “struggling reader” including issues with decoding, comprehension, motivation, emotional difficulties, sparse language experience and knowledge, and many more (p. 111).

Defining a Good Reader

What makes someone a good reader? Good readers are aware of why and what they are reading. Good readers are able to make predictions about text, figure out meanings of unfamiliar vocabulary, reread, paraphrase, read selectively, connect content, and can evaluate and interpret a text once reading has concluded. To be a good reader researchers have found that readers must learn to be active readers that use comprehension skills and strategies. Afflerback, Pearson, and Paris (2008) define strategies as purposeful actions that are used while reading, where skills are the automatic processes that readers do without thinking. Some strategies include asking questions while reading, visualizing events that take place in the story, summarizing, and analyzing story elements such as setting, characters, problem, and solution (Pearson & Dole, 1987; Pressley, Johnson, Symons, McGoldrick, & Kurita, 1989).

Readers use these strategies to evaluate, adapt when necessary, and improve thinking as they read and process new information (Palincsar & Perry, 1995). These strategies are not used in isolation; rather multiple strategies are called upon by the reader when comprehending a text. In order to use multiple strategies, readers must be able to self-monitor reading.

Self-monitoring is the ability and disposition to take control of one's learning (Palincsar & Perry, 1995). Successful comprehension requires that a reader know when more effort is needed in order to make sense of the text. Readers might monitor if the word makes sense or whether the word looks right. In transactional strategies instruction, students are taught monitoring skills to improve reading and comprehension (Pressley, 2001). According to Kintsch (2004), comprehension happens when readers construct meaning automatically without a conscious effort, or problem solve whenever meaning is not accessible. Elementary students, especially struggling readers, have not yet mastered automatic meaning making, so teachers should engage students in active problem solving and monitoring activities.

The use of guided reading groups in the Reading Workshop block engages students in active problem solving. According to Fountas and Pinnell (2001), guided reading has three fundamental purposes: to meet the literacy needs of all students in the classroom, to teach students to read increasingly difficult text that they have not encountered before, and to construct meaning while using problem solving strategies to decode words and understand new material. Iaquinta (2006) states that the goal of guided reading is to help students develop the self-extending systems of reading that help students understand the process of reading.

During guided reading the teacher works with a small group of students with similar reading abilities, similar skillsets, or similar reading levels. Guided reading groups use leveled texts that students can read with the strategies that they currently have control over, but still allow the teacher to model new learning. Fountas and Pinnell (1996) state, “The purpose of guided reading is to enable children to use and develop strategies ‘on the run’” (p. 2). The teacher models and prompts specific reading strategies to help students monitor fluency and comprehension (Lyons & Thompson, 2012). Many of the comprehension skills such as asking questions, visualizing, or summarizing are the focus of guided reading groups. As students work within guided reading groups, they develop strategies that help them become problem solvers and navigators of a variety of texts (Iaquinta, 2006).

A major benefit of guided reading is that it allows the teacher to meet individual needs of struggling readers and focus on specific instruction tailored to each individual student (Lyons & Thompson, 2012). One way to assess and monitor student growth in guided reading groups is through the responses that readers share during group. Building on Reader Response Theory, a teacher can listen to the reader as he or she becomes an active participant whose identity and experiences shape the meaning of the text through personal interpretation. The reader is not a passive participant, but takes an active role in creating meaning with the text. The text creates and evokes memories and prior knowledge that allows the reader to connect with the text and fill any gaps or holes that might be left in the text. During guided reading, the teacher works to understand and support student responses.

As the reader is reading, new structures are being created, reshaped, and reevaluated based on new elements and ideas presented in the text. The reader not only makes clear and gains understanding for what is being read, but also responds and reacts to the text. The transactional view brings into focus not only the words of the text, but also the response that the text will bring about in a reader. The words themselves will not allow for prediction of what or how the reader will respond, but will provide support and justification for the experiences and responses of the reader. Rosenblatt (1978) sums this idea up by saying, “No one else, no matter how much more competent, more informed, nearer the ideal (whatever that might be), can read (perform) the poem or the story or the play for us” (p. 141).

Probst (1987) offers implications for teachers when using transactional theory in the classroom setting. Any literary work is changeable and different for each reader; therefore, teachers must not lead students to answers, but acknowledge differences in understanding and ask students to examine the response made and support the response with ideas and images from both previous experiences and the text. The classroom should be cooperative and provide students with opportunity to discuss and clarify responses. Students must enter a “reciprocal, mutually defining relationship” as Probst (1987, p. 3) says, and build on the social practice that is at the heart of New Literacy Studies. Students must be encouraged to respond, and it must be understood that in order to transact and respond to the text, that students’ experiences and emotions must be valued and considered a place to start when responding.

Teachers should give students time to reflect on responses, discuss responses, and share different points of view with others. But, as transactional theory states, each student must understand and respect that each student will have a different response based on previous knowledge and experiences. Digital and print texts might also be a factor in student response. The time and skills needed to navigate a digital text are different than those of print, and a student might need more time to process the information. Through discussion with others and gaining insight to new perspectives, students have the ability to change responses, and build on a past response. The transaction is continually taking place and providing students with new information. Probst leaves the readers with this thought: “The epistemology at the base of transactional theory returns the responsibility for learning to the student” (p. 3). Teachers must remember that students will bring knowledge, understanding, and experience to the text, and with guidance, time, and well thought out text sets students will take responsibility and transact with a chosen text.

Identifying Struggling Readers

Classifying a reader can be a difficult process. Fountas and Pinnell (2001) give many examples of what may classify a student as a “struggling reader”: struggle with decoding, low comprehension, minimal motivation, emotional difficulties, lack language experience and knowledge, and many more (p. 111). This Midwestern school district uses a variety of assessments and data to classify a student as struggling. First, AIMSWeb scores, a test given to all students in the school district, are viewed. Second, students take the Development Reading Assessment. The AIMSWeb test is a two-part test, starting with the MAZE test which tests students’

comprehension in reading. Comprehension is defined by Fountas and Pinnell (2001) as

...integral to reading; indeed, understanding should occur before, during, and after reading. Readers employ strategies for making meaning from the time they consider reading a text to long after they have read it, often encountering new experiences or acquiring new information that provides deeper insight.

(p. 324)

AIMSWeb. The AIMSWeb test takes a reading passage and in every sentence a word is replaced with three choices and the student must decide which word fills in the blank. The student is given three minutes to complete as many of the cloze sentences as possible. A score is provided by taking how many correct responses the student gives and subtracting the number of incorrect responses. A national norm is set for each grade level and each time of the year the test is given. A student then falls into a category (well above average, above average, average, below average, or well below average) based on the score.

The second part of the test is RCBM and this test measures a student's fluency in reading. Fluency has multiple meanings including the speed, accuracy, expression, and how quickly students can decode the words (Atlwerger, Jordan, & Shelton, 2007). Students are given a passage and have one minute to read the passage aloud. While the student reads aloud, a proctor records student miscues and at the end of the minute, counts the number of words read correctly, and subtracts the number of miscues to come up with a final score. Like the MAZE, the student falls into a

category based on a national norm. If the student falls in the below average or well below average, they are given additional tests to gather more data on reading abilities.

Development Reading Assessment. Students are then given the Developmental Reading Assessment, 2nd Edition, DRA2 (Pearson Education, 2013). The student reads aloud a portion of a book and a Running Record is taken by the teacher to assess fluency. Clay (2005) states, “Running Records provide an assessment of text reading...The successful early reader brings his speech to bear on the interpretation of print. His vocabulary, sentence patterns and pronunciation of words provide him with information which guides his identification of printed words.” (p. 49)

The student then finishes the book on his own and answers several comprehension questions including a summary, finding main idea, vocabulary, and reading strategies used while reading. The teacher, using a provided rubric created by Pearson Education for the DRA2, then scores the answers. At the beginning of the school year a 5th grade student should be at a level 50 or higher. If a student tests below a 40, the district considers the student a struggling reader.

With all of the beginning of the year testing and teacher observations a student who scores below average in several areas is classified as a struggling reader by the school district. For this study I looked at all of the student data and selected students who are anywhere in the struggling reader range on both of the above assessments.

We know students today have grown up surrounded by a variety of technology, including computers, cell phones, video games, and more. Students are engaged with multimodal texts and have learned the skills necessary to interact with

the text and communicate with others about the text. These digital natives have a deep understanding of the uses of technologies from their early and frequent exposure to digital technologies. We know less about how teachers can harness these proficiencies within the context of a historically print-based instructional design, the guided reading group.

Chapter 3: Methodology

Research Design

As an Action Researcher, I incorporate a reflective stance on my teaching practice in order to critically analyze the classroom practice of integrating digital literacies into English Language Arts, especially with students who are classified as struggling readers (Mills, 2011, pp. 9). Action Research uses a systematic process to help solve educational issues and make improvements (Tomal, 2003, pp. 8). According to Johnson (2003) a gap exists between theory and practice in educational research. Two possible reasons for this gap are that the research is not written to reflect the demands of a teacher, or research is handed down from the researcher with an expectation that teachers will take the information and put it to use in the classroom. Action Research is one way to bridge the gap between theory and practice in educational research. Teachers are using basic research and theory to design a study to observe and unpack best teaching practices in the classroom setting (Johnson, 2003). Action Research is used in the classroom to help teachers determine practices that enhance student learning in a situated classroom context. By reflecting on teacher-made decisions, I can implement lessons and learning goals that are directly related to students' needs (Merlter, 2006).

My goal was to gather information about how I taught guided reading using both digital texts and traditional print texts, and how I scaffolded transliteracy skills using both mediums. I am fortunate enough to have autonomy within my school, allowing me to be flexible with planning and readjusting teaching to meet student needs. This gave me the ability to think deeply about student engagement and plan

meaningful guided reading sessions based on student interest. According to Kemmis (1988) Action Research spirals and includes evaluating, planning, taking action, monitoring, reflecting, and rethinking in heuristic cycles. Using Kemmis' (1998) model, I entered the Action Research cycle by creating a general plan on integrating e-readers into guided reading groups. My first action step was to introduce the e-readers to the students, and use them as the text source for guided reading groups. As the students worked in guided reading groups, I monitored student progress, as well as my teaching methods. While the guided reading groups were taking place, I was reflecting and rethinking the guided reading lessons based on student discussion and data collection. I evaluated the data I was collecting, and reflected on the lessons that had taken place. I revised my plan and continued to adjust my teaching methods to encourage and promote interaction and response to the texts, both digital and traditional print. I took notice of the students' ability to read both texts, synthesize the information, and used the information to create meaning and understanding. By carefully tracking the process of a group of challenged readers, who were afforded the opportunity to toggle back and forth between print and electronic sources of text on a topic of the group's choosing, I document and reflect upon the affordances and constraints of multimedia learning.

Coiro and Dobler (2007) found that little evidence has been collected to support the claims that digital text and printed texts are different media requiring different strategies and skills to navigate. Coiro (2011) also states that the field of education assumes that reading online is the same as offline reading, and that the only difference is in the use of technology skills.

With these mandates in mind I defined this problem of practice and created a study to specifically complete a microanalysis on the use of digital text in the classroom. More specifically, I investigated what ways digital literacies could be integrated into guided reading groups with struggling readers. Guided reading groups were a part of my daily classroom literacy block, and all students in the classroom had the opportunity to participate in the study; however, the focus for data collection was on the smaller group of struggling readers. While students participated in guided reading groups, I took notice of the tools, strategies, and identities that these struggling readers showed when using traditional print texts and when using digital texts. The students were given the opportunity to read from traditional print text and digital text at the same time, focusing on a thematic unit, The Holocaust, which allowed students to use both texts as a resource for learning. Students were asked to talk about the affordances and constraints of both, and how reading across both texts supports their literacy learning. They were asked to be co-researchers with me to unpack the way a multimedia approach supported learning or not.

As an experienced language arts teacher of nine years, I also reflected on my teaching practices, showing ways in which I created guided reading practices in both digital environments and through traditional print. Not only did I look closely at the practices of guided reading, I reflected on the ways in which community and relationships played a part in student growth. The beginning of each school year I spent a great deal of time building a classroom community where every student feels a sense of belonging and pride. We do this through various teambuilding activities, class meetings, engaging in discussion with students about outside of school interests,

setting goals, and working together to define what we want to accomplish by the end of the school year. Every student voice is heard and valued. We also spend a great deal of time on procedures and expectations. When expectations are high, students work hard to meet or exceed those expectations. Having a classroom community is a large part of my classroom and plays a role in student growth.

After creating this sense of community, I engaged students in digital literacy experiences and in traditional print experiences, that created opportunities to collect data to compare identity presentation and I reflected on the affordances and constraints the digital literacy tools offer for students classified as struggling readers. While students were reading, I interviewed in the moment, asking students to talk about their experiences reading digital texts, and the ways in which they were making meaning. I kept field notes on each digital literacy lesson that I incorporated into my language arts classroom, and used those notes to inform decisions for future lessons. The Action Research cycle generated data that could be used to help teachers inform effective classroom practices with both digital literacies and traditional prints, especially with struggling readers.

Qualitative research methodology was used to understand and unpack the affordances and constraints of reading across both digital literacies and traditional print literacies for students identified as “struggling readers.” According to Merriam (2009) “qualitative researchers are interested in understanding the meaning people have constructed, that is how people make sense of their world and the experiences they have in the world” (p. 13). The data I collected is representative of the 5th grade

students' experience in a suburban classroom using both traditional print and digital literacies.

Drawing on Grounded Theory (GT) methodology, I was interested in the patterns of actions and interactions between the students classified as struggling readers when using traditional print texts and when using digital texts. Not only did I seek to find patterns, I sought to understand how the struggling reader changed or were transformed based on the different contexts and conditions of learning. While observing and interviewing students during guided reading groups, I analyzed the data in the moment to direct my next observation or interview. If one strategy was not working with a student, or if a student discussed a major constraint with the traditional print text or digital text, I reevaluated and adjusted my teaching methods. Often this came by asking more probing questions to help reframe and refocus student thinking. According to Corbin and Strauss (1990), "The research process itself guides the researcher toward examining all of the possibly rewarding avenues to understanding" (p. 6). By using the data to guide my teaching, as well as my research, I captured a naturalistic setting of guided reading groups using both traditional print texts and digital texts.

Participants

Purposeful sampling is used when researchers want to understand and uncover something and select from a sample in which something new can be learned (Merriam, 2009). For this study I used LeCompte's and Preissle's (1993) criterion-based selection to recruit participants. In criterion-based sampling, the researcher "creates a list of the attributes essential to your study and then proceeds to find or

locate a unit matching the list” (p. 70). I looked specifically at students who were classified as struggling readers; therefore, there was a list of specific attributes that classify these students. These attributes included difficulty with comprehension skills, fluency, language, vocabulary, and reading accuracy. I used two district assessments that I administered in the classroom to uncover these attributes. The first assessment was AIMSWeb testing in which students take two reading tests: Maze, a comprehension test, and RCBM, a fluency test. If a student falls below the target for either test, he or she was considered for the struggling reader guided reading group. The second assessment was the Development Reading Assessment 2. I gave this test to all students within my classroom. The test assessed students’ fluency, accuracy, and comprehension. After giving these assessments in my classroom, I looked closely at student scores and compiled a list of students who fell below the grade level expectation in all three areas. As shown in Table 1, five students within the classroom were chosen based on assessments and diverse profiles. Students had the opportunity to create a pseudonym that they wanted to use during the course of the study. Giving students the opportunity to create their own name provided them ownership and a feeling of mutual respect for the study. I also showed students the pseudonym I created for the school and for myself.

Table 1
Performance Information for Participants

Student Name ¹	Age	DRA ²	AIMSweb Maze ³ (Comprehension)	AIMSweb RCBM ⁴	Remedial Reading Services
Austin	11	38	12	108	Yes
Rose	10	40	22	137	Yes
Lela	10	38	15	77	Yes
Menique	10	38	13	13	Yes
Deshawn	11	38	18	106	Yes

¹All student names are pseudonyms.

²The Developmental Reading Assessment (DRA) given is a grade level equivalence for instructional texts, or texts that a student can read with support from a teacher. A 38 is equivalent to the end of 3rd grade, a guided reading letter of N-P. A 40 is equivalent to the beginning of 4th grade, a guided reading letter of P-R. These are approximate grade levels for students using this particular assessment.

³The AIMSweb MAZE tests student's ability to read a 100 word passage in three minutes and select the correct word choice to make sense in the story. The target for 5th grade winter is 21. This shows that all students, with the exception of Rose, are significantly below the target. These students need scaffolding and modeling of comprehension strategies and skills.

⁴The AIMSweb RCBM tests student's ability to read a passage fluently in one minute. Student's miscues are marked, as well as the ending point in the story at the completion of the minute. The target for 5th grade winter is 28. All students, except Rose, are significantly below the target, meaning that modeling and practice with fluency (speed, intonation, and accuracy) should take place daily.

Austin. Austin is a ten year-old European American boy who lives with both of his parents and his older sister. His mother is very involved in his education, but feels like she has difficulty motivating him to focus on academics. He has attended Stephan Elementary since Kindergarten and has been in remedial reading for three years. Austin loves anything hockey, playing it, watching it, reading about it, or talking about it. He is on a competitive hockey team and often discusses his practices and games with others. While he loves sports, he does not enjoy reading about them. Austin has stated that he wants to be a Navy SEAL when he gets older, and often chooses war themed books for independent reading time. Austin is reluctant to read anything that is fiction, choosing to only read books about war or Navy SEALS. If he is asked to choose text that is fiction, he finds a way to make sure there is some type

of historical background. Austin likes to be the center of attention, particularly with the crowd he feels is popular. Academics take a back seat to things such as sports, competition, or playing outside.

When asked about himself as a reader, Austin stated that he tries to get better every time he reads, and tries to pick more challenging books. Austin prefers to read articles on the Internet, using Yahoo rather than reading books. He also said he reads digital text like the directions for apps or video games on his tablet. Austin stated that he downloads books on his Kindle, then reads on that. He often brings his Kindle to school and reads during independent reading time. Before the study began Austin said he prefers to read on his e-reader or ipad because he doesn't have to flip pages and it is "funner and exciting" (Initial interview, 11/17/14). Austin is reading a year and a half behind grade level, and specifically struggles with comprehension and fluency. While Austin's MAZE comprehension scores fall significantly below grade level, this is not the most accurate picture of his learning. The time constraint on this test, as well as the topics, often cause Austin's score to fall below his performance in classwork. Austin is able to show basic comprehension skills like summarizing and sequencing; however, he struggles with higher level thinking such as inferring and predicting. The MAZE test does not take these specific skills into account.

Rose. Rose is a ten year-old Hispanic girl who has attended Stephan Elementary for four years. She is one year below grade level, but has many strengths as a reader including making connections and discussing her opinions. Rose has Turner Syndrome and often misses school for doctor's appointments out of state. Some side effects of Turner's Syndrome are short height, heart defects, certain

learning disabilities, and difficulty adjusting socially. Rose is short in stature, at times struggles with staying healthy, and has some learning disabilities. She has an Individualized Educational Program (IEP) in the areas of math computation and reading fluency. She sees a special education teacher for task completion and support in math. Although this disease affects Rose, she still loves ice-skating and playing outside with her friends and family. Rose lives with her parents and younger sister. Spanish is primarily spoken at home, but her mother works hard to help her educationally.

Rose is very hard on herself and has high expectations for her learning. Rose sees herself as good at reading, but knows that she sometimes stumbles. She feels it just depends on what book she is reading and how hard the book is. She knows that if a book is challenging that she abandons it and gets another book that is easier. She knows it is easier because she just can simply read it without any trouble. She likes to read books that are about ice-skating or nonfiction books. Rose also said she likes to read *American Girl* Magazines and fashion magazines. Rose also brings her iPad to school and often reads books on this device. She stated that her parents showed her how to download books, and that she herself figured out how to highlight words that she might not know. Even though Rose reads on her iPad, she stated that she likes reading traditional text books better because they, “Keep you in the book” (Initial interview, 11/17/14). Rose feels guided reading groups help her become a better reader because its real life and it helps her make good book choices.

Rose takes the RCBM and the MAZE test monthly in her special education setting, so she has had additional exposure to this type of testing. While she scored

right on the grade level targets, these tests do not account for higher-level thinking. Rose needs continued support to use text evidence to support her thinking and to keep her on track while discussing a text. She also needs additional prompting when reading aloud to help her internalize when her miscues do not make sense. This is something that she continually works on both in small group and individually.

Lela. Lela is a ten-year-old African American girl who has attended Stephan Elementary for three years. She is a part of the school of choice program; this means Stephan Elementary is not her home school. She lives with her parents and her three sisters. Lela is often late to school due to the many drop offs her parents have to make at various schools. When Lela is late, she is often frazzled and takes a while to settle into the day. Lela has many interests, including drawing, playing with electronics such as her phone and tablet, and fashion. She loves to talk about her outfits and how she looks during the day. Lela often talks about how she will design her future clothing and how she will travel to Paris to sell her clothes to others. Lela is also very competitive with her older sister who is just one grade level older. She often talks about how her sisters do not let her work in peace, or how her sisters never help her when she needs it.

When Lela has questions, she is not afraid to ask them, whether on topic or not. Lela has an Individualize Education Program (IEP) for speech and language, as well as task completion. Lela sees a speech pathologist to work on her speech, and sees a special education teacher to work on reading fluency and math computation. This additional support is helpful for Lela and she often uses strategies she has learned in these classes to help her during guided reading time. Lela is very animated

and feels that she can get her point across with hand gestures and talking loudly. One strategy that Lela thinks helps her as a reader is when she slows down to help her get through the words. Lela enjoys reading fantasy books or realistic fiction. She also said she enjoys reading magazines, such as *People*, or reading on her computer or tablet. She also said she sometimes reads on her iPod or iPhone, specifically websites she enjoys. When she reads on her tablet Lela said, "I read the books that I read in real life. Read normally." When asked which type of text she preferred to read, Lela stated that she could read a traditional book all day long but a digital text hurt her eyes and she needed to stop at times. She also said if she broke her tablet, she would lose her book, and it would be hard for her to break a book (Initial interview, 11/17/2014).

Lela falls a year and a half behind grade level in reading, and struggles with fluency as she reads. Lela has been a part of remedial reading for three years. Her RCBM and MAZE scores are fairly accurate for her, while some of her fluency can be attributed to speech concerns. Lela works at a slow pace, so the time constraint is also a factor. Lela needs further probing to dig deeper into text, and these types of tests do not account for that factor.

Menique. Menique is an eleven-year-old African American girl who has attended Stephan Elementary for two years. She is also a part of the school of choice program. Menique has a twin brother and two twin sisters. She lives with her grandmother and her mom. Menique's mom works full-time to support her children, so grandma is often in charge of schoolwork. Grandma often comes to school to check on Menique's progress, but often states that she has trouble helping her with

homework. Grandma said that once Menique is home she is very difficult and refuses to do work. Menique enjoys hanging with her friends, listening to music, and often talks about her older sisters. She would prefer to spend time with friends talking than she would on schoolwork. She often seems lost and rarely asks questions or volunteers in class. Menique needs constant support to do any grade level work, falling below in all academic areas. Menique works with a school tutor during the day to help her fill the gaps in math and reading. She wants to be successful, but often sees that she is behind her peers.

Menique assesses at a year and a half behind grade level and lacks confidence in all academic areas. Her confidence plays a large factor in her motivation. She needs positive reinforcement, and once she realizes she is capable will take more risks. When asked to talk about herself as a reader, Menique stated that she likes reading a lot and that her favorite thing about reading is just being alone. She feels her strengths as a reader are pronouncing the words. Menique wants to try to focus more on reading, particularly paying attention to the book more. She enjoys reading nonfiction books, but couldn't state a specific topic she enjoys. The only type of digital text Menique said she read was websites, but could not recall any specific sites. Menique prefers print text to digital because a website is too bright and she finds a book easier. She also felt that talking about books in guided reading helped her become a better reader because she can understand it more when others and the teacher talk about the book (Initial interview, 11/17/2014)

Deshawn. Deshawn is an eleven-year-old African American male who has attended Stephan Elementary for two years. He lives with his mother, older sister,

and baby brother. Deshawn often talks about his baby brother and how he helps his mom take care of the baby. Deshawn enjoys sports, music, and anything to do with his friends. He would prefer to have time to sit and talk with his friends or make music rather than work on school work. Time at home is often spent helping around the house or cooking dinner, leaving little time to focus on school. Deshawn wants to be seen as a popular student whom others look up to. However, he often lacks confidence in himself and gives up quickly when things get tough. He can show his frustration both verbally and nonverbally, but, with reminders, gets himself together and uses his words to let someone know how he needs help. With support and understanding Deshawn works hard and wants to be successful. He has grown a tremendous amount both academically and socially since he arrived at Stephan Elementary.

Deshawn falls a year and a half behind grade level. He is a fluent reader who struggles with comprehension. His MAZE comprehension score does not fall too far from the target grade level; however, he struggles with higher-level thinking. He often needs to discuss the text he is reading aloud in order for him to gain understanding. When asked how he views himself as a reader, Deshawn stated that he works hard to be better, but that reading isn't really his thing. He also states he likes to read nonfiction books or fantasy. To choose a book he looks at the cover and reads a few pages. If he doesn't like the first few pages, he picks a new book. Deshawn said he reads on his computer at home, surfing the Internet. He feels he is an expert at working the computer and other electronics like his iPhone. He prefers to

read on the computer because he finds it more interesting (Initial interview, 11/17/2014).

Researcher-Teacher Reflexivity

Teaching English Language Arts has always been a passion of mine, particularly reading response within reading groups and independent reading. Allowing students to talk and write about what they are thinking before, during, and after reading a text has always driven me to better my instruction to meet student needs. I have used guided reading groups in my elementary classroom the last nine years. I find that I learn more about my students not only as readers, but also as people during guided reading groups. The opportunity to hear students interact and discuss a variety of topics gives me insight into their literate histories (Dyson, 1999). With my background in literacy education, and continued use of guided reading groups, I brought a great deal of experience to this study. While guided reading groups were not a new experience for me, using e-readers in guided reading groups was a new experience, as well as asking students to read both traditional print texts and digital texts at the same time. I personally have used an e-reader for several years, so I am familiar with how to download text, the tools available, and the ways in which I am able to interact with the text. While this was helpful in implementing e-readers in guided reading groups, I had to step back and think about the best way to use e-readers to lead the group. I had to take into consideration the ways in which students would navigate the text when I asked them to find certain pages or features in the text. I had to think about the ways in which I pointed out text features and vocabulary when introducing a text. I had to be purposeful in the choice of texts,

giving students the greatest opportunity to use both traditional print and digital texts to support learning.

Before beginning the digital text, *Who Was Anne Frank?* (Abramson, 2007) I looked at the vocabulary I thought would be difficult for the students. This helped me to think about the print text I would bring in, specifically text with similar features as the e-reader. I wanted the students to have an opportunity to strengthen reading skills in print text, such as using a glossary, as well as in digital text. It was necessary for me to take notes and reflect on the lesson each day in order to best adjust the teaching methods used while implementing e-readers for the first time.

Context of Study

Every day 22 students walk into the classroom nicknamed “our home away from home”, ready to learn and grow, not only as students but also as young adults. Our home is located in a small elementary school in the Midwest. According to the Missouri Department of Elementary and Secondary Education (DESE) Website (2014) there are approximately 400 students enrolled in the school, with 50 certified staff members. Also, according to DESE, the population of the school district is about 68 percent Caucasian and 20 percent African American and 12 percent of other tracked minority groups. Other demographics have been suppressed due to small sample size. The school also has about a third of students who receive free and reduced-price lunches. With the focus of the study on struggling readers, I drew a convenience sample of students from my classroom that were classified officially as struggling readers; criteria are discussed below. A convenience sample is a sample based on the convenience of location, time, or participants (Merriam, 2009).

However, I chose a group that varied as much as possible in terms of gender, race, and ethnicity. Each student read the assent form with me and agreed to participate in the study. Each student in the study had a parent who signed the parental consent form as part of the University's IRB process.

Data Collection

Data collection for the study began in November, 2014, and was completed in February, 2015. The data was collected from struggling readers in my 5th grade classroom in a small Midwestern school district during my English Language Arts block called Reading Workshop. Reading Workshop took place daily for 60 minutes. The Reading Workshop time in my classroom involved students working on a variety of literacy activities, differentiated to their instructional reading levels. Students could have been independently reading a book of their choice. Other students might have been participating in a guided reading group.

During guided reading groups, I used the data collected from initial screenings and my field notes to work with struggling readers on specific strategies to use during reading to strengthen comprehension. Students read a text on their instructional level, Level N (fourth grade), which means, "the text should be just demanding enough to provide a few opportunities to work out problems so they can expand their reading systems" (Fountas & Pinnell, 2006, p. 4). A unit of study, the Holocaust, was chosen based on student interest and my ability to integrate the use of traditional print text and digital readers at the same time. All of the students in the group read the same text, one or more texts in traditional print and one or more in digital print. Appendix E provides an overview of the text set. I modeled and scaffolded reading strategies

within each lesson and also provided students the opportunity to practice the targeted strategies during group time.

Guided Reading Groups. Starting early in the school year students began participating in guided reading groups. As stated before, a guided reading group is when a small group of students work together to learn more about reading. The struggling readers met in reading groups approximately two to three times a week, for an average of 20 minutes, over the course of 11 weeks while I collected a variety of data sources such as field notes, videotaped discussions, and interviews during the duration of the group activity. Every guided reading session was recorded on video, as I was looking for patterns in interactions across the beginning, middle, and end of the guided reading sessions.

Students were offered several texts in both traditional print and digital print over the course of the study (See Appendix E). During the guided reading groups, I paid attention to each student's oral reading, noticing strategies that they rely on when coming to unknown words or skills students use to problem solve when reading aloud. To capture the strategies that students relied on, I took running records and anecdotal notes in a journal. I also paid attention to student negotiation of the text, including tracking skills, note-taking skills, and navigation through the text. Another focus was on student discussion of the texts across the beginning, middle, and end sessions of guided reading. I looked closely at the interaction between students including gaze, proximity, and agency.

Students were asked to look at both traditional print text and digital text simultaneously in this study. For example, during one guided reading session,

students were reading from an e-book, *Who Was Anne Frank?* (Abramson, 2007) and had access to a traditional print text that focused on World War II or Anne Frank. Students also had access to web resources, located by the teacher, that connected to the book. By examining how students read across traditional print and digital texts, I gained insight into students' reading strategies and identities in both literacy environments.

Student Interviews. DeMarrais (2004) defines an interview as “a process in which a researcher and participant engage in a conversation focused on questions related to a research study” (p. 55). Interviews are used when feelings or behaviors cannot be observed, or when the researcher is aiming to illuminate a person's understanding of the world around them. I conducted two unstructured interviews with each of the students, one before we began our guided reading group and one at the end of the group. Merriam (2009) classifies unstructured interviews as “open-ended questions, flexible, exploratory, and more like a conversation” (p. 89). While students were reading during groups, I asked questions about their reading processes specifically when using the digital text of the Internet. This retrospective talk allowed for data collection in the moment; therefore, students did not have to recall or recreate a moment during their reading after the task was completed. I asked students to tell me more about the way in which they were navigating a website, as well as the choices they were making in what sections of the website they were reading. These interviews provided specific data to several research questions including the discussion of the tools and strategies that struggling readers used in both digital and print environments. It also provided insight into the identity work that struggling

readers self-represented while reading across both texts, specifically in the ways that each student viewed themselves as a reader before the intervention and after.

Field notes and Lesson Plans. Before each guided reading group I created lesson plans that had a focus of the lesson along with guiding questions and skills that I discussed with the students. These lesson plans provided detailed outlines of the lessons over the course of the study. I also wrote daily field notes, at the end of the day, reflecting on the lesson and the observations I made. During the guided reading group sessions I took anecdotal notes of the discussion and interactions that were taking place. The field notes helped me to reshape my lesson plans based on student discussion and interaction. At times the notes led me to integrate new types of digital literacies based on student questions. Both of these data sources provided me insight into how I could integrate digital literacy into guided reading groups. It also helped me recognize and recall the strategies and tools that struggling readers used in both traditional and digital prints.

Video Transcription Process. To transcribe the videotapes of the guided reading groups, I first listened to each one two to three times noting varying aspects of discourse. I listened to each recording and stopped after every turn to type the conversation. I went back and listened again to a section to ensure that I typed exactly what was said. After I had the full guided reading group session typed out, I went back and listened as I read what had been typed to double check for accuracy and to start to get an idea of where I needed to add pauses, intonations, and inaudible moments. The third time I listened to the tape, I added marks for pauses and intonations. According to Ochs (1979) the symbol // should indicate pauses,

showing, “sensitivity to turn and utterance units” (p. 178). I used Jefferson’s (n.d.) transcription coding including an upward arrow to show marked rising shift in intonation, although I had to use an upward carat ^ . Double parentheses were also used to indicate inaudible moments in the transcription.

I made distinctions in places where overlapping utterances took place and spaced those out in the transcription. Using Jefferson’s (n.d.) approach I used brackets to indicate when the overlapping utterances took place. I listened once more to make sure that all marks were included, all intonation was recognized, all pauses were timed correctly, and all overlapping utterances were included. It was important that I got an accurate picture of the discussion that took place. After transcription I had data from 19 guided reading sessions with an average of 20 minutes per session. I then analyzed the data using both grounded theory methods of open and axial coding and Fairclough’s (1992) style for Critical Discourse Analysis.

Data Analysis

The nature of my research questions and the variety of data collected necessitated that I use varying methods to analyze and interpret the data. After I transcribed each guided reading group, I noticed that there were different emerging themes over the course of the four months. This led me to think about the ways in which students built transliteracy skills, reading skills, and discussion skills at the beginning of the sessions, mid-way through the unit, and, finally, during the final sessions. I wanted to track the developmental trajectory of literate identities across the 11 week process. I also reflected on teacher-student interactions that took place over the course of four months, and thought about the framework that differed for each

guided reading session. Since I noticed that at different points in time, different focuses were favored, I decided to segment the guided reading groups into three chronologically ordered segments (beginning, middle, and end) to look across the episodes to compare the ways in which students interacted and self-represented across the guided reading settings. I wanted to look closely at the ways in which I could support student learning at the beginning of the sessions and how that information transferred across time. To decide how to break the sessions into segments, I looked closely at the dates the groups took place and the content that was read during the sessions. The beginning sessions took place in 2014 and included many traditional texts for background knowledge, i.e., the Anne Frank website, and the first two chapters of *Who Was Anne Frank?* (Abramson, 2007). With winter break falling at the end of session eight, I felt that was a natural break in chronology. There were 11 remaining sessions after the break, so I broke those sessions in half, 9-13 becoming the middle sessions, and 14-19 becoming the ending sessions. The segments allowed me to look closely at each moment in time and the ways in which the emerging framework I found impacted student learning over time. I looked at each point in time separately in order to analyze more in depth, but looked for similar themes across the entire unit. In the beginning sessions, I found many themes that grew and expanded in both the middle and ending sessions.

The transcriptions of the guided reading groups, interviews with struggling readers, and field notes lent themselves to analysis of emerging themes individually using tools of Grounded Theory such as open and axial coding, looking for emergent themes in the data to document the ways in which students use and understand digital

literacy. I focused specifically on looking at the affordances and constraints of my instructional design with regards to (1) supporting students' literacy development and (2) integrating digital literacies into guided reading groups. By looking closely at these two questions, I was able to look for emerging themes throughout the beginning, middle, and end sessions of guided reading and look specifically at the ways change or growth took place.

I started with the beginning sessions of guided reading and looked for conceptually similar interactions, events, and actions to form categories and subcategories (Corbin & Strauss, 1990). I looked closely for instructional design pieces and ways in which digital literacy was integrated after the initial open coding. I found several overarching themes, such as digital literacy tools, questioning, transliterary skills, and critical literacy viewpoints. Axial coding was then used to further integrate categories, as I continued to look for examples or indications of the patterns or categories. I then repeated this process for the middle and ending sessions of guided reading.

As I looked at the guided reading groups' transcriptions, I wrote notes and memos in the margins, marking interactions and utterances that were useful, and places where students used specific tools and strategies while reading the text. I looked specifically for places where students made comments about the reading source being used at the time: digital literacy sources or traditional print sources. I looked at the ways in which the context of the reading source played a role in the tools or strategies students chose to use while reading. The segments of data that fit together were color-coded and categorized based on my knowledge of the topic and

the relationship to the research question. I highlighted the interactions with different colors and kept these together in a binder according to the beginning, middle, or end sessions of guided reading groups.

I looked at the field notes last, looking at those in multiple ways and open coded to look for new or unique themes. Once all of the data sources had been coded, I created a table placing my research question at the top, the themes on the left side of the table and the meetings and line places in which I found strong examples. Using the color-coded markings, I added this table to my resource binder (See Appendix A).

Critical Discourse Analysis. Critical Discourse Analysis (CDA) was also used to uncover the identities children who are labeled struggling readers self-present in different contexts: traditional print texts and digital texts. I drew from Fairclough's (1992) ideas looking closely at the ways in which struggling readers created social identities through discourse, a context defined by Fairclough as language use in the form of social practice (p. 63). According to Fairclough (1992) "language varies according to the nature of the relationship between participants in interactions, the type of social event, the social goals people are pursuing in an interaction, and so forth" (p. 63). I looked closely at students' ways of interacting (genre), being (style), and representing (discourse).

Fairclough (1992) defines genre as, "...a relatively stable set of conventions that is associated with, and partly enacts, a socially ratified type of activity...a genre implies not only a particular text type, but also particular processes of producing, distributing and consuming text" (p. 126). Each utterance is to be assumed to be performing a number of actions at the same time; therefore, I looked at the turns taken

by the participants, the cohesion of the text, and the intertextuality of the participants, meaning the ways that past utterances and experiences shaped the new experience.

Next, I looked at the ways of being, or the style. Styles, according to Fairclough (1992), can be thought of as three types: tenor, mode, and rhetorical mode. Tenor is the "...sort of relationship that obtains between participants in an interaction...terms as 'formal', 'informal', 'official', 'intimate', 'casual', and so on" (p 127). Mode is found in the way the text is written or spoken, or a combination of the two. Styles also vary according to rhetorical mode, including 'descriptive', 'expository', or 'argumentative'. When looking at style I asked questions of the text: Is the voice active or passive? What is the modality and mood of the text? What stance did the student present his ideas?

Ways of representing, or discourse, was the final way I analyzed the data. Fairclough (1992) defines discourse as, "a particular way of constructing subject-matter, and the concept differs from its predecessors in emphasizing that contents or subject-matters, e.g. areas of knowledge, only enter texts in the mediate form of particular constructions of them" (p. 128). I looked at the ways in which each struggling reader chose to represent himself in certain ways but not in others by looking at the ideas they represented both in written and oral language, the situated meanings created, the verbal process, and the exclusion of information. According to Gee (2001), by looking at specific words and phrases, we are watching for "...cases where words and phrases are being given situated meanings that are nuanced and quite specific to the speaker's worldview or values or to the special qualities of the context the speaker is assuming and helping to construe or create" (p. 154). By

paying close attention to the reader's words and phrases, values and meaning can be deconstructed.

Guided reading discussion provided insight into students' perceived literate identities, as well as the ways in which students responded and interacted with the text. I started the analysis by taking the transcribed guided reading groups in chronological order and breaking them into topical stanzas. After each transcription was broken down, I looked for data that supported students' ways of interacting, or genre. I highlighted these examples in blue. I then went back into the same dataset and looked for students' ways of representing, or discourse. I highlighted these examples in pink.

The last analysis of the data was for ways of being, or style. These examples were highlighted in orange. I repeated this process for each transcribed discussion and interview and looked for examples in discourse that gave insight to the student's identity in both digital literacy experiences, as well as traditional print sources. I also wrote notes in the margins, looking specifically at student utterances, modality, and agency. Once all the data was analyzed, I again created a table for each (genre, discourse, style) using my research questions to guide the columns (Appendix B). For each question, I looked for examples in which the students self-represented and included the meeting number and the line number in transcript. By looking closely at student utterances, I was able to point to examples that revealed how students saw themselves as readers.

Multimodal Analysis. To strengthen the findings of Critical Discourse Analysis, I used a multimodal analysis. According to Kress (2010), "Multimodality

can tell us what modes are used” (p. 1). Mode is shaped by social interactions and cultural experiences and is a resource for meaning making. Some examples of modes include image, speech, gestures, and layout; these are used to create representation or to communicate with others. Looking at different modes provided opportunities for meaning making, allowing insights into nonverbal modes that students rely on to create meaning. These nonverbal modes provide understanding of a student’s background and connect the student with the text. By looking at the ways readers are interacting, being, and representing themselves, both verbally and nonverbally, teachers can get a deeper understanding and vision of the reader.

To do this, I looked closely at the video recordings of discussion group conversations with no sound. I looked for areas that were thick in nonverbal interactions (gaze, gestures). In past experiences this was difficult, so I turned to the transcripts and looked for areas in which student response was meaningful and thick. I went into the video of each of these interactions and took screen shots of different moments within these productive responses using my original verbal transcript as a guide. I then used Nelson, Hull, and Roche-Smith’s (2008) approach to capture video data using a timeline with several strips that contain still video images, strips with the meeting number, and another strip with the verbal and nonverbal transcription of the video. I looked at each video clip for nonverbal data and included that in a multimodal transcript. I used this multimodal analysis to look closely at the interactional patterns throughout the guided reading sessions (beginning, middle, and end). I looked closely at the ways in which students interacted when using digital text

and the ways they negotiated the space. The information was then cross-checked to see patterns or changes in patterns that took place over time, from beginning to end.

Trustworthiness and Ethics

The data I collected came from naturally occurring interactions in the classroom; therefore, I had to be very purposeful in protecting the students in the study. To begin the year, students built a classroom community in which every student felt a part of and had a place to belong. Having a safe place and a place to be a leader provided students with the confidence and comfort to be active participants. Students knew they were respected and trusted in the classroom not only by other students, but by the teacher as well. It took weeks at the beginning of the school year to establish this classroom community, but no data collection took place until all students felt comfortable and at home in the classroom. To build a classroom community students spent the first few weeks of school getting to know each other through community building activities such as working as a team to solve a problem, and learned the likes and dislikes of all students in the classroom. Students learned how each unique person brings something to the classroom and how these strengths work together to make a strong classroom.

The data sources I collected were triangulated to ensure credibility. I collected data from a variety of sources to ensure that the data included multiple perspectives on what was happening and expanded over a period of time so an accurate picture of student learning could emerge. I also compared and cross-checked throughout the data collection during different times. Multiple data sources included transcriptions from each guided reading sessions, field notes, and lesson plans over the course of four months. Table 2 shows which data sources were used for each research question.

Table 2
Data sources for each specific research question

Research Question	Data Collection	Data Analysis
In what ways can digital literacies be integrated into guided reading groups with struggling readers?	- video taped guided reading groups - Field notes -Lesson plans	- Open and axial coding looking for features of guided reading groups
When students are invited to read both traditional print texts, e-readers and other digital texts, what kinds of strategies and identities do students display across these reading environments?	- video taped guided reading groups - student interviews	-Open and axial coding looking for common tools and strategies -CDA looking at ways of interacting, ways of being, and ways of representing
What are the affordances and constraints of my instructional design with regard to supporting students' literacy development?	- Field notes - Lesson plans - Video taped guided reading groups	- Open and axial coding looking for common themes in instructional design cross checked with video transcription looking at modally dense sections when students are being supported - Open and axial coding of lesson plans looking at readjustment of plans due to student learning needs

As a teacher-researcher I had to critically self-reflect and leave my assumptions and biases out of the data. In order to do this, I took rich, thick descriptions of the contexts in which the data collection was taking place as field

notes, as well as capturing student interactions. I also did a member check with the students as the data was being collected. I shared with the students, through discussion, the data I collected and asked them if my transcriptions and notes about the interactions were accurate and plausible. With several data collection points over the units I was able to build an audit trail to keep track of the methods and procedures I used to collect the data, and then kept anecdotal notes on what decisions I made regarding that data. It was my responsibility as the researcher to carry out the study with integrity and ethical responsibility (Merriam, 2009).

To assure that the students and school in this study are protected, I first sought approval from the school district in which this study was conducted. I then obtained permission to conduct the project from University of Missouri- St. Louis' Institutional Review Board. Once students had been identified as struggling readers after testing with the two instruments, I discussed the nature of the research with each student who qualified as struggling. I let students know that I aimed to learn more about the use of digital literacy, specifically digital texts in the guided reading groups, how students view the use of digital literacy in guided reading groups, and how these tools help students become better readers. I wanted students to understand that the research was to help me become a better teacher and to help other teachers in the future use the wealth of technology available to them. I let the students know that there was not extra work involved; I would be using our group discussions as the data I collected. As stated earlier, a classroom community with respect was in place before the data collection began. With this in place, students knew and understood that I respected them; however, this could have brought issues of power between the teacher and

student. There was a possibility that students felt that they had to participate in the study in order to please me. In order to safeguard against this power issue, I kept a constant dialogue with students about the process. I reassured students that it was optional to be in the study, and that I would not think any less of them, or respect them any less if they chose not to participate. I kept students involved throughout the study, insuring that the students felt power in the process that their voice was being heard and was valued. If a student who met the selection criteria decided he or she wanted to opt out of the study, he or she would continue to participate in guided reading groups, but would no longer be interviewed, videotaped, or included in the data collection process. Students might have wanted to participate solely for the use of the e-reader. To safeguard against this, I let the students know that there would be other opportunities for technology use in the classroom.

The data was kept in a locked file cabinet and was not shared with anyone but the student, my advisors, and myself. I asked students to share any concerns or questions they had about the research by having open dialogue; I hoped to set up another safe community for these specific students chosen to be in the study. I let students know that if at any time they felt uncomfortable or decided to not be a part of the study, they should let me know. It would not affect their grade or how I felt about them as individuals.

Before I began the study within my classroom, I read the Assent form with each student who was asked to participate in the study (Appendix C). The Assent informed the student of the study that was taking place. I informed students that the data collected would remain confidential, that we would go over the data collected to

ensure that the students' ideas and thoughts were being collected accurately. I also informed the students that they were able to stop participating in the study at any time. I attained consent from the parents of the students, informing them of the study (Appendix D). If parents did not give consent for their child to be a part of the study, I left them out of the data collection. No students opted out and all parents gave consent for the study. I did inform both students and parents that the files, videos, and interviews were kept in a locked file on my personal laptop.

Once students agreed to be a part of the study, I had to take more steps to ensure the students felt safe, protected, and comfortable with the study. As stated before, students created a pseudonym that would be used throughout the study. We discussed how this would appear in the findings and how others would not be able to easily identify the students. Once I started to collect data, I met with the participants on a weekly basis to go over the information I planned to collect and discussed the information I had found.

There could have been possible social and emotional risks with the study since it involved students who struggle with reading. In order to ensure that students were socially and emotionally well off, I shared with students individually the pieces of data I took from their learning, as well as the verbal documentation I collected. I asked students if they felt what I have collected was accurate and what they felt they meant to say; ultimately, was it a true picture of their learning? If students did not feel it was what they said or did not provide an accurate picture, we discussed what was meant and I added our reflections to my daily journal. Meeting with students twice a week I was

able to gain insight into their thinking about the study and made sure that students felt comfortable and respected throughout the study. Every piece of this study was transparent for the students, the students had an active role in the data collection, and I tried to be reflective of the learning that is taking place.

Chapter 4: Guided reading groups: An integration of digital and print text

One Fall day, I called a group of students over to my guided reading table. An important component of guided reading in my class is choice, so I showed the six students the e-readers and discussed with them how they would be using the e-reader, as well as traditional print books, to work on reading strategies in guided reading. A conversation took place to brainstorm topics that would be interesting and exciting to the whole group. Allington (2002) states, "...if we want to increase substantially the amount of reading that children do, it is important to give children books they can read and choices regarding which books they will read" (p. 746). I knew that I must provide these students, who fall below grade level, with choice in the text in order to increase engagement and time spent reading. I wanted them to see themselves as successful, proficient readers, so the texts had to be ones they could successfully read. I asked the students, "We are going to choose texts based on a topic that you are all interested in. What are some topics that you are intrigued by, or that you want to learn more about?" Immediately Austin, a European American student reading a year and a half behind grade level with a love for hockey and anything Navy SEALs or war, replied, "World War II!"

Austin does not hesitate to share his opinions and often speaks before thinking. He does not like to read anything that does not have to do with war, so I knew that I would have to be very purposeful in finding text that would engage him throughout this process. Deshawn, an African American student reading a year and a half below grade level with a love for music and his family, followed this with, "Any war really." Deshawn struggles to pick text for independent reading time. He stated

in his initial interview that he usually looks at the cover and just decides to try it or not. He followed that with saying that only half the time he sticks with the book (Initial interview, 11/17/2014). Since the boys dominated the topic right of the bat, the girls of the group were hesitant, but finally Rose, a Hispanic student reading one year behind grade level with a love of family and ice skating, stated, “I would like to read about a specific person, like a biography.” Rose stated in her interview that she chooses books by if they look interesting, but that the books we had read in guided reading so far supported her learning because, “It’s real life. It’s an experience that could happen so when I read that book I am kinda thinking like, Wow! I can’t imagine! That could really happen” (Initial interview, 11/17/2014). With this insight I knew that to help Rose construct meaning and build transliteracy skills, I would need texts that were real life and would help her visualize the event taking place. Menique, an African-American student a year and a half behind grade level, just looked around the group. It takes Menique time to get comfortable, so she often stays silent rather than voicing her opinion. However, after looking over her initial interview I noticed that Menique also stated that she liked nonfiction books, even though she couldn’t give me a specific topic that she enjoyed. Just tapping into that nonfiction desire would be a benefit for Menique.

After thinking about the discussion and looking at the interview transcriptions, I met with the students again and asked if they would be able to compromise and read about a specific person during a war, maybe World War II. This helped me to begin thinking about a text set that would support inquiry and transliteracy skills. I wanted the learning to be authentic, and through the use of a text set, I knew that I could

model transliteracy skills for students and encourage higher-level thinking (Coombs & Bellingham, 2015). Rose said she would like to read about Anne Frank. It seems that year after year, 5th grade students find the idea of Anne Frank and the Holocaust very compelling. So the others quickly agreed, and we decided that we would read about Anne Frank and World War II. When students stated that they wanted to read a book about Anne Frank, I had to think about the social and emotional issues that can come about during a study of the Holocaust. The class had previously read a book about a Jewish girl who had to go into hiding in the middle of the night and was never seen again (*Star of Fear, Star of Hope*, Hoestlandt, 1993). The reaction was that of confusion and shock. Students struggled with the complex issues that are brought forth when discussing the Holocaust. Because of this, I knew that the students had little background knowledge on World War II and knew very little about the Holocaust. This time period and the events that took place pose a challenge. The topic is very multifaceted. From a critical literacy standpoint, I had to think about the accuracy and representation of events and people in the texts that I chose (Lewison, Leland, & Harste, 2011). In order to give my students an opportunity to construct deep understanding and empathy on the genocide, racism, and discrimination that took place during this time period, I decided to gather multiple texts. My goal was to use a critical literacy approach to begin to unpack the ideas and events that took place during the Holocaust. Another goal was to integrate the idea of transliteracy, or the ability for students to engage with, read, and understand a variety of text including print, media, the Internet, orality, and other digital sources (Thomas, et al., 2007).

Transliteracy is an integration of all of these types of texts to help students read, listen, and understand across the mediums. We are inundated with information all day long, from a variety of sources, which demands we listen and pay attention. Students must learn how to take the information from each of these individual sources, synthesize it, and then share that information with others. By modeling for students how information from a variety of sources can be combined and used to gain deeper understanding, educators can help students build transliteracy skills.

I chose two different texts about World War II to help the students build background knowledge about the time period and events that were happening in Germany. The students chose *Who Was Anne Frank?* (Abramson, 2007) to be read on the e-reader, and as the guided reading sessions progressed, two more texts about Anne Frank were added to give multiple perspectives (Coombs & Bellingham, 2015) and to promote different levels of text complexity (CCSS, 2014). *Who Was Anne Frank?* (Abramson, 2007) is a children's book, written at a Guided Reading level N, grade 4. Penguin Publishing has created an entire series of "Who Was" books written for children about historical events and popular people. This book is written in third person, chronological order. It gives an overview of Anne Frank's life, starting with her pleasant childhood, leading to her years of hiding in the secret annex, and ends with the legacy of her diary. The text also provides the reader with maps, illustrations, and diagrams for historical references.

Through discussion in the reading groups, the Anne Frank Museum website was added to our reading list for additional information. The website provided powerful pictures to aid students' understanding. Once the students and I created the

text set, I knew I had to be intentional about bringing information in from each text. My unit plans focused on using the e-reader as the main text and drawing across the printed texts for support. Students had access to the texts throughout each reading group and knew that they could be used and referenced at any time.

Table 3
Text Set Used During the Guided Reading Sessions

Title of Text	Format of Text	Ways in Which the Text Was Integrated into Guided Reading groups
<i>Who Was Anne Frank?</i> by Ann Abramson	Digital Text (e-reader)	This was our main text throughout the sessions. We read from this text almost every guided reading session. Many inquiries were based on this reading.
<i>America at War: World War II</i> by John Perritano	Print Text	This expository text was added to help students build background knowledge on WWII. The text was chosen due to its chronological order and inclusion of timelines that would support student schema.
<i>World War II: Fighting for Freedom</i> By Peter Christp	Print Text	After the first few sessions, we added this expository text to help with adding to our understanding of WWII. The colorful pictures, maps, and vocabulary made this book engaging. The actual photographs drew the readers in and added to our background knowledge.
www.annefrank.org 2010 Anne Frank Stitching	Digital Text (website)	This digital text was added to our text set based on student inquiry. We used this text to answer specific questions, as well as find new information that related to <i>Who Was Anne Frank?</i>
<i>The Story of Anne Frank</i> by Rachel Koestler-Grack	Print Text	This biography was added to the text set near the end of our sessions. With student interest increasing around Anne Frank, this biography gave another perspective on her life.
<i>The Story of Anne Frank</i> By Brenda Ralph Lewis	Print Text	The students were so interested in Anne Frank's life, which added another biography to bring in yet another perspective.

As I began to unpack the sessions, I found many similarities in themes across the entire unit; however, as the meetings progressed, the discussion moved from learning background knowledge about World War II, to discussion about Anne Frank and Hitler across the texts, both print and digital. By relying on Grounded Theory (Corbin & Strauss, 1990), Critical Discourse Analysis (CDA) (Fairclough, 1992; Rogers, 2011), and Multimodal Analysis (Kress, 2010), my analysis of guided reading groups, field notes, and lesson plans gave me insight into the strategies and identities that students display reading across both print texts and digital texts. I show how during the early guided reading sessions (session 1-8), students and I experimented with the integration of multimodal and digital texts into the guided reading group. Strategies are then deconstructed so that other teachers can make informed decisions.

Using CDA, my analysis attended to interactional patterns, meanings and ideas represented, and stance and perspectives shared. In the early sessions of the guided reading group, I noticed relatively consistent trends in these areas. For example, the turn-taking during these sessions was largely teacher driven. In Meeting 1 alone, there were 140 total turns taken, and 58 of them were by me. This pattern was pretty consistent throughout the first sessions with my turn taking staying at an average of 35 turns per session. There were exceptions, though, that I share in this chapter. During these early sessions we read books on the e-reader, websites, and traditional print texts to build background knowledge about WWII and the Holocaust. In the early sessions student utterances revealed some misconceptions about Hitler and WWII. An example of this follows.

Meeting 2 (11/20/2014): T: Hitler was a part of Germany and who was Germany fighting against?

L: Uhm, I think the United States.

T: The United States worked with some other countries. What other countries do you see?

L: Uhm, Britain, China, France, Sovelviet (Soviet) Union.

T: Where are you seeing that Lana?

L: I'm seeing that on page 5. (Other students flip to page 5.)

T: Good. So Lana pointed out to us the text box on page 5, so she sees the text feature.

This interaction with Lela not only helped me clear up the misconception of who was fighting in World War II, but allowed me to model for the others how Lela used text evidence to clear up her thinking.

Students represented themselves as knowledgeable on Hitler and the Holocaust through revoicing of previous texts, but misunderstood the war and the underlying factors around the events that took place, as well as misconceptions of previously read texts.

T: What do you know about World War II?

A: Hilter tricked people.

T: Why do you say that?

A: Because um, I read a book um, it was about like the Nazi war and um he was, there was this one part where the kid was watching TV and Hitler was saying how he would help um, the Jews and um that night he supposedly

burned down a rail train and he said they were going to capture whoever did it but he was the one who did it.

D: He was a bad person because he would take Jewish people and put them in a place and make them wear something that looked like stripped pajamas.

T: Do you know why the war started?

D: Because people from America didn't send the Chinese people or people from China or Asia oil.

T: Thank you for sharing your thinking. Do you...

L: (interrupts) Uhm, they didn't want him to run the world.

(Meeting 1, 11/18//2014).

Throughout this interaction, you can see that Austin and Deshawn have read about Hitler before; however, there is some confusion in the information that is being relayed to the group. The utterances (Bakthin, 1986) that the boys were revoicing helped them to build confidence and agency. By allowing them to have this discussion, even though a bit misguided, I gave them a voice, letting others hear their thinking (Davies, 1990). I began to ask Deshawn to share his source of information but was interrupted by Lela's thinking and did not revisit the discussion.

However, as the reading went on, the misconceptions were cleared and students began to consider multiple perspectives and take on questioning stances. They demonstrated the most agency when piggybacking onto another student's response or revoicing ideas presented in the text. I chose the following episodes for analysis as illustrative of the early guided reading groups, especially with regard to

their interactional patterns, meaning and understandings represented, and stances taken.

Using multimodal analysis (Kress, 2010), I paid close attention to eye gaze during each of the guided reading sessions. I looked closely at the ways in which students looked at each other, myself, and the materials brought to each session, particularly when using the e-readers. I paid close attention to how the group used eye gaze to convey meaning and understanding of the different texts read. I looked for moments when students gazed intently at either the text or each other to see what types of discussion were taking place. I also looked at the proximity of students to each other and the text. I wanted to analyze the way in which students navigated a traditional guided reading group when digital text was introduced. I looked closely at the ways in which the students interacted with each other in terms of movement and physical interaction, as well as the way the materials were handled during a session. I was interested in the way the students used the space before them to navigate across the texts. I also looked at student gestures such as hand and head movement. The gestures came at times in which a specific student was actively speaking and sharing information. By looking closely at the multimodality of students' interactions I was able to gain insight into students' responsiveness to one another and the ways in which they navigated emerging transliteracy skills.

Activating schema for deeper discussion

Although students chose the topic of Anne Frank and the Holocaust, students did not have a great deal of background knowledge. As we gathered around the u-shaped table in the back of the classroom on day one (11/18/2014), I not only

introduced students to the e-readers, but asked them to look through the table of contents in the book, *Who Was Anne Frank?* (Abramson, 2007). Students excitedly read through the chapters, some titles including, “New Home”, “Another World War”, “Yellow Star”, “Annex” and so on. After students looked at these titles I asked them to think about anything they had heard before, read before, or knew about, that they could connect to the text we were going to read. My goal was to understand the schema, or background knowledge, the students had about Anne Frank or the Holocaust. According to Vacca, Vacca, and Mraz (2005) activating prior knowledge gives students a purpose and helps them anticipate what will take place in the text. Through this interaction, students replied that we might learn about her home, how she felt, or maybe even why she is famous. These answers helped me to see that the group was able to predict using the titles of the chapters; however, they had little historical knowledge. At one point, Austin stated, “Maybe enemy war, cause all this stuff has to do with like the Yellow Stars that’s like for Nazis.” At this point I realized he had a small understanding, so I dug deeper asking him how he knew this information. He recalled a book we read aloud in class earlier in the year and stated, “Cause of that book that we read, it had a pictures of the star and it was yellow and all the Jews had to wear them.”

Austin had emerging schema about the Holocaust, but now I was curious about the students’ knowledge of World War II. I decided to ask them to tell me what they knew about World War II. Lela told me that it was something with the Nazi invasion, but then had a misconception: “wait he like the Australian’s blued eyed, blonde hair and he thought the Australians were more like soph (sophisticated), more

better.” I could see that Lela had heard of Hitler and the war, but she was confused on what countries were involved and whom Hitler persecuted. Austin again showed his understanding by letting the group know that it was a terrible war where many people were killed for what they looked like. Deshawn piggybacked off of Austin’s thinking and he stated, “He was a bad person...and made them wear something that looked like striped pajamas.” Through each of these interactions with the students, I hear intertextual echoes of previous texts or movies that the students have read or watched. Deshawn references the “Striped pajamas” three different times throughout the session, finally telling the group he watched a movie about this. Austin references two books he has read, revoicing the information he learned with the group. I had expected for the students to have misconceptions or lack of schema about World War II, so at this point in the group, I put the e-readers aside, and brought in the print text *America at War: World War II* (Perritano, 2010).

In this informational text, the reader can follow the path of war using text, pictures, and maps. The first page of the book gives the reader a glossary with words such as allies, invaded, revenge, and treaty. I started the guided reading lesson introducing these words to the group and started our discussion around the word allies. We then looked through the text for the bold word, allies. Students found the word and used context clues and the glossary to help them make sense of the word. We then turned our discussion to how the treaty was made in order to get back at other countries. Students then read pages four and five of the print text while I took running records of their reading. Looking at my field notes from this session, I was able to support Menique by acknowledging her self-correction while reading. I

noticed that she said the word “I” for “one” but she quickly realized it did not make sense and was able to self-correct. By focusing on small portions of her fluency, I was able to encourage and monitor the systems she uses while reading.

In the beginning section of the text students learn about the path to war, the end of World War I, and how many people wanted revenge. The text states, “The treaty angered many Germans. One was a young German named Adolf Hitler. He vowed to return the German “Fatherland” to its former glory” (Perritano, 2010, p. 4). We had begun a discussion about the war.

T: “Why did this war start?”

D: He tried to take over Germany?

T: But why did he want to take over Germany?

A: Because the states, there was a war going on and they made a treaty to end the war, WWI, with an agreement and he did not like that and so he basically wanted to run Germany to take over and basically run Germany.

T: Yes, he didn’t like that the treaty was signed.

T: So one thing I think we are missing is there was this war that happened, and he didn’t like the treaty but what happened because of the war?”

M: Like they are gonn, I don’t know how to put it

T: What are you thinking?

M: One side tried to defeat the other side.

T: Okay, so people are trying to defeat each other. Look back through the text and see what it says. Yes, the treaty caused the colonies to split, but what else happened?

Our discussion provided a bit of insight into Austin's synthesizing of the information, but shows that the historical perspective of the beginning of World War II was still confusing. I attempted to prompt the students to go back into the text for support, but the group had still not built enough schema around the topic to actively discuss, so I prompted them with more guiding questions such as, "What happens if a new country is started?" Rose then said, "It says here millions of dollars in war damage." Rose heard my prompting of how to use the text to help her reread, and she stated aloud what was explicitly written in the text. Rose was able to help the group gain an understanding as to why Germany was angry and needed money. We then went back to our e-reader, *Who Was Anne Frank?* (Abramson, 2007) and revisited the table of contents to see if our ideas changed based on the new information we had learned about World War II and Hitler. Students began to use a more active voice during this discussion. Student Discourse increased and gave insight into the information that students were synthesizing from the texts (Gee, 1999).

T: Now that we know he was a dictator, you can use this to help you (holds up print text, *America at War: World War II*) and we know that he was in absolute power; the individuals in Germany didn't own anything, we know about the war happening, now we look back at this table of contents and we look back at these ideas. Any of your ideas change about what might happen?

R: I think happy Home was like away from Hitler and Germany like because it was, it wasn't really like a home in Germany so I think like

they might've moved somewhere else like another place with a happier home.

A: I think um Anne Frank she was in a different country and like I don't know if they had TVs back then, but I think radios they had and she heard a discussion like let's say, for instance, Hitler was talking to people in Germany and maybe she heard that on the radio and kinda knew more about him and didn't like what he was doing and Hitler after he got mad let's just say bombed this one area and that was her home so she was trying to find a new home.

The use of the two texts together helped strengthen comprehension, specifically in the areas of predicting and inferring. Rose was able to take the new knowledge she read about Hitler and synthesized it in order to revoice her thinking and beliefs on what would make a happy home.

Austin drew on the knowledge of the time period in order to infer how Anne would get information. He began his thinking with a lack of commitment to his ideas, saying, "I think, um" and "I don't know..." but he transitioned into a strong opinion that Hitler would bomb an area just because he is mad and that would leave Anne homeless and looking for a home. Austin focused on Hitler being the root of the problem and Anne being the victim. He often took this stance throughout the sessions. He formed this critical stance based on his background knowledge and the ideas found within the various texts we read. Austin positions himself as a critic of the text, noticing that Anne is often silenced throughout the reading (McLaughlin & DeVoogd, 2004).

After more discussion around vocabulary I asked the students to tell me what they knew about Anne Frank.

D: She was Jewish.

A: Just like when the um uh Martin Luther King how he didn't like what the white people were doing and now he is famous for doing what he thought was right. I think that's what made Anne Frank popular. She stood up for what she believed in.

L: I still don't know why she is famous.

D: I think because they found her diary.

Each student in the group began to build background knowledge about the start of World War II and about Hitler and his beliefs. Once this information was read, Deshawn, Rose, and Austin all comprehended and revoiced information that they had heard. Rose was able to synthesize the information she learned about Hitler being a dictator and wanting to take over Germany; she was also able to actively state why a happy home would be away from Germany and Hitler. When Austin's schema was activated in the second discussion, his voice became very active. He was able to connect this text with another historical topic, relating Anne Frank to Martin Luther King. He made an affinity statement saying, "what white people were doing," not seeing himself as a white male. The disconnect over the time period did not allow Austin to see that his naming of himself plays a role in his thinking about the issue. He had constructed an idea putting all "white people" in a category without seeing multiple perspectives on the issue. Drawing on McLaughlin and DeVogds (2004) ideas, Austin is beginning to look at text critically and think beyond the literal level,

yet he is unable to transform his thinking in order to question the perspectives and name the problem. However, he believed that modality to a particular cause can lead to becoming “famous”. Deshawn activated his schema about Anne Frank being Jewish, and enthusiastically stated why he thought she was famous, her diary. By making this connection across the texts, Deshawn is beginning to build a literate identity through his active participation and discussion about his beliefs (Davies, 1990). As the sessions continued, when students’ schema was activated, their voice was very active.

In meeting three (11/24/14), Lela began to show her understanding of the context and strongly voiced her opinion of Hitler, “I think he was, probably at that time, the worst man alive.” Again, she started her statement with, “I think” to express her feelings and observations of Hitler during this time period.

As student knowledge and understanding increased, students began self-representing as active, engaged participants that were thinking critically about specific questions using technology and traditional print.

T: Why would the Franks not talk about what was going on in front of their children?

A: The children would be scared, not want to go to school.

L: They would be in fear all the time.

R: Not be able to take their minds off of it, thinking what happens if I do this.

A: They would want to leave and their parents don’t want to leave and they might get mad at the parents’ cause they have to stay.

L: There is also a downside to not telling them.

T: What would be a downside?

L: Well, if people don't like her because they know she is Jewish, she will think people just don't like her and won't understand.

(Meeting 8, 11/ /2014)

We can see that Austin, Lela, and Rose were able to make connections and empathize with Anne's situation. The words that they use to portray the feelings they have about Anne give us insight into the way in which they identify with her (Gee, 1999). Lela also questions the discussion by looking at a different perspective, one that could harm Anne by keeping her in the dark. By asking Lela to support her thinking (Johnston, 2012), she took an active role in her learning and presented the group with the way she felt about the situation at hand, giving insight into the literate identity she is beginning to form (Gee, 1999).

The emergence of transliteracy skills

Integrating digital literacy was both intentional and student driven. In our guided reading group, students were familiar with the e-reader. When asked about using technology in their initial interviews, all of the students had some type of experience with reading and technology. Menique stated that she reads on websites but had little more to offer in the realm of technology. Austin had a great deal of experience, stating he reads websites, Yahoo, magazines, manuals for games online, and books on his Kindle or on the iPad. He felt very strongly that he was an expert at telling someone else exactly how to navigate technology, specifically after someone had give him directions. Lela felt she was an expert at reading on her tablet, computer, iPod, iPhone, Samsung and lots more! She stated she knew how to

download books because her sister helped her. She also felt she was an expert at using the school website. Deshawn felt like he was an expert with a computer, specifically websites like YouTube. He also stated he reads on his sisters iPad when she lets him. Rose, who often brings her iPad to school, states that she sometimes reads portions of books that haven't come out yet on her iPad, and she also downloads books that she sees in the library so that, if she forgets the book at school, she can read it at home. She stated that she just kinda had to figure things out when she started using the iPad. Since most of the group had experience with technology and stated that they had used an e-reader before (when asked in our planning meeting) we began reading with the e-reader on day one. The group did not need me to teach them how to use the e-reader; however, I introduced how to turn pages and find the home button during our first meeting.

Before *Who Was Anne Frank?* (Abramson, 2007) begins, an overview of Anne's life is written in a prologue format. The reader learns that Anne Frank died at a young age and how her life was "turned upside down" by Hitler. The section ends with this:

Anne understood the dangers that her family faced. Yet in her diary she remained hopeful about the world even though terrible things were happening. She drew comfort from the beauty of nature even though she couldn't step outside for a single breath of fresh air. After her death, her diary was turned into a book. (p. 3)

We read this prologue during our second guided reading session (11/20/14).

Students sat down at the u-shaped table with their e-readers, one print book titled,

America at War: World War II (Perritano, 2010), and their reading notebooks.

Students turned on their e-readers and anxiously awaited directions on what part of the text they would read today. I asked the students to navigate their way to the *Who Was Anne Frank* chapter of the text. I made notes in my lesson plans that I observed the students using various ways of getting to the correct page. Some students turned page by page, and Austin used his table of contents to click on the chapter I asked him to flip to (Lesson plans, 11/18/14). I then asked the students to read this section, while I took running records of each student. The discussion that took place after the reading led to the integration of another digital literacy source into the guided reading group.

D: Is her actual diary like in a museum?

T: I don't know. That's a good question for us to look up and find out. What do you think?

D: I think it is.

T: Why?

D: Because it's part of history.

M: I agree with him.

Drawing on the statement "After her death, her diary was turned into a book," Deshawn questioned the reality of this text, and began a dialogue about the real diary. I asked him to support his thinking, and prompted him to think further than just "it is". Deshawn understood the idea of Anne Frank's words as part of history, building on his prior knowledge about what makes something historical. By observing his initial question and conversing with him about his thinking, I was helping Deshawn

build agency, or a foundation in which he feels he can take risks in his reading (Clay, 1991; Johnston, 2004).

We saw Menique's way of interacting in the conversation was to piggyback off of Deshawn's initial idea and state that she agrees with him, but with no further discussion. At this point I should have stepped into the conversation and asked Menique to explain her thinking. By drawing the group deeper into a conversation around this idea of her diary being historical, I could have found preconceived ideas each student had about World War II, the Holocaust, and Anne Frank.

In my notes I wrote that I should maybe have a tablet available for research (lesson plans, 11/18/14). Deshawn's question led me to think about another way in which digital literacy could be integrated into guided reading. This took some thinking, especially because I wanted to give students the opportunity to explore a website about Anne Frank, and specifically the Museum of Anne Frank that is in Amsterdam. To do this in a traditional guided reading setting, I would have to think about the prior knowledge that would be needed to navigate the website, as well as vocabulary that might hinder comprehension. I also needed to address the multimodality of a website, and the ways in which students would navigate and understand the digital content (Larson, 2009b).

I decided that I would use this opportunity to gain insight into student understanding and self-representation of how to navigate a digital text. I could look at the transliteracy skills that students had already developed in terms of how to read up and down the page and how to find the information that would answer Deshawn's question (Thomas, et al., 2007). I presented the students with the Anne Frank

Museum website and let them know that the website was about Anne Frank and her life. I referred back to Deshawn's question and let the students know that I would let them navigate the site in order to search for the answer to the question, "Is her diary in an actual museum?"

As students sat around the u-shaped table, I walked behind them, holding the video camera, to record the interactions students had with the website. When a student would click on a specific section, I would stop and ask him or her to verbalize their thinking for me. By asking these questions I was able to interrupt students' thinking to gain an understanding as to the choice he or she made while navigating digital text. I hoped to gain insight into the choices being made, as well as to make the reader aware of the ways in which he or she comprehended the digital text (Thomas, et al., 2007). While behind Lela I noticed that she had pulled up a picture of Anne's diary. She stopped scrolling for the moment, and started using her hands to gesture while talking. When asked where she found her information, Lela stated, "Anne Frank collections." After being asked what made her decide to click on collections, she said, "I clicked on collections because no matter what it was still Anne Frank's in the beginning because it is her collection. It is her stuff" (Meeting 4, 11/26/14). Lela was able to revoice her navigation, as well as connect her discovery back to her background knowledge of Anne Frank. She was also able to synthesize her thinking and verbalize it to the other members of the group. I asked Lela to share her navigation trail with the group, and asked them to click along with her as she spoke. Looking closely at the multimodal events that took place during this navigation, students did not stop or give eye contact to Lela. Most students continued

to click on various pages within the website, only stopping when they found a part Lela was discussing. While Lela was talking, she used hand gestures and often pointed at her screen to show the places she was talking about. There was no discussion around the topic; however, this gave Lela the chance to teach her peers the thinking that takes place when navigating the digital text of a website. By revoicing her finding, Lela was also gaining a deeper understanding about Anne Frank.

Lela also showed that the use of digital text can help build fluency skills while reading aloud. When we revisited the Anne Frank website in meeting six (12/04/14), the video camera was again behind the students, capturing the navigation that was taking place. When I reached Lela, she was happy to tell me that she was reading about Anne attending kindergarten but when she got to a tricky word, she became inaudible.

L: It was good for Anne to attend a school...(inaudible)

T: Look back at that, start at the beginning.

L: Were very.

T: Start back at the beginning and read all the way through that word.

L: Ww...Every people is treated as an individual. Oh!

T: Does that make sense?

L: Yeah, it means every student.

T: Good.

Lela needed prompting to help make sense of what she was reading. By asking her “does that make sense?” I was able to remind Lela that she should be noticing whether what she reads makes sense, rather than just looking visually at a word and

moving on. I was helping her build self-monitoring skills that will encourage her to take control of her own learning and become successful in comprehending text with increasing difficulty (Palincsar & Perry, 1995). Monitoring her fluency was something I had noticed Lela do in print text because she used her finger to follow along, but now she was learning how to transfer that skill to a digital text.

Integrating the digital website helped Deshawn answer his lingering question and helped expand student thinking within a guided reading context. At this point I needed to rethink how students could interact and discuss with each other when a computer was in front of them. If my goal was for students to gain a deeper understanding of the text through the use of multiple sources, I knew discussion was going to be a vital part of the success. However, I also noticed that students needed time to process the digital text and to just exist in the digital world. Students needed the space to first read and understand the digital text. I then knew I would need to build on this text, that is collaborative in nature, in order to extend their understanding (Roschelle, et al., 2000). By dialoguing with each student individually, I provided them with feedback on the decisions they were making within the digital texts, then students were able to take that feedback and share their thinking with others in the group (Wright, Fugett, & Caputa, 2013). By modeling the types of discussions that can take place around digital text, then allowing students to engage in discussion around the digital text, a space for beneficial learning was created (Tella & Mononen-Aaltonen, 1998).

After the session with the computers, I decided I needed to model for students a way to use multiple texts. Students were not going to build transliteracy skills

without some sort of scaffolding. So, I physically showed students how to use multiple texts by holding both texts in my hand, and saying, "Kinda put your papers like this," as well as modeled questioning stems that would get students to think about reading across multiple texts.

Meeting 3 (11/ /2014):

T: Was there anything similar about the other information we read about Hilter?

R: Yea, yeah, he uhm, he didn't want any more Jewish.

D: He thought Jewish were the problem, that other countries problems.

T: Uhm, anything new?

L: Uhm, that he first wanted to become an artist but he wasn't talked enough so he went into politics.

M: Is this the same thing? (Points to e-reader)

Meeting 6 (12/ /2014):

T: Do you think we will read about any of these characters in our e-book?

A: Yeah.

T: Which ones?

A: People who helped her. Uhm, some more about her family.

Meeting 7 (12/ /2014):

T: We looked at information about her new home and you read on the computer about her new home. Do you think there was more you learned about her new home or did you learn more about other things when you were able to look at the computer website?

A: A big of both.

T: Both, why both? What did you learn?

A: Her home was in the Netherlands.

T: Do you think it was safe there?

D: No.

T: Why do you think no?

D: It says WWII break out and Germany invades the Netherlands.

Meeting 8 (12/ /2014):

T: Rose brought up a good point, they talked about the Netherlands in here.

So, we read in our e-book about Anne Frank that Hitler attacked in 1940, and did they talk about that in here?

R: Yes.

T: Yeah, they said that in 1940 they began the Lightning War with the Netherlands which is where Anne Frank lives. So what do you think we are going to read about in the e-book?

A: A war is coming.

T: The war is coming and what happens?

R: How she is going to have to move.

A: Something tragic is going to happen.

In each of these interactions, I was modeling for the students how to think from one text to another, and modeling the thinking that good readers engage in as they summarize and synthesize information (Allington, 2004). By strategically asking questions that would help the students visualize, connect, and analyze the text, I was

hoping to help students build comprehension skills that would become automatic in future sessions (Afflerback, Pearson, & Paris, 2008). I also wanted to help students build inquiry skills that would encourage critical thinking in both digital and print text (Coombs & Bellingham, 2015). My questions focused on taking information from one text and helping students analyze that information in order to apply it to a new text (Jaegar, 2011).

After naming these strategies a few times in the first few sessions, I began to see students initiate their own transliteracy skills. In meeting six (12/04/14), students went back to the Anne Frank Museum website and began to navigate alone. While students were clicking and reading through the website, I asked questions to gain understanding of thinking. “What are you looking up?” or “What did you learn about?” were asked multiple times to disrupt student thinking, making them aware of the choice they were making during navigation. This interaction with Austin shows that he is aware that Anne was trying to escape and that she must have had help.

T: What are you looking up?

A: Just all these people.

T: What did they help her do?

A: Maybe help her escape?

T: What makes you think that?

A: Umm, because that was her goal to try to escape from Germany and maybe these people helped her.

The questioning led Austin to think about why he was reading the section he chose, then attempted to help him connect across the texts. By using the Internet and asking

students to evaluate the sources they were clicking on, I again was helping them expand and monitor their comprehension (Harvey, Goudvis, Muhtaris & Siemke, 2013). Students had to read and comprehend the multiple navigations on the webpage, as well as evaluate whether that link would provide them with the information they were seeking (Thomas, et al., 2007). Austin was being asked to take what he learned previously, synthesize what he read on the website, and apply it to what he was going to read in the future. He began with a very passive voice about what he was reading, answering my question with a question, but he began to become more aware and confident when asked to support his thinking with evidence.

In meeting eight (12/11/14) after looking at three different texts (one e-reader, one print text, and one digital website) we had wrapped up our discussion about the war coming and Austin predicted that something tragic was going to happen. I recapped for the students that Germany was taking over and that students should keep all of the books we have been reading with them to “use if you have questions or want further reading while you are reading *Who Was Anne Frank?*” (Abramson, 2007). Before the students left the table Austin said, “I was watching something on Hitler and people were saying he had health problems and this one certain doctor was giving him pills so he could stay alive.” Without prompting Austin brought in information from media he had viewed at home. The other students listened intently and even commented that someone should have done something about that. In order to support the agency that Austin was building, I simply replied, “Really?” Upon further reflection, this would have been a time where I could have brought in another digital website to help fact check Austin’s thinking. I felt by giving Austin the

opportunity to be heard by others, I was allowing him to develop self-esteem and an understanding that his thoughts were valuable and in return helping him build agency as a literate being (Walls & Little, 2005). Through the last several sessions of the beginning reading groups Austin showed that he was beginning to actively use transliteracy skills, expanding his understanding of core issues by drawing on various kinds of text.

Students' handling of texts and responsiveness to one another

Each session, the group brought with them a variety of print texts, the e-reader, and a reader's notebook. The amount of space on the table was limited to the shape of a u, with me sitting off to the side of the u with my binder, notebook, and copies of the text. Each student picked a space at the table and would lay his or her things down to begin group. Drawing on multimodal analysis (Kress, 2010), I noticed that in the beginning reading sessions, students were very organized and particular with their resources. (See Appendix G). In session one (11/18/14), the students had their first opportunities to use the e-readers. During this time, no eye contact was initiated among members of the group; the sole focus was gazing down straight to the e-reader. At one point, Lela became interested in Rose's e-reader, so she leaned over and physically took hold of Lela's e-reader. The girls did not make eye contact; Lela just gave directions to Rose as she showed her on the e-reader (See Appendix H). As traditional print texts were introduced, each student would put the e-reader down on the table and hold the traditional print text in his/her hand. Looking at Appendix H the text does not cover the students' faces; rather, the students have their elbows on the table and the text slightly in front of them. As Lela finished the

first reading from the traditional print text, she set it down and had the e-reader in her hands, gazing down at the text. When the students were asked to go back and forth between the two texts, each had the print text sitting next to or under the e-reader.

Navigating the space at the table proved to be a challenge. During the first guided reading group sessions, the e-reader or traditional print text was pushed toward the center of the table, not to take up the immediate space in front of the student. As the sessions progressed, students continued this pattern. During session one I asked a question that required students to look back in the text. I observed that this was a difficult task so I stated, “Kinda put your papers like this” (Meeting one, 11/18/2014) physically showing the group how to navigate the space. In session two (11/20/2014) students still struggled with the navigation, leading to passive voices that answered questions with questions.

T: What do we know about Hitler?

L: He didn't like Germans?

T: Did he not like Germans?

D: Jewish?

R: He wanted them like dead.

M: He wanted to ruin them?

However, Lela began to discover her voice and we began to see a building of discussion when Rose agreed with her on the feelings of the Jewish people during this time period.

L: I think it was terrifying cause they could be like killed at any minute. I think that it would be all over scared. And that book we are reading, Star of

Hope, Star of Fear uhm like it said if you had a yellow star so so they know you are Jewish and something like they make them go to concentration camps...

R: I agree with what Lana said, because anything could happen at any time.
(Meeting two, 11/20/2014).

By session three (11/24/2014), Menique began to understand the connection between the texts, and asked, "Is this the same thing" pointing to her e-reader after discussing the traditional text. The others also began to see connections and built on each other's feelings about Hitler and his treatment of Jewish people.

L: I think he was probably at that time the worst man alive.

R: Yeah.

D: I think he could of made Jews extinct.

T: What makes you think that?

D: Because he killed six million which is close to all of them.

However, in meeting four, when students began using the laptops, there was no eye contact or discussion (Appendix G). The students gazed intently at the screen and only discussed when asked questions. As Lela gave step-by-step directions, the others continued to use the computer, not taking their gaze off of the screen.

In session six (12/04/2014), Austin had his e-reader in his right hand, a computer in his left hand, and the traditional print directly in front of him. He organized his things and pushed the print text and e-reader forward so he could use his computer in front of him. Deshawn began by pushing his print text and e-reader forward, leaving space for his computer to be easily accessible. Moving into session

seven, Austin was beginning to pick up on navigating multiple texts. He was seen with his computer open in front of him, and his e-reader in his hand. His gaze was on the e-reader, but his right hand stayed on the keyboard of the computer. I saw this pattern with him again in session eight. Lela, on the other hand, was still working on navigating between two texts. In the first sessions she kept her e-reader and print text neatly one on top of the other. However, in session eight, I noticed that while the other students were looking at the traditional print text, Lela had her e-reader in front of her face. Deshawn was talking at one point with his traditional print text in front of him and Rose had her gaze on him, Austin was gazing downward in his direction, but Lela had her face covered with the e-reader. She finally put the e-reader down and picked up her traditional print text along with the others.

Throughout many of the first guided reading sessions, students lacked eye contact with anyone. The focus was either on the text in front of them or gazing downward. With learning to navigate between the two texts, students did not seem to actively engage with each other, often having the text right in front of them and gazing down at the text. By having the text in front of them and using the text to make connections as they read, it shows that the group was beginning to comprehend the background information needed to understand the historical perspective. The students would flip back to a page if needed, or would point to the text when discussing background information. Now the group needed to be introduced to a more critical stance as the sessions continue. I needed to introduce the students to ways to examine multiple perspectives in order to expand their thinking and to examine the viewpoints that are missing (McLaughlin & DeVogd, 2004). An active

engagement and ability to share synthesized information was needed in order for students to show they were building transliteracy skills (Thomas, et al., 2007). These skills were built in the early sessions, and would need to be continually fostered as the group continued. The discussion began to build as the sessions went on; however, it did not flow or carry on without teacher direction. In order to get the group to think beyond the text or take a critical stance on the topic, I had to probe or ask questions to get them thinking. It became apparent that the students were building a foundation, but the need to push them deeper into the critical aspects, pulling them away from the text and engaging them in discussion with each other was still a work in progress.

The beginning guided reading sessions consisted of 1.8 hours of transcribed videos with a total of 56 pages of transcriptions. The first session was the longest, lasting over 28 minutes in order to introduce the group to the guided reading sessions that would follow. I dominated the turn taking in these beginning sessions, but as we moved toward meeting 7 and 8, the students began to engage in conversation and provided insight into their thinking.

The next chapter reports on the findings from the middle guided reading sessions and the ways in which student growth was visible.

Chapter 5: Deeping understanding through transliteracy

In this chapter I provide insight into the ways in which e-readers can be used to teach comprehension strategies such as nonfiction text structures. I also begin to look at the ways in which the members of the group began to see multiple perspectives throughout the reading and used those perspectives to build beliefs about the people during this time period and events that were taking place. During the middle sessions (meetings nine-13), students began to connect across texts, specifically when focusing on the beliefs that they had built. I also make a case for an increase in student interaction as time progressed.

As we moved into the middle sessions of guided reading, students were just getting into the third chapter of *Who Was Anne Frank?* (Abramson, 2007). We had built background knowledge about Hitler, discussed his desire to take over the Fatherland, and learned that the Franks, Anne's parents, kept their daughters in the dark about what was happening in the world around them. I focused on the ways in which technology was used to deepen student comprehension and the connections that students began to make across texts with and without teacher prompting.

These sessions focused mainly on using the e-reader and traditional print texts as students' schema was activated throughout the sessions. My instructional goal was to get the students to begin making connections across the texts on their own due to the background knowledge that was built in the first several sessions of guided reading. In this section of the guided reading group, the students learned that Anne and her family were in hiding and people were risking their lives to help the Franks. We began learning more about concentration camps and the way in which German

soldiers treated Jewish people. Again, we relied on traditional print texts, *America at War: World War II* (Perritano, 2010) and *World War II: Fighting for Freedom* (Chrisp, 2010), to help fill in the information that wasn't included in the *Who Was Anne Frank?* (Abramson, 2007) text. The e-reader provided me with many opportunities to integrate nonfiction reading skills with the students and discuss how these might look different in digital text.

Nonfiction reading skills within digital text

A main focus of the guided reading group was to teach specific nonfiction text features and structures and discuss how these helped facilitate understanding. With the use of both digital and print text, I was able to focus on some of the main features such as pictures, captions, cut-outs or informational boxes. I began by asking the students to look at a page in *World War II: Fighting for Freedom* (Chrisp, 2010) and tell me what they were drawn to first on the page. Several students shared that they were drawn to the pictures first. Lela gazed down at the book, pointing as she stated, "People. Babies, I see kids" (Meeting 10, 01/08/15). After students had a chance to look at the pictures and scan the page, I was able to direct them to the use of the captions to understand what the picture was representing. I focused my questioning on the specific features of the text and attempted to get students to realize how the features helped them create meaning. By asking, "What does it make you think of?" (Meeting 10, 01/08/15) I was able to get the students to connect their learning across the text. An excerpt from meeting 10 shows that Austin and Deshawn (see Appendix H) were learning to use the features to understand the text.

A: The uh caption, uh newspaper letter was saw in here.

T: So the newspaper letter in Anne Frank was about the Warsaw Ghetto,
So, if you look at the picture, it is exactly what it is. So it says, “There was
an uprising in the Warsaw Ghetto.” Those people were trying to get free.

What are you looking at Deshawn?

D: This.

T: What is that?

D: It’s like zycone b, the poisonous gas used to kill the prisoners in the death
camp.

Deshawn learned the name of the gas from reading the caption, but used his schema
about concentration camps to understand that this gas would be used there. In
meeting 12 (01/15/15), I drew students’ attention back to the e-reader and discussed
the use of cut-outs or information boxes and how this information was important to
the text. The cut-out in the digital text looked different than one that would be found
in a print text. By pointing this out to the group, I hoped to help them navigate and
understand the different views of a digital text.

T: We have seen several of these, like box things during our reading. These
are a different font and text, why do you think that is?

L: I think it’s...

M: Important

L: not related to the story, it’s information

T: Do you agree with that?

A: Yeah, either that or it’s a newspaper article

T: It's a nonfiction feature, so like L said, is this a part of the story we are reading?

All: No!

T: It's...

D: Information

T: So it looks a little bit different on an electronic reader so that kinda why they have it outlined.

By specifically pointing out the text feature I was able to help facilitate a discussion around how the information is not a part of the story, but that it is important to the understanding of the text. I was aiming to demonstrate ways for students to self-monitor their use of nonfiction text features in order to help them add to their understanding and engagement with the text (Allington, 2004).

Another important skill that was facilitated through the use of the e-reader was that of understanding text structures. Students were learning how to read and reread a text to analyze the way in which the author put the text together. We had been focusing on structures such as cause and effect, chronological order, problem and solution, and compare and contrast,

T: We have been talking about nonfiction text structures. What kind of nonfiction text structures have you seen in our text so far?

L: I think cause and effect.

A: Jewish people, umm Hitler doesn't like the Jewish people and the effect is basically he hates all the Jewish and was torturing them.

In my notes on the reading groups I stated that it was easy for the students to quickly navigate to specific pages in order to discuss different structures that were used within the text (Meeting 12, 01/15/15).

Critical literacy: Multiple perspectives

Dealing with the complex issues of the Holocaust required a very supportive learning atmosphere. I had to take into consideration the group of students that were reading these various texts, as well as the level of intensity and depth of the text. I wanted to provide the students an opportunity to form understanding, but also the ability to question the text and what was happening during this time period (Lewison, Leland, & Harste, 2011). By choosing multiple texts about Anne Frank, Hitler, and World War II, I had hoped for students to gain different perspectives about the ways in which the Nazis treated the Jews. I knew the students would need to be able to make connections with and across the texts while reading.

In the beginning sessions, I did not ask students to think about different perspectives too deeply. I hoped to give students the opportunity to build knowledge of the topic before forming an opinion. Now that students had this emerging schema, I began to ask more critical questions. In our 11th meeting (01/12/15), we discussed the way in which the Nazis stripped the Jews of their rights. Deshawn had a hard time understanding so Austin connected the idea of the Jewish people being treated poorly to slavery and the way Martin Luther King and other African Americans were treated. Not only did this help Deshawn make a connection, it led to an opportunity to ask students about different perspectives of oppression.

T: Do you think they had similar experiences the way they were treated?

D: Yes.

T: Do you think they had similar, so in both of these situations who is being silenced?

A: Jewish people.

T: Jewish people in one, and in the other?

D: African American

T: Both are considered a minority group. There is one group who thinks they have the power. In both situations people are being silenced. If someone doesn't get to voice their opinion or doesn't get treated the way they should be treated, what ends up happening?

L: Trouble

A: War

T: True, what else to you think? Do you think this is happening now?

A: Probably, ISIS.

T: What's happening in your own neighborhood?

A: Oh yeah.

T: Is a picture of this same thing happening? Is someone being silenced?

D: Pretty much.

The group continued to discuss the Black Lives Matter movement and how people were being silenced even though they were trying to use their voices to be heard.

Lela drew upon the utterance of her mother stating, "My mom says they have the right to be angry, but they are not putting their anger towards something they should. They burned down the Quick Trip" (Meeting 11, 01/12/15). Lela had heard her

mother's opinion on the topic, internalized this perspective, and then revoiced this idea when connecting it to the ways in which trouble was happening in her own neighborhood (Bakhtin, 1986). The social interactions that Lela has had around the Black Lives Matter movement influences her experiences and she is able to take on the role of a knowledgeable, socially reactive citizen. Her ability to share this thinking with the group gives us insight into this socially just identity she is beginning to form (Skerrett, 2012). The conversation led to the ways in which people could fight back, but the students were unable to think of a way that the Jewish people could have fought back. Austin was able to understand that Hitler was not listening to the Jewish people, and because of this, they were being silenced, "If we were in their shoes, there's really nothing we could have done but just take the beating" (Meeting 11, 01/12/15). Austin recognizes this idea of hopelessness and empathy. As a European-American male, who has grown up in the same middle class suburb his entire life, Austin shows he does not have the experience to relate or understand to the situation. However, through this discussion we could see that the group was not only reading the text, but also reading the world around them.

Lela was learning to read a critical social issue that was happening in the world and using it as a tool to read and understand other social issues that have happened in the past. Austin reflected on a past social issue to help him navigate and draw conclusions that "take the beating" has been the resolution in many critical social issues. At this point in the discussion, I should have taken a more critical stance with the group, and asked them to not just become aware of the injustice, but asked them how to act upon it. These issues of power were taking place right in their

backyard and it would have been the perfect time to engage in meaningful discussion on ways in which we can ensure that others are not being silenced, then connected it back to the reading about Anne Frank and the Holocaust. Even though we did not dig that deep, the use of multiliteracies has given the group an opportunity to transfer what they are learning to a variety of social issues that they are engaging in within their own community (McLaughlin & DeVogd, 2004).

During meeting 13 (01/17/15), I had hopes that students would question the way the author was writing the text.

T: How do you think the author feels about the way that Hitler was treating Jewish people?

L: I think he feels like just amazed at how evil he really can be.

T: So give me some evidence to support that.

L: Well, uhm Hitler sent, sent well we talked about Hitler sending them to two different kinds of concentration camps with them being work as slaves or you could also get sent to a camp where you are certain to die.

T: Okay, now tie that back to your thought.

L: Well, like just that like the hatred, the hatred that you did just to put these camps to mess with their lives is kinda evil.

R: I think the author feels scared or like wor, not worried but like worried for the Jewish people because I mean like it says that they robbed Jewish people of their rights so it's kinda scary to think about that and yeah.

L: Uhm, I think the author feels actually very angry at Hitler because uhm well uhm, maybe the author is maybe the author is Jewish and feels kinda convicted or maybe they are angry and just outraged. I don't know.

My questions allowed the students to think surface level about the idea of the author's perspective, but as I wrote in my notes, I should have dug deeper with critical literacy based questions (field notes, 01/17/15). It would have been helpful to have asked problem posing questions and pushed them to think about critical topics. It is important to provide the students opportunities to engage with problem posing strategies, as well as critical questioning that will allow them to reflect on what information they are gaining and how this information is being shared with the reader. It would have also allowed students to gain a deeper understanding of how these events in history shaped our thinking (McLaughlin & DeVogd, 2004). As I continued to plan the reading groups, I kept in mind the types of questions I asked in order to dig deeper into the various perspectives that played a role in the Holocaust.

Students beliefs and understanding: Connecting across texts

As the guided reading sessions went on, students continued to show growth in both strategies and identities used to discuss multiple texts at a time. Students showed a decrease in piggybacking off of each other, but continued to rely on revoicing; however, the revoicing often came from previous readings both print and digital with the use of the website www.annefrank.org. Having read several chapters of the book, *Who Was Anne Frank?* (Abramson, 2007) and sections of *America at War: World War II* (Perritano, 2010) and *World War II: Fighting for Freedom* (Chrisp, 2010), students had built a solid foundation of schema to draw from when

discussing the text. Discussion also extended beyond the text and included insight into students synthesizing of the information.

L: If she, do you think if there was never a picture of her they would have never found who the diary belonged to?

R: Yeah, I think that...

L: (interrupting) it would have made it harder.

R: Well, it would have, since every time you write in a diary you kinda put your signature they would have figured it out.

T: So, what are you thinking?

L: I think the diary; uhm the diary is why she is famous.

D: I think the diary is the diary we saw on the website.

Lela's question shows she is still building a foundation of who Anne Frank is and the historical significance of her story. Through Rose's utterance we are able to see that she has background knowledge on the topic of a diary and is able to share her thinking with Lela. The social interaction that takes place between Rose and Lela provides Lela with a new thought, and she was able to assimilate that information and confirm that her idea of the diary making Anne famous was indeed true to her (Bakhtin, 1986). Deshawn goes back to the website and draws on the information he read there to connect to the information from the e-reader. He shares his insights into what information he found valuable, the diary, and presents himself as a knowledgeable being who is able to share his understandings (Gee, 1999). Drawing on Alvermann (2011) Deshawn's use of digital text has helped him to see himself as knowledgeable about Anne's diary.

When students were asked to infer, they not only had an inference, but also were able to use background knowledge to support their thinking. Students also drew on earlier discussions of text features such as captions and pictures to revoice their opinion of what would happen to the Jewish people if they were caught. Connections were made including how the students would feel if they were in the situation, revoicing both the print and digital texts that had been read.

L: It would be kinda hor, horrifying because like a Jew, like if you're a Jew you would think that someone could bust into your house and ruin it and that would be kinda terrifying. (Meeting nine, 01/06/15)

A: If I were in their shoes, there's really nothing we could have done but just take the beating. (Meeting 11, 01/12/15)

M: I'd be scared at the same time because Jewish people were treated bad. (Meeting 13, 01/17/15)

It became more evident that the students were confident and the information that they had learned in the beginning sessions of the guided reading group helped them to navigate new texts. By allowing students to build on this knowledge, I was able to gain insight into the understanding that students were creating inside their head. Asking probing questions gave me the opportunity to check a student's ability to read across texts and build information using multiple sources. By using the probing questions I was able to find a new way to capture the learning that takes place around digital text (Bhatt, Roock, & Adams, 2015). A strength of the guided reading group was the use of multiple texts to ensure that student comprehension was taking place (Cappiello & Dawes, 2013).

T: This chapter is called Yellow Stars. Does it remind you of anything?

A: Yeah, that book.

L: Star of Fear, Star of Hope.

T: What about it?

A: One of the girls was Jewish and her friend was over and her mom was sewing on the Jewish star and the non-Jewish girl was asking what was that.

L: She told her what it is, she said that um, um, she said stars at um stars at night hope is in sight, stars in the day...

A: Better stay away.

T: What else do you know about the yellow star?

L: They were to show that they were Jewish and that um that they could uh if they were wearing the yellow star they could tell that they were Jewish even when they were walking around.

A: Wouldn't that basically be like holding up a sign that said do whatever you want to me?

L: I think it's like when people have a kick me sign on their back. I think the yellow star was like that.

Through this interaction between Lela and Austin, you can see that they relied on multiple texts to predict and recall what yellow stars had to do with the text.

Austin first recalled a book that was read aloud in class during a mini-lesson, adding another outside text to the text set. Lela was able to piggyback on his thought and name the actual text. By listening to one another, the two were able to add to their literate identities as consumers of the text, and knowledgeable about the history of

Yellow Stars (Dyson, 1999). Austin was able to recall an event in the text, and Lela followed up with a phrase that was repeated throughout the text. Then the two of them used their understanding to make a connection to something that might take place in the world today. Through the use of both *Who Was Anne Frank?* (Abramson, 2007) and *Star of Fear, Star of Hope* (Hoestlandt, 1993) Austin and Lela showed that a deeper understanding had been created through the use of multiple texts (Coombs & Billingham, 2015).

Students also became more confident and sure of Anne Frank's feelings as they continued to gain information about her through various texts. With this knowledge, students became very opinionated about Hitler and his actions, portraying themselves as emotionally upset by the situation. A strong case for students' beliefs can be made as they stick to these ideas and repeat them often. In meeting 9 (12/ /2014) students stated that the Jewish people felt like prisoners, were stuck, or were contained eight different times. In meeting 13 (01/17/2014) Hitler being evil or causing hatred was mentioned seven times, while the Jewish people feeling ashamed was mentioned seven times. Through the use of time, students were able to hold the text together in their mind revisit information that was relevant to them and build an identity of one that is empathetic and angered (Bearne, 2003).

In the first eight guided reading sessions, students showed times of passive voice, turning their statements into questions. Students worked to build agency within the group, and waited for feedback from others and myself. As we moved into the middle sessions of the group, students had built the background knowledge in order to deepen the agency within them. Time and space played a factor in this,

allowing students to engage with various texts over several weeks. The language that took place within the guided reading group, as well as the community that had been built within the group also played a factor in student agency (Johnston, 2004). Only one time during the middle sessions did students use a passive voice to discuss the texts. Instead, students continued to use “I think” statements to build connections with and across the texts. The students’ voices became more confident and sure.

T: What role do you think Miep is going to play in Anne’s life?

M: Her friend.

T: Okay, what makes you think that?

M: Cause in the book

L: I think she is going when um Anne is going to run I think she is going to be like helping Anne hiding.

T: Why do you think that?

L: I think this because um, I think, it makes sense that she would, it makes sense that she would help her because she said that the book said that she is going to run.

A: Mine’s kinda like hers. I think Miep will give her ways out of Amsterdam and give her like shortcuts.

D: What I said was I think Miep is a person who will give herself up for Anne and her family.

You can see that every member of the group had an opinion of how Miep would interact with Anne. Through the integration of multiple texts, the group had built an understanding of what was taking place during the Holocaust and was able to form a

strong opinion based on their own views and beliefs. Lela shows us that her understanding is built on what she feels in common sense because she feels that Anne is going to run. Her perceived idea is a bit misguided, but by stating, “it make sense” we see the information that Lela has privileged and synthesized, Anne might get caught, so she will try to escape. Deshawn, on the other hand, presents this idea of heroic actions by Miep. Using both the website we read, as well as the e-reader and print text, Deshawn has shaped his identity into one that is empathic and hopefully that others will be able to help Anne survive.

Reactions began to show when students felt something horrific or unfair events took place. Students continued to rely on the text to support their initial reactions. I was also able to see different strategies that were being used while reading. At times students even named the strategy they were using.

L: The point, the name calling.

T: So what are you thinking? You look frustrated.

D: I'm just visualizing that.

T: Ok, what are you picturing?

D: Them getting picked on.

Deshawn was able to name visualization as a strategy that he was using to help him understand a situation about the Jewish community. Lela also relied on visualization to activate her feelings about the Holocaust. After reading chapter six on the e-reader this interaction took place.

L: (flipping through pages of the print text)

T: What are you doing over there?

L: There was this really picture that I just kept thinking it was really sad. It's a picture with mothers and children and some man and it was them lined up to go to concentration camps.

M: Oh yeah. (flipping through pages)

R: (leans over and starts flipping through Lela's book) I think it was in the middle.

T: What makes you want to go back to that?

L: Because uhm. Well

T: How about connecting back to the book over here? (e-reader)

L: Every time I heard him shame them I just keep thinking about concentration camps.

R: I found it!

L: This one! Yes!

T: Tell me a little bit about the difference between these two books? When you are reading the book on the e-reader and this book; what are some differences and similarities?

L: Well, this book (print) tells a lot about concentration camps, and less about Anne Frank. It tells you about the Holocaust, it gives you photographs.

Through my questioning Lela was able to voice her thinking about how the digital text that discussed Hitler shaming the Jews related to the picture she kept visualizing from one of the print texts. I knew that the questions and prompting I provided her would help her build agency to inform her later decisions (Davies, 1990). As I continued to prompt her, she was able to tell me that the print text gave her the

information about concentration camps that she just could not stop visualizing when she was reading the e-reader. She also voiced that the photographs were included in the print text, likely strengthening her visualization as she read *Who Was Anne Frank?* (Abramson, 2007). She was learning how the two texts could work together to form her understanding and increase her ability to synthesize information. By actively engaging with the text and voicing her thinking, Lela built comprehension skills that will transfer to the reading of other texts. Lela also continued to strengthen her voice and continued to portray herself as empathetic and outraged by what was happening. Throughout the middle sessions we hear Lela's strong modality with words such as "certain death", "horrifying", "terrifying", "rage carries on", "how evil he can be", "hatred", "angry", and "outraged". As Lela continued to read and discuss with the group, she built a powerful narrative that shows her feelings on the situation (Johnston, 2012). Her words give us insight into the literate identity she is building, showing us that connecting and relating to the information she reads helps her build understanding (Gee, 1999).

Each member of the group relied on the utterances of others and previous texts when discussing Anne Frank. I tried to use questioning that led students to a deeper understanding of the text, and that allowed for transliteracy to take place (Johnston, 2012). Towards the end of the middle sessions, students began to focus on information across the digital and print texts and verbalizing those findings. The foundation they had build in the first sessions allowed them to focus more deeply on comprehension. Students also added to their beliefs and values about Hitler and I

found that they were able to make deeper connections with how the Jewish people would feel.

During meeting 9 (01/10/2015), I decided to ask students to tell me about their understandings and thinking across the digital and print texts. I wanted students to be able to verbalize how transliteracy took place within their head, so by asking specific questions I was hoping to gain insight into their thinking. When I asked, students connected the information found in the two texts.

T: So based on what we saw on Anne Frank's website that we looked at a few times, what might Anne have felt during this time?

A: Scared, enough to where she wrote a journal.

R: She didn't know about it so she might have been like, "What's happening?" Confused because at first her parents didn't tell her anything about this and then like Germany is coming.

T: What else did you look at on the website that might help you think about this book?

A: All the people.

T: What about those people?

A: It said like, it had a like a caption like helped or knew or something like that cause those who tried escaping and tried helping Anne escape.

(The website shows pictures of people who helped Jewish families and underneath the pictures it discusses how the people knew each other.)

In this short interaction, we are able to see that Austin's mood is indicative and he is confident in his thinking about Anne and the people who will help her. He represents

his idea of whom the people are by placing them in one category of “all the people” and that all of them will help those who try to escape. He draws on the captions of the website to help him connect to the e-reader, verbalizing his transliteracy skills he has built so far (Jaegar, 2011). Rose uses her knowledge of what was read in the e-reader to connect to Anne’s feelings at the time. She represents the idea that Anne would be confused because her parents had not given her enough information about what was happening in the world. Both Rose and Austin showed that they had built comprehension skills, and that they could compare and contrast across multiple texts. I was also seeing transliteracy skills of taking specific information from one text, and applying to another text, being to form through this discussion (Thomas, et al. 2007).

Increase in student interaction

With ease in the use of multiliteracies, students not only deepened comprehension, but also began to navigate more meaningful discussions within the group. Looking at Appendix H, I noticed that many times when a student was talking, the other members of the group were gazing towards the speaker, listening to what was being said. The materials were neatly stacked or students had learned how to hold one book in the hand and the other on the table. With time, space, and modeling by the teacher, students begin to find ways in which to navigate multiple texts.

During a discussion around what students were drawn to on a page in *World War II: Fighting for Freedom* (Chrisp, 2010) the students interacted more closely with each other. Deshawn and Menique moved closer together, their gaze down at the traditional print text that Deshawn was holding in front of him. Austin had his

hands to his mouth, but his gaze was down toward the pictures in front of him. Lela had her materials organized, her e-reader neatly on top of her notebook. The group listed off the items that they were drawn to, each different, but began a discussion about why the people in the pictures have stars. This led the group into reading more closely about concentration camps. After reading a caption about zylene b, a poisonous gas, Austin and Deshawn engaged in a conversation about where the gas came from. Rose then stated that she saw a picture of Anne Frank and Austin stated that he was thinking that maybe she was wanted because the text said, “hiding from the Nazis” and there was a picture. He called on his background knowledge of wanted signs and said that usually when someone is wanted there is a picture and a prize. Just by gazing downward at the same picture and leaning closely towards each other while looking at this text, the group interacted and carried on a discussion about the pictures. This interaction provided me with insight into what meaning, or misunderstanding, was being made from the text, as well as how the social interactions played a factor into what meaning each student made (Kress, 2010).

In meeting 13 (01/17/2015), the discussion began a little tough. The discussion was everyone sharing a different idea, but none related to the previous thought. I knew that in order for students to build literate identities, as well as meaning, that some type of discussion and interaction needed to take place (Gee, 1999). So, with specific prompting on how to engage in a discussion, it grew to a deep interaction.

L: Actually it was about a text from the story. Uhm, so did they really do that to just shake, to make the Jewish children feel ashamed about that they were

uhm being Jewish, that they didn't even wait, that they didn't even wait until summer; they told them on the first day of school?

Looking closely at the group right at that moment this is what I saw: Lela with her hand slightly raised, her left hand holding her notebook, Deshawn had his hands over his mouth and he was leaning slightly forward, but his gaze was outward; Menique looked straight down, holding her notebook, Rose held her e-reader slightly about the table, gazing down at the text. This was similar to the interactions of the first guided reading sessions. So, I prompt the students:

T: Something that I would encourage us to do at the table is to have more of a discussion. It isn't for me to answer; I want to know what you guys think.

Will you ask it again Lela, so your peers can think about it and discuss it with you?

L: Does, does Hitler do that to uhm to make the Jewish children feel bad about that they're Jewish, like ashamed that they are Jewish or to like he could have told them in the summer like Jewish children but he waited until, until they were at school like, "Yeah, you're not allowed to be here."

R: I think like yea, I think it might have been not to make them ashamed but to let people know they were Jewish because some people I'm sure didn't want to be around Jewish children so they like they told so people would know that they are like Jewish.

D: I think not just the kids but like everybody.

L: But they had the stars to know that they were Jewish. Why did they do it to the Jewish children? Why did they have to explain?

M: So they won't lie.

L: He wanted to shame them.

While Rose was talking, she held her right hand up, her gaze also up. Lela, Menique, and Deshawn were all gazing at Rose. Both Lela and Deshawn had their hands on their chins, looking closely at Rose. Deshawn was even leaning in towards the table. Deshawn and Menique also added to the conversation, allowing every member of the group an opportunity to share their thinking and build on each other's understanding of how they felt Hitler made the decisions he did. Every member of the group became engaged and maintained eye contact throughout. Student agency was strong and provided the students opportunity to build identity, particularly Lela. We can see she has strong modality about the way the Jewish children were being treated and she wanted answers. The interactions, both verbal and nonverbal, helped Lela to build an even deeper understanding of what was taking place. With a grasp on the handling of multiple text, and encouragement and prompting from me, the group began to interact more openly during the middle guided reading sessions.

With five different meetings in the middle guided reading sessions, one hour of video was taken and transcribed into 45 pages of data. Many strategies began to emerge due to the change in teacher questioning. The revoicing of others decreased and student voices became more active, particularly about Anne's feelings. Students began to engage in discussion with each other around critical topics and started building a strong case for their personal beliefs.

The next chapter looks closely at the ending guided reading sessions and the ways in which students self-represent as literate beings.

Chapter 6: Self-representation through a critical lens

In this chapter I present the ways in which struggling readers used critical literacy and transliteracy to voice their feelings and build strong modality through the final sessions of our guided reading groups (meetings 14 through 19). I also focus on the discourse that the students self-represented within these final sessions, especially related to their personal understanding. Within these final sessions students used both the e-reader and traditional print text, focusing on Anne Frank going into hiding and the events leading up to the raiding of her annex. I often asked students questions to activate schema, infer, and visualize using the e-book and print text to expand their understanding of the events that took place in Anne Frank's life. I also noted in my field notes that students began to read and research about this topic independently. Austin (European American male, a year and a half below grade level) and Rose (Hispanic female, a year below grade level) used the text we were reading in reading group, as well as Internet searches within a safe domain to write an informational narrative as a writing project. While this was not a part of the data collection, I took note of the fact that the topic and discussion that took place was transferring into independent student work. My observations and rereading of the transcribed data drew attention to the fact that students were no longer questioning why an event like the Holocaust would take place, but were angered and able to step back and critically think about the events that took place and tried to imagine life as Anne Frank. I believe a shift was made from just reading the words on the page to "deeper and different understandings of the texts" (Park, 2012, p. 630).

Shifts in critical literacy

After reflecting upon the questioning that I asked in the early and middle sessions using guided reading, I realized that my critical literacy questions were just hitting the surface. I was not pushing the students to think about who wrote the texts, or who was the intended audience. I also realized that I never really allowed the students to think about who was being privileged or whose experiences were being relived through these texts (Lewison, Leland, & Harste, 2011). Texts about the Holocaust can feature content about racism and genocide that took place during that time period. Our texts were no different even though they were written for students. This did not mean that the group could not question the text and think about whose experiences were being privileged in the text. A common question I asked throughout the last sessions was, “Who’s talking? Who’s perspective are we hearing?” This brought about various replies, depending on the text that was being read. Students’ acknowledge that in the print text, *The Story of Anne Frank* (Koestler-Grack, 2004), we often heard Anne’s perspective, having examples of direct quotes from her original diary (in translation). In our digital text, *Who Was Anne Frank* (Abramson, 2007) students’ pointed out that a narrator was telling the story so we did not actually hear Anne’s perspective.

T: Tell me more about that.

R: Quotes about her diary.

T: Keep going.

R: Things that were in her diary. In this (points to e-reader) it just tells us what happened and how like she’s scared like it doesn’t tell us she was scared

but it...this one gives us quotes and this one just tells us a big summary about what she wrote in her diary.

Rose was able to verbalize how she saw the texts to bring different perspectives to the same event through the idea that one is just a summary to tell us about the diary, while the other actually gives quotes and examples from Anne's real diary. Menique continued Rose's ideas by letting the group know that it actually told us what Anne was thinking from her perspective, not anyone else's. The group continued the discussion on how when we hear Anne's actual voice we know the true feelings, rather than just information that is unclear as to who is telling the story.

After hearing Anne's perspective and seeing the quotes from her diary, the group was then able to think critically about how they would respond in the same situation. This was the first time we saw the group's ability to internalize Anne, her situation, and the world in order to think about the ways in which they would handle what was happening. Austin first started out saying he wouldn't do anything, but later he brought the situation to the current world saying he would put in headphones and listen to music even though he knew that Anne could not do that. Austin's utterance focuses on the idea of how to react when things are tough or unbearable, saying you block out the world (meeting 15, 02/05/2015). During meeting 18 (02/25/2015) the group again put themselves into Anne's situation when German police are hauling her off.

L: Depressed.

T: Why do you think that?

L: Because uhm they have been hiding for so long, long being quiet, being very careful. I think she feels depressed because she feels like that was all for nothing.

Lela interacts with the text by revoicing the idea that she has been quiet for so long. She then represents new information of Anne being depressed, based on her own perception that being quiet and careful for so long, but still getting caught would be depressing. She begins her statement with, “I think” committing to her beliefs and providing us with an insight into the identity Lela is forming (Skerrett, 2012).

Later in meeting 18 (02/25/2015), I asked the students about the perspective of the Nazi soldiers or guards. Without hesitation Rose started to say that she felt many of the soldiers didn’t want to, but was interrupted by Deshawn who felt that some of them were bad. At this point, Rose finished her thought to some of them wanted to help because of Hitler. Both students have brought a different idea to this perspective, so I prompted the discussion with asking them what they were basing their ideas on.

A: Not all of them were bad, but they were kinda like slaves too because they had to care for all of the dead people. And they had to do something with them.

L: Some were heartless.

R: I think bad, because so many people died they feel ashamed of themselves.

A: I am sure most of them had families too, same people just different kind of beliefs.

This brief interaction showed students working together to interrogate the ideas that all German soldiers were brutal and forceful against the Jewish. The group was attempting to understand the situation from the viewpoint of another in order to gain a more complete understanding of the issue (Lewison, Leland, & Harste, 2011). The group used a critical lens to think about a perspective that was not once discussed in our readings. By unpacking this idea of who the German soldiers were, students were able to stop and think about how texts are written and how often not every perspective is discussed. The use of multiple texts also helped students to thinking critically about the German soldiers, having read about them in various settings (Coombs & Billingham, 2015).

By asking students to question certain parts of the text, I was able to get them to think about the Holocaust, and Anne Frank, in different ways. Questioning led the students to think and challenge the text in a way that might not have happened on their own (Lewison, Leland, & Harste, 2011). Students used a variety of texts, both digital and print, to activate their knowledge on the topic and to think critically about the ways in which the information was being presented. By modeling and scaffolding this type of questioning, my goal was for the group to begin to internalize this strategy and use it independently while reading (Coombs & Billingham, 2015).

Representing personal understanding through discourse

After rereading the transcripts of the final sessions of this guided reading group, I noticed a large shift in student discourse. Students' voices were confident and sure, even when discussing critical topics that had no "right or wrong" answer.

The piggybacking changed from an agreement, to “I disagree, because...” with text evidence to support student thinking.

In meeting 14 (01/28/2015) Lela and Rose build on each others ideas about the things Anne was packing, but respectful disagreed.

L: Uhm, it said, “I put the craziest things into a bag. I am not sorry.” I think the reason that she took all that stuff into a bag maybe she had sometimes maybe when we are packing I see Lauren stuffing and I have to tell her you forgot everything.

R: I don’t disagree, but it says, but I’m not sorry, and it says memories mean more to me than just things....so those are things that were very special to her so like sometimes our parents like tell us stories about things that they had in the past so that might be something that has a story with it.

Lela’s lexicalization looses the listener (and reader) as she begins to stray off topic. She begins with a revoicing of the text, finding that Anne felt she put crazy things in her bag, but then she looses focus on what she was thinking and makes a connection to her sister packing and never packing what she needs. She is excluded her thinking about how what Anne put in the bag would be considered crazy. We can assume that through her idea of her sister packing everything and forgetting the important items, that Lela feels that maybe Anne is forgetting important things, that is why the items are considered crazy. When Rose builds on Lela’s idea, she doesn’t want to discount her thinking, so she states, “I don’t disagree, but”. Through Rose’s word choice, we see that memories and stories that go with special items have value to her, so she

believes they would have value to Anne. We are getting insight into her personal experiences and how that builds her understanding (Skerrett, 2012).

In meeting 18 (02/25/2015) Deshawn, Austin, and Rose engage in a conversation around detention camps.

D: So they would sit there and do nothing because they can't like do anything in detention you just sit there.

T: What are you basing that on?

D: Like high school.

A: I disagree, I think they are going to have to do work.

T: What makes you say that?

A: Because I don't think they would just let me them sit there without doing anything. I am sure they would do something to make them feel mad.

R: I kinda have both of their points, but I think it's kinda not really like sit there, but do work, but yeah.

Deshawn is drawing on his knowledge of the word detention and represents his thinking through this lens. Austin disagrees, revoicing his learning from the previous texts about concentration camps, stating that the people will have to work. His modality is strong using the term, "I am sure", and following with the stance that the German soldiers would do something to make the Jewish people mad. Austin is also using transliteracy skills to represent himself as an expert on the topic of the Holocaust. Rose again shows she does not want to disregard anyone's feelings through her lexicalization or I have both points. However, when she supports her thinking, she revoices Austin's thinking.

The group was also able to understand the perspective of Anne Frank and the environment in which she lived. A strong case was made for how Anne always had faith, and how death is just something that can't be pictured.

L: Yes, but I still can't picture, I can't picture death.

T: Tell me more about that.

L: I just can't picture, I can't picture it. Why does it have to be all of this terrible stuff? Why can't people just, my grandfather lived a very long life and he never, never did anything wrong and he got to live until 106. So why can't people just die by age, by natural causes, not die by other people.

Again, Lela is drawing on her personal experiences to relate to the situation that is taking place.

Once Anne Frank was in hiding, the students began to reveal the ways in which they identified with the situation. Both the digital text, *Who Was Anne Frank* (Abramson, 2007) and *The Story of Anne Frank* (Ralph Lewis, 2001) gave details about what Anne brought into the attic. I asked the group to tell me their thoughts on the choices that Anne made on what she packed to take with her. Austin responded with this:

A: Oh, if I was hiding, I would wear something comfortable and warm. I wouldn't really worry about hair or anything. I would just bring something that would keep me alive I guess.

This gave me insight into how Austin was making sense of the situation and how he was interpreting what was happening to Anne. Through Austin's utterance, I saw that he felt that hiding would be a risk, and that staying alive was the most important

thing. His word choice of “keep me alive” shows he understands the significance of going into hiding.

Lela showed her understanding in a different way:

L: This is something I think was not wise that she brought her curlers.

T: Why is that?

L: Cause if you're hiding from someone why would you worry about your hair?

Through her utterance I saw that Lela was representing herself as one who does not see the value in primping, particularly when the situation was as serious as having to hide. She was questioning Anne's choices and the way in which the situation was handled. As seen through several of Lela's utterances, her self-representation often relates to a personal connection of some sort. To help her gain understanding and meaning of the text, she finds ways in which the text relates to her or her previous knowledge.

I asked the group to infer what it would be like to be stuck in one room all day, hoping to gain insight into student's perspectives of the situation and more details into their self-representations. Each student had a very strong reaction to this question.

A & D: Boring.

R: Bored. Sad because I know that they lost a lot of things. I would be sad because...

M: I would be annoyed. I would wish that I would have those things.

A: I would lose my mind.

R: (laughs)

A: I would feel cramped and very smelly. There were a lot of people and they probably didn't take showers.

D: There was not water.

A: It was probably hot.

The group had an understanding of the situation, and was able to represent their understanding through a discussion about what the attic would feel like to them.

Each of these utterances gives us an insight into each student and how he or she is connecting to the text. We saw that Austin found value in space and hygiene. Rose felt empathy for Anne and how sad the situation must have been. Menique showed that the situation would upset her and that she would need material possession.

Deshawn did not say too many words when speaking, but his initial response of boredom showed that he understood Anne did not have the luxuries he has today.

Another finding was the use of an utterance to give us insight into student identity. In session 15 (01/05/2015), Rose used her utterance to give us an insight into her self-representation as one of a rule follower.

R: I wouldn't do anything and I would just walk away because if we do something they are grown ups and we would get in real big trouble probably if we talked back or did anything.

Later in the same sessions she says,

R: She might get hurt if she gets hit. Like if they're fighting and she just walks in she is going to get in big trouble.

Through these two discussions around Anne and her choices while in the attic, Rose was giving us the idea of how not following the rules leads to trouble. Rose was connecting these experiences to herself, and showing us that she is a student who believes in following rules and with following rules you will keep yourself out of trouble.

In the final session (02/26/2015), Lela showed a strong voice and opinion about the war coming to an end and how Anne must have felt about the situation. Through this we could hear Lela's commitment to Anne's feelings and her understanding of why this war and hiding was horrific.

L: Why she wanted the war to be over is kinda very simple. She was put in three, three camps. She had to, she, I believe she, about two years she had to hide somewhere where she couldn't make a sound, she couldn't run, she couldn't play. I would want the war to be over!

Lela drew on her previous readings of Anne Frank to recall information about her life, then she related the situation to herself by implying that not being able to run or play would make anyone want the war to end. Through her self-representation of what happened to Anne during her life, we were able to see that Lela had comprehended what had happened, and even critically put herself in the situation, making deeper meaning of the text. She also built transliteracy skills by listening to others, understanding what she had read in both the e-reader and print texts, and then synthesized that information to voice her opinion (Jaegar, 2011).

The student utterances throughout the final sessions of guided reading have given me a better picture of the learning that took place over the course of the

sessions. Each student had moments of clear understanding of the text and self-represented their ideas through previous utterances of others and the text. With this analysis, I was able to see the identities that each student had as a reader through the transactions that were made with the text (Rosenblatt, 1978). At one point throughout these sessions, each student related the text to themselves and showed that through connections and critical questioning, a deeper understanding of text was reached (Beach, 1993).

Modality and high commitment to beliefs.

Another way that the students' represented themselves throughout the last several sessions was through their strong beliefs and values that were repeated time and time again. By looking closely at times in which student's repeated their ideas, I was able to find a strong sense of morals within the group. One such moral was the idea of faith. Rose was highly committed to the belief that Anne had faith throughout the entire text, and that she kept this even when the annex was raided and she was sent to a concentration camp. She first brought this up in meeting 16 (02/10/2015) stating, "She just has faith in herself. She just keeps like faith, she doesn't worry so much about things around her." Then in meeting 17 (02/19/2015) she revisited this idea of faith when she predicted that Anne was not going to get freed even though she had faith, even though some of her faith might have faded. Rose started to think that Anne might be losing hope in meeting 18 (02/25/2015), but quickly changed her mind back to Anne knowing she can do anything. In the final meeting, (02/26/2015) I asked the group to tell me what they thought a possible theme might be for the digital book, *Who Was Anne Frank?* (Abramson, 2007). Rose quickly raised her hand and

shouted out, “Never lose faith.” When asked why she felt this was the theme she said:

R: “She never lost faith, she kept uhm, she had faith in what she was doing. She even had faith after the war was going.”

She then added after others had a turn to talk:

R: “Well, I think she was starting to lose faith when she was at the camp, but I mean you can sometimes lose a little faith, but I mean she still had faith in herself that she can do this, that the war would end.” (Meeting 19, 02/26/2015)

Even when Rose started to question her thinking, she always ended up back at the idea that Anne had faith. Through her commitment to this moral standard of faith, Rose is self-representing the idea that she finds value in holding on to personal beliefs. Looking at Rose’s personal life, her struggle with Turner Syndrome, and how it could stop her from doing the things she loves, like ice skating, this idea of having faith might be something that she connects with.

When the students read in the digital text *Who Was Anne Frank* (Abramson, 2007) that Anne had been found and sent to a concentration camp, they subsequently read in more information about the process of going to a concentration camp in print text. I felt that the students lacked the background information of the specifics, and decided to bring in a print text with both pictures and text to increase understanding. We read from *The Story of Anne Frank* (Koestler-Grack, 2004) about detention camps and extermination camps. We also learned about the train rides and how families were separated, tattooed, and sent to barracks. Students had a strong reaction

to the events that led the Jews into concentration camps. Students used the words sad, horrible, and angry multiple times when discussing these events. Austin then connected the process to how cows are treated. He connected the number that was tattooed on the prisoner to what they were called, and felt it was just like cows being tagged and branded. He referenced the feeling of being an animal again, when he inferred that he would feel like an animal with the tattoo on him. His background knowledge of hunting and raising cattle gives insight into his understanding of how the people were being treated. He showed that he believes that the Germans felt that the Jews were like animals, and didn't deserve to have names, just numbers. Just like Rose, Austin showed how his background knowledge and commitment to certain topics gave him an understanding of the text.

Deeping Transliteracy Skills

In the earlier guided reading sessions, much prompting was needed in order for the group to connect across the texts. As we moved into the last several guided reading sessions, I began to notice that students made these connections on their own. Many times students took it upon themselves to say, "In that book over there..." or "In the other text..." or "It's in our other book too." By using these sentence starters I was able to dig deeper into the ways in which students used and connected across multiple texts, both digital and print. The e-reader was the main text we read throughout the sessions. Many critical questions and discussions focused solely on this text, but as I began to analyze these last guided reading groups, I noticed that students were able to synthesize information from the print text and use it to make meaning of the digital text.

One main idea that the students connected across the texts was that each text gave us different views of the same topic. In meeting15 (02/05/2015) students had a good discussion about the various texts read.

M: It tells us what she says and what she thinks about it.

R: We know how she feels.

A: Gives us more information about it like helps us understand more about it.

T: Like what?

A: Like this just doesn't get too far into the details; it just kinda tells you everything that she does and this gives like more detail like stuff she wrote like what she wrote in it.

D: Like this, she said that and it was in her diary.

R: If they give quotes, they give quotes from her diary; we kinda know how she feels so how she feels is important because, in this one, it doesn't tell us how she feels; it just tells us like when they went into hiding and things like that, but it never really tells her opinion.

I was able to see that students were not relying on one text to gain understanding; rather, they got the background information they needed from the e-reader, and then used the print text to get a clearer perspective of Anne by the use of quotes. This became evident again in session 16 (02/10/2015) when students stated that quotes helped them understand better and gave more detail. Menique took it as far as stating, "It tells what she is saying from her own mouth, not just the diary." By integrating multiple texts, both digital and print, the students were able to gain a

deeper understanding of Anne Frank, and of how technology can be used to expand and support comprehension skills (Proctor, Dalton, & Grisham, 2007).

In later sessions students would reference both the print text and digital text when making inferences or connection. For example, Rose used the print text, *The Story of Anne Frank* (Koestler-Grack, 2004) to show how Anne was changing, Austin then picked up the digital text and quoted several lines to support and build on Rose's idea. When asked to support his thinking, Deshawn summed it up with the statement:

D: Cause we read it in one of these books. It was in that one, or it was in one of the Anne Frank books, no one of the World War II books we read.

Deshawn's word choice does not make it clear what he is stating; however, I feel this utterance shows us that he was trying to process through all of the texts we read, and use the information he learned to support his thinking. At the time, he could not recall the exact text he got his information from. I could see that Deshawn was synthesizing all of the information he read in both digital and print texts, and was able to understand and make sense of what was happening to the Jewish families that were caught and sent to concentration camps. By giving students the opportunity to read both digital and print texts, I was able to model for them how to determine the importance of information and synthesize it to comprehend and connect to texts (Thomas, et al., 2007).

In meeting 18 (02/25/2015), students were asked what had been helpful about having multiple texts.

R: We have had a lot of questions and that has helped. Because this it is just sad that they died in March but in this one it doesn't say, wait does it, it doesn't say. This one gives the exact name.

A: That one is like a regular book.

T: Which one, *Who Was Anne Frank*?

A: Yeah, to keep you guessing so you will look it up. And these are more like realistic.

R: Give you answers to your questions.

L: Like uhm, informational narratives.

This conversation was very interesting and gave me the group's perceptions on the different types of text, digital and print. Austin felt the e-reader was more like a "regular" book, and the other print texts were more realistic. I should have probed him at this point to get his definition of a regular book. Rose felt the print texts were more informational and gave answers to questions that were asked based on the e-reader.

When asked during a second interview how both print text and digital text, specifically the e-reader, were used, Lela stated, "I like them both and I wanted to use them both. They're just the same." When asked the same questions, Deshawn stated, "You read these both the same way." Rose found a very simple difference stating, "Well, I think I read the same on both of them its just an e-reader is different because you have to press on buttons to turn the page. This one you just have to turn the page." Unpacking these further, as well as other comments from the second interview, I felt that the students did not find a difference in the way the text was

read, rather in the information that was given from the particular text. A “regular” text shows that Austin felt that the digital form of the e-book was just like any other book that he reads, rather than one that had specific features or required different strategies to read. Rose and Lela added to this understanding by stating that the print texts were more likely to have the information that was needed to answer questions that the digital text left unanswered. In her second interview Rose felt the text set supported her learning, “because it like this book (e-reader) showed me about her so if I wanted to read more about her the other books gave me the choice to keep reading about her.” Deshawn summed it up with, “to like support what was in one book to see if it was in another.” Through these interactions it seemed the students felt that the text set was necessary in the development of understanding around the topic of Anne Frank and the Holocaust (Dawes, 2013).

Increase in student interest.

After rereading the transcripts of the final guided reading sessions, I found that students built a strong interest and connection to Anne Frank and the Holocaust. Although I had created the first few texts in the text set for the students to use during guided reading groups, I found that this high interest topic led to reading and exploring on their own. Menique, the quietest and most reserved reader in the group, found her voice in meeting 16 (02/10/2015) and told everyone how she knew that Anne’s diary was going to be published because she read a book at home. Then again in meeting 17 (02/19/2015), she made the same prediction.

M: It’s going to happen in the next chapter. She was writing her own book and she was actually with her friends, when she grew up she was writing her

book and she was publishing it and an officer came in when she was publishing it.

T: How do you know that?

M: I read this other book called Anne Frank.

T: You read another book called Anne Frank?

M: Nods.

T: In reading group?

M: On my own.

T: What made you decide to read it?

M: Cause I wanted to know what happened.

Although her prediction or discussion of information was a bit misguided, the idea that Menique picked up a book of her own on this very topic showed her excitement and interest level in the topic. By reading another text, she was able to attempt to synthesize the information and was willing to take the risk to share it with the group. To address this misinformation, I referenced her prediction when we read about only the diary remaining in *The Story of Anne Frank* (Koestler-Grack, 2004). In meeting 19 (02/26/2015) a discussion centered on how Miep took all of their belonging when the house got invaded. Rose takes the book, *The Story of Anne Frank* (Koestler-Grack, 2004), and flips to the final section and showed the group the page in which it discusses Anne's diary getting published. I reiterated how the book was not published until much later, clarifying that Anne was not alive when the diary was published.

Austin also showed a strong interest in the topic, multiple times referencing movies he had watched about Hitler. He brought in additional information that helped the others understand more about who Hitler was. He and Rose also chose to write about Hitler and Anne Frank during writing time. Both referenced books that were used in reading groups, as well as additional information that was read for “the project.” With a high interest topic like the Holocaust and Anne Frank, I felt an increase in comprehension and understanding was created by both the text sets chosen (digital and print text) and student desire to seek more information outside of reading group.

Responsiveness to group discussion: Deepening engagement

As student modality increased, so did the engagement and interaction of the group. Throughout the final sessions of guided reading, students held each other’s gaze, closed proximity, and had a handle on how to navigate multiple texts at one time. In meeting 14 (01/28/2015), Lela stated that she disagreed with Rose, prompting me to ask her what she thought. While telling how she thought Otto Frank was smart enough to not get caught, Lela used hand gestures, like turning her hands in circles as she spoke, gazing down toward her texts. Rose gazed towards Lela, leaning in towards her. Lela then gazed forward, smiled, and turned her head slightly towards Rose. Menique was sitting up straight and gazing towards the two girls. Austin looked towards the girls, his head rested on his hand. Rose engaged back into the conversation with Lela, restating her thinking, only needing teacher prompting to give Austin a chance to speak. Throughout session 14, the turn taking of the teacher decreased to 38 turns out of 100 from 58 out of 140 at the start, and most of them

were prompting questions to get the group to go deeper with their thinking. The students built on each other and brought in information from multiple texts in order to support their thinking.

The increase in student interaction also led to some intense discussions, particularly in meeting 17 (02/19/2015). In Appendix I we can see that the group was all gazing downward at a text, very close in proximity. Deshawn was standing out of his seat, his left hand held his head up. In chapter seven of *Who Was Anne Frank?* (Abramson, 2007) there was a cut-out of information about Miep Gies. The group had just finished reading in *The Story of Anne Frank* (Koestler-Grack, 2004), how Miep Gies was one of the helpers who brought food and supplies to the Frank family. The text informed the reader that Miep was putting herself in danger and that she could be punished for helping.

D: You said this one?

T: Did you read that sentence on the bottom?

D: That sentence?

T: Yes, did you read that?

D: Yes.

A: How would Meip be able to go back in the annex?

M: She sneaked.

D: (inaudible)

A: Yeah, guards or something.

D: Maybe someone saw Miep and uhm Miep and I don't remember maybe.

A: No, I'm saying how did Miep sneak in there without getting caught and how'd she take all their stuff, I don't get it.

D: Someone either saw something like someone either saw Miep or no one else could leave.

A: NO! I'm saying when she went back in to get the diary. How did she not get caught going in? I would have to imagine there would be guards at the annex.

Austin became very frustrated with Deshawn and his lack of understanding of what Austin was saying. When you look closely at Appendix I you can see that Austin has covered his mouth, and was looking intently at Deshawn. Deshawn was gazing forward, while Menique and Rose looked towards Deshawn. Rose had a traditional book in front of her, holding it in her hands. The group went from leaning in close and studying something together, to a distance between Austin and Deshawn while engaging in a disagreement about a misunderstanding of the text. In the beginning sessions of guided reading the students would have just shrugged and moved on to waiting on the next question. Now no teacher prompting is needed. To ensure that this interaction did not cause breakdown in student discussion, I asked the students if Miep was Jewish. Deshawn quickly answered no, and I let them know that maybe that was a reason she was allowed inside, that the guards were not looking for Miep, they were looking for Jewish families like Anne's.

In the final session of the guided reading group, while discussing who's dream was going to come true based on the chapter title, Lela and Rose actively engaged in a discussion around whose dream, as well as what the dream may be. Rose and Lela

continually built a relationship during the reading group time and often built on each other's thinking and ideas. The two often sat next to each other and respectfully disagreed. Austin would occasionally add his thinking as well.

L: Maybe, I kinda think that may be things his dream is gonna come true, like I don't think he knows his family is dead so I think he thinks his dream is going to come true and then he learns the truth.

R: I disagree with Lela. Well I disagree with her, but I know that he wants to see his like his family and his daughter but uhm, I think his uhm like big, big dream is for the war to finally be over and that is his biggest dream.

T: How do you know that?

R: Well, Anne wanted, Anne wanted the war to be over so I bet you her whole family like wanted it to be over.

T: How do you know that she wanted it to be over?

L: (raises hand) Wait.

R: It said that there was well there was a page that said that she wanted the war to be over but she was talking to her mom and dad and she was saying like, yeah it was in *The Story of Anne Frank* and I read it.

L: Why she wanted the war to be over is kinda very simple. She was put in three, three camps. She had to she I believe she about two years she had to hide somewhere where she couldn't make a sound, she couldn't run, she couldn't play. I would want the war to be over!

A: I kinda agree with L, and Otto probably wants the war to end because all of his family died because of the war.

R: Well, I have something to add to that. I don't think he knows that his family is dead.

A: Well, yeah, not yet.

R: But, when he comes back in *The Story of Anne Frank*, it says that someone tells him that his family is not alive.

During this entire interaction the group faced each other, heads turned to the person talking. At one point Rose raised her hand, then Lela raised hers. The group slightly leaned forward while Austin was talking, and then the gaze switched back to Rose when she began talking. Rose and Lela often turned to face each other, using hand gestures to speak.

The shift in student confidence, the deeper understanding from reading across multiple texts, and the development of mutual feelings about Anne Frank, led the group to finally begin to interact with less and less teacher prompting. Students' beliefs about Anne led to respectful disagreements and discussions that ultimately deepened understanding. Once a grasp on the use of multiple texts at once was mastered, students were able to navigate the text and conversation at the same time.

Student learning and development across the stages of guided reading

These frameworks emerged from the processes and practices that were visible to me as a teacher researcher while my students were participating in guided reading with multiple textual mediums. It was important to me that student growth took place across the various stages of guided reading groups, beginning, middle, and end, and that I reflected on the type of growth that students made, both as a group and

individually. This close analysis of Rose and Austin was developed using the framework that will be discussed in the next chapter.

Rose. In our initial interview, Rose stated she felt she was a good reader and sometimes she stumbles on it, it just depended on what book she was reading. She knew that a book was easy if she could simply read it and she was able to talk about the types of books she enjoyed: ice-skating, mysteries, and nonfiction. When the group got together to discuss a topic for guided reading, I knew the types of books that Rose had already stated she liked; however, I was hoping she would voice her opinion to the others. The boys of the group dominated the beginning of the conversation, but Rose knew that her opinion was important and stated that she would like to read a biography. By choosing a text that integrated Rose's idea, I was able to immediately engage her with at least one text.

In our first meeting with the e-readers, I asked the group if they had used an e-reader like ours before. Rose did not verbally commit to having used this device; however, my notes say that she nodded in agreement. I knew at this point I would need to make sure that I checked with her while she was beginning to work with the device. Several minutes into our first meeting (11/18/2014) I noticed she was lost.

T: Do you need help? You are pushing the wrong buttons. The pages are up here. (Physically pointing to the button on Rose's e-reader.) Okay? So, if you push those buttons you were pushing, you are going to jump chapters.

Try it. (Allows Rose to try.)

Yes, there you go. Right there.

Rose listened and watched as I dialogued with her about how to turn the pages one by one in the e-reader. I continued to model for her as the first meeting went on, showing her again how to navigate her way to the page we were discussing. At the end of the first meeting, I asked the students to take the e-reader with them and to play with it to get familiar with how it works and the buttons, so they would have a better feel for it the next time we met. First thing in meeting two (11/20/2014) we talked about how the e-reader should come on to the last page that was read. I showed students how to get back if they were not there, but Rose stated, “I am on the right page.” Rose even began to feel confident enough in this meeting that she leans over to Lela and helps her get on the right page. After a few interactions with the e-reader and dialogue with me, Rose began to feel confident in her abilities and did not display any further need for instruction on using the e-reader.

Manipulating space was more of a challenge once we had integrated multiple texts to our text set. In the beginning sessions, I would specifically state how to hold the book and the e-reader at the same time, but looking at the multimodal analysis, Rose was very particular about her space. We see her notebook on the bottom of the pile, her computer on top, the print text, and then the e-reader (Appendix G). As we move towards the middle sessions, Rose begins to navigate her space by placing her texts side by side. She takes up more physical space on the table, but she is able to pull a text more quickly and even negotiates into Lela’s space, helping her navigate a print text (Appendix H, Meeting 13). By the ending guided reading sessions, Rose is comfortable taking up more space at the table and being closer to other members of the group. In meeting 16 (02/10/2015), she points to different books in the text set,

and even recalls information from one text specifically (Appendix I). We can see that over the course of the guided reading stages, the exposure and repetition of using multiple texts each session helped Rose to be more comfortable with the physical space she was given.

Looking closely at Rose's responses in the beginning guided reading sessions, I found her voice to be more passive. She used words such as "maybe" when sharing an opinion. In response to that, I would ask Rose to tell me why she was thinking what she was and Rose was able to come up with some type of support. She was quick to agree with other members of the group just stating, "I agree" then following it up by rereading the text in front of her. When Rose would revoice the text in front of her I would ask her, "What page are you on?" to model how she was using text evidence to support her thinking. The use of the text was very important to building background knowledge that helped Rose feel successful as a reader. As we moved into the middle sessions of guided reading, Rose began to become more active in her voice, moving from "I agree" to "I think". Starting the discussion in meeting nine (01/06/2015) I asked the group what they thought it meant when the e-reader stated that the people felt like prisoners in their own country. Rose was quick to reply, saying,

I think it means like they have to be hiding all the time because when you're like in prison you have to stay there all the time, you can't do anything so I think they like have to like hide and they can't go out like out so much.

Not only did Rose give her opinion, but she was able to make a connection of what a prison was like to how a prisoner would live and then re-voiced her opinion to make

it clear. After Rose gave her opinion, two others shared their thinking, confirming Rose's ideas. By allowing this discussion to take place, without teacher input or interruption, I was allowing Rose to build agency through active learning (Johnston, 2012).

As we moved into the final guided reading sessions, Rose gained confidence and her agentic beliefs increased. At various times throughout the final sessions, Rose made decisions based on her feelings and experiences that helped us understand the transfer of skills from text to text (Davies, 1990). In Meeting 14 (01/28/2015), after finishing reading silently, Rose just blurted out, "That book over there has lots of good information." I asked her to tell me what information and she said, "When she started to hide. Cause in this one it gives not so much of her thinking, but in that one it kinda takes parts of her diary and puts it in the story". I followed up by letting her know that I was glad she shared that information because it was a perfect segue way into what we were going to read about that day. Not only do we see Rose self-representing as knowledgeable about the various texts we have been reading, but we also see her using transliteracy skills to discuss how one text supports another. Her narrative is positive and she has found that she has many ideas to contribute to our conversations. Rose's learning became more self-regulated; she was able to connect her previous experiences to new learning. In meeting 17 (02/19/2015), when discussing what would happen to Anne after she had been caught, Rose says,

R: I know that since this book, it uhm it says that she got sent to a concentration camp. And uh, her family, they all went together, but then they were separated.

T: How did you know that? Do you read ahead in this book?

R: Well I didn't read it all, but I used it for writing.

Rose took it upon herself to find answers to questions she still had and read further into one of our print texts. She then felt confident enough to state with certainty (“I know”) her opinion. Over the course of 11 weeks, beginning with teacher response and modeling questioning, Rose was able to build agency and in the end needed no prompting or guidance to help her interact and make choices about her learning (Martin, 2004).

Another important aspect of the emerging framework is that of building transliteracy skills. In the beginning sessions, I was very specific in my questioning to help students begin to notice that the text set provided them with a wide range of information and that it would require them to sift through the texts in order to find the relevant information (Jaegar, 2011). My first attempt at modeling transliteracy skills came in meeting one (11/18/2014) when I asked students to use what they read in our print text to go back to the table of contents in the e-reader to see if they had changed their predictions about what might happen based on the chapter titles. Rose was the first to respond; however, she barely hit the surface of transferring information across the two texts. “I think a Happy Home was a like away from Hitler and Germany.” Her short statement holds a great deal of information, but without support we are unable to see why Happy Home needs to be away from Hitler. I prompted her for more information, but at that time she was unable to provide it. In each of the beginning guided reading sessions I asked the group, “Is there anything in this text (print text) that supported your thinking in this text (e-reader)?” In meeting three

(11/24/2014) Rose replied, “Yeah” to the question, but did not go any further than that. I can see that she was beginning to figure out that the information in all of our texts are related, but she was lacking those skills to pull out the relevant information. So, I continued to prompt with questions that pulled out the most important information. This became apparent when we were using the digital text, www.annefrank.org, online. I asked each student to tell me about the information they were reading and how it related to our search for Anne’s diary. At the end of meeting four (11/26/2014) I had asked the group if they had figured out where the museum was located that held Anne’s diary. Rose stated that she could find it and proceeded to tell me her navigation trail through the website. My goal was to point out how she used the main ideas to help her navigate the website, so she would be able to transfer those skills to reading the other texts.

By the middle guided reading sessions, we can see that Rose has improved her ability to pick out main ideas and synthesize information to form a new understanding. In meeting nine (01/06/2014) when asked based on what they had read, what life would have been like for the Jews, she replies, “It would have been kinda scary because they were Jewish and now Germany is taking over where they like live.” Rose took the information she read in one of print texts, Germany was taking over, and connected it to how the Jewish families would have felt. As we moved to the ending sessions of guided reading, we had read several more texts about Anne Frank, completing our text set with six texts. I do feel once more information was received, the group had an easier time discussing across texts. My prompting questions of, “How does this help us understand better?” began to generate deeper

discussion and provided more insight into how students were choosing the most relevant information. In meeting 15 (02/05/2015) when asked what insight the print text about Anne Frank gave us Rose stated, “Things that were in her diary. In this (points to e-reader) it just tells us kinda what happened and how like she was scared, but in this one (print text) it gives us quotes about what she wrote in her diary. We know how she feels.” We see that Rose finds the quotes from Anne to be relevant information and while reading across the texts she is able to see that Anne is scared by what is happening using both a summary and quotes.

Through the use of deeper questioning and adding to the text set, Rose increased her confidence in herself as a reader and built transliteracy skills that showed us she was able to compare texts and gain information that supported her thinking across the platforms. By giving her affirmation and positive feedback, Rose began to build agency and identity as a reader. The next steps for the teacher to support Rose would be to continue to support her connections across texts, encourage her to read widely on topics she enjoys to build her knowledge and transliteracy skills. She stated that she stumbles when the text becomes more difficult, so by providing her with various texts at different levels, she will be supported in her learning. Discussion, both in small group and individually, will also continue to help Rose build agency, allowing her to become more confident in stating her opinions and beliefs.

Austin. Austin was the most experienced user of the e-reader in the group. During independent reading time Austin used a Kindle just like the ones we used in our guided reading groups. Although he had this advantage, Austin was one of the

only students who did not state he felt he was a good reader; instead he stated that he tried to get better every time he read. I wanted more insight into the way Austin identified himself as a reader so I asked him what that meant or what that looked like. He followed up with how he tries to get in more challenging books and tries to see how he is doing or if he needs more work. When a book is challenging, he feels that he has to think about the words and that he usually gets confused. I knew that Austin was one student I would really need to engage with when thinking about the text for our guided reading group. When he was the first to volunteer information, I knew that I had to be very strategic in choosing something that would integrate a historical perspective. Once Austin found out that our group was going to read text about the Holocaust, World War II, and Anne Frank, he was ready to begin. While the main text we read was about Anne Frank, I knew that the group would need some type of World War II text to support background knowledge. Through this focus I was really able to hook Austin into our discussions.

When the e-reader was introduced in meeting 1 (11/18/2014) Austin immediately volunteered his expertise on the subject. As I was discussing how to open the book, Austin interjects with “and you have to press”. He interjects again when discussing turning the pages and says, “You can also click the one by your finger. There are pages on both sides.” Austin did not need the dialogue that the others needed in order to navigate the e-reader and throughout the entire guided reading sessions he helped others when needed. Being an “expert” in this area helped Austin to build agency in terms of a digital reader.

Although Austin had mastered the use of the e-reader, he still needed support in order to manipulate the physical space with all of his texts. The prompting in the beginning sessions helped him to think about the ways in which he could keep his things. In session one (11/18/2014), as he collected texts and his notebook, he stacked them neatly on top of each other, but as he moved into session seven (12/09/2014) he showed that he was able to keep his e-reader next to one of the print texts, and keep his computer out front slightly out of reach. Then, in session eight (12/11/2014) he held a print text in his hand and his e-reader is in front of him on the table (Appendix G). Austin seemed to pick up the manipulation of space quicker than the others; however, he still needed support to use the text for evidence.

As we moved to the ending sessions, I prompted him by asking questions such as, “What have you read that supports that thinking?” Austin never really quoted specifically from the text, but his statements showed that he had synthesized the information and re-voiced it to make it his own. For example, in meeting 17 (02/19/2015) I asked, “Do you think it would help if you look at your book?” Austin replied, “Maybe, I don’t know if it would really fit but uhm, like she said the war was coming to an end, and there were friendly people coming in so that would be cause and effect.” We see that Austin is able to recognize nonfiction text structures, rephrase something he read, but he did not use the prompt to go back to the text for support. This is one area that Austin would really benefit from continued support. The use of the note tool or the flag on the e-reader might support him in finding pages easier and digging back into the text. This would be an area that needs further exploration with him.

When I reflect on Austin's agency building, I see that in the beginning sessions of guided reading his voice is active and he builds on background knowledge he already has of the subject. In meeting one (11/18/2014) he told the group that maybe enemy war did something to her home and "all this stuff has to do with like the Yellow Star that's like for Nazi." When I asked him how he knew that he replied, "Cause the book that we read, it had a picture of the star and it was yellow and all the Jews had to wear them." Already we see some transliteracy skills taking place from a read aloud that took place earlier in the year. By asking Austin to tell me how he knew that information, I was helping him to rehearse his agentic narrative and provided him with feedback from myself and from other members of the group (Martin, 2004).

As we moved into the middle sessions, I continued to see that Austin was building his personal agency through his interactions with others. In meeting 9 (01/06/2015) he listened to Lela and Rose comment on what it would be like to be Jewish at this time and added to the conversation by saying, "I'm kinda with them cause most Jewish went there and maybe Hitler was smart enough to think they all left and maybe everyone is hiding." His thought process was difficult to follow, but allowing him to voice his thinking was helping him build a narrative around the topic (Johnston, 2012). Prompting, from either myself or other members of the group would have provided insight into his thinking and given us a clearer picture of the choices he was making through his speech. Austin continued to interact with others throughout the middle sessions, but as we moved to the middle sessions, he and Rose really built on each other's thinking, providing them the positive feedback that

supports agentic decision-making. In meeting 16 (02/10/2015) after being prompted to think about how he knew Anne was getting into more detail in her writing, he picked up his e-reader and read a section from the text aloud.

‘Anne was changing; she was turning into a young woman. Her mind had grown too, she was no longer a noisy child.’

A: Then she didn’t really necessarily talk more about the war, well she did but she didn’t talk a lot about it now that she was getting older.

His section from the text didn’t really support his thinking, so Rose followed him by saying; “I think what Austin is saying is that she kinda got the idea of the war so she wasn’t so scared.” Later in the same group these two follow each other in discussion, building on each other’s ideas and providing positive feedback. Throughout the entire guided reading sessions, Austin brought his experiences with nonfiction texts, particularly texts about war, and used those experiences to make decisions about the information he found important and the way he interacted with his peers.

Over the course of the guided reading sessions, Austin showed growth in his transliteracy skills starting with recalling information he had heard from other sources, to specifically stating how information from a variety of sources contributed to his thinking. In the beginning sessions Austin stated facts such as, “It was one of the worst wars to ever happen.” Or, “Lots of people were killed over what they looked like and what they believed.” In meeting eight (12/11/2015) he brought in information from something he watched on Hitler and he shared it with the group, telling them that Hitler had health problems and that one doctor was giving him pills to keep him alive. Here we begin to see Austin take information that he has heard,

read, or seen in other spaces and transfer it to our discussion. I asked Austin to tell me more about this and asked him where he learned it, but his response was very vague, stating that no one really knew the doctor. Lela immediately engaged in this conversation, allowing Austin a chance to add to his agentic narrative as a knowledgeable expert on Hitler (Martin, 2004). In the middle sessions, Austin recalled information he read on the Anne Frank website, and after being prompted to connect across the two, he drew in the use of a nonfiction text feature and how that helped him know that the people he saw on the website would be the people who helped Anne and her family. He revisited this thinking again in meeting 11 (01/12/2015) when discussing how Miep would help Anne.

By the ending sessions, Austin was able to state that the different texts provided him with more information. When probed further, he was able to state how the details about the things Anne wrote gave him more information about Anne's life. Austin was then able to take this information, synthesize it, and then put himself in Anne's shoes. In meeting 15 (02/05/2015) he talked about how boring hiding would be, how he would lose his mind, and how cramped and smelly the place would be. Austin was able to make decisions based on the variety of information he has read, watched, or listened to and shows that he was able to find the relevant information to share with others (Thomas, et al., 2007).

By asking Austin probing questions and allowing him to engage in discussion with others the teacher helped Austin become a very productive member of the group. He began to not only share information that he already knew about Hitler and World War II, but he related the information to Anne Frank's situation. He was able to take

this knowledge and share it with others through listening and discussing. Through his bold statements about how the Jewish people could do nothing to fight back, and his notion that Anne didn't have a care in the world because there was nothing she could do, we saw the ways in which Austin had built an identity around taking a stance and making a change. Not only did Austin build his transliteracy skills and his agency, he improved his ability to add to others' thinking and engage in meaningful conversations.

The next step for Austin would be to engage him in checking facts across the information he reads, hears, or watches. He often felt something he watched or read was a fact without checking multiple sources. I feel that as he continued to increase transliteracy skills, he would be able to find information from a variety of sources to help him build understanding on the topics that interest him. I also think Austin would benefit from engaging in more critical discussions that help him see multiple perspectives. Austin was able to think about who was being silenced and even see perspectives of the German soldiers we didn't read about, but he hit the surface with his thinking. Disrupting the commonplace or helping him to see how he can take action would be an important next step to continue to build Austin's literate identity (Lewison, Leland, & Harste, 2011).

The final sessions of guided reading provided 2.3 hours of video and 60 pages of transcription notes. Many of these sessions were longer than 20 minutes due to the engagement and lively discussions that were taking place between the students. The modality and strong voice carried these sessions and teacher turn taking decreased

drastically. Students began to verbalize transliteracy skills and show the understanding that was being made across the various texts.

Chapter 7: Discussion

I began this study with the purpose of integrating digital literacy into the ELA curriculum, specifically in the context of guided reading groups. Larson (2009a) found the need for teachers to embrace the multimodal experiences that students have outside of school, rethinking the word “text”. In 2011, Amazon found that e-books outsold traditional print texts by 15 books (Johnson, 2014). This shows the shift in how people are choosing to read books; however, e-readers are still not common in elementary classrooms. Noticing this trend in elementary education, I looked specifically at the ways that digital literacy could be integrated into guided reading groups with struggling readers. I paid attention to the affordances and constraints in my instructional design with regard to student development. I looked closely at the strategies and identities that students displayed across both traditional and print texts. I pursued these questions with the hope that I could find ways in which e-books would support student learning, particularly in the guided reading setting. In this chapter I review my interpretations, discuss the ways in which e-books can be used effectively in guided reading settings, examine the limitations of the study, and make suggestions for future research.

New Literacy Studies and the struggling reader

New Literacy Studies focuses on literacy as a social practice, specifically the ways in which students acquire literacy skills through social interactions (Street, 2002). In this study I drew on the variety of cultural experiences that the students brought to literacy learning and allowed for student voice in choosing the theme for the guided reading sessions. In turn, student engagement was high and by the ending

guided reading sessions students were verbalizing the thinking that was taking place across the various texts. Lela, for example, became very active in her thinking, sharing with others her beliefs about how horrible the situation must have been for Anne and sticking to those beliefs throughout. Looking closely at Lela's utterances she fully understands what she has read across the text and is able to use transliteracy skills to share her connections and personal understandings of what she has read. Using a NLS lens to think about Lela's literacy ability one would consider her a successful, proficient reader who is able to socially interact with others around her thinking. However, she is considered a "struggling" reader based on her proficiency with standardized types of assessments. The concept of "struggling" becomes somewhat problematic in this sense. There are multiple layers and dimensions to think about when deciding whether a student is "struggling" or not. Students may "struggle" in certain kinds of texts (i.e. timed comprehension tests), yet thrive in others (i.e. guided reading group discussions). Through this study, digital literacy allowed students the space to show their competence and share with others their thinking and understanding of various reading skills and strategies. By engaging them in this intervention, I was able to look at these students who were considered struggling in a new way that shows them as literate, knowledgeable readers.

Impact of integrating digital literacy in guided reading had on student learning

Lanham (1995) found that literacy is no longer just reading and writing, it is being able to understand information however it is presented. While today's students are considered "digital natives" (Prensky, 2001), it is important for teachers to keep in mind how this new idea of literacy impacts those who are struggling. The context of

literacy learning could be a factor in student success. By integrating e-readers and other digital texts, along with traditional print texts, I was looking for insight into how this intervention could support students who are considered struggling based on traditional school assessments such as DRA2 and AimsWeb testing. These assessments helped me to not only get a baseline for student reading levels and fluency skill, but helped me keep in mind the growth that I was hoping to see take place.

While technology is abundant in this Midwestern school district, computers were not my first choice for integrating e-books. The bulkiness of laptops and the preconceived ideas about what computers do made me re-think what type of device I would use for this project. I was able to get six first edition Kindles for my classroom through a Donors Choose project and decided the Kindle would be the best way to integrate a digital text into my guided reading group. The computer, with Internet information sites available at a keystroke, was added to our text set to research student-driven questions that an Internet site could answer. In our first meeting (11/18/2015) I asked students if they had ever used an e-reader before, showing them the Kindles we had available. All students stated yes, so we began exploring the device.

After a small pilot study in 2014 with the e-reader in guided reading groups, I chose not to explicitly show the group how to use some of the specific tools on this first edition e-reader, such as adding notes or highlighting. I had learned that the students became more focused on adding notes or playing with the tools rather than listening to the other members of the group, or myself. Literacy requires a social

component in order to make sense (Street, 2003). Building on Reader Response Theory (Rosenblatt, 1978) and the goal of guided reading groups - listening to a reader talk through his or her thinking with others - the teacher is able to see the identity and experiences of the reader and help scaffold strategies that still need to be learned. If students are not talking or engaging, it is difficult for the teacher to assess student understanding; therefore, I left out this explicit instruction. If students were spending the majority of guided reading time writing notes or using the other digital tools, there would not be time for interaction or discussion around the text.

According to Larson (2009a) “Integrating e-books into an otherwise traditional literacy program is an effective move toward new literacies instruction” (p. 256). Integrating the e-reader into my guided reading group was very similar to reading traditional print text as far as comprehension skills and strategies. I found that I still asked students questions about and beyond the text, as well as to clarify their thinking. One challenge the e-reader posed for the group was supporting thinking by quoting text. Students often did not go back and search the digital pages to support the thinking that was taking place. Here is where the use of the notes would have been helpful for the students. Finding a way to keep the students focused on guided reading discussions but allowing them to make notes in the e-reader is something that needs further research.

Each student in the guided reading group came into the intervention at least one full grade level below expected level. The rest of the scores were varied, allowing me to see that both comprehension and fluency were skills that needed to be addressed within the guided reading group. With this in mind, I began to plan my

first guided reading sessions. By looking closely at student need, I was able to focus my instruction on the specific needs of each student. For example, Lela needed more guidance with fluency, so in two different sessions I prompted her with meaning making systems to help her decode words. In the beginning guided reading sessions, her accuracy was between 85-90%, but as the sessions progressed, her accuracy improved to 95%-98%. Deshawn often had misunderstandings of the events taking place, so I was able to direct him back to the print text in order to build background knowledge on a new topic for him. Austin often made connections from his own experiences to the new text, so I was able to build on his thinking to help the group gain a deeper understanding. By integrating multiple texts, both print and digital, I was able to see these skills transfer across mediums.

Each student showed growth in all areas over the course of the intervention. In Table 4 you will see a comparison of each student's beginning score (winter, 2014) and ending score (spring, 2015) using the DRA 2, the AIMSWeb MAZE (comprehension), and the AIMSWeb RCBM (fluency). Table 4 documents the impressive gains of each of these students labeled as 'struggling' readers; 10 point increases in half of a year are well above normal developmental gains on these tests.

Table 2
Growth in Performance Information for Participants from Winter to Spring

Student Name ¹	DRA ² beginning	DRA ² end	AIMSweb Maze ³ (Comprehension) Beginning	AIMSweb Maze ³ (Comprehension) ending	AIMSweb RCBM ⁴ beginning	AIMSweb RCBM ending
Austin	38	60	12	33	108	140
Rose	40	60	22	33	137	160
Lela	38	60	15	23	77	114
Menique	38	50	13	26	130	148
Deshawn	38	50	18	28	106	153

¹All student names are pseudonyms.

²The Developmental Reading Assessment (DRA) given is a grade level equivalence for instructional texts, or texts that a student can read with support from a teacher. A 38 is equivalent to the end of 3rd grade, a guided reading letter of N-P. A 40 is equivalent to the beginning of 4th grade, a guided reading letter of P-R. A 50 is equivalent to the beginning of 5th grade, a guided reading letter of T. These are approximate grade levels for students using this particular assessment.

³The AIMSweb MAZE tests student's ability to read a 100 word passage in three minutes and select the correct word choice to make sense in the story. The target for 5th grade winter is 21. This shows that all students, with the exception of Rose, are significantly below the target. These students need scaffolding and modeling of comprehension strategies and skills. The target for 5th grade spring is 25.

⁴The AIMSweb RCBM tests student's ability to read a passage fluently in one minute. Student's miscues are marked, as well as ending point in the story at the completion of the minute. The target for 5th grade winter is 28. All students, except Rose, are significantly below the target, meaning that modeling and practice with fluency (speed, intonation, and accuracy) should take place daily. The target for 5th grade spring is 43.

These changes show more than typical growth within my classroom. On average students only grow one year in the DRA. Once the DRA gets above a level 40, the assessment is only given in one-year increments making it more difficult to show student progress. The AIMSweb scores are also not typical growth. Students on average grow 5-8 points on the MAZE test, hitting the targets or just slightly above. On the RCBM test, this growth is typical, with students having had more exposure to reading aloud and become more familiar with this type of text. While these scores show significant growth, it is important to keep in mind the additional data that supported student development. The conversations that took place and the unpacking of student utterances led to a deeper understanding of student's literate identities.

An emerging framework for instructional design

A text set, time, and negotiation of space were all important aspects of the guided reading group that took place during this study. Over the course of 11 weeks, a great deal of information was introduced and processed, and there was a great deal of student growth in a variety of areas as well. My detailed research on an intervention of adding digital texts and print texts into guided reading groups provides teachers with an additional positive way to support students who might be considered “struggling” in certain kinds of texts in the literacy classroom. Many practices and processes took place during this instructional time, and with reflection on each of the phases of guided reading, beginning, middle, and end, I now present an emerging/nascent framework to help teachers understand how this intervention could be appropriated used in their own classroom.

Figure 1 provides a framework for the beginning guided reading sessions. At the center is literate identity. The goal of guided reading is to help students, particularly struggling readers, build a strong literate identity. In the beginning, several supports should be put in to place in order to help students begin to recognize and shape their literate identities. The first supporting factor is student engagement. Allowing student choice and voice in topic or theme provides students a sense of ownership and builds agency that allows students to speak for themselves. Teachers must think strategically about the ways to integrate all group members’ interests, and one way to do this is through text sets. By using text sets in guided reading, teachers can build higher level thinking skills across a variety of modes and instructional

levels (Robb, 2002). It is important to keep the text set open, as student discussion and inquiry should drive additional text selection.

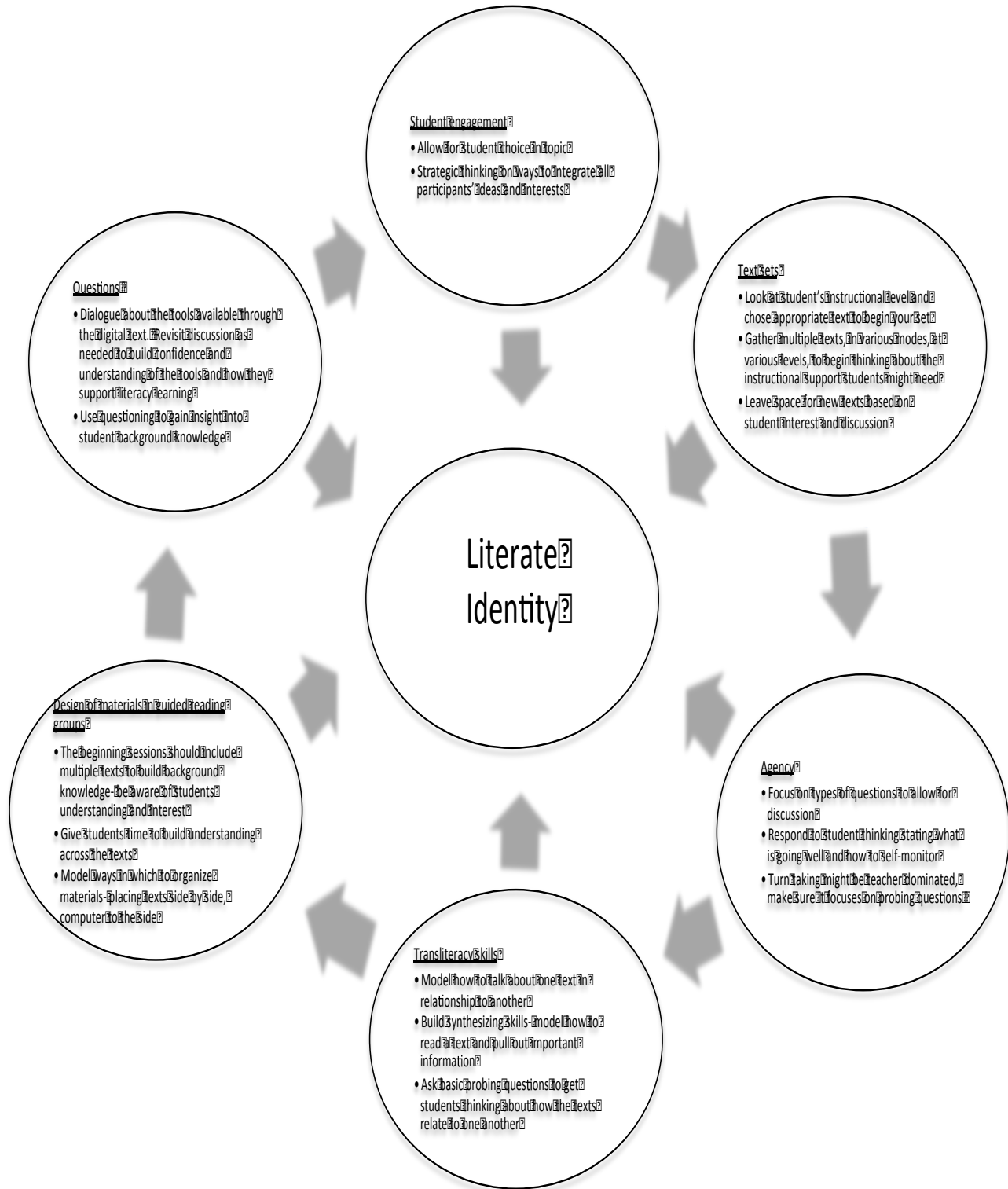
It is also important in the beginning stages to reflect on teacher interaction. At this stage, the teacher might be doing most of the turn taking, which can be beneficial if modeling of questioning and self-monitoring is taking place. Questioning strategies must be used and reflected upon in order to get the most out of the guided reading sessions. In order to help students build agency, the teacher should be asking “what-if” questions and allowing students to think through reactions and feelings. The teacher can provide students with feedback on what is going well and help them think critically about the text that is being read (Johnston, 2004). By engaging in these types of interactions, teachers are not only helping students build agency, but also beginning to lay the foundation for transliteracy skills. As students begin to read across multiple texts, they will need support in order to engage in discussion around all of the information. Again, question stems must be well thought out and include things like, “How is this information similar to what you have read previously?”. By stopping at various points in the text, the teacher can model how to pull out important information and help a student begin to build synthesizing skills. Reflecting on questioning strategies and continually asking students probing questions will help students build foundational skills in both agency and transliteracy skills that will be revisited throughout the guided reading sessions.

Figure 1.1

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Emerging framework of instructional practices in beginning guided reading sessions.

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Moving into the middle sessions of guided reading, teachers can dig deeper into the ways in which students are creating literate identities. Looking at Figure 2 you can see questioning becomes a major focus during the middle sessions, helping students dig deeper into discussion about and across texts. At this stage, questioning moves into probing questions allowing for more student discussion and less teacher direction. Students are beginning to think critically about the text by looking at multiple perspectives. The use of the text set can really drive this type of instruction. By engaging students in this type of discussion the teacher can gain insight into student understanding, previous experience, and the way in which students are beginning to view themselves as literate learners. Encouraging engagement gives the students voice and allows each of them to feel valued and heard by others in the group (Davies, 1990). Students engage in agentic talking and are beginning to build successful literate stories.

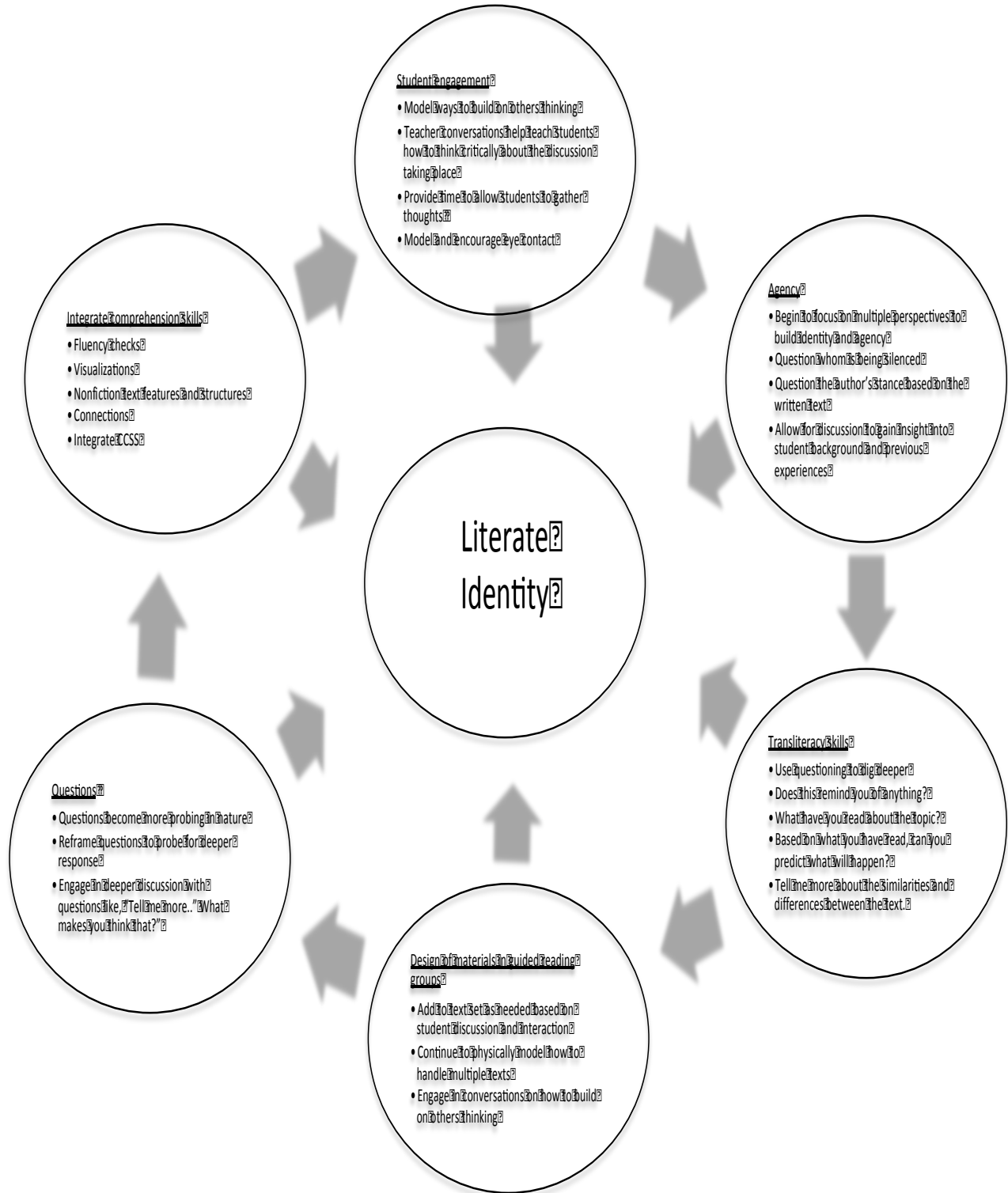
Each of these components are revisited and integrated throughout the middle sessions. The types of questioning used are applicable to all texts in the text set and can be used in both digital and print text. The goal of engaging students in discussion across the multiple text is not only to help them build literacy skills, but to help them internalize literate identities that can be applied in any situation. By continuing to engage in literate discussions, the teacher can get valuable information about each student in the guided reading group.

Figure 22

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Emerging framework of instructional practices in middle guided reading sessions.

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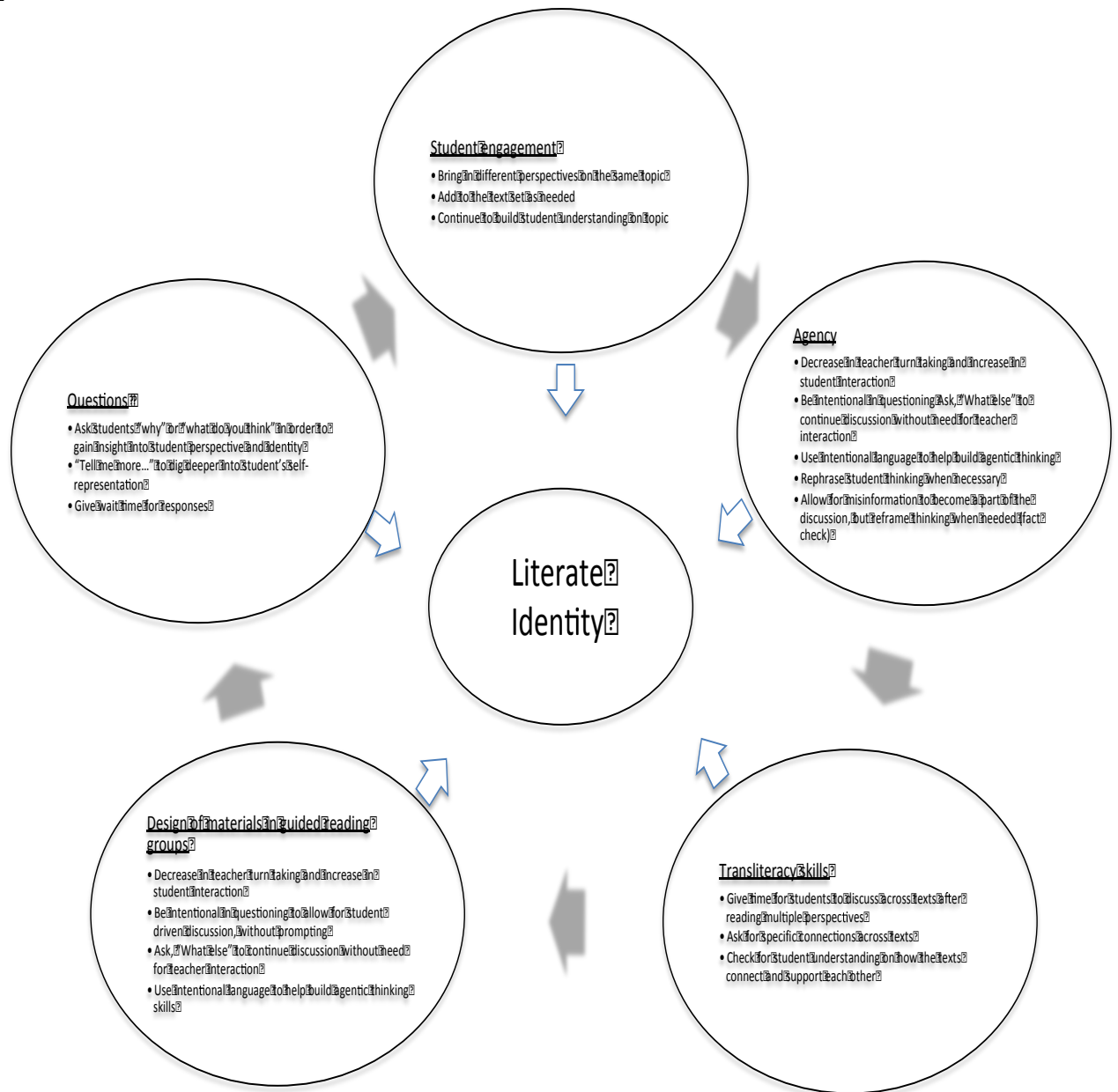


As we move into the final guided reading sessions, students have built a great deal of background knowledge and have activated schema around the topic. At this point, teacher turn taking should drastically decrease and students should be engaging in conversations that showcase the transliteracy skills they have built throughout the beginning and middle sessions. One way teachers can engage students in this type of discussion is through the integration of critical literacy questioning. With background knowledge activated, and multiple perspectives on the topic, students should be able to discuss who is being privileged in the text, who is being silenced, and share their thinking around these topics. Giving students the opportunity to think critically about the topic will deepen their understanding and provide further insight into the identity they are forming. Again, teacher feedback and affirmation plays a role in student agency and identity. The language that teachers engage in with the students helps them to learn to be flexible and transfer their skills from one text to another (Johnston, 2012).

As students begin to openly discuss their transliteracy skills, misinformation might become a part of the discussion. The way a teacher handles this can be influential in student agentic thinking. It is important to acknowledge student learning and affirm the integration of new information, however it might be a time to bring in a new text to fact check the information or reframe student thinking around the misinformation. The teacher can praise the new idea and reframe student thinking by engaging in discussion around a new text that clears up misunderstanding.

As with each of these emerging models, the components are revisited often throughout each section of the guided reading sessions. Teacher interaction through discussion and feedback should take place during every guided reading sessions.

Figure 3.2
Emerging framework of instructional practices in guided reading sessions.



Text sets within guided reading

The use of a text set, both digital and print, was an affordance to the study. By giving students multiple texts, using multiple modes, and across various readability levels, students were able to participate in meaningful discussions around critical topics (Robb, 2002). Research has found that well thought out text sets help promote authentic learning, as well as develop literacy skills (Coombs & Billingham, 2015). These text sets are often teacher driven, in order to help students learn something specific or be able to do something specific at the end (Kern, 2014). Within my study, I wanted to create a space where students could read different things about a topic that interested them, as well as engage in conversation that would help them reframe their literate identities and build agency and transliteracy skills. To do this, the topic was student-driven, leading to engagement and relevance across the various texts. By engaging the students in a discussion around topics that interested them, I allowed the students to have voice (Davies, 1990) and began to open the space for reframing and building agency within the struggling readers of the group. I chose the initial text, *Who Was Anne Frank?* (Abramson, 2007) based on the groups' discussion on topics. As I began to think about the background knowledge needed for this topic, I found another print text about World War II; however, this text was at a much higher readability level. While I knew this could be difficult for these readers, I also knew that the support of the e-reader and the open space for discussion would help these struggling readers navigate this more challenging text. At this point, I had several ideas of other texts that would support student learning; however, I wanted to see where the group discussion would take us and add to the

text set as we went along. By thinking more openly about texts sets I was inviting students to read across various textual platforms, as well as engaging them with texts that were more complex. I also kept in mind that all of the members of the group had stated in their initial interview that they were familiar with reading digital texts, specifically websites, articles on the Internet, or e-books on a tablet or iPad. These students brought a new experience to literacy learning, one of a digital native that had the background knowledge necessary to access multimodal text (Prensky, 2001). This was particularly important for these struggling readers because the digital text, both the e-reader and other forms, engaged them with tools they were familiar with, but also scaffolded their literacy learning. By taking notes and reflecting on the discussion during guided reading, I was able to provide the support needed for each student to practice literacy skills across multiple texts (Moller, 2004). In the beginning guided reading sessions students needed modeling in order to navigate the traditional and digital text together. Figuring out the space and organization with multiple texts was a challenge for the students, leading to a weakness in discussion and interaction. Towards the middle sessions, students began to build transliteracy skills that helped them to navigate between two texts. The students began to take information from one of the print texts and synthesize it in order to understand the e-book better. By the ending sessions, students were able to verbalize what one text provided that another did not, increasing their understanding of all texts. Students built skills in connecting, summarizing, inferring, and synthesizing.

Throughout the guided reading sessions I often prompted students with questioning. In the beginning sessions, I did most of the talking, leaving little time

for student discussion, even when using questioning strategies. This led to students relying on me to keep the discussion going. As I reflected on the lessons, I noticed this and became more aware of my turn taking and the types of questions I was asking. Towards the middle sessions, I began to refocus my questioning to lead to more clarifying questions or probing for text evidence. I hoped to get the students to go back into the e-reader to support their thinking with actual quotes from the text (Common Core State Standards, 2010). This was an area of weakness for the design of the study. If students had been taught to use the notes tool, or if I had allowed them to flag places in their reading, it might have helped the group to dig deeper into text evidence (Beach, 2012; Larson, 2010). Even though students did not use the notes tool, by the end sessions, students were able to state specific texts from the set in which they found their information. I believe part of this is due to the fact that students had choice in the texts, which led to engagement and relevance. The group began to give evidence without prompting and supported their thinking with little guidance from me.

Student strategies and identities

In the beginning guided reading sessions students looked to each other or the text to carry on a conversation. Piggybacking off of another member of the group was common or students would wait for the teacher to talk or ask probing questions. This led students to re-voicing comments that were made previously or re-voicing straight from the text. With little background knowledge and understanding of World War II, the discussion was very much teacher led. Students self-represented as those who needed others in order to make sense of the text. Discussion centered on what

was just read in the text or an agreement with someone who shared his or her thinking. Without the utterance of others or the re-voicing of the text, very little discussion would have taken place.

Literate identities were still forming, making it difficult for risks to be taken. Very few perspectives were shared, and, if they were, it was often “I agree with...” However, as the middle sessions progressed, students began to find their voice, building a sense of understanding and agency. Students were able to connect their thinking back to the Anne Frank website, or to the print text about World War II. The group members were beginning to express their feelings and understandings of what was taking place in Anne Frank’s life, showing that schema were built and students were connecting ideas and thoughts.

By the end sessions, students had found their voice and viewed themselves as knowledgeable and able to voice their opinions without restraint. Student modality become very strong and many beliefs were repeated numerous times throughout the ending sessions. By reading across multiple texts, particularly about Anne Frank, students were able to read different perspectives on the same topic, helping them to form opinions. Students respectfully disagreed with other students and gave reasons why. Reflecting on the emerging model, probing questions really played a role in developing support for thinking. By consistently asking, “Why do you think that?” students began to self-monitor their thinking (Johnston, 2012). Students self-represented through strong modality about the injustice they felt were taking place. I was given insight into the personal beliefs of each student as they discussed how they felt about Hitler and about Anne Frank. I also noticed that students focused on

information that they had gained across the texts. Students gave specific examples as to how the print text gave quotes, but the e-reader was like a real book. Students found that all of the texts had similar information, but it was given in different ways. The discussion was student prompted for the most part and my main role was to probe for further understanding or evidence. Students built on the multiliteracy skills they had developed, increasing comprehension skills that transferred to other texts (See Table 3).

Using digital tools in dialogic ways

When using e-readers or digital text within guided reading, the teacher must also be intentional in modeling and scaffolding discussion expectations (Tella & Mononen-Aaltonen, 1998). Early within my guided reading sessions, students were more focused on the digital text than looking and responding to other students. Through modeling of putting the e-reader down, through prompting students to add on to other's thinking, and through modeling how I personally connected with other students, the group started to pick up on some of those social interactions even though digital text was present (Wright, Fugett, & Caputa, 2013). When computers were used to read on the Internet, students struggled to look beyond their computers and engage in discussion. Giving students time to read in this virtual world was important. The students needed time to think about how to read up and down the page, how to navigate which hyperlinks they wanted to explore, and to decide if the information they were reading was even needed (Thomas, et al., 2007). Even when students were asked to share their thinking, other students still moved the screen and kept reading and scrolling, not interacting. In reflecting on this interaction, I realize

that the students needed the time to just engage in this digital world. The expectation of having them interact within minutes of beginning their reading in this digital space was unrealistic. Looking at discussions that took place after reading the digital text, students recalled information that was learned and even stated specifically where the information was found. However, as the sessions went on, especially by the end sessions, students were able to put all the texts down and build on each other's thinking. It took modeling and prompting from the teacher in order for students to develop these habits and internalize them, but using digital literacy, along with print texts, in guided reading enhanced the conversations that took place in guided reading groups (Roschelle, et al., 2000).

Contributions

This study brings in a new way of thinking about guided reading using digital text. Guided reading has a clear set of characteristics that define implementation including the use of an appropriate level text, book introductions, reading of the text, and work around the text (Fountas & Pinnell, 1996). By integrating a text set with both digital and print text students were able to read texts at various levels with teacher and peer support. This reframes the definition of an appropriate text to one that supports student understanding not one that is read with 95% accuracy. Many components of the guided reading sessions stayed the same with introductions, focus on word work, reading of the text, and discussion around the text; however, the use of a digital text provided the students with an additional layer of support and engagement. Drawing on Larson's (2009a) study of the use of e-readers with struggling readers, I found that the members of the group were fully engaged when

using digital text, often times getting lost in the digital world. The ability to navigate digital texts to find answers to lingering questions opened up new possibilities for these students who were considered struggling readers. The ideas that they had were being valued and heard, allowing them the opportunity to reframe their identity around literacy, particularly with digital texts that are familiar to them in their home environments. Rethinking guided reading groups to include digital texts supports student learning and engages them in ways that they have not been engaged before.

The goal of guided reading is to meet the needs of all students, teach students to read increasingly difficult texts, and to help them construct meaning while problem solving during reading (Fountas & Pinnell, 2001). This study adds a multimodal layer to the definition of guided reading. Drawing on Kress's (2010) definition of multimodality, this study looks closely at student images, gestures, and layout of the guided reading groups and how those modes are used while communicating with others. Within a classroom setting it is difficult for a teacher to stop and analyze the nonverbal interactions that are taking place. The nonverbal modes provide a layer of information about student background and understanding that cannot be found from just the transcriptions or observations alone.

Another contribution is to the research around literate identities. Students come to school with a variety of identities and these influence what the student might say, do, or how they act. Skerrett (2012) found that individual experiences, both socially and culturally, that have been built over time could influence reading identities. This study adds that space and relationships specifically impact a student's literate identity. With the integration of digital literacy, this study finds that students

need time and space to navigate the digital world. Students need the time to scroll through a screen, make decisions about what links to click on, and to read and understand the most important information on the page. By allowing students to get into this digital world and build understanding, literate identities were being reframed as knowledgeable, capable readers. Another important aspect of literate identity is relationships. The type of language used by the teacher strongly impacted student learning. Within this study I had built a strong classroom community that allowed students to take risks. As students built more background knowledge within this guided reading setting, voices became stronger and students began to share their thinking around the topic. My probing questions allowed them to think deeper and encouraged the group to build on one another's ideas. The field of guided reading often looks at the student learning outcomes; however, it is important to look closely at the space that is provided for the students, as well as the relationships that have been built to allow a safe environment for learning, making mistakes, and growing.

Suggestions for teachers

According to Johnson (2014), "The way children learn to engage with digital environments today will impact their literacy future in important ways" (p. ix). Baker, Pearson, and Rozendal (2010) ask why school curriculum continues to limit literacy curriculum to traditional reading and writing skills with printed text. They find that if this continues to happen, students will not be prepared for the future. Teachers must begin to view digital text and online reading as a context in which to read. According to Leu, Coiro, and Commack (2004), digital literacy encompasses a

range of skills and strategies that are necessary to adapt to the ever-changing information that is a part of our world.

By integrating digital text, specifically the e-reader, into guided reading groups, I was able to engage students with digital environments that will continue to be present in their education. Since so many members of the group had experience with e-readers, I also knew that I was bridging a gap between home and school literacy in terms of using these tools for academic learning. In order to make the use of the e-reader or digital text successful in the guided reading group, particularly with struggling readers, the teacher must be very intentional in planning and reflecting on the responses and literacy learning taking place within the group. Often times my reflection came in terms of integrating new texts or by rethinking the types of questions that I asked. A text set with both traditional and print texts demonstrated to be a supportive way to integrate digital literacies into guided reading. Giving students the opportunity to build transliteracy skills is also important in our ever-changing definition of literate students (Jaegar, 2011). Providing modeling with both digital text and print text and guiding students on how to navigate between the two strongly supports the struggling reader in building transliteracy skills. Teacher talk should be centered on the ways in which the teacher is learning and understanding the different texts and how the information from each supports learning and understanding (Johnston, 2004). Then, allowing students to explore and practice these transliteracy skills in a safe environment that provides scaffolding, the teacher can help the struggling reader become confident.

As I found in my guided reading sessions, by the end of our group, many of the students had internalized transliteracy skills and were reading across a variety of texts. By giving students this opportunity, the teacher is helping them to become readers in the 21st century.

Limitations

The major limitation of the study was the relatively small sample size. Five struggling readers were participants in this study from one classroom in a small Midwestern school district. It is difficult to make grand generalizations about the ways in which other guided reading groups would self-represent and interact while using digital and print texts based on this one sample. While the data were collected and analyzed through a rigorous process using qualitative analysis methods, the findings from this dissertation should be viewed as a type of case study on the way in which one small group of students built transliteracy skills within a guided reading setting. My belief is that the findings here can be approximated in other settings with similar students. The experiences of each student, both in and out of school, must ultimately be considered as factors in how they learn to represent themselves as literate learners.

Another limitation is the role of the researcher. I was continually changing roles: the teacher, the observer, the researcher, and the analyzer of the data. However, as Merriam (2009) states, “Since understanding is the goal of this research, the human instrument, which is able to be immediately responsive and adaptive, would seem to be the ideal means of collecting and analyzing data” (p. 15). The role of the researcher might be a limitation but the rich sources of data, the ability to cross

check data, and my personal connections with the students created an advantage in qualitative research used in this study.

During guided reading groups I stopped students and asked them to share with me their thinking about the decisions they are making in regards to literacy tools. During this retrospective talk I was breaking up the reading process by asking students to give me insight into the specific tools and strategies they were using in that moment. I asked students to discuss how they were reading across both texts, and how they decided which text to look to for information. I also changed the reading process by stopping students in the middle of their thinking. This cross talk increased the students' metacognitive potential by having them stop and think about their own thinking.

Another limitation might have been that the students did not engage in using the tools available to them on the e-reader. I did not specifically engage them in using the highlighter or notes tool in order to help them keep a trail of their thinking as they were reading. These tools could have been an affordance to them and provided them another opportunity to engage with the text (Larson, 2010). It could have also provided them with text evidence when discussing with others. The model of the e-reader also plays into this limitation, not allowing for features such as text-to-speech that would have helped students focus on comprehension skills, not just decoding (Silver-Pacuilla & Fleishman, 2006).

Suggestions for future research

Curriculum standards within the United States still view literacy as mostly text-based and value high stakes testing as a measurement of student ability. Digital

texts are viewed as supplementary resources to help students find information, rather than a new learning style that must be embraced in order to help students become successful literacy learners (Greenhow, Robelia, & Hughes, 2009). According to McKenzie (2009) schools must move into the 21st Century and provide students with the tools needed to develop digital literacy skills. She also states that digital texts engage struggling readers and connect technology and learning. With this shift in digital thinking, educators must find ways in which digital literacies can be used not only in the classroom, but also in the library and other special classes. I found that using a text set, with both print and digital texts, in guided reading groups was one successful way to integrate digital text into the classroom. However, at the beginning of my study, the students struggled to engage with each other and myself about the text that was being read digitally. Another study might focus on the ways in which teachers can develop conversational moves while using digital texts with students. I found that as I modeled ways in which students could converse and asked probing questions, students slowly began to interact with each other using the e-reader. It took time to develop and naturally occur within the group.

If I were to use e-readers again in my guided reading groups, I would think about ways in which I could frontload the conversations and prompting to help increase discussion earlier in the guided reading session. I would also think about the ways in which I ask students to engage around the other digital text we used, websites. In my study we only used the website twice in the beginning sessions, therefore I do not feel I have enough information or insight into the ways in which guided reading groups can use this digital text. If I were to recreate the study, I

would integrate more digital texts in the form of websites to aid in discussion and allow for student exploration on lingering questions. It would also be a way for me to sort through the claims of multiple perspectives that students made at times within the sessions.

New information might also emerge when students engage in newer models of e-readers or tablets. How would the tools afforded to them help or hinder the discussion or interaction? Without the use of the tools in my study, it still took students a significant amount of time to begin to interact and engage with each other across the different texts. Next time, I would look for newer models of e-readers and I would spend time discussing the tools available to the students on the e-reader. I would be interested to see if the use of highlighting, bookmarks, or notes would help increase text evidence during discussion. I would also be interested in the way in which students interact when they have digital notes, not notebooks in front of them. It might also free up physical space that would help students navigate multiple texts differently. By looking closely at a group of students who had different experiences with e-readers, literacy teachers might find new patterns in the ways in which students take digital notes and then use those notes to engage in discussion. If using a tablet, the ability to read across digital text might also be different, with students having the ability to use the Internet on the same device as the e-book. I would recommend that a similar study be created to see how transliteracy skills improve when a student has immediate access to both e-readers, the Internet, and print text. This might give an even deeper understanding to the way readers build multiliteracy skills in guided reading groups.

This Action Research project was focused on studying how digital literacy could be integrated into guided reading groups with struggling readers. I feel that the integration of a text set, with both print and digital texts, has been successful in embracing the use of technology in a new way within the classroom. By reflecting on the processes that transpired while working with the guided reading group, I learned how important dialogic teaching can be when using digital text. My language not only impacted student identity and agency, but it modeled and set expectations for the ways in which students discussed across print and digital text. I know I will be aware of my language impact and the types of questions that I ask in future guided reading sessions, as well as whole class instruction. Teachers can take this emerging framework for using digital literacy within guided reading and continue to learn how to integrate digital text into work with struggling readers. With continued research in this area, we can continue to support our digital natives who might struggle with traditional print literacy skills.

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Appendix A

Emerging themes from transcribed reading groups

What are the affordances and constraints of my instructional design with regard to supporting students' literacy development?	Common theme	Examples
	Digital literacy tools	Meeting 1: line 16-18; line 39-42; 49-51; line 160-162; 171-177, 603-605; 614-619 Meeting 6- line 21
	Questioning -to clarify -for support -to infer	Meeting 1-line 30, line 190-191; 442, 629-630 Meeting 3- line 163-165 Meeting 4- line 37-38; 44-45; 50-51; 58-59; 69-70; 75-76; 93-95; 108-110; 138-139; 163-169;220-221;245-247 Meeting 6- line 124-137 Meeting 8- line 62-63; 76-80; 108; 159-162; 209-212; 364-366; 411-413
	Transliteracy Bush Jaegar	Meeting 1-line 600-602; 622-630 Meeting 3- line 14-18; line 228-232 Meeting 4- 245-247 Meeting 6- line 160-163 Meeting 7-line 3-17 Meeting 8- line 206-207; 400-403; 411-413
	Critical literacy -perspective -silenced	Meeting 8- line 241-242; 277-279
	Inviting all to participate in discussion	Meeting 1, line 647-651 Meeting 7- line 92; 107; 184 Meeting 8- line 23-24; 62-63

<p>What are the affordances and constraints of my instructional design with regard to supporting students' literacy development?</p>	<p>Common theme</p>	<p>Examples</p>
	<p>Digital literacy tools</p>	<p>Meeting 12- line 73-77</p>
	<p>Questioning -to clarify -for support -to infer -activate schema - teach skills (ex- NF text structures)</p>	<p>Meeting 9- line 7-8, line 55-57, line 101-103, 129, pine 160-162, 185-86, 197, 219-220, 270-271, 291, 303-304, 310-311, 342, 361-362, 375-376, 381-382, Meeting 10- line 11-12, 19-20, 39-40, 42, 57-58, 65-66, 79-80, 130-132, 145-146, 156-157, 161-165, 173-177, 182-183, 187-188, 205, 214-215, 244, 251-252, 266-268, 279, 293, 309-311, 318-321, 335, 361-362, 383-384, 407-410 Meeting 11- line 12-13, 25, 58-59, 70-72, 99, 105, 129-130, 156-57, 174-75, 188, 206, 224-226, 258, 262-263, 271-273, 279, 283-289, 293-294 Meeting 12- line 6-7, 14-15, 31, 41-42, 50, 58-60, 80-86, 103-104, 115-16, 129-132, 137, 169-172, 189-190, 198, 211-213, 220-222, 227-230, 246 Meeting 13: line 61, 67-68, 73-74, 193, 197, 201-202, 235, 243-244, 370, 382, 390, 407, 416, 425</p>
	<p>Transliteracy Bush Jaegar</p>	<p>Meeting 9- 317-321, 353-357, Meeting 10- 94-95, 99, 156-157, 161-165, 173-177, 411-413 Meeting 11- Line 105, 129-130 Meeting 13- line 279-280, 284-285, 291, 293-321</p>
	<p>Critical literacy -multiple perspective -silenced</p>	<p>Meeting 10- line 357, 361-362, 383-84, Meeting 11- 156-57, 206-208, 212, 224-226, 230-233, 242-251, 257,258, 262-263, 271-273, 279, 283-289, 293-294, 298-304, 308-309, 313-315, 325-338, 342-348, 355-359, 363-365, 371-373, 385-401, 405-408</p>

		Meeting 13- line 2-7, 201-202
	Inviting all to participate in discussion	Meeting 9- line 278-279 Meeting 10- line 6-7 Meeting 13- 103-104, 117-118, 122-123, 132-133, 148, 157-159, 264

What are the affordances and constraints of my instructional design with regard to supporting students' literacy development?	Common theme	Examples
	Digital literacy tools	Meeting 17- line 625-642 Meeting 19- line 138-145, 149-152
	Questioning -to clarify -for support -to infer -activate schema - teach skills (ex- NF text structures)	Meeting 14- line 5, 12-13, 26-27, 68, 72, 99-100, 115, 139, 151, 167, 197-198, 213-14, 226-27, 240-41, 253, 261-62, 290, 407-410, 413-414, 464, 478-79, Meeting 15- 66-70, 80-84, 129-135, 139-143, 147-152, 156-157, 195-198, 202, 228-231, 265-266, 274, 280-81, 285-87, 295, 305-307, 314-319, 339-340, 344-345, 374, 387-392, 412-413, 433-439, 500-503, 515-518, 541-543 Meeting 16- line 7, 20-21, 38-43, 47-49, 61, 69-72, 83, 98-99, 119-120, 127-128, 150-151, 152-159, 181-184, 207, 216-217, 239-245, 249, 298, 321, 358-360, 388-394, 404-405, 423, 439-442, 502, 525, 558-559, Meeting 17- line 8-12, 16, 22-24, 28, 42, 47-48, 79-81, 110, 115-116, 121-122, 129-130, 136-138, 157-161, 180-181, 185-86, 196-97, 201, 218, 235-36, 250, 265-267, 281-282, 286-290, 313-316, 348, 374, 411-412. 455, 468-473, 488-490, 499-500, 504, 509, 527-28, 533, 570-71, 575-76, 587-89, 599-602, 612, 678-680, 720-21, 725-26, 730, 746-47, 751, 757-58, 871-873, Meeting 18- line 5-6, 10, 40-41, 64, 77-78, 82-83, 87-88, 114, 124, 202, 266-67, 271-73, 278-79, 305, 349-354,

		425-426,434-35, 516-520, 549-550, 582, 601, 618, 627, Meeting 19: line 2, 6-7, 51-52, 59-60, 121, 127, 154-55, 159, 167-68, 213, 217-18, 225, 255-259, 303-304, 310-11, 318, 379-380, 384, 394, 398, 415, 441, 523-527, 565-566, 570-571, 603-04, 623-24, 636-638, 672, 705, 724, 744, 815,
	Transliteracy Bush Jaegar	Meeting 14- line 177-178, 284-86, 330-332, 334-354, 379-383, 500-503 Meeting 15- line 35-41, 48-64, line 66-70, 72-75, 80-84, 86-90, 94-102, 109-122, 353-355, 363-367 369-370, 433-439, 446-450, 463-474, 500-503, Meeting 16- 152-159, 358-360, 369-372, 374-377, 144-147, Meeting 17- 44-45, 59-61, 65-72, 83-84, 614-620, 652-665, 778-781, 783-794, Meeting 18- line 69-72, 236-248, 319-323, 349-354, 440-42, 516-520, 549-550, 556-579 Meeting 19- line 206-209, 231-234, 449, 458,465-466, 887-889, 905, 946,
	Critical literacy -perspective -silenced	Meeting 14- line 269-271, line 350-354, 435-439, 441-442 Meeting 15- line 16-17, 35-41, line 109-122, 139-143, 147-152, 159-162, 166-173 Meeting 18- line 5-6, 10, 278-79, 305, 376-377, 379-423, Meeting 19- line 465-466, 474-503, 523-526, 570-71, 603-04, 623-24, 636-638, 805-813, 822-831, 833-837
	Inviting all to participate in discussion	Meeting 19- line 61-62, 11-113, 117, 398, 410

Appendix B**CDA Emerging Themes Table**

When students are invited to read both traditional print texts, e-readers, and other digital texts, what kinds of strategies and identities do students display across these reading environments?	Genre	Examples
	Piggybacking/chaining	Meeting 1: line 85-87 , 108-113, 140-151, 684 Meeting 2: 204-207 Meeting 3: 200-206 Meeting 7: 173-186 Meeting 8- 65-71, 82-87
	Intertextuality/revoicing	Meeting 1: 125-128, 132-136, 193-205, 221-235, 237-242, 653-670, 698-702 Meeting 2: 142-152, 165-168, Meeting 3: 43 Meeting 5: 45-47, 64-71, Meeting 6: 151-158 Meeting 7: 40-43, 52-56, 69-71, 209-212, Meeting 8: 6-7, 32-34, 96-100, 117-119, 191-197, 267-271,
	Style	Nominalization of Germans, “they”, Jewish, “her”

	<p>Active voice “I think” “He was” “I needed” “I was just thinking” “I went to more...I was just reading” “No, I said...” “I know”</p>	<p>Meeting 1: 207-212, 704-707, 142-146, 154-156, Meeting 3: 59-61, 65-67, 116-119, 142-154 Meeting 4: 55-56, 72-74, 115-123, 234-237 Meeting 5: 31-35, 69-71, Meeting 6:151-158, Meeting 7: 52-54, 98-99, 121, 126-134 Meeting 8: 423-424, 463-469</p>
	<p>Passive voice Making statements into questions, L: uhm 7 times Losing train of thought, or unsure</p>	<p>Meeting 1: 412, 458-59 Meeting 2: Meeting 3: 180-182, Meeting 8: 93</p>
	<p>Discourse</p>	
	<p>Utterance -connections to self or previous text</p>	<p>Meeting 1: 698-707, Meeting 5: 31-35 Meeting 7: 170-171 Meeting 8: 237-239, 463-469</p>
<p>Strong case for modality throughout- stick to beliefs and repeat often</p>	<p>Modality High commitment to Beliefs/values -the attic being a place she hid - Hitler being the worst man alive -feelings of Jewish children</p>	<p>Meeting 1: 704-707, Meeting 2: 254-270, 276-281 Meeting 3: 59-61, 65-67, 72-75, 142-154, 177-182, 199-202, Meeting 7- 126-134, Meeting 8: 164-183, 191-197, 267-271</p>

When students are invited to read both traditional print texts, e-readers, and other digital texts, what kinds of strategies and identities do students display across these reading environments?	Genre	Examples
	Piggybacking/chaining - followed by own thought	Meeting 9: line 35, 257 Meeting 10: line 39 Meeting 13: 136
<ul style="list-style-type: none"> -Connects back to Internet site -Connects back to previous readings -More teacher prompting to read across text -Schema has been built, much more connections to previous knowledge and building responses on that 	Intertextuality/revoicing	Meeting 9: 147-151, 170-171, 178-183, 329-332, 365-367(text feature), 389-392, Meeting 10: 101-103, 200-212, 339-346 (text feature), Meeting 11: 132-138, 350-353 Meeting 12: 95-101, 118-120, 232-236 Meeting 13: 26-33, 171-175, 206-209, 215-225, 287-289, 427-435
	Style	Nominalization of Germans, “they”, Jewish, “her”
Voices became more confident and sure of Anne’s feelings	Active voice “I think” “I bet...” “OH!” “The pointing, the name calling,” “Rage” “He wanted to shame them”	Meeting 9: line 10, 23, 30, 36-38, 112-126, 348-351 Meeting 10: 75,77, 137-138, 142-43 Meeting 11: 198-199, 260 Meeting 13: 45-54(authors pt), 56-59, 70-71, 90-98, 199, 233,

	<p>Passive voice Making statements into questions,</p>	<p>Meeting 9: 297</p>
	<p>Discourse</p>	
	<p>Utterance -connections to self or previous text</p>	<p>Meeting 9: line 10-12, 23-33, 80-83, Meeting 10: 14-17, 22-30(activate schema), 142-154, Meeting 11: 102-103, 107-122 (Star of Fear), 141-144, 146-151, 161-164, 216-222, 269, 277, 281, 317-323(MBrown) Meeting 13: 246-252</p>
<p>Strong case for modality throughout- stick to beliefs and repeat often</p>	<p>Modality High commitment to Beliefs/values -terrifying, horrifying, scary -It makes sense -Amazed at how evil -The hatred, that hatred -angry, outraged - really sad</p>	<p>Meeting 9: 234, 242, 247 Meeting 10: 299-302, 313-316, Meeting 11: 27-37 Meeting 13: 15-19, 39-44, 90-98, 266-272, 392-395(attic)</p>
	<p>Information focus across texts</p>	<p>Meeting 13: 305-308, 314-321, 375-377</p>

When students are invited to read both traditional print texts, e-readers, and other digital texts, what kinds of strategies and identities do students display across these reading environments?	Genre	Examples
	Piggybacking/chaining - “I want to add to that” - “What I think A is saying is” - I disagree, I think	Meeting 14: 395-403, 405, Meeting 16: 266-269 Meeting 18: 120-122, 140-144 Meeting 19: 42-49
-Schema has been built, much more connections to previous knowledge and building responses on that -Predict/infer based on schema or others	Intertextuality/revoicing	Meeting 14: 74-92, 102-113, 129-132, 362-363, 385-393 (connect to deeper understand), Meeting 15: 109-122, Meeting 16: 213-214, 290-293 Meeting 17: 396-404, 446-453, 537-540, 604-610, 682-684, 813-821 Meeting 19: 123-125, 251-253, 291-298, 474-487
	Style	Nominalization of Germans, “they”, Jewish, “her”
Voices became more confident and sure of Anne’s feelings	Active voice “I think” “I disagree...” “Oh! I found something...” “that would NOT be comfortable” “I would...” “I can’t stay inside...”	Meeting 14: 66, 74-97, 234, 248-251(judging), 288, 489-491, Meeting 15: 347-351, 413-416, 483-492 Meeting 16: 108-109, 497-500 Meeting 17: 704-716, 810, 813 Meeting 18: 17, 22 Meeting 19: 339-343, 372-374

	<p>“Hey! I saw this...” M-“OHHHH!”</p>	
	<p>Passive voice</p>	
	<p>Discourse</p>	
<p>Discussion around topics, using “I disagree”</p> <p>Relate to previous text, repeat those phrases</p> <p>Trying to imagine Anne’s life through self-representation (can’t stay inside, can’t be stuck, depressed being caught, carefree for being freed,</p> <p>Use word parts to connect to real life- exterminator, detention, holding cell</p> <p>Perspective of Nazi soldiers</p>	<p>Utterance -connections to self or previous text</p>	<p>Meeting 14: 35-41, 216-221, 223-224, 236-237, 243-246 (at that time), 279-282, 305-307, 309-316, 318-328, 420-427, 489-491</p> <p>Meeting 15: 166-173, 182-184, 204-209, 236-254, 297-303, 323-326, 336-337, 403-407, 428-431, 483-492, 494-498</p> <p>Meeting 16: 63-66, 101, 143-144, 165-166, 349-356, 470-478, 480-483</p> <p>Meeting 17: 147-155, 356-361</p> <p>Meeting 18: 17-20, 22-29, 31-33. 35-36, 110-112, 126-128, 149-157, 170-174. 205-209, 220-223, 281-282, 289-293, 345-347, 392-400, 406-412, 416-418</p> <p>Meeting 19: 22-25, 31-40, 76-87, 188-190, 261-269, 282-285, 556-</p>

		<p>563, 626-634,640-654, 647-654, 709-711, 760-768, 805-813, 822-831, 833-834880-885, 952-953</p>
<p>Strong case for modality throughout- stick to beliefs and repeat often</p> <p>R consistently talks about faith, having faith</p>	<p>Modality High commitment to Beliefs/values</p> <ul style="list-style-type: none"> -He was smart enough -attic -annoyed, bored, sad -“Has faith in herself” -“Nothing to loose” -“She was publishing her book” -“Horrible, scary, dark -cows, animals with tattoo -I can’t picture it, I just can’t picture death 	<p>Meeting 13: 74-92, 153-165, 192-193, Meeting 15: 233-254 Meeting 16: 407-410, 425-432 Meeting 17: 30-40, 147-155(faith) Meeting 18: 43. 45. 50, 54, 315-317, 363-372, 511-514, 588, 593-595 Meeting 19: 382,386-390, 407-408(Hitler plain awful), 424-430, 489-493, 498, 546-563, 590-591,</p>
	<p>Information focus across texts</p> <p>“Gives quotes”</p> <p>“She said the same thing over here”</p> <p>“To know how she is feeling”</p> <p>“When I was reading that book...”</p> <p>-reads a different text to answer a ?</p> <p>-“Since I’m doing the project”</p> <p>-“Like a real book, informational narrative</p>	<p>Meeting 14: 177-178, 182-187, 292-302, 334, 340-343, 362-363, 439, 444-446, Meeting 15: 43, 48-49, 53-64, 72-75. 77-78, 86-90, 94-101, 109-122, 360-361 369-370, 383-385, 545-550 Meeting 16: 53-58, 108-109, 190-195, 234-237, 251-164, 338-342, 370-376, 548 Meeting 17: 44-45, 65-70, 74-77, 83-84, 203-205, 614-620 Meeting 18: 164-166, 356-357, 522-525. 527-529, 556-557, 565, 567, 571-574, 579 Meeting 19: 101-104, 173-174, 325-328</p>

Appendix C

Assent Forms



One University Blvd.
St. Louis, Missouri 63121-4499
Telephone: 417-230-1052
E-mail: alh423@umsl.edu

Assent to Participate in Research Activities (Minors)

Struggling readers use of literacy:

A focus on literate identities through reader response

1. My name is Mrs. Hughes and, as you know, I am your classroom teacher. I am also a doctoral student at the University of Missouri-St. Louis and, as part of my program, I will be conducting research in our classroom.
2. As part of your classroom routine, you participate in guided reading groups. This year, I will be integrating the use of e-readers into the guided reading group and want to study how this works. I am inviting you to participate in a research study that will take place September-December during the guided reading portion of the school day. I will be both the classroom teacher and the researcher during this time. The research will include video-taping of the lessons, interviews with you, and additional notes that are taken during the guided reading session.
3. If you agree to be in this study I will be observing you during guided reading groups. I will talk with you about your experiences with digital literacy and traditional books and will also look at recordings from your reading groups sessions.
 - a. I will interview you at the beginning of the study and during the study, asking you question about your reading and the use of different texts. The first interview will be audio recorded and the second interview will be video taped.
 - b. I will video record our reading group times.
 - c. I will ask you questions during reading group time that look specifically at your reading of the e-books and traditional print books.
 - d. We will look at records of your learning together to be sure that I capture exactly what you were thinking and saying about your literacy learning.

4. Being in this study will not harm you in any way. It is possible that you might feel badly about your reading when you answer some of the questions. If you do, please let me know.
5. You might find being in this study teaches you something about how you learn. It will give you the opportunity to look at the responses you make to reading and how you are learning to become a better reader.
6. If you don't want to be in this study, you don't have to participate. Remember, being in this study is up to you, and no one will be upset if you don't want to participate or if you change your mind later and want to stop. If you change your mind, please tell me. You will still be allowed to participate in the group with e-books, but you will be excluded from the recordings and interviews.
7. You can ask any questions that you have about the study. If you have a question later that you didn't think of now, you can call me at 417-230-1052 or ask me during class.
8. If you agree to participate, I will share the information with other people in the form of presentations and publications. You will be able to choose a pseudonym, or a fake name, that will keep your identity a secret. I will not share the video recordings of our groups with anyone, and all of the data I collect will be kept password protected on my home computer. I will share all of my data with you as we go along, and make sure that you agree with the information I have collected about your responses.
9. Signing your name at the bottom means that you agree to be in this study. You will be given a copy of this form after you have signed it.

Participant's Signature	Date	Participant's	Printed
Name			

Participant's Age	Grade in School
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Participant's Age	Grade in School
-------------------	-----------------

Appendix D

Consent Forms



One University Blvd.
St. Louis, Missouri 63121-4499
Telephone: 417-230-1052
Email: alh423@umsl.edu

Informed Consent for Child Participation in Research Activities

Struggling readers use of literacy:
A focus on literate identities through guided reading

Participant _____ HSC Approval Number

Principal Investigator Andrea Hughes PI's Phone Number 417-230-1052

1. As part of your child's regular classroom routine, they participate in guided reading groups. This year, I will be integrating the use of e-readers into the guided reading group and want to study how this works. I am inviting your child to participate in a research study that will take place October – February during the guided reading portion of the school day. I will be both the classroom teacher and the researcher during this time. The research will include video-taping of the lessons, interviews with your child, and additional notes that are taken during the guided reading session.

2. a) Your child's participation will involve:

➤ From September-December 2014, I will collect data from your child about their reading. The data being collected is as follows:

○ Interviews

- I will conduct a formal interview and an unstructured interview with your child. Your child will be asked about his or her experiences with literacy, specifically with a variety of texts, including digital literacy, traditional print text, magazines, articles, websites, etc. The formal interview will take place in our classroom and will be audio recorded. The unstructured interview will take place during guided reading groups and will be video recorded. The formal interview will take

approximately 20 minutes and the unstructured interview will take approximately 10 minutes.

- Video taping
 - I will video tape your child's guided reading group two times a week from September through December. I will use video data to look at your child's reading process while reading literature in traditional print format and on an e-reader.
- Your child will not be given additional work if they are participants in the study.

Approximately 5-8 students who struggle with reading will be involved in this research.

b) The research will take place over the course of 12 weeks, in which I will be collecting data during every guided reading group, up to three times a week.

3. This is a low risk study. However, your child may feel that they need to participate simply because I, as their teacher, am inviting them to participate. I will explain very clearly their rights as participants. Another potential risk is that students recognize that I am conducting the study with students who struggle with reading.
4. The use of the e-reader during guided reading groups is a benefit of your child participating in the study. Your child's participation will contribute to my knowledge of literacy, specifically the use of digital literacy with struggling readers and may help other teachers and school districts focus on ways to improve literacy instruction.
5. Your child's participation is voluntary and you may choose not to let your child participate in this research study or to withdraw your consent for your child's participation at any time. If you choose to withdraw please call or contact me and I will no longer include your child in the study. Your child may choose not to answer any questions that he or she does not want to answer. You and your child will NOT be penalized in any way should you choose not to let your child participate or to withdraw your child. If your child chooses not to participate he or she may stay in the reading group reading literature in traditional print format and on an e-reader.
6. I will do everything we can to protect your child's privacy. By agreeing to let your child participate, you understand and agree that your child's data may be shared with other researchers and educators in the form of presentations and/or publications. In all cases, your child's identity will not be revealed. In rare instances, a researcher's study must undergo an audit or program evaluation by an oversight agency (such as the Office for Human Research Protection). That agency would be required to maintain the confidentiality of your child's data.

7. If you have any questions or concerns regarding this study, or if any problems arise, you may call the Investigator, Andrea Hughes, 417-230-1052. You may also ask questions or state concerns regarding your child’s rights as a research participant to the Office of Research Administration, at 516-5897.

I have read this consent form and have been given the opportunity to ask questions. I will also be given a copy of this consent form for my records. I consent to my child’s participation in the research described above.

 Parent’s/Guardian’s Signature Date

 Parent’s/Guardian’s Printed Name

 Child’s Printed Name

 Signature of Investigator or Designee Date

 Investigator/Designee Printed Name

Appendix E
Holocaust Text Set

Title of Text	Brief synopsis	Approximate grade level and guided reading level
<p><i>Who was Anne Frank</i> by Ann Abramson</p> <p>2007 Penguin Publishers</p>	<p>This text highlights life for Anne Frank before the secret annex, giving the reader an idea of the childhood she enjoyed before having to go into hiding due to Nazi rule. The book gives insight into her world while in hiding, giving details to the reader about the living space, those that helped the family survive, and risks the family took. The book ends when Anne and her family are found and the legacy that lives on through her diary.</p>	<p>Middle/End 4th grade Guided reading level: N</p>
<p><i>The Story of Anne Frank</i> by Rachel Koestler-Grack</p> <p>2004 Chelsea House Publishers Philadelphia, PA</p>	<p>The Story of Anne Frank begins when Anne’s family is capture by Nazi police. It then flashes back to the beginning of Anne’s life and when her family had to flee to Amsterdam due to Nazi rule. Great detail is given to the secret annex and the daily life that Anne and her family endured while in hiding. The reader also learns of the betrayal that led to the Frank’s capture, and the fate of ending life in concentration camps. A focus on Otto Frank ends the book, providing the reader with details on how he published Anne’s diary in her honor.</p>	<p>Middle/end 4th grade Guided reading level: N</p>

<p><i>The Story of Anne Frank</i> By Brenda Ralph Lewis 2001 Dorling Kindersley London</p>	<p>A detailed description of the day Anne had to go into hiding begins this text, providing the reader with a mental image of Anne and her diary. The story then flashes back to Anne’s happy, early life, but quickly turns when learning about Adolf Hitler and his Nazi Party. The Jewish families face dangerous times so Anne and her family go into hiding in the secret annex. Another description is provided for the reader to understand Anne’s daily life in hiding, as well as details for her diary. In the end, the Frank’s are betrayed and sent to concentration camps providing the reader with the location and experiences of Anne and Margot. The book ends telling the reader about Anne’s diary and the many memorials in Anne’s honor, including the secret annex.</p>	<p>Middle 4th grade/beginning 5th grade Guided reading level: N</p>
<p><i>America at War: World War II</i> by John Perritano 2010 Scholastic New York, NY</p>	<p>This expository nonfiction text gives a great deal of background on World War II. It chronologically follows the path of war from the rise of Hitler, America entering the war, D-Day, the Holocaust, and the victory. Maps, cutouts, pictures, and word boxes are used to help the reader gain deeper understanding of the events leading up to the war, the people involved, and the misery and genocide of the Jewish people. A timeline of events is provided to give an overview of this war.</p>	<p>Beginning 6th grade Guided reading level: X</p>

<p><i>World War II: Fighting for Freedom</i> By Peter Chrisp</p> <p>2010 Scholastic New York, NY</p>	<p>Colorful pictures, maps, and captions make this book accessible to readers. Written in short paragraphs under specific headings, the text walks the reader through the main battles of the war, weapons used, the effect of the war on various people, and the Holocaust. Actual photographs draw the reader in and provide detailed descriptions to events that took place throughout this war and the Holocaust.</p>	<p>Beginning 6th grade Guided reading level: X</p>
<p>www.annefrank.org</p> <p>2010 Anne Frank Stitching</p>	<p>This website provides readers with the opportunity to explore information about Anne Frank. Readers can learn about her life before and during the Holocaust through an interactive timeline and primary resources. The reader can also take a virtual look at the Anne Frank Museum in Amsterdam. Additional resources are provided to take a deeper look at Hitler, WWII, and Who was Who within the Anne Frank story. There is also a link for educators and those planning a trip to the Anne Frank Museum.</p>	

Appendix F

Data Sources

Date	Length of video and number of transcription pages	Lesson/Resources Used	Data Sources
October 31, 2014		Assent lesson: What does the study include? Explanation of the study.	<ul style="list-style-type: none"> • Field notes
November 5, 2014		Introduction to e-readers and the unit of study.	<ul style="list-style-type: none"> • Field notes
Week of 10-14 th , 2014	Austin – 7:53 Rose – 8:26 Menique- 10:04 Lela- 6:32 Deshawn- 7:35	Initial interviews with each participant.	<ul style="list-style-type: none"> • Initial video • Field note
November 18 th , 2014 Meeting 1	28:50 16 pages	<ul style="list-style-type: none"> • <i>Who was Anne Frank?</i> by Ann Abramson- dedication page • <i>America at War: World War II</i> by John Perritano (pgs 4-7) • “Path to War”- Deeper look into text feature 	<ul style="list-style-type: none"> • Video 1 • Field notes

		<ul style="list-style-type: none"> • features of the e-reader • Discussion: • Look at the table of contents: Anything you can connect with? Things we have read about before? Things you think we might read about? • What do you know about WWII? • What do you still have questions about? 	
Nov. 20 th , 2014 Meeting 2	14:14 6 pages	<ul style="list-style-type: none"> • <i>Who was Anne Frank?</i> • Read dedication page- Who was involved in WWI? Do you remember reading about WWI? • Reading introduction- • Reading across the text- <i>America at War: World War II</i> by John Perritano • Look back through text to see what we remember about WWI and how WWII started. 	<ul style="list-style-type: none"> - Video 2 - Field notes - Lesson plans
Nov. 24 th , 2014 Meeting 3	10:21 6 pages	<ul style="list-style-type: none"> • Hitler cut-out Who was Hitler? <ul style="list-style-type: none"> - How is this cut-out similar to the info we read from the book? What new info did we learn? • What questions do you still have about WWII? Anne Frank? 	<ul style="list-style-type: none"> - Video 3 - Field notes - Lesson plans - Student work samples
Nov. 26 th , 2014 Meeting 4	8:00 4 pages	<ul style="list-style-type: none"> • www.annefrank.org <ul style="list-style-type: none"> - Is her diary in a museum? Researching Deshawn's question 	<ul style="list-style-type: none"> - Video 4 - Lesson plans - Field notes

<p>December 3rd, 2014 Meeting 5</p>	<p>10:29 3 pages</p>	<ul style="list-style-type: none"> • <i>Who was Anne Frank?</i> • Ch 1- A Happy Home- stopping at WWI cut-out • Before: What do you infer “happy home” means? • Vocab: mischief, Oma, synagogue • Read aloud WWI box- How does this connect back to text from the previous day? 	<ul style="list-style-type: none"> - Video 5 - Field notes - Lesson plans
<p>December 5th, 2014 Meeting 6</p>	<p>6:53 4 pages</p>	<ul style="list-style-type: none"> • <i>Who Was Anne Frank?</i> • <i>Before:</i> Review: Hitler was blaming Jews for Germany’s problems • Vocab: anti-semitism, pectin • After: • www.annefrank.org • Immigrating to Netherland • Allow students to read various sections and ask about the choices they are making 	<ul style="list-style-type: none"> - Video 6 - Field notes - Lesson plans
<p>December 9th, 2014 Meeting 7</p>	<p>11:42 6 pages</p>	<ul style="list-style-type: none"> • <i>Who Was Anne Frank?- Ch 2- A New Home</i> • Reading Across the texts- Do you think there was more that you learned about her new home or did you learn more about other things when you were able to look at her website? <i>(computers will be available to view)</i> • Discussion- Is her childhood similar to yours? • Does she have any idea about what will happen in her future? • Fill out graphic organizer of story elements- focus on Anne and text evidence 	<ul style="list-style-type: none"> - Video 7 - Field notes - Lesson plans - Ask questions in the moment
<p>December 11th, 2014 Meeting 8</p>	<p>17:32 11 pages</p>	<ul style="list-style-type: none"> • Discussion- <ul style="list-style-type: none"> - Allow for students to share thinking and thick questions they came up with. • Before reading: Where is Anne living now? (to se the background) Vocab- defeated • Why would the Franks not talk about what’s going on in front of the children? • During: If you were Anne’s family what choice would you make at this point? Who is telling this story? Who haven’t we heard from? 	<ul style="list-style-type: none"> - Video 8 - Lesson plans - Field notes

		<ul style="list-style-type: none"> • Reading across texts: <i>World War II</i> • We are going to read this to see when WWII actually started. Where did Hitler invade first? When did the war actually start? When did Hitler invade/bomb near Anne? • After reading: Vocab: resistance, ghetto • Finish reading chapter 3 and answer the two questions in your reading notebook. Use text evidence to support your thinking. 	
Jan. 6, 2015 Meeting 9	14:42 9 pages	<ul style="list-style-type: none"> • Before: Answer questions: What do you think it means when the author said, “They were prisoners in their own country? What facts can you compile about the Warsaw Ghetto? • The title of the next chapter is Occupied, what do you infer occupied means in this specific chapter? • During- read the first paragraph aloud- What would life have been like? • Reading across text-Based on what we saw on Anne’s website what might Anne have felt? Seen? 	<ul style="list-style-type: none"> – Video 9 – Field notes – Lesson plans
Jan. 8, 2015 Meeting 10	10:22 10 pages	<ul style="list-style-type: none"> • Reading across text- read excerpt from <i>WWII</i> by Peter Chrisp about concentration camps • Have you ever heard of the Holocaust? • What were you drawn to when you first looked at the page? • What are you reading? Why? • Have we read about that in our other text? How does it connect? • After- Finish ch4- What role do you think Miep will play in Anne’s life? Think about what you read on Anne Frank’s website to help you answer this question, as well as text evidence. 	<ul style="list-style-type: none"> – Video 10 – Field notes – Lesson plans
Jan. 12, 2015 Meeting 11	11:45 10 pages	<ul style="list-style-type: none"> • Before- What role will Miep play? • Chapter 5- Yellow Stars- Does that title remind you of anything? Do you have any connections or background knowledge? Vocabulary- spectacles • After: Why was the star sewn over their hearts? Who was being silenced? How? 	<ul style="list-style-type: none"> – Video 11 – Lesson plans – Field notes



<p>January 15, 2015 Meeting 12</p>	<p>6:40 6 pages</p>	<ul style="list-style-type: none"> • During: (stop at Star of David excerpt) We have seen several sections with these bold lines. Why do you think that is? • What nonfiction text structures have we seen in this chapter? • Finish Ch 5- Answer the question- How do you think the author feels about the way Hitler was treating Jewish people? 	<ul style="list-style-type: none"> - Video 12 - Lesson plans - Field notes
<p>January 17, 2015 Meeting 13</p>	<p>19:37 10 pages</p>	<ul style="list-style-type: none"> • Vocab: labor camp • During: What are you thinking? • What choice would you have made if you were Anne’s family? • Where do you predict they are going to hide? • After: fill out cause/effect chart for the chapter 	<ul style="list-style-type: none"> - Video 13 - Lesson plans - Field notes
<p>January 28, 2015 Meeting 14</p>	<p>19:42 7 pages</p>	<ul style="list-style-type: none"> • Before: discuss cause/effects from the chapter • Vocab: Annex (pictures to come in The Story of Anne Frank) • What do you think about the things that Anne brought? • Why might she have brought these things? • Read: The Story of Anne Frank by Rachel A. Koestler-Grack -pg 15- Do we have more info as to why she brought what she did? -What does this tell us about Anne’s character? What’s important to her? <p>Who was Anne Frank? -Looking at the pictures in the two books what is similar or different? What are your thoughts about this annex?</p>	<ul style="list-style-type: none"> - Video 14 - Lesson plans - Field notes
<p>February 5, 2015 Meeting 15</p>	<p>20:05 9 pages</p>	<ul style="list-style-type: none"> • Before: Do you remember me asking about Miep? Today we are going to learn how Miep helps Anne. • Read to pg 71%- • What do you infer it feels like to be stuck in one room all day knowing the risks? • What are the other options? • Read pgs 30-31 in The Story of Anne Frank by Brenda Ralph Lewis • What does Anne mean, “I can’t let it show”? • (added after responses) The “Who Was” text said everyone got to go down to the empty offices, why don’t you think that is enough for Anne? • How does this text help us understand our other text? 	<ul style="list-style-type: none"> - Video 15 - Lesson plans - Field notes



<p>February 10, 2015 Meeting 16</p>	<p>16:57 9 pages</p>	<ul style="list-style-type: none"> • Before: vocab: Allies, scarce • Read- “Tide of war had turned against Hitler”- What does that mean? • Read to pg 75% • Read The Story of Anne Frank by Grack pg 19 • How does what Anne wrote relate to the idea of Anne changing? (give opportunity to talk across texts) • Miep cut-out- What would you imagine life to be like? • After- read last page of Ch 7- How does hearing quotes from Anne help you understand the book Who was Anne Frank better? 	<ul style="list-style-type: none"> - Video 16 - Lesson plans - Field notes
<p>February 19, 2015 Meeting 17</p>	<p>24:15 12 pages</p>	<ul style="list-style-type: none"> • Last time many of you predicted what this chapter would be about- any new ideas or changes based on what we’ve read in all our books? • Discuss how we can skip the cut-out since it is a non-fiction text feature and we can go back to read at the end. • What does Anne mean “it was as if friends were approaching”? • What nonfiction text structure have we seen in this introduction? How does this help us understand the story more easily? • Read pages 83%-85%- What do you think happened? • How did they get caught? • Allow time for reaction/discussion • What do you predict will happen next? • What camp do you think they will go to? Why do you think that? 	<ul style="list-style-type: none"> - Video 17 - Lesson plans - Field notes
<p>February 25, 2015 Meeting 18</p>	<p>25:05 9 pages</p>	<ul style="list-style-type: none"> • How do you infer Anne is feeling right now? • What has her life been like so far? • Read The Story of Anne Frank by Grack pg 20-21 (allow for comments) • Read Who was Anne Frank 86%- allow for discussion • What are you visualizing this process to look like? • We haven’t heard from any Nazi police officer or guard- What do you think life was like for them? How do they feel about what is happening? • Tell me what you are thinking when you read about what happened to the Jewish men and women. • It said Anne died in March, when did the war end? • Read The Story of Anne Frank by Grack pg 22-23 • How do you think these details help us understand better? • This is the first time we hear of Anne losing hope. Why do you think she is all the sudden losing hope? 	<ul style="list-style-type: none"> - Video 18 - Lesson plan - Field notes


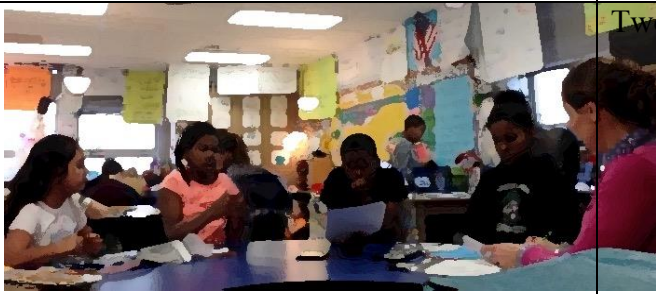
		<ul style="list-style-type: none"> • How are these texts similar? How do you better understand? • Do you think Anne ever lost hope? How do you know? • What do you predict “One dream comes true” will be about? 	
February 26, 2015 Meeting 19	32:35 14 pages	<ul style="list-style-type: none"> • Whose dream will come true? What dream? How do you know? • Rd 88%0 show a copy of Anne Frank: Diary of a Young Girl • Why do you think people would want to read this story? • What theme would come from Who was Anne Frank? • Rd 89-91%- If 6 million people died why should we be worried about one girl? • How has Anne Frank changed history? 	<ul style="list-style-type: none"> – Video 19 – Lesson plan – Field notes
February 27, 2015	Lela- 8:32 Rose- 8:42 Austin- 6:56 Deshawn- 8:40 Menique- 7:32	Second interviews with each participant.	<ul style="list-style-type: none"> – Second interview – Field notes



Appendix G



Multimodal analysis of beginning guided reading sessions



Image	Guided reading session	Interpretation of gaze, proximity, gestures, and handling of materials	Transcription of discussion
	<p>One</p>	<p>Students are focused on e-readers, looking down at the screens. Lela is interested in Rose’s screen and physically trying to take over to help her navigate the e-reader. This is the first interaction the student’s had with the e-readers during reading groups.</p>	<p>T: Have you ever used one of these before?</p> <p>A& L: I do!</p> <p>T: You have a book up on yours.</p> <p>L: Who was Anne Frank.</p>
	<p>One</p>	<p>When switching to traditional print text, students place the e-readers on the table, and put the traditional print text in front of them. Students are gazing straight down at the text, most having the text slightly in front of them.</p>	<p>T: There are a couple of bolded words and we are going to look at those really quick. If you look at the heading see if you can find the word invaded. So the word invaded means to</p> <p>R: (interrupting) overtake</p> <p>T: Good, overtake. So Germany invaded France.</p>



	<p>One</p>	<p>Lela is showing her ability to navigate between the two texts, picking up the e-reader and placing the traditional print text directly beneath her. She is looking at the e-reader while she waits on the group to finish reading. Rose has covered her face with the traditional print text, while Menique appears to be gazing down at neither text.</p>	<p>T: (listening to a student read.)</p>
	<p>One</p>	<p>Again, the student's gaze is down towards the e-reader. The e-reader is either on the table next to the traditional print text, or in the child's hands. There is no eye contact between the students.</p>	<p>T: Look back at your table of contents with me. Can you get back to the table of contents? The pages are on the side. To get back you just push any button.</p>



	<p>Two</p>	<p>Menique is physically pushing her e-reader away as she begins to navigate the traditional text. Lela covers her face with the text, while Deshawn and Rose keep the text down and their gaze down.</p>	<p>T: So let's look back, we have the book. (Students flip through pages) We will look back through this and see if we can find it. Who was involved in WWI? Who was Germany fighting?</p>
	<p>Two</p>	<p>Lela is using hand gestures to communicate with the others in the group. Deshawn's gaze is on his traditional print text, while Menique is just gazing downward. Rose is the only student making eye contact with Lela, turning to face her, eyes slightly down in gaze.</p>	<p>L: I think it was terrifying. Cause they could be like killed at any minute. I think that it would be all over scared. And that book we were reading, Star of Hope, Star of Fear uhm like it said if you had a yellow star so //</p>



	<p>Two</p>	<p>Rose is looking down at the traditional print text, while Deshawn and Lela keep the text raised, but below eye level. Both have turned their heads and gaze towards Rose. Menique is gazing down, hands on the traditional print text.</p>	<p>R: I agree with what L said, because anything could happen at any time.</p>
	<p>Two</p>	<p>As students go back to the e-reader from the traditional text, the e-reader goes up or on top of the traditional print. Lela is looking down at her e-reader, while Rose has moved physically closer and is physically pointing at Lela's e-reader. Deshawn is staring down, his hand placed on his chin. Menique looks like she is gazing to the left, eyes not specifically on either text or reader.</p>	<p>T: Let's go ahead and start. Turn your page to where it says Anne Frank at the top. First button. R: (Helps Lana get to the right page.)</p>



	<p>o</p>	<p>Rose has picked up her traditional print text, sitting aside her e-reader. She is using her hands and her focus is on me, the teacher. Menique is looking straight at her, sitting up straight. Deshawn is looking towards Rose, his hands covering most of his face. Lela is looking to the left, her gaze off.</p>	<p>T: What else might be dear to her that she would lose? R: Where she lives, that might be something special.</p>
	<p>Four</p>	<p>Students are using digital text, websites, during this session. Each student is looking down at his/her laptop. Lela is hunched down, staring straight forward at the screen.</p>	<p>T:... in front of you, you will all notice there is a website and it is the Anne Frank, it is called Anne Frank dot org and it is an actual website about Anne Frank and so I thought maybe we would try to answer D's question today,</p>

	<p>Four</p>	<p>Deshawn and Austin are gazing intently on the screen before them. At this point in the transcription, Lela is explaining how she found the information about Anne’s diary being in a museum. Neither boy turns to her, but navigates the website as she speaks.</p>	<p>T: so she clicked on collections and then where did you go? Did you just find it in there?</p> <p>L: I think I went to somewhere else.</p> <p>T: Do you guys see it under Anne Frank collections?</p> <p>A: I see this.</p>
	<p>Five</p>	<p>Austin and Deshawn’s gaze is turned toward Lela. Lela looks to be speaking and is using her hand. Rose has her body upright and forward, but looks to be gazing down. Student’s have e-readers in hand and traditional print text under them.</p>	<p>T: Do you think her life started out that way? Do you think she started her life having to be immediately in hiding?</p> <p>L & A: No.</p> <p>L: No, but she had to come into it when she was still a girl.</p>

	<p>Five</p>	<p>Student's have again turned their gaze downward. Each student has his/her gaze on the e-reader. The e-reader is help down, slightly above the table.</p>	<p>T: We are going to page.... A: It's on 13 on the bottom. T: Mischief? We are actually looking for Oma. It's right after the picture of her family. It's 14%. Oma is the German word for Grandma.</p>
	<p>Six</p>	<p>Student's are physically navigating the space before them with both a computer, e-reader, and traditional print text. Deshawn is using his hand to push his e-reader up in front of him, while his computer sits directly in front of him. Austin has his e-reader in his right hand, his computer in his left hand, and his traditional text slight to the left and pushed towards the middle of the table. Menique is using her lap for her traditional text.</p>	<p>T: So I want to look at something about anti-semitism,so please open your computers. We are going to go on the Anne Frank website. So type in Anne Frank dot org.</p>



	<p>Six</p>	<p>While the student's are navigating the Anne Frank website, the e-reader, traditional text, and reading notebooks have all been stacked and pushed aside. The students are keeping the main text being read directly in front of them, with the others off to the side.</p>	<p>T: Our first section was about how she was moving to this happy home. So this is going to talk to you about her immigrating and moving, so you can look through this section and see the places that she was going and read about the different locations that she lived.</p>
	<p>Seven</p>	<p>We can see that Austin is beginning to navigate transliteracy skills as he keeps his computer in front of him, but pulls his e-reader up and holds it close to his face. His gaze is on the e-reader, but his right hand stays on the keyboard of the computer.</p>	<p>D: The Netherlands is in Amsterdam. T: So let's see if we can figure out as we read if she feels safe.</p>



	<p>Seven</p>	<p>Space is again looked at in this picture. Austin is showing his need for the text he is reading to be in front of him as he sits his computer to the side, along with the traditional text, and puts his e-reader in front of him. Deshawn on the other hand keeps the computer in front of him and puts his e-reader on top. His print text is not physically present.</p>	<p>T: So I want you to go ahead and continue to fill out this chart as you read. Then, finish the chapter. You also need one THICK question, where you search your brain for the answer. We will discuss those next session.</p> <p>A: Do we write it on here?</p> <p>T: In your notebooks.</p>
	<p>Eight</p>	<p>Lela is making her use of space apparent in this picture. She is keeping her print text close to her body, leaning them against her chest. She has the e-reader in her hand, but she has left one traditional print text on the table. Deshawn has his traditional print text right in front of him, with his e-reader pushed towards the center of the table. Austin has a traditional print text in his left hand, blocking him from Deshawn's view, and his e-reader on the table with his right</p>	<p>T: What questions did you have from chapter 2?</p> <p>M: Why did Anne think she was ugly?</p> <p>T: Oh, good question, what do you guys think? Why did Anne think she was ugly?</p> <p>L: What..</p>



	<p>Eight</p>	<p>Students just finished reading the traditional print text. Deshawn has his gaze on the page he has just flipped to. Lela has her face covered by her e-reader. Austin is gazing down and slightly left towards Deshawn, while Rose is looking in his direction but at the table.</p>	<p>D: flipping through pages of traditional book</p> <p>T: If you were Anne's family what choices would you have made at this point?</p> <p>D: move.</p>
	<p>Eight</p>	<p>Rose is talking, Austin and Deshawn have their traditional books down, looking in Rose's direction. Lela has her book in front of her, looking down at the text. Menique has her book half on the table, her hand on the text, her gaze down on the page.</p>	<p>R: They talked about the Netherlands.</p> <p>D: Is this word blitzkrieg?</p> <p>T: Yes, what does it mean?</p> <p>A: Lightening War?</p>

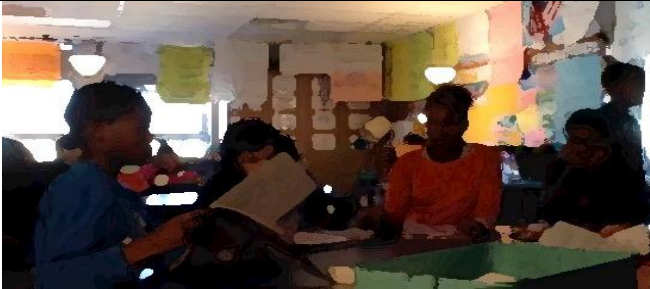

Appendix H


Multimodal analysis of middle guided reading sessions



Image	Guided reading sessions	Interpretation of gaze, proximity, gestures, and handling of materials	Transcription of discussion
	<p>Nine</p>	<p>Lela is gazing forward, while Deshawn, Austin, and Menique are looking at her. Rose stares down, head resting on her arm. Lela has a hand up, looking as if she is going to use it as she talks. Deshawn leans in toward Lela. All students have e-readers placed on top of Reading Notebooks.</p>	<p>L: Um, I think that means that they prisoners means you can't do a lot, so um I think it means like they feel like they can't do anything, they can't like walk without likethey can't even like walk withoutlike having to do something.</p>
	<p>Nine</p>	<p>Rose is speaking, her hands are in movement and eyes foward. Lela, Austin, Deshawn, and Menique are all looking her direction. Menique's body is shifted a bit to the left, while Deshanw leans forward, and Austin rests his head on his hand.</p>	<p>R: I think it means like they have to be hiding all the time because when you're like in prison you have to stay there all time, you can't do anything so I think they like have to like hide and they can't go out like out so much.</p>



	<p>Nine</p>	<p>Austin is speaking, while looking slightly downward yet ahead. Deshawn is leaning forward and looking towards Austin, sitting closely to him. Rose looks Austin's direction, her hands on her e-reader. Rose faces forward, her gaze downward. Menique leans away from Deshawn, head tilted sideways, gazing downward.</p>	<p>A: Mine's kinda like L, but I think they can do stuff they just can't leave the country, the city but I think they would put people who they think could possibly leave the city and try to kill the soldiers they would put them in like one certain camp and select them in a camp.</p>
	<p>Nine</p>	<p>All students are gazing downward at the e-reader. Deshawn holds his e-reader up closer to his face. Austin leaves his e-reader on top of his notebook and leans towards one side while gazing downward. Menique, Lela, and Rose rest their arms on the table and slightly hold the e-reader tilted up.</p>	<p>T: What are some facts you can put together about the Warsaw ghetto?</p> <p>D: Well the word means/ bad.</p> <p>T: So they lived in a place called Warsaw, that was where they lived. They lived in a ghetto, it is a place. So what are some facts you could put together about that place.</p> <p>A: It's all tore up.</p>



	<p>Ten</p>	<p>Deshawn has moved closer to Menique and the two gaze forward at a traditional print text that Deshawn is holding up. Austin gazes forward, his hand on his mouth. Lela is gazing down, her e-reader placed on top of her notebook. Menique's head is tilted towards Deshawn looking at the same text.</p>	<p>T: What are you looking at D? D: This. T: What is that? D: It's like zycone b, the poisonous gas used to kill the prisoners in death camps. A: I wonder where they get that stuff?</p>
	<p>Eleven</p>	<p>Menique is pointing down at her notebook. Austin pulls his hood up and looks down at his own notebook. Lela has her gaze down, with her head resting on her hand. Deshawn gazes towards Menique, his hands covering his mouth and nose. Each student has a notebook in front of them.</p>	<p>T: The question I asked last time was what role do you think Miep is going to play in Anne's life? M: Her friend. T: Okay, what makes you think that? M: Cause in the book (inaudible)</p>



	<p>Eleven</p>	<p>Desahwn is lifting a traditional print text in one hand and his notebook in the other. Austin is gazing down, his hood up and his notebook in front of him. Menique gazes down as well, her notebook stacked, but her hand off to the side. Lela has her head resting on her hand, gaze slightly down and forward.</p>	<p>D: What I said was I think Miepis a person who will give herself up for Anne and her family.</p> <p>T: Good. Let's find out. Before we read chapter 5, there is one word I want to talk about and it is spectacles.</p>
	<p>Eleven</p>	<p>Deshawn, Austin, and Lela all have their hands raised and their gaze forward. All students have their e-reader placed on top of their notebooks. Menique gazes down, her hands folded across her, laying on the table.</p>	<p>T: The chapter is called Yellow Stars. Does it remind you of anything?</p> <p>A: Yeah, that book.</p> <p>L: Star of Fear, Star of Hope.</p> <p>T: What about it?</p>

	<p>Twelve</p>	<p>Deshawn’s hands are moving, his e-reader on top of his reading notebook. Austin’s head is turned toward Deshawn, his gaze downward. Menique and Lela also have their heads turned towards Deshawn, but their gaze is off to the left. Lela leans forward into the table.</p>	<p>D: They didn’t do anything.</p> <p>T: Who didn’t do anything?</p> <p>D: The Jewish.</p> <p>A: I don’t think they could do anything. They would get killed.</p> <p>D: I mean to them.</p> <p>A: I am sure there was some people who tried to kill them.</p> <p>D: With what?!</p>
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	<p>Twelve</p>	<p>Deshawn is leaning towards Austin, his head resting on his hand. Austin leans slightly forward, his hood covering his head. Menique is sitting tall, her hand hovering towards her e-reader, her gaze towards the book. Lela leans toward Austin, her gaze towards him.</p>	<p>T: Is someone being silenced? D: Pretty much. T: People feel like they are right. We don't know much about it because we haven't read about it but someone feels silenced and it is causing trouble. Are people using their voice? M: Yes! A lot!</p>
	<p>Twelve</p>	<p>Austin, Menique, and Lela are gazing forward, heads turned slightly to the right. Deshawn is standing, leaning in towards the table, standing closer to Austin. He is looking at a paper in the center of the table, his weight resting on his forearms. Austin and Menique have their hands resting on the e-reader.</p>	<p>T: So what happened specifically in this chapter? So you're on the right track but can you tell me something from this chapter and you may go back and look in your book just like you doin printed text. D: Hitler disliked Germany. T: So because he dislike Germany he did what?</p>

	<p>Thirteen</p>	<p>Deshawn is gazing down, his e-reader in his hand. Menique is sitting up straight, her notebook in front of her, and her gaze forward. Lela is holding her notebook slightly in front of her face. Her mouth is open and she appears to be reading. Rose sits with her hands on the table, her gaze downward.</p>	<p>T: The question was How do you think the author feels about the way that Hitler was treating Jewish people?</p> <p>L: I think</p> <p>T: Give me more than just sad, what does that mean?</p>
	<p>Thirteen</p>	<p>Deshawn is gazing towards Lela, his hands resting beneath his chin. Menique looks down at her notebook. Lela is navigating her materials: a traditional print text in her right hand, her reading notebook in her left. Three e-readers have been pushed to the center of the table. Rose looks down, her notebook slightly in front of her, her hands on the table.</p>	<p>L: I think he feels like just amazed at how evil he really can be.</p> <p>T: So give me some evidence to support that.</p> <p>L: Well, uhm // Hitler sent, sent well we talked about Hitler sending them to two different kinds of concentration camps with them being work as slaves or you could also get sent to a camp where you are certain to die.</p>

	<p>Thirteen</p>	<p>Deshawn’s hands cover his mouth, leaning slightly forward with his notebook in front of him. Menique gazes down, her hands holding her notebook. Lela has her right had slightly raised, her left hand holding her notebook. She is gazing forward, looking as if she is speaking. Rose holds her e-reader slightly above the table. Her gaze is down at the text.</p>	<p>L: Well,// like just that like the hatred that the hatred that you did just to put these camps to mess with their lives is kinda evil.</p>
	<p>Thirteen</p>	<p>Rose is holding her right hand up, her gaze is also up, her left hand on her e-reader. Lela, Menique, and Deshawn all are gazing at Rose. Lela and Deshawn have their hands upon their chin, looking closely at Rose. Deshawn is leaning forward towards the table.</p>	<p>R: I think the author feels scared / or like wor, not worried but like worried for the Jewish people because I mean like it says that they robbed Jewish people of their rights so its kinda scary to think about that and yeah.</p>

	<p>Thirteen</p>	<p>Rose is standing, looking with Lela at a traditional print text. Lela is looking downward towards her right, while Rose looks downward towards the left. Menique is using gazing down at her own traditional text, left side of the text held up, right side flat on the table. Deshawn is looking at Lela and Rose, his hands clasped together on his notebook in front of him. He is leaning slightly forward.</p>	<p>L: There was this really picture that I just kept thinking it was really sad. /// It's a picture with mothers and children and some man and it was them lined up to go to concentration camps.</p> <p>M: Oh yeah. (flipping through pages)</p> <p>R: (leans over and starts flipping L's book) I think it was in the middle.</p>
	<p>Thirteen</p>	<p>Deshawn is sitting up straight, his gaze forward, his hands in front of him with his notebook open. Menique gazes forward, her hand on her mouth, her right hand on the e-reader. Lela is leaning forward, gaze off to the right. She hold the e-reader in both hands. Below her is an open traditional print text. Rose gazes downward, her e-reader in both hands.</p>	<p>T: Okay. So let's go to chapter six. One vocabulary word is something called a labor camp. You know what labor is?</p> <p>L: Hard work.</p> <p>T: Right, so a labor camp is a work camp.</p>



Thirteen

Deshawn leans forward, gazing towards the notebook the teacher is pointing to in the middle of the table. Menique sits up straight, flipping through the pages of her notebook, gazing towards the teacher’s notebook. Lela holds a traditional print text close to her body, her e-reader in her left hand, and gazes down towards her own notebook that lies on the table. Rose leans slightly forward, her arms folded in front of her on the table. She is gazing towards the center of the table.



T: Ok, I’ll let you think about that while you finish reading chapter 6. On the next page of your journal I want you to write a t-chart. (modeling) I want you to write cause and effect.



L: Oh, there are a lot of those.



As you read the rest of chapter 6, /// I want you to come up with 3 cause and effects for the rest of this chapter.



Appendix I



Multimodal analysis of end guided reading sessions



Image	Guided reading sessions	Interpretation of gaze, proximity, gestures, and handling of materials	Transcription of discussion
	<p>Fourteen</p>	<p>Rose gazes towards Lela, who is gazing back. Lela holds her notebook up. Menique looks down, holding a pencil. Austin gazes toward Rose, but downward at the table. Austin's things are side by side on the table</p>	<p>R: It's not really like that, it's in the book but I said because they left the note, they might get found.</p> <p>L: But they left the note saying Switzerland so people would think they moved to Switzerland.</p>
	<p>Fourteen</p>	<p>Rose gazes towards Lela, looking down towards something on the table. Lela looks down and is using hand gestures, one slightly higher than the other. Menique gazes down towards her notebook. Austin covers his face with his hands, gazing towards Lela.</p>	<p>L: A hideout, I pictured where they lived // I still see an attic. I think it was kinda like a small door that looked like it was covered like hidid by something in plain sight. It was it, it it was like a small door and they had to get in by this and there were two rooms and they were both probably really small.</p>


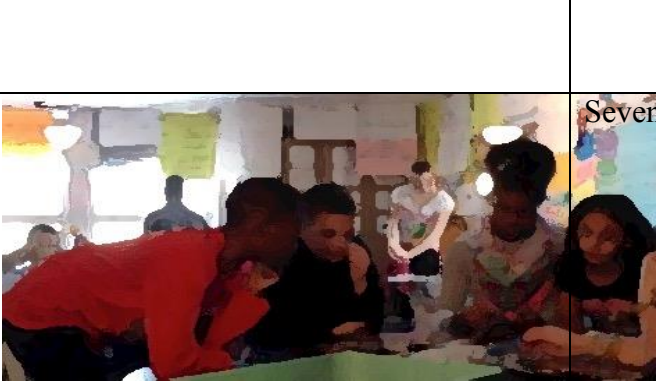
	<p>Fourteen</p>	<p>Lela gazes forward with a smile on her face. Her hands are folded together near her middle. Rose looks at Lela, a smile also on her face. Menique is sitting up straight, gazing towards Rose, slightly above her head. Austin rests his head in his hands, covering his mouth. He gazes towards Lela.</p>	<p>L: here's what I would bring: clothes, a weapon</p> <p>T: Do you think she has a weapon?</p> <p>A: No!</p> <p>L: giggles.</p> <p>R: I disagree with that.</p>
	<p>Fourteen</p>	<p>Austin has a print text in front of him, e-reader in right hand. His gaze is towards the text. Menique also gazes downward. Lela has a print text in her left hand, her e-reader in the right. She gazes down towards the e-reader, holding the pages off to the side.</p>	<p>A: Yeah, it's in our other book too.</p> <p>T: Right, let's look at both and see if they are comparable.</p> <p>A: They look almost exactly the same except this one looks like it has an extra floor.</p> <p>M: It says it has a book...oh nevermind</p>




	<p>Fifteen</p>	<p>Rose gazes slightly forward and down towards the book that Deshawn is pointing at. Menique is facing down towards her own notebook. Austin has his head turned sideways, his gaze down towards the book Deshawn is pointing at. Deshawn looks towards his finger, using both hands on the</p>	<p>A: Like this just doesn't get too far into the details it just kinda tells you everything she does and this gives like more detail like stuff she wrote</p> <p>D: Like this, she said that and it was put in her diary.</p>
	<p>Fifteen</p>	<p>Rose is gazing down at the e-reader she holds in her hands. Menique gazes downward at her own notebook. Austin is lefting up a traditional print text with his right hand and looking under the book at his stack of other texts and e-reader. Deshawn is holding his sweatshirt strings in his hand, staring at them.</p>	<p>T: Well, today we are going to learn how Miep helps Anne. We are going to go back to that question that I asked you previously and a lot of you said Miep would be her friend and might help her. I want you to read to yourself and stop at 71%.</p>

	<p>Fifteen</p>	<p>Deshawn picks up his e-reader with his right hand, pointing to his traditional print text with his left hand. Austin is gazing towards the text Deshawn is pointing at, leaning slightly towards him. Menique is gazing straight forward, hands folded on the table. Rose is holding up a traditional print text, gazing slightly forward.</p>	<p>D: in this one or that one that during certain hours she could go and do certain stuff.</p> <p>T: In Who was Anne Frank we read that. But yet in this text, The Story of Anne Frank it says, “Hiding was very hard for her and she longs to ride a bike and whistle, feel young and know that I am free, but I can’t let it show.</p>
	<p>Sixteen</p>	<p>Deshawn is looking straight forward, his hands clasped in front of his body, he is leaning forward into the table. Austin looks at Deshawn, his right hand on his materials. Menique holds her notebook and a traditional print text on the table. Rose leans towards her right, looking towards Deshawn. Her hands are folded on the table.</p>	<p>T: Do you remember what allies were?</p> <p>A: Friendly</p> <p>T: Yeah.</p> <p>D: People by your side.</p> <p>T: Yeah, people by your side. I like both of those definitions.</p>



	<p>Sixteen</p>	<p>Rose points towards a pile of traditional text on the table, gazing downward. Menique is holding her notebook, gazing slightly to her left towards Rose. Austin looks at Rose as she speaks, his hands folded on his materials. Deshawn leans into the table, his hands resting on his materials, his gaze towards Rose.</p>	<p>R: (raises hand) In the book that A has, when I was reading it, it said that the something like that I don't know the date but they were in hiding for two years.</p> <p>T: Oh my gosh. // Can you imagine?</p> <p>A: Oh! I can imagine!</p>
	<p>Sixteen</p>	<p>Deshawn is gazing at Austin who is pointing towards his right, his mouth slightly open. Menique gazes straight in front of her. Rose looks at Austin, her hands folded on the table.</p>	<p>A: Hitler was bombing them and maybe they are bombing him.</p>



	<p>Sixteen</p>	<p>Rose looks towards teacher, her mouth slightly open. Menique is gazing forward. Austin and Deshawn are gazing towards Rose, both leaning slightly forward.</p>	<p>R: Yeah, they are like fighting back because of Hitler because they are just like they can't stand it anymore</p> <p>M: They are turning on him.</p> <p>T: Why do you think they are turning on him?</p> <p>M: Because they should be.</p>
	<p>Seventeen</p>	<p>Menique is sitting up straight, her right hand lifted, her material stacked in front of her. Rose, Austin, and Deshawn are all gazing at her. Materials are all neatly stacked in front of each student.</p>	<p>M: It's going to happen in the next chapter. She was writing her own book and she was actually with her friends, when she grew up she was writing her book and she was publishing it and an officer came in when she was publishing it.</p>

	<p>Seventeen</p>	<p>Deshawn holds up his e-reader with his right hand, his left hand pointing at the text. Austin is gazing downward, slightly forward. His right hand on his e-reader. Menique is gazing downward, her traditional print text in her left hand, her other materials neatly stacked in front of her.</p>	<p>D: because they, they had to hid too, they needed somewhere to stay as well but like they really needed somewhere to stay but they wouldn't tell because that's the only place they had.</p> <p>T: If they told, what would happen to them?</p>
	<p>Seventeen</p>	<p>Deshawn is standing, leaning in towards a print text on the table. His left hand is holding his head up, he is gazing downward towards the table. Austin is leaning forward, his gaze down toward the text, his left hand at his mouth. Menique leans towards her left, her hands on her book in front of her. Rose leans</p>	<p>T: D was right we read about this and the people went to concentration camps when they were caught.</p> <p>A: That's only thing she could go to a concentration camp or a death camp.</p>

	<p>Eighteen</p>	<p>Rose is gazing toward the middle of the group, her hands on her materials. Menique gazes straight forward, her e-reader on top of her materials, leaving space between her and Rose. Lela leans slightly forward, her right hand on her face, gazing forward. Austin's head is tilted slightly to the right, his hands</p>	<p>A: Not all of them were bad, but they were kinda like slave too because they had to care all of the dead people. And they had to do something with them.</p> <p>L: Some were heartless.</p>
	<p>Eighteen</p>	<p>Deshawn leans slightly back, his eyes toward the teacher. Austin turns his head to the right, his gaze looking at Deshawn. Lela is gazing down, holding a traditional print text in her hand. Menique gazes towards Deshawn, her hand moving towards her face. Rose leans slightly to her right, her gaze on</p>	<p>D: It kinda confused me, it said "If only she knew her dad was still alive." I thought her dad died.</p> <p>R: Her dad I think was the only one who survived.</p>
	<p>Nineteen</p>	<p>Austin rests his hand on his chin, gazing to his left at Lela. Lela is gazing towards Rose, her right hand gesturing, her eyes wide. Rose gazes back at Lela, her hands folded in front of her. Menique gazes straight down, her head slightly tilted to the right.</p>	<p>L: Why she wanted the war to be over is kinda very simple. She was put in three, three camps. She had to she I believe she about two years she had to hide somewhere where she couldn't make a sound, she couldn't run, she couldn't play. I would want the war to be over!</p>

	<p>Nineteen</p>	<p>Austin looks toward the teacher, his hands in front of his mouth. Lela moves her right hand down, palm facing up. She gazes forward. Rose gazes towards Austin, sitting up straight. Menique turns her eyes toward Austin.</p>	<p>A: I kinda agree with L, and Otto probably wants the war to end because all of his family died because of the war.</p>
	<p>Nineteen</p>	<p>Austin shifts his focus to Rose, his hands still at his mouth. Lela rests her hands on the table, gazing at Rose. Rose gazes at Austin, her right hand up gesturing, her mouth slightly open. Menique faces forward, her gaze straight forward.</p>	<p>R: Well, I have something to add to that. I don't think he knows that his family has died.</p> <p>A: Well, yeah not yet.</p> <p>R: But, when he comes back in The Story of Anne Frank, it says that someone tells him that his family is not alive.</p>

	<p>Nineteen</p>	<p>Austin is gazing at Lela. Lela moves her right hand, holding it up with her left. Her mouth is slightly open. Rose gazes at Lela, has a traditional print book open in front of her. Menique looks down at the book she is holding in her hand.</p>	<p>L: Yes! Of course! She, she / I think she was writing to a friend because she shared everything about them. She, Anne, actually better because she never talked, she never argued back, she only listened. Yeah, uhhuh.</p>
	<p>Nineteen</p>	<p>Austin looks down towards his materials, his hand resting on his chin. Lela gazes towards Austin's materials, her hand also on her chin. Rose gazes towards Austin, leaning slightly forward. Menique gazes straight forward.</p>	<p>A: I agree, because uhm I remember they said she didn't really get along with a bunch of her family members so maybe her diary was the only person who she could really tell her feelings to.</p> <p>R: yea, because she wrote things that she wouldn't write.</p>

	<p>Nineteen</p>	<p>Austin turns to face Rose, his hand still resting on his chin. Lela also faces Rose, her hand up in a gesture. Rose has her right hand up in a gesture, her e-reader in front of her. She gazes towards Lela. Menique still gazes straight forward.</p>	<p>L: Well, well she helped get people a little peace I think.</p> <p>R: I wanted to add something.</p> <p>L: Peace I think uhm when people learned about everything that they did they can...</p> <p>R: I think faith...</p>
	<p>Nineteen</p>	<p>Austin and Lela lean slightly forward, gazing towards Rose. Austin has his right hand up on his chin, Lela her arms folded in front of her. Rose has her hands to her sides in gestures. Her mouth open, her e-reader to the side of her materials.</p>	<p>T: Knowing that it was published in 67 languages, in tv, movies, and plays does that add to your thinking about how she might have changed history? What does that add?</p> <p>R: She changed I bet you everybody's bad, kinda like, bad like I bet you Hitler's still kinda like not right now but tried to kill Jewish people so uhm.</p>