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Buddy Reading: A Literacy Activity to Support First Graders' Academic, Social and Emotional Development

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Buddy Reading: A Literacy Activity to Support First Graders' Academic, Social and Emotional
Development

by

Lindsay Rogers

May 2011

A thesis submitted to the
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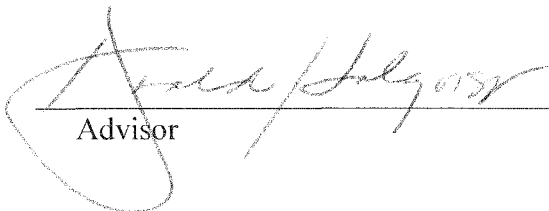
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Chapter One: Introduction

As I looked around Room 121, I saw all twenty of my first grade students ready to continue on with the next part of their day in slightly different ways. They had completed their morning work (reinforcement literacy and math worksheets and activities) and now had the opportunity to read a book from the classroom library. Some were sitting alone while others were reading with a peer. I heard chatter about what my students would have for lunch and about what special was up on our class schedule. Other conversations revolved around what they ate for dinner last night, soccer practice, picture day, or the outfit they had on. I imagined some students having silent conversations in their heads about the books they were looking at. I watched two students pick up the book *No, David!* by David Shannon (1998) and found a spot to sit on the carpet. The book stayed opened on the first page for three minutes. Here is an excerpt of their conversation (student's names are pseudonyms):

Amy: We have P.E. today. I can't wait because we get to play

SpongeBob tag

again!

Gabby: I thought we had art today? Good thing I wore my sneakers anyways.

Amy: I just wear sneakers every day so if my mom forgets we have P.E., it

does not matter because I have sneakers on anyway.

Gabby: Yeah, but I like to wear high heels sometimes.

Amy: Yeah, I guess.

(Both students just stare at each other for about thirty seconds.)

Gabby: Let's go get another book to read.

Amy: Okay.

For some of my students, this exchange was a typical conversation after morning work was completed and students had time to self-select books in the classroom to read. Some students looked at a book with a friend but were engaged in other discussions instead of discussing the book like in the example above while some students spent the entire time after morning work reading and talking about the book with a friend. They talked about their favorite parts, funny parts or read funny phrases and sayings the books included. Since reading a book with a friend after morning work was completed was not our official buddy reading time, some students did not follow the buddy reading procedures they would during our official buddy reading time. When we started buddy reading officially, I modeled the procedures, students practiced with my guidance, and then students participated in buddy reading on their own. My students were able to know when to buddy read and follow the buddy reading procedure versus reading for leisure in the morning after morning

work. Once we started buddy reading officially my students always automatically read with a buddy following the buddy reading procedures.

In the beginning of the year, I introduced the students to this activity (reading after morning work) as “reading with a friend.” I told them that as soon as their morning work was done and I had checked it they could pick a friend to read with, someone else who was done, and read with a friend. I decided not to call it buddy reading at the beginning of the year because buddy reading was something more complex than just “reading with a friend.” It was something that needed to be established through teacher modeling, student learning, and practicing. Buddy reading had certain skills and strategies that were incorporated into a buddy reading session.

Buddy Reading

As a literacy activity, buddy reading fosters the development of both struggling and proficient readers through the development of interpersonal relationships between students, increased reading levels and ability, and enhanced positive self-esteem and confidence (Noll, 1997).

According to Fountas and Pinnell (2009), fluency is the rate (fast and slow) and stress of words at which a reader reads, follows correct punctuation, uses correct expression, and follows appropriate phrasing of words (word by word, two word phrases, three to four word phrases and larger meaningful phrases). Buddy reading helped to enhance my students’ fluency. Having students read out loud to another peer enabled them to practice reading out loud and hearing themselves and their peer

read out loud. They began to engage in reading with expression and make themselves come alive through the characters.

Buddy reading is participating in a literacy activity with a peer or a partner. According to Anderson-Brown et al. (2008), students who are of the same age, younger or older as a buddy reading partner is considered a peer. By having peers work with one another, the peers acted as literacy role models for one another and helped them become more skilled and successful.

When I modeled the buddy reading process, I had modeled and taught my students how to take on the role of a literacy role model. During this time, my students started to build peer relationships and partnerships. I found that this was where I found what my students were willing to do and take on in terms of their role as literacy coach and role model. I had my students choose a buddy to read with as opposed to me choosing a buddy for them. According to Bradley, Meisinger, Schwanenflugel and Stahl (2004), children who choose their own partners will show greater social cooperation than those children whose teachers select their partners for them. Since my students chose their own buddies they were more willing to help one another out and become that literacy coach/role model because they enjoyed their buddy's company. The pairing did not always work out where one buddy was more skilled than the other. I thought this was a good thing in the sense that both buddies had to work a little harder at taking on the coaching role and forced them to come out of their shell to help one another.

As a literacy role model, or literacy coach, the students helped each other use and discover reading strategies, such as using picture clues. They participated in discussions about the books read, asked questions, answered questions, introduced one another to new genres and titles and helped motivate each other by showing a joy for reading. Students used positive language and gave one another compliments while reading. This became a positive atmosphere. It was a place where students wanted to come back to because they felt comfortable and could be themselves.

Background to the Study

From talking with my students' kindergarten teachers, I knew that they had not yet been exposed to the effective ways to read with a buddy. Imagine if a solid buddy reading program was in place, how might their conversations be different? Could they have a conversation based on a book they were reading together? How might such an experience make a difference in how their literacy skills and abilities developed? Would they become more comfortable and confident as a reader and a speaker? All of these questions made me want to learn more about buddy reading and how I could effectively shape the experience for all of my first graders.

I know that book buddy reading is a literacy activity that enhances children's literacy development (Anderson-Brown et al., 2008). There were enhancements to my students' abilities and skills with accuracy, comprehension, fluency, and book handling skills. There were enhancements in my students' abilities to hold a conversation about a book, how to be engaged in a book by just listening, and how to

use a variety of reading strategies when reading or coaching their buddy. I also knew that in my own classroom there were students who struggled or were uninterested in reading either alone or with a peer. This might have been because of a combination of factors such as behavior or where they were on the emergent language continuum.

A variety of reading activities such as shared reading, guided reading, read alouds, read-to-self time—DEAR (Drop Everything And Read) or SSR (Sustained Silent Reading)—were ways in which I strived to support my students' reading development as well as foster their literacy skills and abilities in a balanced literacy program. Book buddy reading does enhance a child's literacy abilities with accuracy, comprehension and fluency (Anderson-Brown et al., 2008); however, I had seen how it promoted activities such as forming relationships, getting students to take an active role in a discussion based around literature and to allow students to take a risk and be open to reading, to help children become motivated to read, gain the confidence to learn to read with help from their peers and become a more fluent reader. Book buddy reading activities helped develop interpersonal relationships between younger and older students, increased all children's reading levels and abilities, and fostered their positive self-esteem and confidence (Anderson-Brown et al., 2008).

The students in my first grade classroom were all emergent readers. Some students were further along on the literacy continuum than others, and had different strengths, needs, and challenges when it came to the five areas of literacy: reading, writing, speaking, viewing, and listening. Some of my students struggled when I

asked them to answer comprehension questions or share a fact from a book. Other students had a hard time making predictions or connections to what they read. A part of being able to do all of these things came from being comfortable with literature, the reading process and the five areas of literacy. For those students who were challenged in reading it was challenging to hold a discussion about a book and what part was their favorite or making text to text connections or ask questions like, “Who was your favorite character?”.

Reading out loud to a peer, answering questions, and asking questions about a book they just shared together built students’ self-esteem, boosted their confidence, and built relationships. While modeling and engaging in buddy reading with my students I learned buddy reading had positive effects on my students, not only academically but socially and emotionally.

Significance of the Problem

Teachers need to understand and demonstrate the qualities of good reading such as asking questions, making predictions, making connections to texts, using reading strategies while reading, and help students grow toward these qualities (Calkins, 2001). Because my students were in the emergent reading stage, I needed to model the importance of reading and the enjoyment and learning that came from reading for them. From my observations, most students would rather play video games or watch television instead of taking time to read a book for pleasure. That was why it was important for me to model and show by example what good readers do

and to guide and support my students' development of literacy behaviors that they would carry with them for a lifetime. I saw that when buddy reading was modeled and implemented through a solid model such as The Daily 5 (Boushey and Moser, 2006), my students learned to take on the teacher role of the role model. Students were role models for their peers and taught them to value reading and showed them how to enjoy reading based off of my teacher modeling and implementation of literacy in the classroom as well as through buddy reading.

My twenty, first grade students had mixed feelings, abilities and attitudes towards reading and writing and the other areas of literacy. Through observations of and conversations with my students I learned that some of my students really did not know what reading was made up of and all about. Some students told me that reading was about reading every word right or going back and fixing an unknown word. Yes, these are a part of reading but it was not the heart of reading. I wanted students to understand that reading consisted of different skills and strategies, especially as they were just learning how to read. I also knew that they could hold a conversation about reading, share their opinion, critique an author, and help their peers understand underlying meanings in books as well as read a book to learn a lesson or just hear a good story.

I found that when introducing any kind of text to my students, whether it was a picture book, chapter book, big book, poem, or song, that the more enthused I was about the text, the more they were engaged in the text. According to Babicki and

Luke (2007), modeling behavior and interactions is an important factor for success, both socially and academically. If my students saw me getting excited about and engaged with a text, there was a greater likelihood that they wanted to know all about it and join in with me. By seeing what it was like to get ready to read a text and how much I was filled with joy, they too acted this way.

Purpose of the Study

The purpose of this study was to observe what happened when my first grade students utilized the buddy reading activity over the course of six weeks. I was curious to see how the process enhanced my students' reading ability, enabled them to gain confidence and motivation while reading as well as enhanced their social and emotional development. Specifically, I will be researching the questions:

1. How does buddy reading help enhance a first graders' literacy abilities and skills?
2. How does buddy reading help to enhance the social and emotional development of first graders?

During the study, I focused on my first grade students' buddy reading with peers from the same age group within our classroom. I conducted whole group discussions with the class to see how their feelings about buddy reading changed or stayed the same. I had student's complete quick writes as a way to understand their individual thoughts/questions/concerns/input about their experiences. I used a teacher checklist (see Appendix B) during my observations of five case study students. I also

videotaped my students during the buddy reading sessions. These various methods of data collection enabled me to capture the most authentic view of buddy reading from my students.

Rationale for the Study

I anticipated that buddy reading was a way for my students to help each other become excited about and more skilled at reading. How they saw me modeling different ways to engage with a text, they tried out in buddy reading, implemented the same behaviors and actions to help one another become motivated and engaged in the reading process. This peer modeling enhanced each student's abilities and enabled them to learn and develop together.

I knew that buddy reading was a powerful way that developed students' literacy abilities as well as gained confidence when reading, to build peer relationships, the motivation to read, and fluency skills. When students were put in charge of their own learning they took on the role with a sense of ownership and pride. According to Shegar (2009), during buddy reading there is an increased opportunity for buddies to read aloud and be listened to, to follow an easy procedure, and have the opportunity to receive positive reinforcement. If students did not engage in a process of constructing knowledge and literacy skills through a social context they might had never known how to hold a conversation based around literature. To be able to break apart a book and talk about your likes and dislikes, themes, lessons, genres, author's message and so on are higher level skills that all children should be

able to develop. Being exposed to this during buddy reading helped develop conversation pieces and vocabulary. It helped them gain confidence as a reader and they started to feel comfortable as a reader. My students in first grade were not only emergent in the areas of literacy development but emergent in social skills and building relationships. Some students grew faster than others. Buddy reading was a positive way for my students to get involved together and work together. If buddy reading could not be included in my classroom I feared that the rich conversations they created around books they had read would not exist. I feared that new vocabulary would not be developed as quickly. I feared that relationships would not be established and students would not have had a chance to become a role model through literacy peer interactions.

Buddy reading did not only support my students socially and emotionally but also academically. Buddy reading lead to positive and better results in reading accuracy and comprehension (Morgan, 1986). By allowing time for peers to discuss books and give their opinions on books enabled them to open their mind to new ideas, lessons, and themes found in books. According to Schmidt and Theurer (2008) reading buddies support [her] young readers by both decoding and talking about the books they read together, reinforcing the idea that reading is more than identifying words.

Buddy reading was another literacy activity that had been already used in many classrooms to foster a child's literacy abilities and skills. I learned as a teacher-

researcher that during buddy reading positive relationships were established and built up, conversations were built around literature, confidence was boosted, motivation was higher to read and my students became more aware of the effects of reading (learning interesting information, enjoying a story, having an opinion, critiquing, and finding a message). I also saw how buddy reading enhanced their social and emotional development so they became more confident as readers, writers, speakers, listeners and viewers.

This study, then, was an investigation to see how buddy reading was included in a balanced literacy approach to learning and fostered a child's literacy abilities and skills. I also saw how buddy reading enhanced the social and emotional development of my first grade students. This study was needed to observe how I fostered young children's reading abilities while promoting motivation, confidence and obtaining fluency skills while being aware of a child's Zone of Proximal Development. According to Vygotsky (1986), learning can take place in a social setting. During buddy reading, there is potential for students to engage in a social construction of knowledge through student talk that is meaningful and authentic. Talk between students while buddy reading was very powerful. According to Brown (2006), student talk is central to learning; it was important to understand how children supported each other's learning through peer discourse. In Brown's study (2006), students used talk to organize their activity so that they could engage in it meaningfully. Talk supported these students in resolving word difficulties as they either sounded out words

together, used picture clues or told one another the unknown words (Brown, 2006).

Student talk during the activity of buddy reading aided in those ideas.

During the six week study, I included buddy reading in my daily routines and weekly schedules. Buddy reading was done every Tuesday for thirty minutes. During the activity, I observed and conversed with students, using my teacher checklist (see Appendix B) for all students but paid particularly close attention to my five case study students.

After the thirty minute session, I had the student's complete a quickwrite, in writing and/or drawing, as an individual response. At the end of the week I had a large class discussion with my students about their thoughts and opinions of buddy reading.

I conducted buddy reading four days a week during my guided reading groups. During this time, I videotaped the students' interactions and reviewed the tapes at a later time. I used my teacher observation checklist while watching the video.

As I designed the buddy reading activities to fit my students, based on the buddy reading model presented by Boushey and Moser (2006), I made sure I supported all learners and allowed time for all students to reflect and discuss their likes and dislikes, their concerns and questions, and their feelings.

The benefits of researching buddy reading was to find out that buddy reading was a way to enhance my student's literacy skills and abilities as well as their social and emotional development. Buddy reading provided opportunities for engagement in peer interaction. Readers who were more developed learned to be engaged in becoming a role model for struggling readers to make it a positive experience. According to Anderson-Brown et al. (2008) buddy reading had positive impacts on children's outcomes. Some of the outcomes included were when cross-aged students worked together it showed improvement and enhancement in their attitudes as well as school in general. Older students took on the role of the mentor/role model for younger buddies. In doing this the older buddies learned how to effectively communicate with the younger buddies to make them understand difficult literacy and behavioral concepts. When there was a positive interaction between buddies the problems started to withdraw. By buddy reading students' confidence soared in literacy activities. Buddy reading was a positive way to enhance students' literacy, behavioral and social attitudes. Buddy reading did impact P-12 learners by fostering reading abilities, promoting motivation and confidence as well as obtaining affective fluency skills.

The consequences of not researching these questions were I would never have known if it was an effective way to help enhance my student's academic learning as well as helped improve their social and emotional development.

Summary

Book buddy reading activities helped to develop interpersonal relationships between peers, increased all children's reading levels and abilities, and foster their positive self-esteem and confidence (Anderson-Brown et al., 2008). I knew that buddy reading was a literacy activity that helped enhance my first grade student's reading skills and abilities as well as helped enhance their social and emotional development at the same time. Through looking at research studies, I have found that buddy reading was a benefit for all of my students on all different levels. I believe that buddy reading was meant to be a positive experience while modeling positive behaviors and attitudes towards literacy and building relationships.

I believe that it was essential to promote and develop strong literacy skills among my students so they learned and knew how and why it was important to value all areas of literacy. This study of buddy reading enabled me to engage my students in the five areas of literacy: reading, writing, viewing, listening and speaking, while developing their interpersonal relationships and enhancing their social and emotional development.

Chapter Two: Literature Review

Developing appropriate areas of literacy (reading, writing, listening, speaking, and viewing) at an early age is extremely crucial for students to become and feel successful academically, socially and emotionally. Students can develop within the areas of literacy through many different types of interactions. These interactions can include writing and reading workshop, guided reading groups, word study groups and practice, shared readings, read alouds, interactive reading and writing activities and author's chair. These activities follow a balanced literacy approach to learning when done throughout the school day in unison with one another. A balanced literacy approach to learning includes all of the literacies: reading, writing, listening, speaking and viewing, throughout all literacy learning activities. All of these literacy activities offer a chance for children to use reading, writing, listening, speaking and viewing in authentic and meaningful ways. They also allow time to have students converse and socialize relating to literacy and to seek other peer's opinions.

New instructional methods such as peer teaching and buddy reading, in literacy are presented all the time throughout school districts. A positive, peer instructional method that I have been researched and used in my classroom is buddy reading. It is one of the techniques used by teachers to aid students in developing positive literacy results specifically in reading accuracy, comprehension, fluency, and peers as mentors. Babicki and Luke (2007) state that through the reading buddies program the relationship of the buddies, the routine of the activity, and the

atmosphere of doing important things all contribute to a positive experience. In this chapter, I examine buddy reading through a series of research studies.

Literacy Instruction in First Grade

I follow a balanced literacy approach to learning in my classroom. In my balanced literacy approach to learning I include on a weekly basis: writing workshop, word study, shared readings, read alouds, guided reading lessons, read to self time, and buddy reading. There are diverse learners in all classrooms that have different ways and styles of learning. As a teacher, I need to respect those needs and try to incorporate as much differentiation as needed. I need to put together and create a successful environment for literacy development for my students. According to Fountas and Pinnell (1998), there are eight basic components of literacy development that a teacher needs to incorporate to create a rich environment for literacy development. The eight components from Fountas and Pinnell (1998) are:

1. Understanding the purpose of literacy so children may develop an appreciation for literature in their lives.
2. Children need to hear written language so they can learn its structure and take in new information and ideas.
3. Children need to become aware of the sounds of language, to enjoy those sounds, and to use this knowledge as a tool in becoming literate.

4. Children need to have many experiences working with written symbols so they can learn how to look at letters and use information to read and write.

5. Children need to explore words and learn how words work so they can use this information effectively and efficiently in reading and writing.

6. Children need to learn the conventions of print and how books work so they can use this knowledge as readers and writers.

7. Children need to read and write continuous text so they can use and expand their knowledge about letters, words, sounds, and language.

8. Children need to develop flexibility and fluency to enhance comprehension and enjoyment of reading and writing.

Throughout these eight components, there is a trend of making connections between reading, writing, listening, speaking, and viewing- the five literacies. All students should have a consistent combination of all five literacies put together in order to get the most fulfilling literacy experience in the first grade classroom.

Fostering Students' Literacy Skills and Abilities

Students who are challenged in reading are a concern in the classroom. I believe that teachers and professionals want to learn how to effectively instruct such students so they can foster their learning to their best abilities. I am hoping to find that one beneficial way of doing so is through buddy reading. I have seen from personal experience that buddy reading can increase reading ability, increase

motivation and confidence in readers at all levels as well as, develop social relationships that are based around literacy that feel comfortable and safe.

The activity of buddy reading holds students accountable through their learning and teaching: they take on different roles, such as peer mentors, peer role models, peer tutors, and peer coaches, which allow for teaching and learning all at the same time. This will most likely lead to students becoming more literate in a wider range of literacy skills ranging from reading accuracy, comprehension, modeling or coaching to feeling confident and motivated to read out loud to one of their peers. This success is due to ‘the relative simplicity of the tutoring routines, which enable children...to mediate instruction of their peers’ (Mathes, Howard, Allen, & Fuchs, 1998).

Anderson-Brown, Lowery, and Sabis-Burns, (2008) discussed how book buddy reading is a literacy activity that enhances children’s literacy development. The researchers conducted a study in a northeastern Florida school district with book buddies who were kindergarten and fifth grade students. The school’s majority population was African American of low socioeconomic status, many of whom lived in public housing developments surrounding the school (Anderson-Brown, 2008). At least 75 percent of fifth grade students received added tutoring in reading and mathematics. The fifth grade teacher wanted her students to learn with other students and give them a positive experience where they could help other students as well as boost their confidence and enhance their reading skills. The kindergarten and fifth

grade teachers had their students buddy read two times a week for one hour. During this time, the fifth grade students acted as literacy role models for the kindergarten students. The fifth grade students read to the kindergartners and asked follow-up comprehension questions about the texts they read. Some kindergarten students also drew pictures to go along with the text.

The librarian worked with the fifth grade teacher and the kindergarten teacher to pre-select books that the fifth graders had already read or that their teacher had read to them as well as books that matched the kindergarten students' reading levels as well as their interests. The teachers chose to do this so that as the older students read these books their confidence would increase because they would be more fluent in reading lower level books or books that they previously read or listened to. As much as the older students were modeling reading strategies and processes for the younger students, the older students were building their confidence and self-esteem as readers, which allowed them to feel safe and comfortable as readers (Anderson-Brown, Lowery, & Sabis-Burns, 2008).

Throughout the book buddy reading hour, teachers monitored the students and the activity. The teachers gave the older students pointers on how to include extra extension activities such as comprehension activities during their time with their buddy. Throughout the study, the researchers asked all of the students three questions, which dealt with the way they felt about buddy reading and how it helped them if at all. All students answered the questions positively including the older students who

said that they “took their role as older buddies seriously” (Anderson-Brown et al., 2008, p. 34). Older buddies discussed how they wanted to help the younger buddies so they could learn to read better and faster. Younger students discussed how their older buddies were good readers and didn’t yell at them when they were reading. The younger students thought the older buddies were good teachers. The findings of this qualitative study supports buddy reading in the classroom as a means of fostering a wide range of literacy skills and abilities.

While Anderson-Brown et al. (2008) discussed buddy reading as a more relaxed activity that enhanced students’ reading abilities and skills, Shegar (2009) discussed a specific method during buddy reading to ensure that the pair of students chosen received direct instruction from the other to foster literacy skills. The school where the study took place had a multicultural population consisting of 49.6 percent Chinese, 44.3 percent Malay, 5.4 percent Indian and 0.7 percent other ethnic groups. English was the language of instruction for all subjects, but all students were expected to study a second language at the same time (Shegar, 2009). Children entered school at the age of seven with highly uneven levels of prior exposure to the English language, with a group particularly disadvantaged by the fact that they did not speak English at home at all (Shegar, 2009). The school operated in two separate sessions each day: children in primary three to six attended school in the morning and those in primary one and two attended school in the afternoon (Shegar, 2009). Children from the primary two have been trained to be tutors for those in primary one who shared the same school session (Shegar, 2009).

Shegar observed eight pairs of buddies during the reading sessions. The tutors were eight-year-olds identified by the Learning Support Coordinator to be proficient readers for their age (Shegar, 2009). The tutees were seven-year-olds in their very first year of primary school (Shegar, 2009). The method, 'Pause, Prompt and Praise' is according to Shegar (2009), a method, which sets out a standard procedure for tutor response to the oral reading behavior of the tutee. This method has been shown to be successful in encouraging self-correction in children who are remedial readers. In 'Pause, Prompt and Praise,' the tutor follows specific guidelines for correct reading as well as self-correction and error. The student reading is praised whenever possible for correct reading and self-correction. When an error occurs, a five second pause is given so the reader can have a chance to self-correct. If the reader does not make a self-correction, the tutor then prompts the student using one of three prompts (prompt with clues about the meaning of the sentence if the mistake does not make sense, prompt with clues about the way the word looks if the mistake makes sense, and ask the tutee to read on to the end of the sentences or return to the beginning of the sentence of the tutee says nothing) and has to give two prompts that seem most beneficial to the reader who is attempting to make a self-correction. If the reader still did not self-correct after two prompts, they are told the word.

This method allowed students to give and receive praise at all times. Many strategies were modeled throughout the reading to provide the student with support for unknown words. This method prompted the reader to use reading strategies such as reading for meaning, reading on, and looking at what the word looks like, when

they came to unknown words so they would eventually self-correct on their own by internalizing those strategies. Since praise was so highly involved in this method, Shegar (2009) noted that positive reinforcement had the greatest impact for motivating the students. When a student is motivated to read and to learn to read, the possibilities are endless (Shegar, 2009). Students can strive until they reach their goals as long as they are motivated to do so. Since this method focuses on praise, both techniques: pause and prompt, give the student feedback for effective reading. According to Shegar, this method is designed to allow the student to experience success with reading while the techniques help instill confidence in the student when reading independently.

The findings of this study were inconclusive because the training for this method at first was not executed properly or consistently. When the training was first executed, it was without scaffolded monitoring. Only two tutors did all three readings with their tutees. Also, other conclusions from video recordings showed that several tutors did not even give the tutees an opportunity to read after the initial training thus negating the objective of the buddy reading program (Shegar, 2009). After providing more training sessions the tutors improved significantly. The data seemed to suggest that there was hardly any improvement in the number of prompts that they provided but an improvement on the number of pauses in obligatory contexts (Shegar, 2009). Another finding was a decrease in the number of instances for prompts in obligatory contexts indicating that the tutees were more successful in their attempts to self-correct (Shegar, 2009). Also, five out of eight tutors did not have opportunities to

provide prompts because the tutees were able to self-correct their errors (Shegar). Other data showed there wasn't a lot of emphasis on the use of praise, which this method of 'Pause, Prompt, Praise' is based. The findings of the study reiterate the importance of exposing tutors to model different types of prompts (Shegar, 2009). The tutors were capable of employing a range of prompts appropriately, provided that they were given clear demonstration, specific feedback and the opportunity for practice (Shegar, 2009).

According to Shegar (2009) the method of 'Pause, Prompt, Praise' is extremely useful, when executed correctly with effective training, including buddy reading as part of a daily routine to foster a student's literacy skills and abilities. I have gathered from reviewing this research that 'Pause, Prompt, Praise' teaches a student discipline and how to enforce a strategy while the other student will take on the learning and be able to learn new strategies such as reading for meaning, reading beyond a word, looking through the word and self-correcting along the way. Each student will learn something that will foster the students' reading levels and skills while helping another student become successful.

Fluency and Comprehension

Other literacy skills that students develop during buddy reading are reading fluency and comprehension skills. Reading out loud to peers, lets the child practice orally reading and hearing them self-read. It also lets an inexperienced reader possibly listen to an experienced reader so they could know what it should sound like

when orally reading. Students will often discuss the text, like/dislikes, characters, problems, solutions, themes, and lessons learned, after they are done reading it which will promote discussions based around literacy such as a problem in the book or one of the characters. Reading with fluency and comprehending what is read are two skills that can be enhanced through reading in general and perhaps buddy reading in particular.

Bryant, Chard, Coleman, Kouzekanani, Linan-Thompson, and Tyler, (2000) conducted research within two elementary schools in urban and rural settings. One hundred twenty-one third grade participants started the intervention program (the study) and one hundred eleven third grade students and their eight third grade teachers finished it. The decrease in population was caused by families moving out of the district. This was a twelve week study with each intervention strategy implemented two to three times per week in regular classroom settings. There were two groups for the study: those with significant reading problems and those who were low-to average- achieving students. Sixteen students had significant reading problems and were in special education and/or classified by the school district.

The study focused on two literacy skills that the students needed to develop: fluency and comprehension. The researchers studied two interventions to promote the students' learning of these skills: partner reading (PR) to work on fluency and collaborative strategic reading (CSR) to work on comprehension skills. Students were placed with teachers based on teacher choice, ethnicity, age, gender, reading level and

number of students with a reading disability. Professional development was provided by the project staff for each group of teachers separately as well as co-teaching and modeling in the classroom, support groups and discussion groups. The weekly co-teaching and modeling sessions were provided by workshop leaders and graduate assistants. Teachers had to keep written logs about the implementation of their strategies into their lessons. The goal of this study was to better understand the effects of two interventions designed to target either fluency or comprehension outcomes (Bryant et al., 2000).

According to Bryant et al. (2000), partner reading (PR), which is another name for buddy reading, is based on the notion that students who struggle with fluency benefit from repeated reading of passages and hearing fluent reading modeled. When experienced readers model reading and the use of strategies, the inexperienced reader picks up how reading should sound when the experienced reader is orally reading (Bryant et al., 2000). According to Bryant et al. (2000), collaborative strategic reading (CSR) comprises four reading strategies: before, during and after the reading process which included preview (previewing the text before reading it), click and clunk (students take turns reading and take turns using fixing up strategies to figure out the meaning of an unknown word), get the gist (summarize the text to get the meaning) and wrap-up (generate questions). During the study students worked in peer-monitored groups where the peers were the facilitators.

According to Bryant et al. (2000), 43 percent of students were considered low readers as measured on a pretest. The pretests included the Testing of Reading Fluency (TORF (Children's Education Services, 1987) and the Gray Oral Reading Tests-3GORT-3 (Wiederholt & Bryant, 1992). Students were then paired with one another to see if peers could foster their literacy skills and abilities with teacher implementation and modeling.

Leaving the two interventions as independent skills let the researchers focus on each intervention and how it affected each literacy skill. However, in this study PR and CSR were never combined together as an intervention. Bryant et al. (2000), suggest that this could be left for future research. The researchers felt that if the interventions were combined, it would have allowed the students to make more progress. Leaving PR and CSR as independent interventions did not allow for much student progress because isolating reading strategies is difficult for students to make connections with. Each reading strategy linked to one another and enabled the students to build more knowledge using the previous one taught as a base.

I believe the literacy skills that were introduced and used together were more effective for the students in trying to foster their literacy abilities then when implemented in isolation.

Arguelles, Hughes, Klingner, and Vaughn, (1999) did a follow-up study with teachers who implemented interventions into their general education and special education classrooms. Seven teachers who had participated in a yearlong professional

development effort three years previously and who were still teaching at one of three target schools agreed to participate in this follow-up study of the sustainability of the instructional practices they had learned (Arguelles et al., 1999). The study was done three years after the yearlong professional development to see how the seven participants continued to implement the practices learned, the ways in which they modified them, the factors that influenced their sustained use of the practices, and to what extent they implemented them (Arguelles et al., 1999). Data was collected from February through June of the 1997-1998 school years from qualitative and quantitative sources such as focus group interviews, classroom observations and Intervention Validity Checklists (IVCs), The Facilitators and Barriers Checklist and follow-up individual interviews. Four of the teachers were general education teachers, two were special education teachers and one was a part-time enrichment teacher. The part-time enrichment teacher's role was to instruct other teachers in the building in the use of the three instructional practices (Arguelles et al., 1999).

The seven participants taught at three schools located in a large metropolitan school district in the southeastern United States (Arguelles et al., 1999). The first school has about 1,000 students: 96 percent are Hispanic, 3 percent are White and 1 percent are African American; 76.5 percent receive free or reduced-cost lunch (Arguelles et al., 1999). The second school has almost 1,500 students: 92 percent Hispanic, 5 percent White, 2 percent African American and 1 percent Asian/Indian or multiracial; more than 80 percent receive free or reduced-cost lunches (Arguelles et al., 1999). The third school has about 1,000 students; 60 percent are Hispanic, 25

percent African American, 10 percent are White, and 5 percent are Asian/Indian or multiracial; more than 75 percent of the students receive free or reduced-cost lunches (Arguelles et al., 1999).

One of the interventions that was used was partner reading (PR) - the same intervention used by Bryant et al. (2000). In this particular study, partner reading was grouped with fluency and comprehension. Focusing on fluency and comprehension, enabled the researchers to determine how the students made connections to reading strategies and interventions, which helped foster their learning at an excellent rate. During PR, students read together in pairs while building fluency and comprehension. Activities included retelling, paragraph shrinking, and prediction relay. According to Arguelles (1999), teachers considered partner reading to be applicable across the widest range of grade levels and used most often. As demonstrated in the study, buddy reading was easy to implement and use in multiple settings (general education and special education classrooms) to foster literacy skills and abilities.

Arguelles et al. (1999) concluded that partner reading was the instructional practice with the highest initial implementation rates, meaning the seven participants executed the strategy of partner reading the most, partner reading had the most precise routine associated with implementation, it provided a framework for peer teaching and partner reading was perceived by teachers to be applicable across the widest range of achievement and grade levels (grades 1-6). Partner reading promoted

literacy skills and abilities by collaborating skills, like fluency and comprehension, together to foster literacy learning.

Motivation and Confidence

I see through personal experiences how motivation and confidence can play a huge supporting role in buddy reading. I believe student-centered learning, which is when students take on more of the independent role as the learner, is a part of a valued and balanced literacy program. The foundation for student-centered learning is confidence and motivation. I believe students need to be confident in what they are learning and executing as well as become motivated to carry it out. Peer learning has success and it is due to “the relative simplicity of the tutoring routines, which enable children...to mediate the instruction of their peers” (Mathes, Howard, Allen and Fuchs, 1998, p. 81). I believe buddy reading is a simplistic yet knowledgeable way for students to be mentors and mentees. This allows students to establish routines and facilitate their own instruction supported by their confidence to work with other peers and take on those roles as well as become motivated to follow through on supporting their literacy abilities for one another.

English Language Learners

Rubinstein-Avila (2003) studied how buddy reading affected bilingual students specifically students who spoke Portuguese and English. The researcher observed, collected interviews and audio-taped two second grade students while buddy reading over a five month period. The students’ full weekly routine of buddy

reading included five daily consecutive sessions of thirty to thirty-five minutes (Rubinstein-Avila, 2003). One student's dominant language was English and the other student's dominant language was Portuguese. According to Rubinstein-Avila, each student brought something knowledgeable to their buddy reading sessions; however, it was motivation and confidence that kept them going. Rubinstein-Avila inferred that students who speak a different language other than their dominant one have a difficult time sometimes adapting to their surroundings and fitting in. Rubinstein-Avila observed that both students were willing to work with one another with the confidence they could teach one another valuable lessons in literacy. The students participated in buddy reading five days a week for thirty to thirty-five minutes. Rubinstein-Avila noted that the students were highly independent and self-sufficient; their attitude toward buddy reading was generally enthusiastic. They often shouted "YES!" when their teacher said it was time for buddy reading.

During buddy reading in this classroom, the students had a specific routine to follow. Each student picked out a book according to certain reading levels, record the title of the book, read independently one time and then read to their partner, retell the story, read the story to an adult in the room (general education teacher, special education teacher, Reading Recovery teacher or a volunteer), retell the story in the reader's own words to the reader's partner, provide a summary/written response on what the reader liked and disliked. This form of buddy reading was extremely extensive; however, it was a bilingual classroom and the goal was for students to be speaking both languages.

During one observation, Rubinstein-Avila observed the retelling piece of buddy reading. For the retelling, students needed to use their own words. The partner who was listening to the retelling made sure that the person retelling used the book to look at the pictures but the partner who was listening did not allow the partner reading to read the words on the page. It also takes motivation for the person retelling the story because the reader who was retelling the story needed to keep trying to put it into the readers own words. Rubinstein-Avila concluded that that might sound simple but it isn't that simple for an English language learner (ELL), especially if there was language confusion throughout the decoding and meaning of the text.

As a result of the findings of the study, Rubinstein-Avila recognized that the students exchanged expertise and used a variety of strategies to sustain peer-interaction with and about books in their own language and literacy acquisition and development. The findings of the study uncovered the various strategies the two students used to assist each other, as well as the power of negotiation between them, marked by switches in language code (Rubinstein-Avila, 2003). To be able to read with another peer in a different language and teach that peer how to decode and figure out meanings of texts takes time and effort. Both students during buddy reading pooled their strengths to overcome their challenges (Rubinstein-Avila, 2003). The two students were very motivated to learn and to teach each other. They also had the confidence to support, guide and teach each other to enhance their literacy abilities and skills (Rubinstein-Avila, 2000).

Alfalasi (2008) studied students who were learning English as a second language. The students came from a medium-sized government school in Fujairah, UAE (Alfalasi, 2008). The school has 430 students from grades six to nine, and a staff that consists of thirty-six teachers and five administrators (Alfalasi, 2008). There are a total of eighteen classrooms in the school with twenty-five plus students in each class (Alfalasi, 2008). 90 percent of the students are from UAE national and 10 percent are from several other Arab countries (Alfalasi, 2008). All of the students in the school have started learning English as a foreign language at grade one (Alfalasi, 2008). The ability of English in the school ranges from very basic knowledge of English to an intermediate level in the language (Alfalasi, 2008). Students have a total of six English classes per week all lasting forty-five minutes (Alfalasi, 2008).

Alfalasi (2008) conducted this study with cross-aged peers from sixth and ninth grade. The students' goal was to finish reading six stories or other books from the library before the end of the semester. Alfalasi and the other teacher gave each student a response page, a book evaluation sheet and a reading log. These were to be filled out and handed in when completed. This was how the researcher collected data on the students. Students got forty-five minute periods every Monday and Wednesday each week to work on their buddy reading. Buddy reading for these sixth and ninth grade students lasted from March until May.

The students were struggling with fluency and the researcher could not pinpoint it. Alfalasi defines fluency as his students would stutter when reading out loud,

using fingers to keep their place in the text, and the students would read word by word. Students were fairly good at speaking, listening and writing in English; however, when reading in English their fluency (how fast/slow the student was reading, how the student was chunking their words together, if the student was reading with expression and intonation) was poor. The researcher had the students try a variety of techniques to foster their fluency such as modeling reading strategies, direct teaching of vocabulary, playing reading games and taping themselves while reading so they could listen to themselves reading. Nothing seemed to be enhancing their fluency until the researcher studied buddy reading (Alfalasi, 2008).

Alfalasi (2008) found that buddy reading was a form of extensive reading that was really useful and interesting for the students; the best way to improve reading is to just read and read a lot, which buddy reading provides. The researcher explained to the students that their buddies would help them decode words and figure out the meaning of the text along with pronunciation of words and getting to know the English language more proficiently.

At the end of the school year, Alfalasi discovered how much the students loved their reading buddies. Students loved listening to and reading with a partner as well as writing in a reading log. Reading and listening to a partner motivated students to read and gain the confidence they needed to become proficient in a foreign language. The students gained critical thinking skills when discussing the text and

writing in their reading logs and reading to one another. The students also gained a friendship with their buddies and felt comfortable and safe with them.

Self-Efficacy

To have confidence during buddy reading, involves both students supporting one another to promote a positive learning experience and keeping each other motivated to continue reading. Students need to feel that they are readers and want to become even better readers. Self-efficacy is “the judgment that people form of their ability to organize and execute that actions that are needed to accomplish specific learning-related tasks,” (Chapman & Tunmer, 2003, p.7). Students who have low self-efficacy tend to give up easier and not believe that they can accomplish a task (Friedland & Truesdell, 2006).

Students with a learning disability, it does not matter the learning disability, will often have low self-efficacy and believe that they cannot do something or achieve anything (Friedland & Truesdell, 2006). Students, who are bilingual, such as those in Rubinstein-Avila’s (2003) study, can also have low self-efficacy because learning a second language can be difficult. Reading with a bilingual student can be frustrating if the bilingual student doesn’t know the correct terminology or pronunciation. It takes a motivated, supportive and determined person to coach or peer mentor a bilingual student. When working with a person who has high self-efficacy, like an experienced peer mentor, a bilingual reader can also gain a higher level of self-efficacy.

I have learned through research from Friedland and Truesdell (2006) that students who have high self-efficacy are persistent and determined and motivated to keep trying and they believe that they can accomplish a task like reading. Self-efficacy, then, is an intrinsic motivator (Friedland & Truesdell, 2006). If a student has self-efficacy, motivation will start from within therefore students will become successful. Students with high self-efficacy set higher goals for themselves and actually achieve them because they believe they can (Friedland & Truesdell, 2006).

Self-efficacy plays a significant role in the Friedland and Truesdell (2006) study. The researchers wanted to set up a literacy activity involving reading for their second and sixth/seventh grade students that would promote high self-efficacy to allow their students to feel confident in reading as well as motivated to even pick up a book and try to read. Friedland and Truesdell (2006) felt that cross-aged book buddy reading would be most beneficial, especially for students with learning disabilities: the older students could act as role models for the younger students as well as the children with learning disabilities. This was an effective way to promote high self-efficacy. Book buddy reading provide students with a supportive environment that did not lead to comparisons with more successful peers or to embarrassment, thereby creating opportunities for success (Friedland & Truesdell, 2006).

I believe students in this type of partnership gain confidence while reading because they are supported by students acting as role models who help them foster their literacy abilities, not bring them down.

Friedland and Truesdell (2006) discovered that students weren't intrinsically motivated because of the content, therefore prohibiting them from becoming motivated to read independently. The researchers provided books of high interests that they could preview before their buddies came into read. Friedland and Truesdell believed that the students would feel confident to read the book because they had a chance to preview it, and feel motivated because it was a book of high interest. I believe that book buddy environments need to be engaging to all students and provide a safe and comfortable place to read, relax and learn.

Surveys were given by the students' teachers as a way to assess this buddy reading program. The surveys provided positive feedback that came from the students about buddy reading. Students suggested that they liked buddy reading because they got to read to someone and listen to someone read. The older students said that they enjoyed helping the little kids learn how to pronounce words. Also, students with learning disabilities indicated that they did not feel embarrassed to read with another peer because buddy reading helped them feel comfortable knowing someone was there to help them. The researchers stated students "have more positive attitudes" towards reading and that they "enjoyed reading for pleasure" (Friedland and Truesdell, 2006, p. 39). This buddy reading program provided students to be role models as well as support one another to become confident and motivated in literacy activities.

During buddy reading, students are responsible for their own learning as well as another peer. Both partners are responsible for keeping the other one engaged in reading as well as guiding one another through the reading process. It is extremely important to be willing and ready to work with another peer so they can be successful when reading. Self-efficacy (Friedland & Truesdell, 2006) plays a significant role in being engaged and supporting another reader.

Babicki and Luke (2007) state that through the reading buddies program the relationship of the buddies, the routine of the activity, and the atmosphere of doing important things all contribute to a positive experience. Babicki and Luke (2007) discussed a buddy reading program at a Montessori school with kindergartners and fifth graders. Through the program, Babicki and Luke (2007) observed that the kindergartners find opportunities to practice their emerging literacy skills, and older elementary children learn how to share their love of reading. Buddy reading can be for all ages at all different levels. When reading buddies meet, reading and learning to read are the activities, yet another real benefit appears to be the enhancement of the self-esteem of the younger children (*I can read, I know someone in the elementary program*) and the amplified self-worth of the older children (*I'm making a difference in someone's life*). The fifth grade students kept a journal and would record their thoughts after their reading experience in the reading buddies program. One student wrote, "I am amazed by their skills and it is a wonder how they keep trying and never give up. This makes my heart smile..." Another student wrote, "I have learned that when a child gets rewarded with 'good job' or 'really close,' they feel like they're

getting the hang of it. I love it when I help to make someone happy...I think I would like to pursue teaching when I'm older." Both of these students didn't just see their buddies as kindergartners; they saw their buddies as hard working kids who wanted to learn desperately how to read. The joys they got from reading with them were self-fulfillment and also inspiration.

The reading buddies program started in October. As the weeks progressed the students developed routines, shared stories, got to know one another and developed friendships. Teachers modeled the goals and expectations for the fifth graders and then the fifth graders modeled for the kindergartners. The teachers tried to have the fifth graders think back to when they were in kindergarten to help them set the stage for reading with their buddies. Teachers also modeled how to be patient with their students. Teachers also modeled with enthusiasm and energy so then the fifth graders sent off the enthusiasm and the energy to their kindergarten buddies. According to Babicki and Luke (2007) modeling behavior is a key component to the success of those involved and essential to the way things are accomplished.

After a session, students recorded their thoughts and feelings, the day and time spent with reading buddies, books the buddies read together, challenges and successes, and what they would like to do for next time to make it even a more positive experience. Both parties gained something from the reading buddies program. Both the fifth graders and the kindergartners got a boost in self-esteem because each student enjoyed a newfound success. The older children contributed to

and witnessed the improved skills of the younger children, while the kindergartners, receiving the encouraging words of their buddies, saw themselves as readers (Babicki & Luke, 2007)!

Student Engagement

Peterson and Davis (2008) examined how student engagement plays a significant role in buddy reading, just like self-efficacy, as far as keeping the students motivated to buddy read. Peterson and Davis found that allowing students to become involved in setting learning goals and choosing activities that are of interest to them can lead to increased student motivation. I believe that teachers need to boost up the idea of buddy reading as a positive learning experience. I believe if teachers model for their students and execute their expectations and keep them consistent, students will know exactly what is expected of them. When students understand and know what is expected of them, they will be motivated because they will have higher self-efficacy, as demonstrated by the findings of Friedland and Truesdell's (2006) study.

Peterson and Davis (2008) conducted a study with students who set their own goals and created their goals that were attainable for them. This study was done in a five week period in a fourth grade classroom with eighteen students. The students ranged in age from nine to eleven years old. Ten students were Hispanic, seven were White, and one was African American. Eight students were girls and ten students were boys. Two students participated in an alternative learning setting where they were taught life skills for most of the day so they did not participate in regular reading

instruction (Peterson and Davis, 2008). The student population consisted of 54 percent Hispanic, 42 percent Anglo, and 4 percent African American. The district was right outside of Austin, Texas.

The study included buddy reading as a literacy center that was created by the researchers for students to be a part of their goal-setting during their daily routines. During buddy reading, students read a science magazine with a partner and then created two new questions that other students could answer when they visited the center. Every Monday, students completed a goal page for themselves that included the statement, "How I will accomplish this goal." This let the students determine their goal for the week as well as reflect on a goal that would be attainable for them. Throughout the research, Peterson and Davis saw a trend between goal setting at the literacy centers. Peterson and Davis saw the positive relationship between goal setting and working together with another peer shined through these centers. In this study, buddy reading worked as a literacy center. It is a way for students to set their own goals when they are reading together, have conversations about literacy and learn from one another.

I believe that when one student teaches another student or gives the student praise, it makes the student feel confident and comfortable in their space. I believe teachers need to provide students with more independence and more time to collaborate. I believe by setting goals and working together, students can be motivated to learn as well as be confident enough to share with one another.

Paired Reading

Paired reading is a powerful way to help students with reading as well as creating literacy and social relationships. When participating in paired reading, otherwise known as buddy reading, students can be paired in many ways. Generally paired reading involves a less-able reader reading simultaneously with a more-able reader such as parents, teachers, and peers (Bradley et al., 2004). From experience, students can be paired with a same-aged peer, a cross-aged peer, or according to needs and/or abilities. According to Bradley, Meisinger, Schwanenflugel, and Stahl, (2004) share that paired reading was originally developed as a parent tutoring strategy by Morgan (1976). Paired reading can support many challenges students face when reading including less errors/miscues, more self-corrections, larger use of meaning, comprehension and fluency. During paired reading, both students will be role models for each other by fostering their literacy skills and abilities. I believe students can provide constructive criticism and feedback for one another as well as, support them in a positive way. According to Bradley et al. (2004), research suggests that paired reading may gain its positive effects through two mechanisms: one, extra practice gained through reading by reading connected text and repeated readings should facilitate the development of fluency and two, the mutual support offered in partner reading should promote cooperative interactions with peers around literacy. Paired reading also offers mutual support that should promote cooperative interactions with peers around reading. Bradley et al. (2004) conducted a study based on identifying factors that affect the quality of the partner reading interaction in order to provide

teachers with research-based strategies for organizing, managing and implementing paired reading (Bradley et al., 2004).

Bradley et al. (2004) observed forty-three pairs of students in second grade from twelve classrooms across three elementary schools located in the southeastern United States. The schools included families from low income households and had a large number of students who received free or reduced-cost lunches (Bradley et al., 2004). Of the students participating, 60.5 percent were African American, 25.6 percent were European American, 11.6 percent Latino, and 2.3 percent were another race (Bradley et al., 2004). Approximately 91 percent of pairs were of the same gender, and 53.5 percent were of the same race (Bradley et al., 2004). 62.8 percent of participants were female and on average eight years old (Bradley et al., 2004). Ten teachers participated: four being African American and six being European Americans (Bradley et al., 2004). Bradley et al. observed these second grade students during partner reading to see how social relationships evolved. On average, four to five pairs of students were observed in each classroom for one session (Bradley et al., 2004). Data was collected in two classrooms in mid-spring of year one and in ten classrooms in the subsequent school year (six in the mid-fall and four in the mid-spring) (Bradley et al., 2004). The researchers were also looking to see if students stayed on task and completed their goal during partner reading. The researchers found that having students choose their partners executed higher levels of cooperation and motivation versus students who were paired up by a teacher. The researchers found that students for the most part stayed on task and were cooperative with one another

(Bradley et al., 2004). The researchers also discovered when children picked partners and there was a discrepancy before the buddy reading session the discrepancy would continue in the buddy reading session. Discrepancies that could occur are not giving instrumental or emotional support, conflict management and on/off task behavior.

Student Talk

Another important aspect of buddy reading is creating student talk. Student talk is central to learning; it is important to understand how students can support each other's learning through peer discourse (Brown, 2006). Vygotsky (1962) made it clear that learning is social. The Zone of Proximal Development refers to the distance between a student's actual development level determined by independent problem solving and the level of potential development determined through problem solving under adult guidance or in collaboration with a more capable peer (Brown, 2006). Collaborating with students who are at a more advanced level can often enhance and foster a student's learning. Buddy reading involves working with a peer to collaborate on ideas, engage in literacy activities and skills, and create student talk based on literacy skills and abilities. This is all based around a common text.

Brown (2006) discussed five major themes of student talk: organizational talk, word solving strategies, meaning making talk, disputational and personal talk. These themes of talk arose during buddy reading sessions that the researcher observed and documented. This study was conducted in a second grade classroom at a public primary school in a southeastern suburban area of the United States (Brown, 2006).

The classroom contained twenty-three students; twelve boys and eleven girls ranging in age from seven to eight (Brown, 2006). Five of the students were African American, one was Latino and the remaining students were European American (Brown, 2006). This study lasted six weeks in which the researcher collected data twice a week (Brown, 2006). Brown (2006) collected data through videotaping, audio taping, writing field notes, and collecting student artifacts. Brown wrote weekly memos reflecting on observations, thoughts and how students connected to the original research questions: one, how peer talk supported or constrained learning during partner reading and two, how the teacher supported or constrained partner reading (Brown, 2006).

Students used talk to organize the activity so they could join in the activity of buddy reading meaningfully. Students used talked to decode words, they used picture clues as a strategy to figure out unknown words, they constructed the meaning of the text and had an understanding of what was happening in the text. Without buddy reading students may never experience peer mentoring in this form. Multiple strategies were used between partner groups to enhance students learning. Talking out strategies and having peers model strategies allowed the student to see and know what the expectations are while reading. Vygotsky (1962) recognized that speech is one of the intellectual tools from our culture that allows us to engage in joint thinking (Brown, 2006). I believe when discussing, collaborating, talking, and combining ideas together, more and more information is brought together to continue the learning process.

Buddy reading can be a tool that is used to coach students to success. For example, in a first grade classroom, Schmidt and Theurer (2008) had students participate in buddy reading with fifth grade buddies every Friday afternoon starting at the beginning of the year until the end of the year. Because it is cross-age buddy reading the older buddies, in this case, have more of an expectation to follow as being the role model. The researchers observed that some fifth graders followed up to the expectation while others didn't know what was expected of them. The researchers decided that some improvement was needed in the areas of teacher modeling for the older students to make their expectations clear as well as adding follow-up activities to hold students accountable. Schmidt (2008) met with the fifth grade reading buddies and explained to them how they would take more of the leadership role during buddy reading with her first grade students. Schmidt decided to focus on helping the fifth graders learn how to choose a book to share with a buddy and how to coach their buddy. She preselected age/grade appropriate books for the fifth grade students to choose from, keeping in mind their interest levels and time. She also made sure the fifth graders knew that the first grade students would be able to choose books at times, too. Schmidt also showed the fifth grade buddies how to conduct a read-aloud. Schmidt modeled teacher behaviors such as predicting, questioning, fluency, reading with expression and stopping to discuss the book. Schmidt reminded the fifth graders of emergent reading behaviors they might have to help their younger buddies with such as decoding. Schmidt reminded them of reading decoding strategies (Block & Dellamura, 2000/2001) they might have forgotten: sounding out a word, looking for

the little word in the big word, looking for word chunks/word families, separating the base word from the ending of the word, asking what makes sense, reading on, looking at the picture, giving a synonym, thinking of a similar rhyming word, and rereading the sentence once a difficult word has been decoded.

Schmidt also modeled for the older buddies how to question their first grade buddies about the stories and how to have a conversation with them. She also encouraged them to do what felt comfortable. Schmidt gave them troubleshooting ideas if a buddy was to misbehave and she modeled how to greet them when their buddies came in to read with them. Schmidt provided a class list of her students with notes (ELL students and students who were very shy or very active). The students wrote each other introductory letters as a way to break the ice and get to know one another. As for the follow-up activities, Schmidt (2008) wanted to incorporate a meaningful follow-up activity that would bring social interaction—a vital part of reading—to the reading buddy sessions (Schmidt & Theurer, 2008). She came up with a question game where students had to role either the fiction dice or the nonfiction dice when they were done reading the text and answer questions. This game, The Question Game, inspired by Block and Dellamura (2008), enabled the students to engage in critical thinking, which improved their reading comprehension and also created opportunities for student talk between the buddies. Throughout the year, the follow-up activities changed. For example, one activity was to fill out a reading log together. Reading buddies supported Schmidt's young readers in decoding and talking about the books they read together, reinforcing the idea that reading is more

than identifying words (Schmidt & Theurer, 2008). In this study, teacher modeling played a key role in buddy reading because the teacher was the one who modeled expectations and goals clearly enough for the students to that they could take on the role as the mentor/coach and have buddy reading aid in enhancing literacy skills and abilities of the younger buddies (Schmidt & Theurer, 2008).

Summary

Buddy reading has many different names such as peer mentoring, partner reading, book buddies, peer tutoring and paired reading. All of these names share a common theme: all methods include reading with a partner who is at the same age, cross-aged, different abilities and skills, and/or different reading levels (needs). Buddy reading allows students to collaborate on ideas, model literacy strategies, support motivation and help gain confidence when reading. Buddy reading is only one aspect of a balanced literacy approach to learning. Buddy reading is used as a reading strategy to strengthen and help enhance a student's fluency and comprehension skills. Buddy reading is a student-centered activity that help creates more student talk and independence. More student engagement is created when students have more opportunities for independence and goal setting with a partner. Students act as role models for one another during buddy reading. English language learners are students who become role models based on their strengths and strong points. English language learners use their expertise to promote reading with their

buddy. Self-efficacy is also created due to the confidence and motivation created through buddy reading.

I believe buddy reading is a technique used in classrooms all over the world to help foster literacy skills and abilities as well as help enhance student's social and emotional development.

Chapter Three: Study Design

I have designed this study and explored how buddy reading enhanced children's literacy skills and abilities as well as their social and emotional development. I addressed specific literacy instruction based on a balanced literacy approach to learning. The activities included buddy reading with peers of the same age, large group discussions, quick writes, observations and formal literacy assessments.

Participants and Context

I conducted this research in my inclusion first grade classroom, which was a part of a small rural school district located in western New York. The district's population was made up of 408 students from pre-kindergarten to sixth grade.

I asked my twenty students: thirteen girls and seven boys, to participate in this study. The students were all Caucasian and ranged in age from five to seven years old, but all in first grade. All of my students were from middle to low-income families and were all native English speakers.

Three students had Individualized Education Plans. The three IEPs were all for different reasons but had some similarities. One student received extra writing support three days a week for thirty minutes one on one as well as speech therapy three times a week for thirty minutes in a small group, occupational therapy one on one for thirty minutes one day a week and physical therapy one on one for thirty

minutes one day a week. Another student received special class for literacy and math instruction for three hours a day five days a week with a small group as well as speech therapy five days a week- three days are one on one and two days a week in a group, occupational therapy one on one two days a week and physical therapy one on one two days a week. The third student received special class for literacy and math instruction three hours a day for five days a week in a small group as well as speech therapy five days a week for thirty minutes one on one.

The school district in which I taught followed a balanced literacy approach to learning. During the day, I included a wide variety of literacy activities to support a balanced literacy approach to learning: writing workshop, word study, guided reading, shared reading, read alouds, interactive reading and writing activities, read-to-self time and buddy reading. I included the five literacies: reading, writing, listening, speaking and viewing, throughout the day within multiple content areas to fulfill all the needs of each child in my class.

My Positionality as the Researcher

I graduated with a bachelor's of Science degree in Communication Studies from The College at Brockport, State University of New York in 2006. I earned my teaching certificate in Childhood Literacy, grades 1-6. After graduating I went on and received my special education certification from The College at Brockport, State University of New York in 2007. I am now currently enrolled in the Childhood Literacy Master's program at The College at Brockport.

After graduating, I received a long-term substitute position in the Greece Central School District. I then received a professional teaching position in June 2007 as a second grade teacher in the Kendall Central School District. I taught second grade for one year and now am in my third year of teaching first grade in Kendall. This was my fourth year of holding a professional teaching career.

This was my third year participating in buddy reading with my students. For two years, my first graders participated in buddy reading with their peers in their class as well as fourth grade students. This year my first grade students were participating in buddy reading only with their peers.

Data Collection

I used several different data collection techniques in this study in order to receive as much information as possible on buddy reading as a contributing factor in helping enhance student's literacy skills and abilities as well as helping to enhance their social and emotional development. I gathered data through the use of checklists, kidwatching and observations, notes during large class discussions, quickwrite responses, formal literacy assessments, videotaping and day-to-day literacy artifacts.

To answer my research questions of enhancing my student's academic, emotional and social development while buddy reading I did a lot of assessing. Babicki and Luke (2007) state that through the reading buddies program the relationship of the buddies, the routine of the activity, and the atmosphere of doing important things all contribute to a positive experience. Everything complemented

each other when buddy reading; the academic, social and emotional aspects which created a positive experience. I collected data on all of my students but focused on my five case study students more in depth by collecting more work samples, taking more anecdotal notes within their conversations and being present more around them during my time when I was kidwatching and observing. I used my checklist a lot of the time while kidwatching. The checklist was set up with the jobs of buddy reading; I wrote down if my students followed their jobs or not, as well as took notes on them. This allowed me to reflect on each student and how they carried themselves during buddy reading. It allowed me to see what kind of role they played during buddy reading: the leader or the follower. It let me engage with them because I reflected on their conversations from the day before and was able to bring it to buddy reading the next time we engaged in the activity.

Formal Assessments

I collected data and information from formal assessments only from my five focus students. I collected this data as a pre and post test in order to get updated information on their academic levels/skills. The formal assessments included Concepts About Print (CAP), the Fountas and Pinnell Reading Assessment, Hearing and Recording Sounds in Words and the ELP (Early Literacy Profile). CAP provided data on book handling skills as well as how print works in texts. The Fountas and Pinnell Reading Assessment provided information on a student's accuracy, comprehension, fluency, self-correction rate and miscue analysis. Hearing and

Recording Sounds in Words provided data on letter/sound matching and correlating letters and sounds to make words. The ELP provided data on letter recognition, rhyming, and spelling one-syllable words with short vowel sounds. The CAP assessment and Hearing and Recording Sounds in Words were developed by Marie Clay and the ELP was developed by Columbia University for the New York State Education Department.

Teacher Checklist

I have created a teacher checklist (see Appendix B) that I utilized during the thirty minute and the fifteen minute sessions of buddy reading. I collected information on the teacher checklist for my whole class. The checklist reflected the content from an anchor chart that was created together as a class regarding student jobs during buddy reading. Some of the jobs that were included were based on how to sit, how to hold the book, voice level, discussing with your buddy and how to act as a buddy. I wrote comments for each of my students as well as wrote comments from that particular buddy reading session on the checklist.

Quickwrites

Quickwrites were done once a week during the six week study. The quickwrites were done by every student in the class and were done after a thirty minute session. Students were able to write and/or draw a picture to respond to the prompt. A variety of prompts (see Appendix C) were created so I was able to choose after the session which prompt would be most appropriate for the actions the students

presented that day. I read the responses to get a better idea of how each child felt about buddy reading. The quickwrites benefited students who were more comfortable expressing themselves individually rather than in front of the whole class. The activity gave the students a chance to tell me what was on their mind without feeling nervous or embarrassed. I also was able to learn certain factors about each child that made buddy reading best fit their needs.

Whole Class Discussions

I conducted whole class discussions once a week during the six week study. The whole class discussions included every student in the class and were done at the end of the week. I recorded the aspects of the students' conversations and their responses on chart paper during the discussion and then transferred the information into my teacher journal. I did not videotape these discussions. This whole group activity helped some students take a risk and become more open on how they were feeling about buddy reading while asking any questions they had. It was healthy to openly discuss buddy reading to help my students feel it was okay to improve on certain things.

Videotaping

Four days a week, during the fifteen minute buddy reading sessions, I videotaped my students while they were involved in buddy reading. During this time I conducted guided reading groups. While I videotaped the students who were doing buddy reading it enabled me to capture their interactions which I then watched later.

While watching the video, I recorded my observations of their verbal and nonverbal interactions paying particular attention to their use of language in my teacher journal. I also used the teacher checklist while watching the videotapes for my whole class.

Literacy Artifacts

I collected the literacy artifacts generated through our day-to-day literacy activities from my five focus students. This helped me determine how they were performing academically and how much growth they had made throughout the six week study. I also used the artifacts as a kind of formative assessment to help guide my modeling for follow-up activities. I realized that buddy reading was not the sole reason for growth and change during the sixth week period, but by including buddy reading into my balanced literacy approach on a day-to-day basis helped promote growth in the areas of academics, social interactions, and emotional interactions. The artifacts I collected included writing samples, word study sorts and reading responses during class activities.

Data Analysis

First, I gave my five focus students the four formal assessments (CAP, the Fountas and Pinnell Reading Assessment, Hearing and Recording Sounds in Words, and the ELP) and scored them to get a base as to where they were academically. While analyzing CAP, I focused on their book handling skills and how well they handled text in terms of directionality, upper and lower case letters, correct spellings of words, where to begin reading, return sweep, punctuation, using picture clues, and

knowing the difference between words and letters. While analyzing the Fountas and Pinnell Reading Assessment, I focused mainly on the student's accuracy and comprehension. While analyzing Hearing and Recording Sounds in Words, I focused on each student's letter/sound correlation as well as matching sounds to letters to create words which at the end created two sentences. While analyzing the ELP, I focused on letter recognition of upper and lower case letters, rhyming skills and spelling one-syllable words with short vowel sounds.

I also used the teacher checklist. I used the checklist when taking notes during the thirty minute sessions as well as during the fifteen minute sessions (when I went back and watched the video footage). When analyzing the data on the teacher checklist, I noted the progress that each student made. I noted patterns between the student's verbal and nonverbal behaviors. I looked for patterns related to each student's social interactions. I also looked back and noted growth of academic behaviors as well as social and emotional behaviors.

I also used prompts for quickwrites. While analyzing the quickwrites, I looked for a change in the student's feelings toward buddy reading as well as any changes in motivation and confidence. By reading all of my student's quickwrites it enabled me to notice trends in my student's writing and note their maturity level around buddy reading.

I also used whole class discussions as a way to monitor progress. Once a week I discussed buddy reading with my students but it was student-centered. My students

lead the discussions and let me know their feelings, concerns, questions and joys about buddy reading. I transferred the notes from the chart paper into my teacher journal so it was easier to view at the end all at once. As part of the analysis process, I read the comments. I looked for patterns and themes related to the student's confidence and maturity level and their openness about their experiences.

I also videotaped my students four times a week during the fifteen minute sessions. As I watched the videos I took notes on my teacher checklist of the students' verbal and nonverbal behaviors and attitudes. I reviewed the data, coding for patterns and themes.

I gathered day-to-day literacy artifacts from my five focus students as a part of pre and post assessment information. I looked at their academic growth using these artifacts to note any progress that had been made during the six week study.

Procedures of Study

In my work with my first graders, I followed a balanced literacy approach, which led me to learn how buddy reading, another literacy strategy, enhanced my student's literacy skills and abilities as well as their social and emotional development.

Students were buddy reading for a total of ninety minutes per week for six weeks. Once a week, my students took part in buddy reading for thirty minutes. During the thirty minutes, I kidwatched and took notes on a teacher-checklist (see

Appendix B). After each thirty minute session, I asked the students to respond in writing or a drawing to a quickwrite prompt. Four days a week, the students were engaged in buddy reading for fifteen minute sessions. During these sessions, I conducted guided reading groups at the same time, and videotaped the students so I received an authentic understanding of what and how they were communicating with each other as well as their nonverbal behaviors related to emotional and social interactions. The observations I made were recorded in a teacher journal. At the end of the week, once a week, I had a whole class discussion about buddy reading and writing down their thoughts and later transferred their thoughts into my teacher journal. During the thirty minute and the fifteen minute sessions students were able to choose a partner of their choice. Every time we buddy read students were able to choose the same partner or a different one. I picked a child to choose a partner and kept doing this until all students had a partner to buddy read with. If there were an odd number of students on a particular day there were a group of three. The group of three still had to follow the same set of jobs as the groups of two.

Buddy reading took place as a whole class activity. I collected data from all twenty students, kidwatched and observed all twenty students and used all of their data to come up with a conclusion. However, there were five students who I looked closely at and collected more data from. These five focus students did the same activities as the rest of the students. I looked more closely at their literacy assessments, as a pre and post test, such as Concepts About Print (CAP), the Fountas and Pinnell Reading Assessment, Hearing and Recording Sounds in Words and the

ELP (Early Literacy Profile). I also collected day-to-day literacy artifacts from classroom work.

I sent a general consent letter (see Appendix A) to parent(s) asking to give me consent to videotape their child during the study as well as consent for their child to participate in the study. All parents gave their consent for their child to be videotaped and to participate in this study. I disposed of all videotape after research was completed. I also used a student consent form that I read to my students and each student signed them along with a witness (Appendix D).

Criteria for Trustworthiness

I used several of the following procedures to prove validity during the course of the study:

- Prolonged engagement- the duration of the research process.
- Persistent observation- the number and duration of observations and interviews.
- Triangulation- all sources of data, including the settings observed, the stakeholders interviewed, and materials reviewed.
- Transferability- the inclusion of detailed descriptions of the participants and the research context.
- Dependability- offering a detailed description of the research process- where research processes are clearly defined and opened to scrutiny.

- Critical friend- methods of data analysis- listening to another perspective.

Limitations

All studies are bounded by a series of limitations. Some limitations that I was faced with from the beginning of my study to the end were the class population size, the demographics of the students and the fact that the school was in a small rural district in western New York. Another limitation was buddy reading was only one aspect of a balanced literacy approach to learning. One other limitation was the attendance of the case study students and their participation. The study was six weeks long; more data and observations could be collected during a longer study.

Other, more specific limitations I came across while conducting my study were some students I chose as my case study students were pulled out from my room for Early Intervention services by the special education teacher during the writing response time after buddy reading, which did not allow me to get their immediate feedback on buddy reading that day. The writing responses were just one part of the data, but it would have been beneficial to hear everyone's thoughts. While collecting data during the videotaping sessions, I discovered that it was difficult for me to get an authentic viewpoint on how the buddies interacted. I did get an excellent glimpse on what happened and had a lot of notes written down I just wished I could have been involved more in the conversations. I found so much more rich conversations when I was a part of them and involved. I helped get my students thinking even more than

they already were. Students did get conversations jump started however it was really great for me when I was a part of them or watching/listening first hand. Everything made more sense to me because I was right there. Also, it helped the students get out what they were thinking and wanting to share. If they saw me walking around or talking with another group they told me about their conversations and findings as soon as I was available. With videotaping they had to wait a while to tell me and I did not know what they were talking about because I was not engaged with them and had not seen the video yet.

Chapter 4: Results

The objective of this project was to take a closer look at the literacy activity of buddy reading in my first grade classroom. I wanted to see how buddy reading, along with a balanced literacy approach to learning being done, could contribute to my student's academic, social and emotional development. The research was conducted at a rural public school in Western New York. The entire study took place in my own classroom with my own students. The participants in the study were five first grade students. This project was meant for me to find out how buddy reading could affect my students and if it was a literacy activity that my students could benefit from- in more ways than one. Through my observations, conversations, assessments and kidwatching sessions I was able to reflect and see how buddy reading could be a positive experience to incorporate into my balanced literacy approach to learning in my own classroom.

Participants

Students coming into first grade are performing at the emergent level of literacy skills. The majority of students that I have seen enter first grade are excited about learning and to be in school. However, most students at this level and age are unaware of what reading is all about. That is why a balanced literacy approach to learning is something I believe in to have successful student learning so students could be immersed in all kinds of literacy. During a balanced literacy approach to

learning, many literacy activities happen and take place throughout the week and/or on a daily basis that incorporate a wide range of activities and styles of learning. I wanted to include buddy reading into my balanced literacy routine on a weekly basis and hopefully have my students benefit from it academically, socially and emotionally. I chose five students in my classroom based on their literacy assessments/scores from Kindergarten. In the beginning of first grade and when I started my study, one student was working above grade level, two students were working on grade level, and two students were working below grade level. All of the students were at a different place with literacy when they came into first grade and I wanted to take a closer look at a wide range of skill levels, attitudes and behaviors, and the motivation and determination to learn.

Amy was selected to be a part of this research study because she came into first grade as a strong reader with a high reading level according to her Kindergarten assessments. She was meeting grade level standards for the middle of first grade when she first entered first grade. However, she did not have the confidence of a strong reader or the motivation to solve words. She also was challenged with her fluency. I wanted to see how she progressed through reading to such a high level and lack these two important skills of reading.

Brandy was selected to be a part of this research study because when she came into first grade she was reading at an average level according to her Kindergarten literacy assessments. I thought she was going to be one of my average performing

students throughout all the content areas, especially literacy. However, when I started working with her she seemed to struggle with strategy usage when coming to unknown words. She also lacked the ability to make sense while she was reading. I recommended her for the Early Intervention Program for first graders. The Early Intervention Program is only for first graders and the students have to be recommended by their classroom teacher. Students can be taken in and out of the group as the Literacy Specialist and I see fit. Brandy has been included in an Early Intervention group since December which meets three times a week for forty minutes. She works in a small group with three other students.

Riley was chosen to be in this research study because he came out to be an average reader when assessed in literacy in Kindergarten. When working with Riley I noticed him drastically improving in his literacy activities. He soon became one of my higher students in reading, writing and word study. He was making such progress I wanted to learn a little more about why and how he was doing so well. Riley receives speech and language services three times a week for thirty minutes.

Gabby was selected to be a part of this research study because she came into first grade working as a below average student according to her Kindergarten literacy assessments. Gabby was extremely motivated and determined to do well. She couldn't wait to read and write like "the big kids." She always had a book in her hand and was always writing stories during recess. Gabby worked so hard every day and now she is one of my average performing students in literacy. She continues to work

very hard but I wanted to see how her motivation and determination played into her improvements.

David was chosen to be a part of this research study because he came into first grade working as a below average student according to his Kindergarten literacy assessments. He is currently in the Early Intervention Program. He works with a small group with three other students three times a week for forty minutes. I recommended him as soon as I could. David also goes to speech and language three times a week for thirty minutes. As a below average reader I have been very impressed with his progress made in all literacy areas. However, I am noticing now that his speech is getting in the way of his reading and writing. David also is challenged with incorporating the three cues of reading and asking himself three important questions: Does it look right? Does it make sense? Can we talk that way?

When analyzing my five students, I was looking for and did notice common themes between them. I also wanted to find strengths in each of my students to build upon as well as challenges so I knew where to go when my study was over. I did find common themes, strengths and challenges between all students.

Research Questions

1. How does buddy reading help enhance a first graders' literacy abilities and skills?

2. How does buddy reading help to enhance the social and emotional development of first graders?

Data Analysis

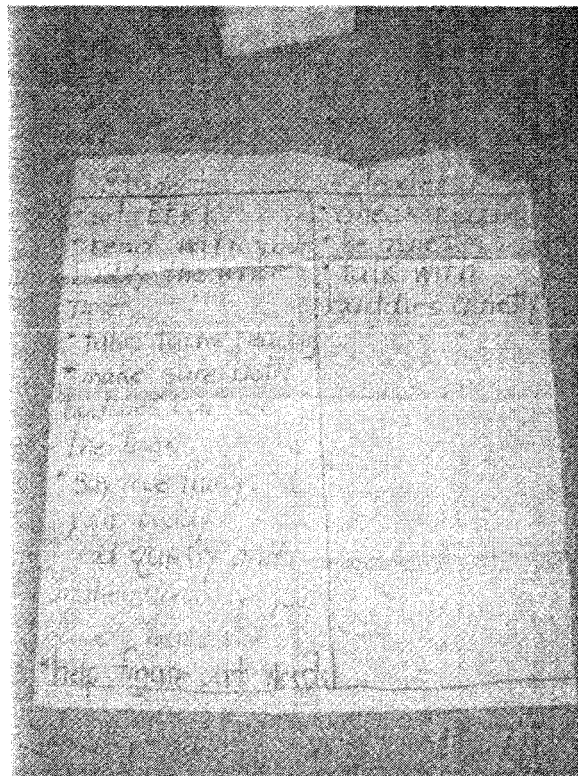
I believe it is extremely important to model and scaffold literacy skills and abilities for your students on a daily basis through a balanced literacy approach to learning. Through my data analysis I have found evidence of progression in my student's literacy skills and abilities. My students have shown more motivation and determination towards literacy as well as bringing a wealth of knowledge with them about all the aspects of literacy.

The Daily 5

When getting started with the literacy activity of buddy reading in my classroom, I wanted a solid foundation for my students to be able to build upon. I wanted a strong introduction to buddy reading that would capture my students right away and get them eager to start buddy reading. I chose to follow the buddy reading activity using The Daily 5 method (Boushey & Moser, 2006).

The first day I introduced students to buddy reading the majority of my students thought buddy reading just meant reading with a friend, which it does in simpler terms. So, I gave the students a chance to do just that. Each student chose a friend they wanted to read with. After the allotted time, I had all the students come back to the carpet and help me create a job chart for students and a job chart for

teachers during buddy reading. In *The Daily 5* (Boushey & Moser, 2006), there is an example I-chart I used as my guide. The I-chart stands for “Independent Chart” because the students will have to independently follow these jobs during buddy reading as well as the teacher. I guided my students towards jobs to come up with according to *The Daily 5* (Boushey & Moser, 2006) but for the most part the students came up with the ideas on their own or with a partner. Here is the I-chart the students came up with for the whole class to follow during buddy reading:



I put the student's names next to the job they suggested because it allows them to take ownership and they are more likely to follow the job if they were the ones who created it (for the sole purpose of keeping information confidential I covered up students names on this chart). This I-chart is hanging in our classroom for all the students to see during buddy reading. If a student is not following one of the jobs on the I-chart, one of the students will give them a friendly reminder, or I will, to get back on task and point to the I-chart for them to find the job they are not following. This helps my students recognize the job they need to follow and remind themselves it is a job that needs to be done better for the remainder of the time.

Amy

Amy is a student who came into first grade as what my school district and Fountas and Pinnell (2007) consider above grade level in reading. Amy is a well-rounded student who does well in all content areas but seems to shine in reading. Amy is a student who can teach others and set good examples when it comes to reading. Amy is a student who loves to read and always wants more out of reading. I felt that buddy reading would allow her to explore these other wants out of reading and be more of a leader in the literacy activity of buddy reading. She can easily discuss the books she reads and can add a lot of background knowledge while reading.

Formal Assessments

TABLE 4.1: Results of Amy's Formal Assessments

Week of	Concepts About Print (CAP)	Hearing and Recording Sounds in Words	Early Literacy Profile (ELP)	The Fountas and Pinnell Reading Assessment
Pre (beginning of 10/10)	Test Score: 14/24 Stanine Group: 5	Number of Sounds: 31/37 Stanine Group: 7	Alphabet Recognition: Lower 25/26 Upper 24/26 Rhyme Awareness: 10/10 Spelling: (van, job, rug, lip, sad) 18/20	F & P reading level: F
Post (end of 1/11)	Test Score: 17/24 Stanine Group: 4	Number of Sounds: 35/37 Stanine Group: 6	Alphabet Recognition: Lower 26/26 Upper 26/26 Rhyme Awareness: 10/10 Spelling: (van, job, rug, lip, sad) 20/20	F & P reading level: I

**In the beginning of first grade, students are expected to be performing at a low stanine for CAP. Students are expected to perform between stanines 1-3.*

**In the middle of first grade, students are expected to be in between stanines 4-6 for CAP.*

**In the beginning of first grade, students are expected to be in between stanines 4-6 for Hearing and Recording Sounds in Words.*

**In the middle of first grade, students are expected to be in between stanines 4-6 for Hearing and Recording Sounds in Words.*

**In the beginning of first grade, students are expected to be able to recognize 24-25 lower and upper case letters.*

**In the middle of first grade, students are expected to be able to recognize all 26 lower and upper case letters.*

**In the beginning of first grade, students are expected to be aware of 9-10 group rhymes.*

**In the middle of first grade, students are expected to be aware of all 10 group rhymes.*

**In the beginning of first grade, students are expected to receive 15-18 points in the spelling portion of the ELP.*

**In the middle of first grade, students are expected to receive 17-19 points in the spelling portion of the ELP.*

**In the beginning of first grade, students are expected to be reading at a Fountas and Pinnell level C/D.*

**In the middle of first grade, students are expected to be reading at a Fountas and Pinnell level F/G.*

**At the end of first grade, students are expected to be reading at a Fountas and Pinnell level H/I/J.*

According to the results, Amy was meeting or exceeding grade level standards in all four formal assessments.

Concepts About Print (CAP)

The results of the Concepts About Print (CAP) (2002), as a pre assessment, revealed to me that Amy knew book handling skills such as where the front of the book was, that print contains a message, where to start reading, which way to continue reading, return sweep, first and last concept of text, the bottom of a picture, to read the left page before the right page, the meaning of a question mark and a period, the location of the lower and upper case letters “m” and “i,” the location of one word and two words and the locations of the first letter and last letter of a word.

When conducting this pre assessment with Amy, I felt confident in her ability to handle a book and know that a book conveys a message to the reader. Amy did still need to work on and develop the book handling skills of word-by-word matching, alterations of lines within a text, changes in word order and letter order, the meaning of a comma and quotation marks, reversible words like “was” and “no” and finding a capital letter. All of these skills are common for incoming first graders to be challenged with when giving the CAP assessment. With all the skills Amy did know about book handling, I was very confident she would continue to excel and grow as a reader.

As a post assessment, it revealed to me that Amy grew immensely. When I assessed Amy with the post assessment, which was three months in between both

assessments, she paid very close attention to the little details within the words and pictures. She figured out the change in letter order with the word “the.” It was spelled “eth” in the book. She noticed something was wrong and asked me to read the page to her again. When I read it over to her she finger pointed every word and found the word “the” misspelled. She also found a change in letter order with the word “come.” It was spelled “come” in the book. Amy can also told me what quotation marks were and what they are used for. She said, “You use them when someone is talking.” She was also able to find one letter and two letters as well as a capital letter in the text. All of these skills she knew now she didn’t during the pre assessment. This shows me that as a reader Amy is gaining strong skills and qualities a solid reader employs.

A couple skills and concepts Amy needs to still work on are changes in word order. She couldn’t pick out the two words that were switched around in the sentence in order for it to make sense. She also still had trouble knowing what a comma was and what it means. Amy did not recognize the alterations in the lines. She knew where to start reading but did not catch on they were reversed.

Hearing and Recording Sounds in Words

The results from the Hearing and Recording Sounds in Words (2002), as a pre assessment, revealed to me that Amy had a strong knowledge of sounds in words. She was able to write all of her beginning sounds and the majority of the vowel sounds. Amy even knew the “th” and the “pl” blend. She did have trouble coming up with the

“wh” and “sh” blends. Student’s having trouble at the beginning of first grade knowing blends are to be expected.

The result of the post assessment, three months later, revealed to me that Amy gained more knowledge about sounds in words. She continued to recognize the blend sounds of “th” and “pl” but also gained the knowledge of “sh.” She also was able to recognize all the vowel sounds including the silent “e”. Also, when she wrote the two sentences from the assessment this time she strung the words along in sentence form whereas during the pre assessment she made it into almost a list of words.

Early Literacy Profile (ELP)

The results of the Early Literacy Profile (ELP) (1998), as a pre assessment, revealed to me that Amy had strength in recognizing majority of her lower and upper case letters. She knew how to recognize rhyming words within group rhymes. She also had an excellent start with her spelling task. She got all the beginning and ending sounds correct as well as 4 of the 5 vowel sounds correct. She correctly spelled the words: van, job, lip, sad. Amy incorrectly spelled the word: rug. She spelled it “rag,” which is a common mistake on this assessment for beginning first graders because they think of the word “a”, which is one of their Kindergarten and first grade words, and are not familiar with the short “u” sound yet.

The results of the post assessment, three months later, indicated that Amy recognized 26 of 26 lower and upper case letters. She was still able to recognize 10 of the 10 rhyming words within group rhymes. Amy was now able to spell 5 of the 5

words. She first spelled “rug” as “rag” but quickly erased it and changed it to “rug.” During this time in the late fall we had been practicing vowel sounds heavily. I was very pleased to see Amy erase “rag” and change it to “rug.” It showed me that she was making the connection from word study to writing.

Fountas and Pinnell Reading Assessment

The results of the Fountas and Pinnell Reading Assessment (2007), as a pre assessment, revealed to me Amy was reading at a Fountas and Pinnell level F, which clearly exceeded the standards for an incoming first grader. Even though testing was done in October, Amy was still considered an incoming first grader because that was the first time she was assessed with the Fountas and Pinnell Reading Assessment in first grade. When reading the texts, Amy used great inflection in her voice, which caused her to “get into the text” as the characters. She was a believable reader. Amy still needed to work on her confidence as a reader. For example, when she came to an unknown word, she would ask me for help instead of trying a known strategy to help her figure out the word. When I prompted Amy to try to read the word herself, she would make one attempt and then ask me for help again. Amy did not look back in the book to find answers and clues to help her when I asked the comprehension questions. This caused her to give me answers such as, “I don’t know” or “I forgot.”

Another concern of mine was Amy’s fluency. When reading, she would read in one to two word phrases, and she used a slow rate most of the time. Although she

had great expression and inflection while reading, it was hard for her to be consistent because her rate of reading was so slow.

The results of the post assessment, three months later, indicated that Amy grew as a reader immensely. She was now meeting the requirements for an end-of-the-year first grader and it was only the middle of the school year. She has made huge growth in her use of strategies to solve unknown words. Her strategies, when coming to an unknown word, are now automatic and she rarely ever asks me for help. She was consistently using the three cues when reading and asking herself the questions to go along with the three cues: Does it make sense? Can we talk that way? Does it look right?

She also had a wealth of knowledge with vocabulary words and their meanings. Now when I asked her comprehension questions about a particular story the first thing she did was open up the book to find a concrete answer or clues to help her answer the question. Amy also asked solid questions about the books while she is reading it. She is now making predictions throughout the books as well as inferring often.

As far as her fluency development, Amy was now following punctuation marks and consistently using expression when reading. She read in larger, more meaningful phrases, which made sense to her. One skill she was working on was predictions. When she was incorrect, she got a little frustrated. I kept telling her that she wasn't wrong, but that the author surprised her. She was slowly starting to

understand that it was alright for the author to surprise a reader. I would hate this to get in the way of her joy for reading. I had been doing a lot of modeling on making incorrect predictions. Overall, Amy was well beyond where she needed to be according to grade level standards and Fountas and Pinnell in reading. She had a solid base and is continually working and growing and only becoming a stronger reader.

Quickwrites

Throughout the study, I asked the students to respond to four quickwrite prompts at the end of four buddy reading sessions on Tuesdays. Each of the four times the quickwrite prompts were different. The students could write and/or draw their response. For the first quickwrite prompt, the students had to respond on both their partners and their own reading behavior.

QWP(Quickwrite Prompt)#1: What did you and your buddy do well today?

Amy wrote: "Read."

Amy chose a buddy this day who was a good friend. This buddy was a lower level reader. Amy took initiative and read most of the time but also allowed time for her buddy to read books, too.

QWP#2: Do you think buddy reading is helping you become a better reader? Why or why not?

Amy wrote: "Yes. Because I read betr (better)."

Amy's response showed me that possibly the buddies she is choosing to read with are making her feel confident and motivated to read if she thinks she is becoming a better reader.

QWP#3: What did you do well today during buddy reading?

Amy wrote: "Lisind (listened)."

This response showed me that Amy was now willing to listen to her buddy read more and take turns even though she loved to read and was good at it. She was willing to take the back seat for a bit to help and listen to her buddy.

QWP#4: Amy was absent.

Writing Samples

FIGURE 4.2: Amy's Writing Workshop Sample, October 2010

name Amy date 10/14/10



I DID A LIBVAB on the
computer
COPY + P I DID A THANKSGIVING
WALL AND MOM DID MORE
= UVEDAYANE DAD DOES IT TO

**I did a jibjab on the computer. I did a Thanksgiving one and Mom did more everyday and Dad does it too. (A jibjab is a picture computer game Amy has at home.)*

From looking at this first writing sample, I determined that Amy was spelling some of her high frequency words correctly such as I, did, a, on, the, and, Mom, Dad, it, to. Her handwriting is very legible but she was lacking finger spaces, which makes her story look like one big long sentence. Some of her letters are backwards and there is a mixture of lower and upper case usage of letters. Amy does tell a story with little details. Her first two sentences make sense and flow while her last sentence is confusing to understand. She stays on topic and her picture matches her words.

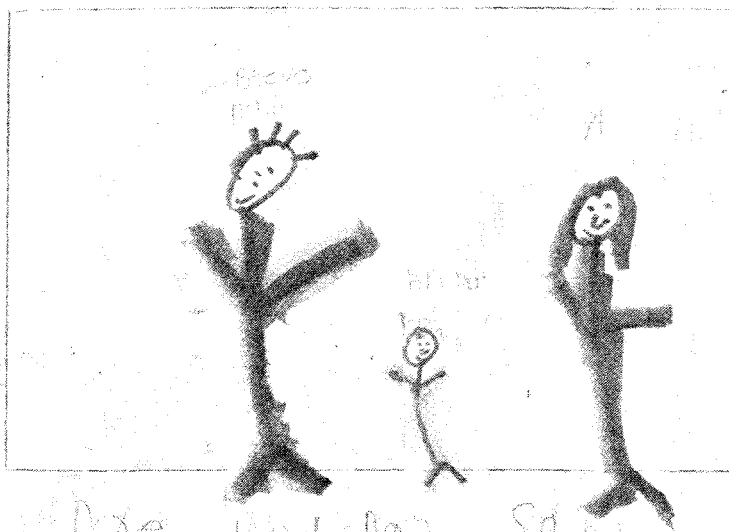
FIGURE 4.3: Amy's Writing Workshop Sample, March 2011

name

A.A.

date

3/1/11

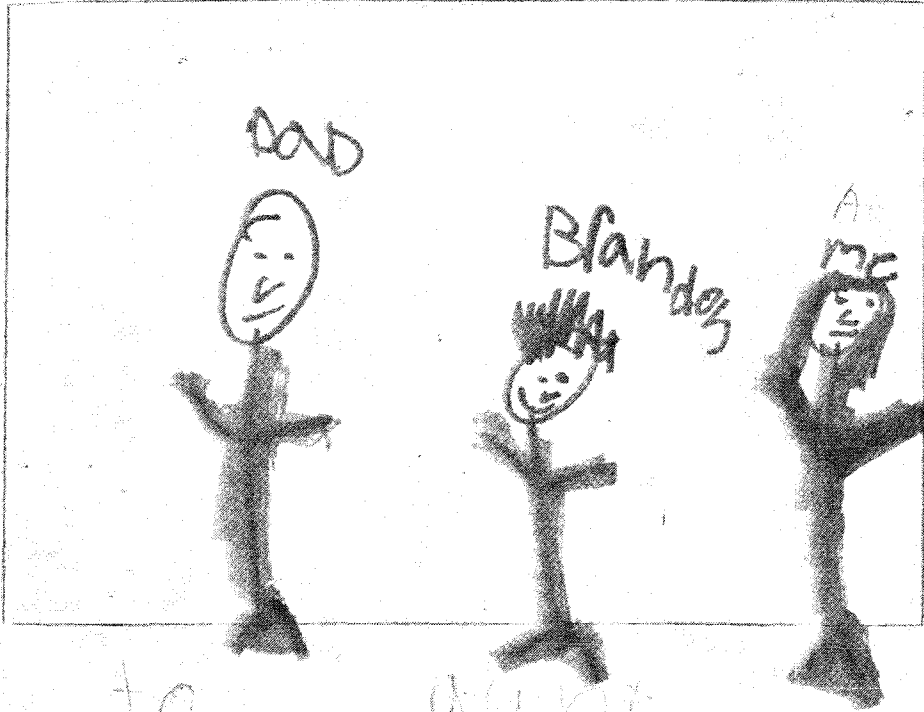


Me and Dad sang
happy birthday to
Brandon. We sang
it again and again
until we got

*Me and Dad sang happy birthday to Brandon. We sang it again and again until we got

name _____

date _____



to Aunt
Patty's. When we
got there that my
Dad gave me a
kiss goodbye.
then Dad left.

**to Aunt Patty's. When we got there my Dad gave me a kiss goodbye. Then Dad left.*

From looking at the second writing sample, I can determine that Amy has grown as a writer. She is now using finger spaces while her handwriting is even more legible. She has written more correct spelling words, high frequency words and day-to-day words, such as happy, birthday, we, got, aunt, my, gave, me, kiss, then, left, to, it. The words that she spelled incorrectly such as again (agin) and until (antill), readable because she has included important letter sounds in each attempt.

Amy also started to show an inconsistent use of periods but placed them in the right spots. Amy had a solid topic with much more details. Her whole story makes complete sense and it flows together nicely. Her pictures continue to match her words. Even though she is using stick figures to represent her family members, they do have colored hair (which match their hair colors in real life) and clothes. She also labeled her pictures. Amy included many more sounds in her words, especially correct vowel sounds.

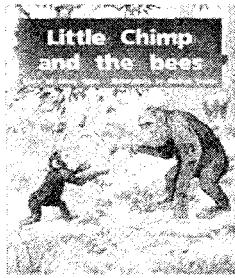
Conversations

Some of the conversations shown below occurred during our 30 minute buddy reading sessions, with me, and some are from conversations that I videotaped while I had guided reading groups.

Week 1 of Buddy Reading- 30 Minute Session

Little Chimp and the Bees

By: Jenny Giles



**Little Chimp goes into the forest with her family. Her family finds a bees nest filled with honey. The family is hungry so they start to knock down the bees nest. Little Chimp gets scared and hides behind some bushes in the forest. As he is watching his family eat the honey he is getting hungry. At the end his mother brings him some honey to eat.*

Little Chimp and Baby Chimp

By: Jenny Giles



**Little Chimp cannot find Mother Chimp. When she finally returns she brings with her Baby Chimp. Little Chimp is now an older sibling and starts to help care for Baby Chimp. Little Chimp makes a bed for Baby Chimp to sleep in and welcomes Baby Chimp into the family.*

Amy's buddy was reading a text to her called, *Little Chimp and the Bees* (2000). After Amy's buddy was done reading, Amy asked her if she had any other books with Little Chimp in it. Amy's partner found the book called, *Little Chimp and Baby Chimp* (2000). When they had the books out in front of them, they had a discussion about text to text connections within the two books.

Amy: We have two books that have some of the same characters in them. One is little chimp. Do you know another one?

Buddy: I think the Mother Chimp is another character in both.

Amy: Let's check. (Amy and her buddy check both books and find out that Mother Chimp is another character that is the same in both books.)

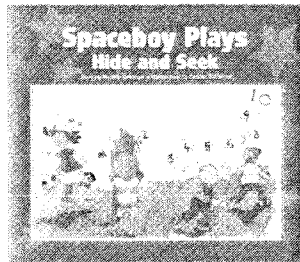
Amy: We were right!

During this session, Amy took the lead by reading the text and leading the conversation. Once her partner found the book *Little Chimp and Baby Chimp*, Amy knew to ask her questions about the characters as a way to try and make a text to text connection. She also was very familiar with looking back in the book for help. Amy was the leader in this conversation but engaged her partner along the way.

Week 3 of Buddy Reading- 30 Minute Session

Spaceboy Plays Hide and Seek

By: Michele Dufresne



**Spaceboy and his friends play hide and seek. Spaceboy counts first and has to find everyone. He finds all of his friends but one. Spacedog is missing. At the end Spaceboy finds Spacedog.*

During this session, Amy was reading *Spaceboy Plays Hide and Seek* (2011). She came to a page where Spacedog was hiding and no one could find him. Amy and her buddy had a 37 second conversation to see if Amy's buddy could figure out where the dog was hiding using the clues in the book.

Amy: Where did Spacedog hide?

Buddy: I'm not sure. Can you see him anywhere? Does it tell us in the writing?

Amy: It isn't in the writing. Spaceboy is asking people where Spacedog is in the writing.

Amy: Look at the pictures on both pages. (Amy and her buddy study the picture).

Buddy: I think he is hiding on top of a tent.

Amy: You are right! Can you point to him?

Buddy: Right there (points to Spacedog on the tent).

During this conversation Amy was more of the leader again. She was the one asking questions about details in the pictures. Since it is a story about playing hide and seek, it is good strategy to ask questions about the pictures since the author included in the text that one of the characters is “still hiding.” When her buddy got stuck while trying to answer a question, Amy gave her clues to help her figure out the answer. Her buddy asked a valid question when she stated, “Does it tell us in the writing?” Amy provided a response, which showed she was paying attention to the text not just the pictures.

Week 6 of Buddy Reading- 15 Minute Videotaped Session

George the Giant: A Story

By: Margaret Ryan



**George the Giant is constantly singing. All the villagers are getting sick and tired of him singing. All the villagers have a town meeting and vote for George to stop singing. George stops singing and everyone is happy that the town is so quiet except for the babies- they can't sleep! At the end, the villagers ask George to start singing again but this time quietly so only the babies can hear him.*

During week six we had an odd number of students and Amy volunteered to have two buddies. Since this conversation was videotaped, I recorded the session while I was having guided reading groups and watched the videotape later. I took notes on my teacher checklist while watching the videotape. In this conversation one of Amy's buddies was reading a book called, *The Singing Giant* (2007). Amy had read this book before so she knew what was going to happen at the end of the story. While Amy's buddy was reading, she listened very closely. Her eyes never left the book as she held on to one side of the book. At the end of the reading, Amy started a conversation:

Amy: At the end, George started to sing again for the people in the village, but really for the babies. Do you think that was a good idea?

Buddy 1 (reader): Yeah, because now the babies can go to sleep and the people in the village won't be annoyed by the babies crying.

Buddy 2: Well, I don't know. What if George starts to sing loud again?

Amy: Look on the last page. George and the people are all smiling. Let's infer what they are all thinking!

Buddy 2: I think George is going to be happy for the rest of his life because he is holding the babies and he is smiling.

Amy: I think so, too. The author doesn't tell us that in the writing part but I think that, too.

During this conversation I was very delighted to see such thoughtful conversation when I wasn't even right there watching them. This tells me that these three students, including Amy, are perfectly capable and responsible enough to

continue buddy reading following all of their jobs and discuss the book in an adult-like way. This time Amy was the listener. She showed great respect for her buddy reading because usually she was the reader and today, even though she already read this book, she paid close attention to the story.

When Amy asked her buddies the question about what they thought she engaged them in an important conversation about the book, the feelings of characters, and the message the author is trying to send. When she asked her buddies to infer what the characters were thinking, she demonstrated higher level set of skills for a reader. Amy knew the author didn't literally include those words in the text but inferred what the author meant. Amy did not read the book during this conversation, but she led the conversation.

Amy was more of a leader in the literacy activity of buddy reading. However, she didn't over power anyone during conversations or buddy reading. She asked intelligent questions and made excellent points to back herself up.

Brandy

Brandy is a student who came into first grade as what my district and Fountas and Pinnell (2007) consider on grade level. Brandy is a student who completes average work for literacy related activities. Brandy is someone who loves school and puts forth an effort at everything she does. Brandy does what she is told without complaint. I recommended Brandy for Early Intervention services in December. She has been part of a small group of four students who meet four times a week for thirty

minutes ever since. While working with the Literacy Specialist in Early Intervention, I have seen a lot of growth in her as a reader. She has gained more confidence and motivation to try her hardest at reading. One thing Brandy is challenged with is using more than “stretching her words” as a strategy. By now in first grade students should be able to consistently start using the three cues in their head while trying to figure out an unknown word. Brandy is focusing mostly on what the word looks like, not if it makes sense or the grammar piece. I am hoping that with buddy reading, her buddies can help her when coming across an unknown word and possibly help scaffold her on how to use her strategies combined together and independently. It will certainly help her to get more practice in a different way- from her peers not her teachers.

Formal Assessments

FIGURE 4.4: Results of Brandy’s Formal Assessments

Week of	Concepts About Print (CAP)	Hearing and Recording Sounds in Words	Early Literacy Profile (ELP)	The Fountas and Pinnell Reading Assessment
Pre (beginning of 10/10)	Test Score: 14/24 Stanine Group: 5	Number of Sounds: 26/37 Stanine Group: 6	Alphabet Recognition: Lower 25/26 Upper 25/26 Rhyme Awareness: 10/10 Spelling: (van, job, rug, lip, sad) 14/20	F & P reading level: C
Post (end of 1/11)	Test Score: 20/24 Stanine Group: 6	Number of Sounds: 35/37 Stanine Group: 6	Alphabet Recognition: Lower 26/26 Upper 26/26	F & P reading level: G

			Rhyme Awareness: 10/10 Spelling: (van, job, rug, lip, sad) 20/20	
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**In the beginning of first grade, students are expected to be performing at a low stanine for CAP. Students are expected to perform between stanines 1-3.*

**In the middle of first grade, students are expected to be in between stanines 4-6 for CAP.*

**In the beginning of first grade, students are expected to be in between stanines 4-6 for Hearing and Recording Sounds in Words.*

**In the middle of first grade, students are expected to be in between stanines 4-6 for Hearing and Recording Sounds in Words.*

**In the beginning of first grade, students are expected to be able to recognize 24-25 lower and upper case letters.*

**In the middle of first grade, students are expected to be able to recognize all 26 lower and upper case letters.*

**In the beginning of first grade, students are expected to be aware of 9-10 group rhymes.*

**In the middle of first grade, students are expected to be aware of all 10 group rhymes.*

**In the beginning of first grade, students are expected to receive 15-18 points in the spelling portion of the ELP.*

**In the middle of first grade, students are expected to receive 17-19 points in the spelling portion of the ELP.*

**In the beginning of first grade, students are expected to be reading at a Fountas and Pinnell level C/D.*

**In the middle of first grade, students are expected to be reading at a Fountas and Pinnell level F/G.*

**At the end of first grade, students are expected to be reading at a Fountas and Pinnell level H/I/J.*

According to the results, Brandy made huge growth since the beginning of first grade. She is meeting all of the standards as of right now.

Concepts About Print (CAP)

The results of the Concepts About Print (CAP) (2002), it revealed to me Brandy knew book handling skills such as the front of the book, where to start, which way to go, return sweep, word by word matching, to read the left page before the right page, the meaning of a period and quotation marks, lower and upper case letters “m” and “i,” how to find one letter and then two letters, how to find one word and then two words, and the first and last letter of a word. When I gave Brandy this pre

assessment, I was a little concerned because she did not grasp the idea of first and last concept and she did not recognize one of the pictures was upside down. She also could not identify a capital letter on the last page. Brandy needed to read more. I could tell she was not getting the full experience out of reading she should be getting. She did not know what reading really was or consisted of just yet.

As a post assessment, three months later, it revealed to me that Brandy was reading more and made massive growth. When I assessed Brandy with the post assessment she dove right into the book ready to read. Every time we went to the next page she was very eager to get her finger in the book and point to the words while I was reading. She looked very carefully for errors in words and sentences. She even asked me to repeat certain sentences to take a closer look at each word individually. She now gained knowledge of the first and last concept, where the bottom of the picture was, she was able to turn the book around because the words were upside down, change in word and letter order, and finding a capital letter. Brandy was still confused on what a question mark looked like however, she did know what it meant. She said, "You use it when you ask someone a question."

Hearing and Recording Sounds in Word

The results from the Hearing and Recording Sounds in Words (2002), as a pre assessment, revealed to me that Brandy was already starting to use the short "a" vowel sound in her writing. She also knew how to spell some of her first grade sight words and other words in the two sentences such as the, has, a, cat, and it. She also

had the majority of the beginning sounds down as well as the end sounds. As I looked at how she wrote the two sentences she wrote them in list form, from top to bottom. She also omitted the word “she”. Brandy was challenged by the blends “th” at the ends of word (she replaced the blend with an “f”), “sh”, and “wh”. This is something common for students at the beginning of first grade as blends are not formally introduced until December.

As a post assessment, three months later, it revealed to me that Brandy had gained much more knowledge about words and sounds together. She had more first grade sight words and other words in the sentence spelled correctly such as the, has, a, cat, it, plays, with, she and comes. The two sentences were written in sentence format from left to right on the page. She now had all of her beginning and ending sounds down. She had grown in her short vowel usage. Instead of just using the short “a” correctly, she now used the short “i” and “e” correctly. She also used correct blends at the beginning and ends of words such as “th”, “pl”, and “sh”. She still needed to work on “wh”. She also inconsistently used the silent “e” in her words such as “come” and “howm” (home).

Early Literacy Profile (ELP)

The results of the Early Literacy Profile (ELP) (1998), as a pre assessment, it revealed to me that Brandy had strength in recognizing the majority of her upper and lower case letters. She also was able to recognize rhyming words within group rhymes. Brandy had a solid start on her spelling task. She was able to recognize 5 out

of 5 of the beginning sounds, 4 out of 5 of the ending sounds and 3 out of 5 vowel sounds. She correctly spelled the words “job” and “sad”. She misspelled the words “van”, “rug”, and “lip”. She spelled them like this: “vad”, “rag” and “lap”. As you can see here to correlate with the Hearing and Recording Sounds in Words assessment, she favored the short “a” vowel sound.

As a post assessment, three months later, Brandy could now recognize 26 out of 26 lower and upper case letters. She was still able to recognize 10 out of 10 rhyming words within group rhymes. Brandy was now able to spell 5 out of 5 words. This was the time of year in first grade where vowel practice was very heavy. While doing her post assessment, when she got to the word “rug” she first put an “a” for the vowel sound and then quickly erased and changed it to a “u”. I was very delighted to see her change that. It showed me Brandy was making the connection from word study to writing.

Fountas and Pinnell Reading Assessment

The results of the Fountas and Pinnell Reading Assessment (2007), as a pre assessment, it revealed to me Brandy was reading at a Fountas and Pinnell level C. This was an average incoming first grade reading level. When reading the texts, Brandy did an excellent job of finger pointing and staying in the story- she was reading what the author wrote not making up her own story. She did use the strategy of stretching out her words but she did not use any other strategy to help her out. After she would stretch out a word she would look at me for help. I would tell her,

“You try it again.” She would just sit there and try to stretch it out again. She also needed to work on her first grade sight words such as “said”, “with”, and “like”. She had strong comprehension when asked questions within the text and beyond the text.

As a post assessment, three months later, Brandy grew as a reader and was still meeting grade level standards. She was now reading at a Fountas and Pinnell level G, which was where first graders should fall during this time of year, middle of the school year. When reading the texts, she continued to stretch out unknown words but was now incorporating the strategy of making the initial sound(s), reading past the unknown word and with my support asking herself the three cues questions: Does it look right? Does it make sense? Can we talk that way? Brandy had gained a wealth of her first grade sight words which had helped her progress and move through reading levels. She was much more confident now when reading. She will take a risk on unknown words and if one strategy does not work she knew to use another one. Her comprehension was satisfactory during this post assessment. I would like to continue to work on strategy use with Brandy because if she can get these strategies all working together and have them become automatic she could be even more successful as a reader.

Quickwrites

I asked the students to respond to four quickwrite prompts at the end of four buddy reading sessions on Tuesdays. Each of the four times the quickwrite prompts were different. The students could write and/or draw their response. For the first

quickwrite prompt, the students had to respond on both their partners and their own reading behavior.

QWP(Quickwrite Prompt)#1: What did you and your buddy do well today?

Brandy wrote: “Me and “buddy” redeing vave gad.” (Me and “buddy” reading very good.)

Brandy chose a buddy that was a good friend who was a higher level reader. Her buddy did a lot of the reading but also asked a lot of good questions for Brandy to answer. This buddy was an excellent choice for Brandy because she could learn from her buddies questioning skills as well as make sense of the book while reading it. Her buddy also had great use of the three cues and automatic strategies so along the way she could help Brandy practice using them. Brandy was always happy to be reading with this buddy and able to learn from it.

QWP#2: Do you think buddy reading is helping you become a better reader? Why or why not?

Brandy was pulled out for Early Intervention services.

QWP#3: What did you do well today during buddy reading?

Brandy wrote: “Red a lot uv books. I sa a blak word.” (Read a lot of books. I saw a black word.)

Brandy's response showed me that Brandy was taking initiative and reading more and more each time she engaged in buddy reading. She seemed to be enjoying reading more if she was now admitting to reading more books. When she said, "I saw a black word," that meant she saw a bolded word. We had been working on changing our voice when reading bolded words so it showed she was making the connection between guided and shared reading to buddy reading. She was becoming more aware of print and the messages it sends the reader.

QWP#4: What could you do better next time in buddy reading?

Brandy wrote: "I can sit EEK (EEKK elbow to elbow knee to knee)."

Brandy's response showed me that Brandy was aware of other jobs of buddy reading besides the actual reading and discussing. She knew that day she was not sitting the appropriate way for both her and her buddy to see the books at the same time. She was able to tell me that this was just as an important job as the rest for buddy reading and if she did not do it the right way her buddy would be missing out.

Writing Samples

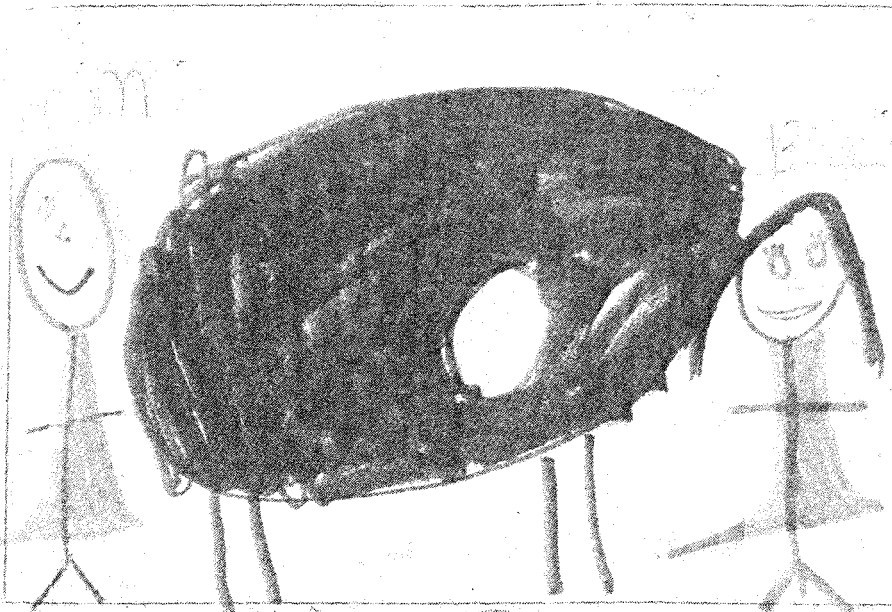
FIGURE 4.5: Brandy's Writing Workshop Sample, October 2010

Name

B. ...

date

10/4/10



I MADE
 APPLE PIE.

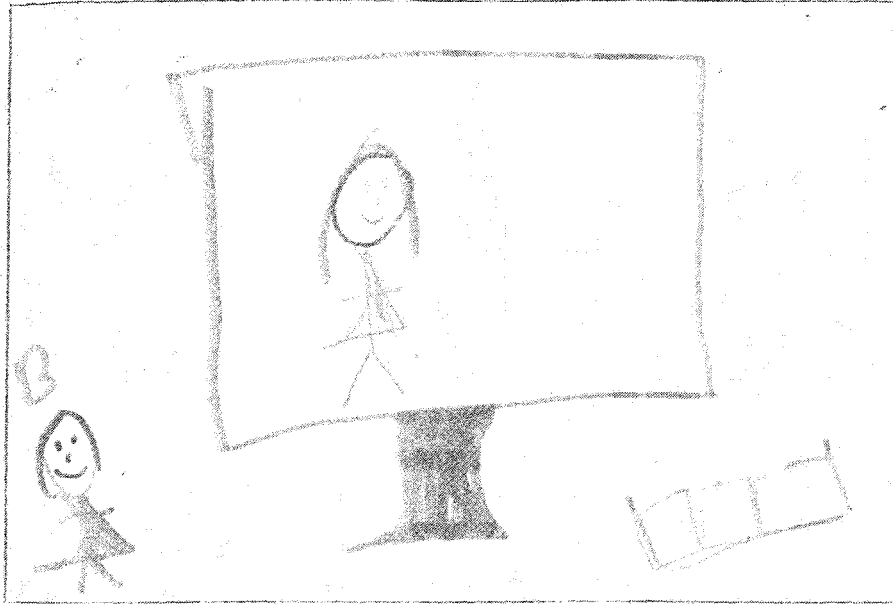
IT WAS FUN.

I MADE THE
 APPLE PIE WITH MY MOM.

*I made apple pie. It was fun. I made the apple pie with my mom.

name _____

date _____



I watched T.V.

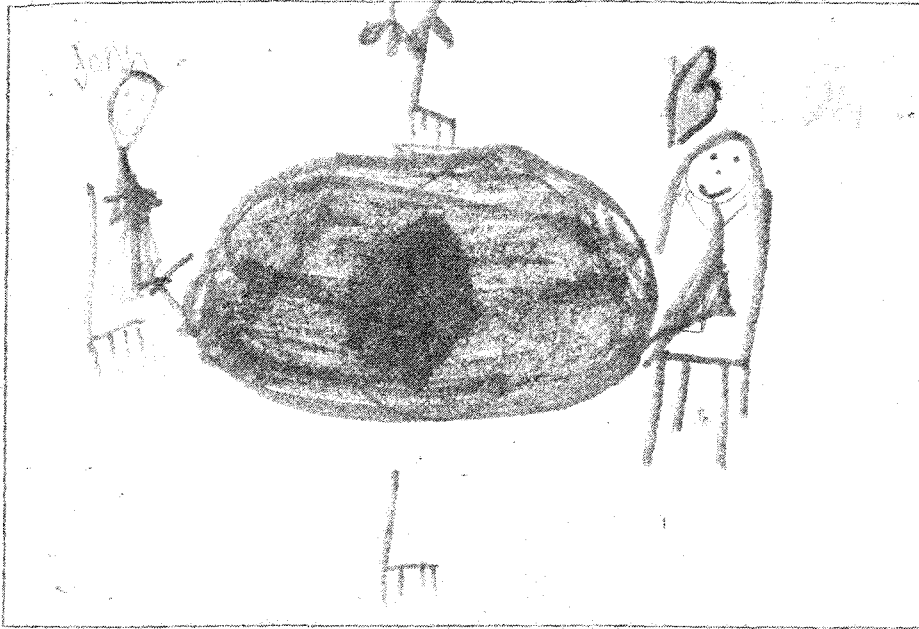
I watched social.

**I watched T.V. I watched Zoe 101.*

From looking at this first writing sample, Brandy created a simple story. She told what she did and who she did it with. However, on the second page she talked about a different small moment so it switched topics from making an apple pie to watching T.V. The story does not flow from page to page. It does flow from sentence to sentence on each of the separate pages. She had some words spelled correctly such as, I, it, the, my, mom, and T.V. In the majority of her words when she included a vowel she often used “a”. Also, she included the blend “th” correctly at the beginning of her words like “the” but at the end of “with” she used an “f” instead of “th”. She did include three periods in her story and the ones she added were in the correct spots. She also made sure to capitalize the letter “I” in the word “I”. Her pictures matched her words and she did label her pictures. She drew stick figures but gave the stick figures clothes and hair. She also had finger spaces.

FIGURE 4.6: Brandy’s Writing Workshop Sample, March 2011

name Brandy date 3/3/11



Yesterday it was my
brother's birthday we
had cake. It was good.
My brother got a video
game.

**Yesterday it was my brother's birthday. We had cookie cake. It was good. My brother got a video game.*

From the second writing sample, Brandy had much neater handwriting. She had many more words she spelled correctly such as, yesterday, it, was, my, birthday,

we, had, it, was, good, got, and a. She created a simple story but included three important details that correlate with the story. She included her finger spaces. She was using correct vowel sounds, other than “a” and she was including the blend “br”. She stretched out words like “yesterday”, “brother”, “cookie cake”, “birthday”, and “video”. Even though these words were spelled incorrectly the reader could still make out what they were because her story flowed and made sense. She did only write one page this time whereas the pre assessment she wrote a two page story. Her picture matched her words and included labeling. She continued to draw stick figures but still included clothes and hair.

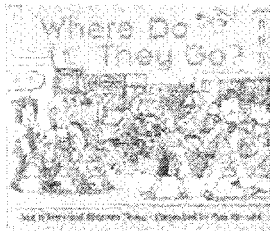
Conversations

Some of the conversations shown below were during our 30 minute buddy reading sessions, with myself included, and some conversations were videotaped while I had guided reading groups.

Week 1 of Buddy Reading- 30 Minute Session

Where Do They Go?

By: Jeni Wilson and Stephen Thorp



**This is a book about different jobs in the community. Each page gives clues on the job coming up on the next page. It allows students to use their clues to make predictions and connections to the jobs inside the text.*

Brandy was the one who started to read the book. Throughout the book she would stop and ask her buddy to be engaged in making a prediction about what job that person had in the story based on the clues in the book. They engaged in a conversation about making predictions initiated by Brandy.

Brandy: Let's stop here (page 2). What job do you think this person has?

Buddy: Hmm. (The buddy just sat there).

Brandy: Well use the clues on the side of the page to help you.

Buddy: Oh, she is going to the hospital. She looks like a doctor.

Brandy: You can turn the page and find out if you are right.

Buddy: Yes! I was right!

Brandy: O.K. let's go to the next page.

Brandy and her buddy did this for the rest of the book. Brandy would ask her buddy to use the clues on the side of the page to help her figure out what jobs the people in the story had. Brandy is the one taking initiative and asking questions about the story and having her buddy go back and look inside the book for clues and answers. Brandy was engaged in a higher level thinking skill, predicting, to help her buddy better understand the story.

Week 3 of Buddy Reading- 15 Minute Videotaped Session

The Farm Concert

By: Joy Cowley



**This is a story about a farmer who has many different farm animals. He is trying to go to sleep at night but all the animals, one by one, are making too loud of noise. Finally the farmer gets fed up and yells at the animals to be quiet. Now the animals quiet down, still making animal noises, but much quieter. The farmer can now go to sleep.*

Brandy was the one reading this book. When Brandy and her buddy first started to read this book they were laughing at what the farmer looked like. This laughter escalated and I had to give them a reminder to stay on task. After their one friendly reminder both buddies got back to on-task buddy reading for the rest of the session. When reading the book, Brandy stopped in the middle right before the farmer yelled to the animals to be quiet. She had her partner make a prediction.

Brandy: What do you think the farmer will do next?

Buddy: Probably come outside in his pajamas and yell at the animals.

Brandy: What do you think the farmer will say to the animals?

Buddy: "GO TO BED!" (in a shouting voice)

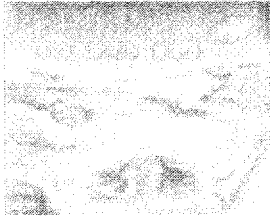
Brandy: You are right!

In this conversation Brandy was the one taking the lead again. She was the one reading and engaging in questioning. She again asked her buddy to make a prediction. This showed me Brandy was confident in the skill of predicting. Since she was showing consistency using this strategy I could have her move on to higher level thinking strategies such as author's message, inferring and even text to world connections.

Week 6 of Buddy Reading- 30 Minute Session

Dilly Duck and Dally Duck

By: Annette Smit, Richard G. Smith, and Lisa Simmons



**This is a story about two ducklings named Dilly Duck and Dally Duck. While Mother Duck is asleep on top of the hill the two ducklings go down to the river to play.*

Brandy listened to her buddy read this story to her. She had never read this book before so she seemed to be interested. Right before the last page her buddy asked her to make a prediction about the ducklings.

Buddy: What do you think will happen on the last page?

Brandy: The ducks will find their mom.

Buddy: Do you think they will be saved?

Brandy: Um, yes. They will be safe at the end.

Buddy: (Read the last page first) You were right!

This session was different from the previous two discussed. During this session Brandy was the one making the predictions. I was very pleased to see Brandy had made a prediction and used that strategy for her independent practice not just to use it when asking her buddy a question. It showed that she thoroughly understood predicting- she used it to form questions and she made predictions on her own.

Riley

Riley is a student who came into first grade as what my district and Fountas and Pinnell (2007) consider slightly above grade level. Riley is a student who completes average work for literacy related activities, except he excels in reading. Riley is someone who does what he needs to do to please. He is always looking to get approval by me and other teachers and can get upset when he doesn't get approval right away. He is someone who wants to set a good example. He is always willing to help me and students in the class. He always wants to do things the "right" way. Buddy reading is an activity where he can follow all of the jobs and gain approval in that aspect as well as set positive examples to other students to follow the jobs of buddy reading. However, Riley is someone who works very fast at everything and doesn't have the motivation sometimes to keep at it. Buddy reading might be a challenge from this aspect due to the fact that he needs to be reading with his buddy and helping his buddy while reading the whole time. I hope he doesn't rush through this and miss out on factors that could help him become more successful. I chose Riley as one of my case study students because like I said above he came into first grade as an average student in literacy. Now, in the middle of first grade he is excelling at a very fast rate. I want to learn more about what motivates him and how he got so determined to get where he is in reading.

Formal Assessments

FIGURE 4.7: Results of Riley's Formal Assessments

Week of	Concepts About Print (CAP)	Hearing and Recording Sounds in Words	Early Literacy Profile (ELP)	The Fountas and Pinnell Reading Assessment
Pre (beginning of 10/10)	Test Score: 14/24 Stanine Group: 5	Number of Sounds: 30/37 Stanine Group: 6	Alphabet Recognition: Lower 24/26 Upper 26/26 Rhyme Awareness: 10/10 Spelling: (van, job, rug, lip, sad) 13/20	F & P reading level: D
Post (end of 1/11)	Test Score: 19/24 Stanine Group: 5	Number of Sounds: 33/37 Stanine Group: 5	Alphabet Recognition: Lower 26/26 Upper 26/26 Rhyme Awareness: 10/10 Spelling: (van, job, rug, lip, sad) 20/20	F & P reading level: I

**In the beginning of first grade, students are expected to be performing at a low stanine for CAP. Students are expected to perform between stanines 1-3.*

**In the middle of first grade, students are expected to be in between stanines 4-6 for CAP.*

**In the beginning of first grade, students are expected to be in between stanines 4-6 for Hearing and Recording Sounds in Words.*

**In the middle of first grade, students are expected to be in between stanines 4-6 for Hearing and Recording Sounds in Words.*

**In the beginning of first grade, students are expected to be able to recognize 24-25 lower and upper case letters.*

**In the middle of first grade, students are expected to be able to recognize all 26 lower and upper case letters.*

**In the beginning of first grade, students are expected to be aware of 9-10 group rhymes.*

**In the middle of first grade, students are expected to be aware of all 10 group rhymes.*

**In the beginning of first grade, students are expected to receive 15-18 points in the spelling portion of the ELP.*

**In the middle of first grade, students are expected to receive 17-19 points in the spelling portion of the ELP.*

**In the beginning of first grade, students are expected to be reading at a Fountas and Pinnell level C/D.*

**In the middle of first grade, students are expected to be reading at a Fountas and Pinnell level F/G.*

**At the end of first grade, students are expected to be reading at a Fountas and Pinnell level H/I/J.*

According to the results, Riley has made growth since the beginning of first grade. He especially made huge growth in the areas of spelling on the ELP and

reading during his Fountas and Pinnell Reading Assessment. Riley is either meeting and/or exceeding the standards as of right now.

Concepts About Print (CAP)

The results of the Concepts About Print (CAP) (2002), it revealed to me Riley knew book handling skills such as knowing where the front of the book was, where to start reading in a book, which way to go, return sweep, word by word matching, first and last concept, switching lines of text, to read the left page before the right page, meaning of a period, meaning of quotation marks, locating the upper and lower case letters “m” and “i”, first and last letter of a word and where to point out a capital letter. When I gave Riley this as a pre assessment, it made me worried he could not decipher between a word and a letter or that he didn’t recognize the picture on one of the pages was upside down. However, this was common for some first graders at the beginning of the year. It did make me wonder how he got this far in reading (one level above grade level) so far if he couldn’t decipher between a word and a letter.

As a post assessment, three months later, it revealed to me that Riley picked up on the upside down picture, he found one change in letter order, he recognized a question mark and knew what it meant, recognized a comma and knew what it meant, he was able to point out the words “was” and “no” instead of the reversible words “saw” and “on”, and he could decipher the difference between words and letters. This time when I conducted this assessment Riley was rushing through it. If he could not find something wrong on the page immediately he said, “Nothing is wrong.” He

would not even take a second look. He barely looked in the book for errors and was just very quick to be done with the post assessment. He did show improvement in his book handling skills however, if he would have slowed down and taken time when looking at the book he might have done better.

Hearing and Recording Sounds in Word

The results from the Hearing and Recording Sounds in Words (2002), it revealed to me that Riley had a variety of vowel use within his spelling. He did use the short “a”, “e”, and “i” correctly in the words “pet”, “cat”, “it”, and “when”. He also used the long “e” and “o” correctly in the words “she” and “home”. He was using a variety of upper and lower case letters in his writing. He was not using finger spaces in between words and he strung his words together to form one long sentence without punctuation use. It was a little difficult to read. Riley did however, start to use certain blends at the beginnings and endings of words such as “th” in “the”, “th” in “with”, “pl” in “plays” and “sh” in “she”. He also used the correct beginning sounds for all words as well as the majority of ending sounds.

As a post assessment, three months later, it revealed to me that Riley had gained more knowledge about how words and sounds go together. He now had correct and consistent vowels in every word. He displayed the knowledge of silent “e” at the ends of words such as “comes” and “home”. His sentences were still strung together to form one long sentence but there were finger spaces between the words

which made it easier to read. Riley still was consistently using his blends such as “th”, “sh” and “pl”. He did need to work on the blend “wh”.

Early Literacy Profile (ELP)

The results of the Early Literacy Profile (ELP) (1998), as a pre assessment, it revealed to me that Riley had strength in recognizing the majority of his lower case letters as well as recognizing all upper case letters. He was able to recognize rhyming words within group rhymes. Riley had a solid start on his spelling task. He was able to recognize 5 out of 5 of the beginning sounds, 3 out of 5 of the ending sounds and 4 out of 5 vowel sounds. He correctly spelled the words “van”, “lip” and “sad”. He misspelled “job” and “rug”. He spelled them like this: “jop” and “ran”. To correlate with the Hearing and Recording Sounds in Words he did a nice job in using correct vowel sounds.

As a post assessment, three months later, Riley could now recognize 26 of 26 lower and upper case letters. He is still able to recognize 10 out of 10 rhyming words within group rhymes. Riley was now able to spell 5 out of 5 words correctly. He had all correct beginning, ending and vowel sounds correct. In the middle of first grade was when vowel practice was the heaviest. This showed me that consistency in his vowels from word study, writing, and reading are now being connected together to make it consistent.

Fountas and Pinnell Reading Assessment

The results of the Fountas and Pinnell Reading Assessment (2007), as a pre assessment, it revealed to me Riley was reading at a Fountas and Pinnell level D which was slightly above grade level for an incoming first grader. When reading the texts, Riley would always go back and he used the book for help for comprehension questions. He read for meaning when trying to figure out unknown words however, he did try making up his own story when reading one of the texts. He was reading very fast and not finger pointing. At this stage, as an emergent reader, I like my students to use their finger to guide them along and to keep the pace. He definitely needed to practice reading slower and looking at each word while reading instead of flying through it.

As a post assessment, three months later, Riley grew as a reader and was exceeding grade level standards. He was now reading at a Fountas and Pinnell level I, which was where first graders should fall at the end of first grade. When reading the texts, Riley had excellent accuracy as well as comprehension. He had slowed down while reading and it showed because he is not miscuing as much. When he did miscue he self-corrected automatically without me reminding him. If he found himself reading too fast and started to get confused he did start to finger point to get himself back in place. This had helped him knowing he had comfort in using his finger but did not rely on it to get him through the whole text. This showed me he was aware now of his rate of reading and how he could get confused. He also was using the three cues to figure out unknown words in his head. His use of strategies had now become

automatic. During comprehension discussions he was now adding his own text to text connections as well as text to world connections.

Quickwrites

I asked the students to respond to four quickwrite prompts at the end of four buddy reading sessions on Tuesdays. Each of the four times the quickwrite prompts were different. The students could write and/or draw their response. For the first quickwrite prompt, the students had to respond on both their partners and their own reading behavior.

QWP(Quickwrite Prompt)#1: What did you and your buddy do well today?

Riley wrote: “We like the book he was like he sed yes. (I asked Riley to read this to me and explain what he wanted to say because when I read it myself it did not make much sense. Riley wanted to say, “We liked the book we read today. I asked my buddy and he said yes- meaning he liked the book, too.)

Riley’s response showed me that Riley and his buddy were choosing books that interested them. He and his buddy both enjoyed the books they read today. For me to have to ask Riley to clarify what he meant when he wrote his response did not get me concerned. Some students have a more difficult time writing what they are thinking rather than verbally expressing themselves. I will always ask for clarification. Riley had no problem telling me what he meant. This showed me he had confidence in what he wrote.

QWP#2: Do you think buddy reading is helping you become a better reader? Why or why not?

Riley wrote: "Yes because it help me reda." (Yes, because it helped me read.)

Riley's response was not exactly as telling as the first one. However, Riley could recognize that buddy reading was aiding in his ability to read better. Whether he meant buddy reading was helping him because his buddy helps him read or because he was reading more books, either way I am glad to see he was seeing buddy reading in a positive way.

QWP#3: What did you do well today during buddy reading?

Riley wrote: "I linind to the book." (I listened to the book.)

Riley's response showed me Riley was taking a step back to give his buddy a chance to read. Even though Riley wants to be a people pleaser and always wants approval he gave his buddy a chance to shine today. He was aware of what it meant to read a story and what it meant to listen to the story- two completely different aspects of reading.

QWP#4: What could you do better next time in buddy reading?

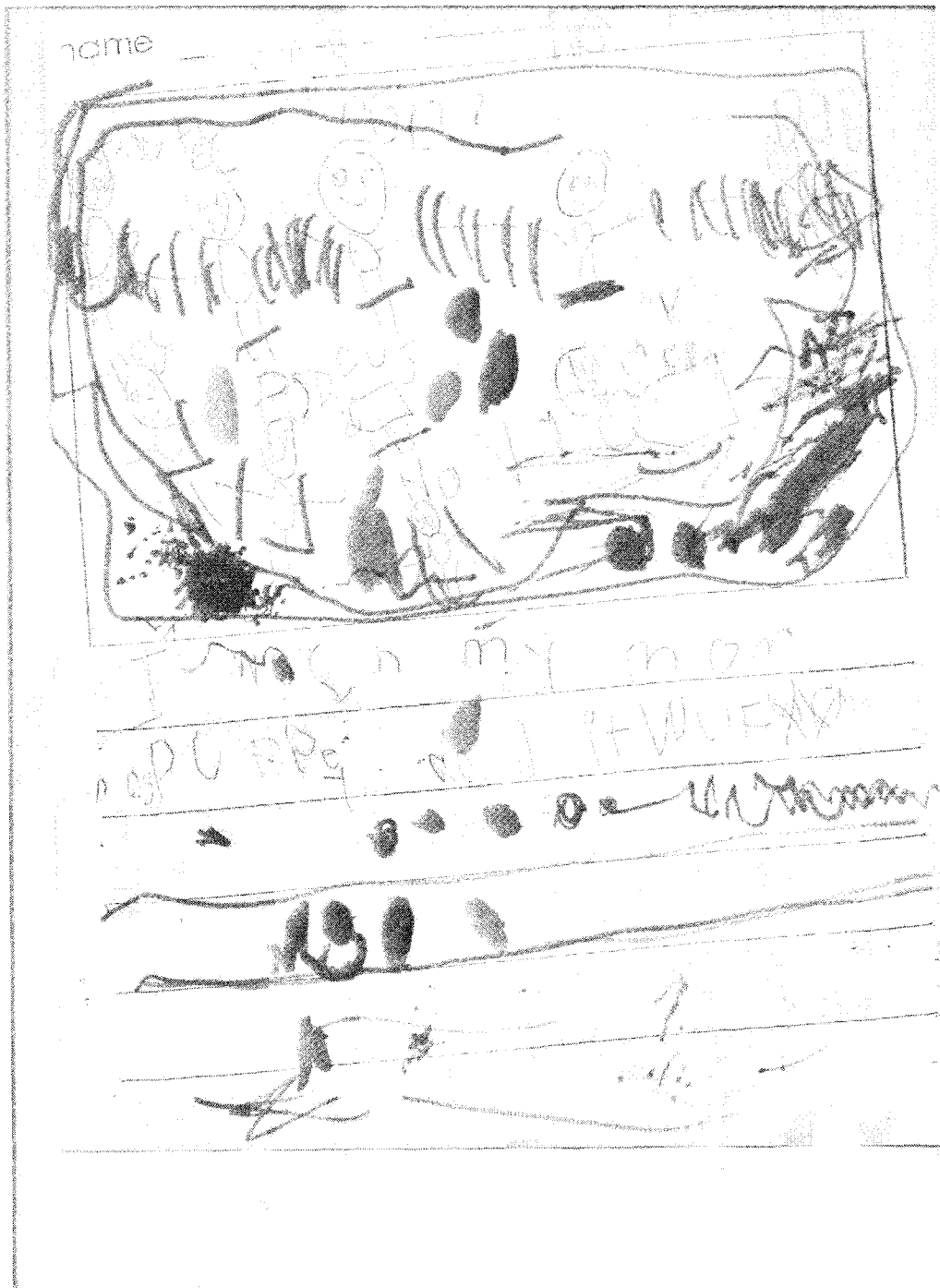
Riley wrote: "I wasint siting EKK." (I wasn't sitting EEKK.)

Riley's response showed me that Riley was still aware of the other jobs of buddy reading, how to sit, but it is an important one. If buddies were not sitting

correctly both buddies would not be able to see the book or hear the book being read. This told me he was looking out for his buddy to make sure his buddy was getting the full experience.

Writing Samples

FIGURE 4.8: Riley's Writing Workshop Sample, October 2010



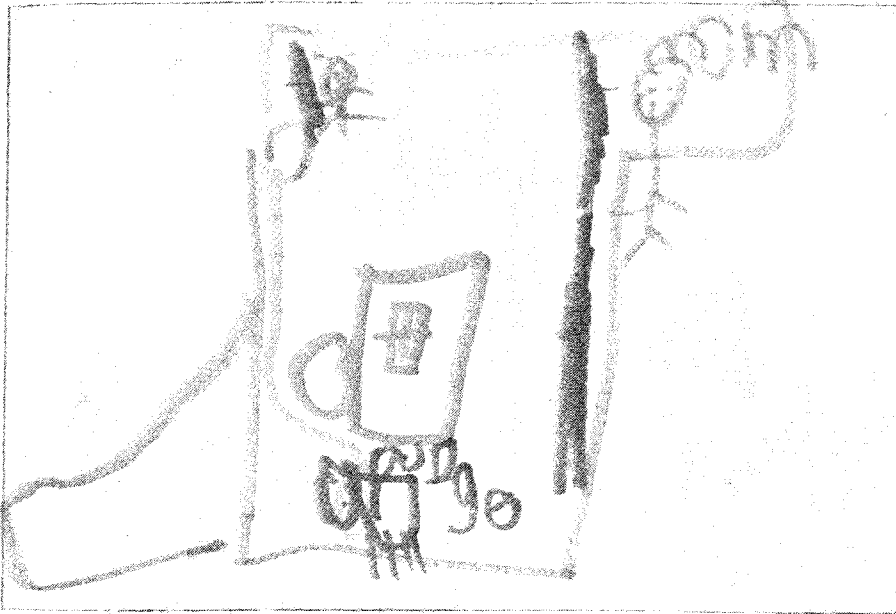
**I washed my mommy's puppy and it woofed.*

According to the first writing sample, Riley created a very simple story. His story consisted of one sentence with two details within the one sentence. It was clear he consistently used vowels in every word which goes along with his previous assessments and consistent vowel use. He had all beginning sounds correct but was missing endings sounds in the words “washed” and “woofed”. He did spell some first grade sight words correctly such as “I”, “my”, and “it”. When he stretched out the word “puppy” he wrote down all of the correct letters except added an “e” at the end. He also included the “sh” blend at the end of the word “washed”. His handwriting was somewhat legible as there were finger spaces but the word “mommy’s” was split between the first and second line making it difficult to put together when reading the story. He included stick figure people in his picture and he did label all of the people in the picture. The coloring around the picture made it look unorganized and messy. Also, the coloring on the lines could make it difficult for the reader to read and concentrate on the story.

FIGURE 4.9: Riley’s Writing Workshop Sample, March 2011

name _____

date _____

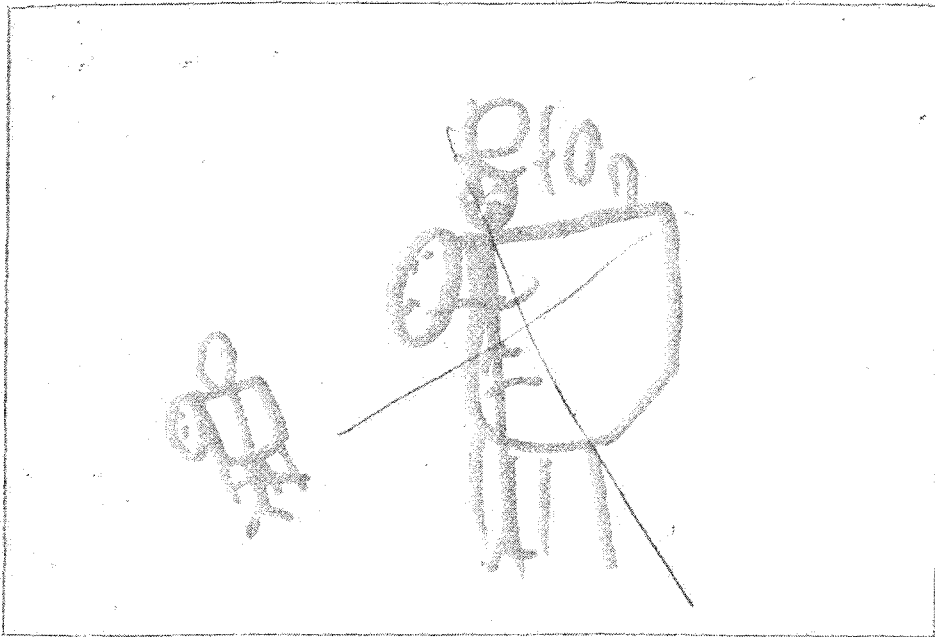


My little puppy had
 surgery I had to go to the Chili Center
 because I sell milk there
 because she works there
 she was so happy to see
 me

**My little puppy had surgery. I had to go to the Chili Center. I saw my Nana because she works there and she was happy to see*

name _____

date _____

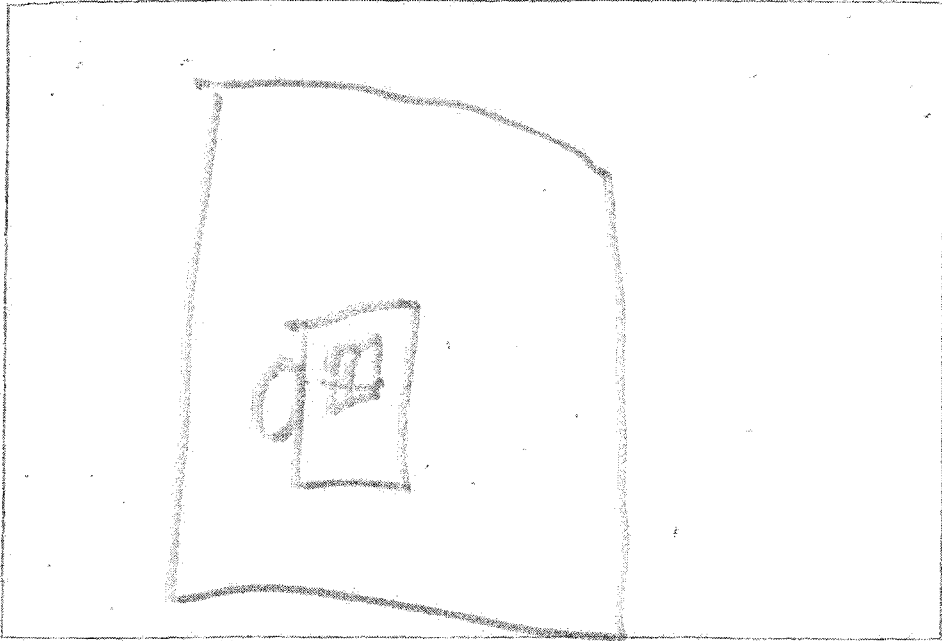


me I PICKED ^{and} him up and he
was tired and he slept on me
because he **very**
happy he felt excited
because he wanted

**me. I picked him up. He was tired and he slept on me because he was very happy. He felt excited because he wanted*

name _____

date _____



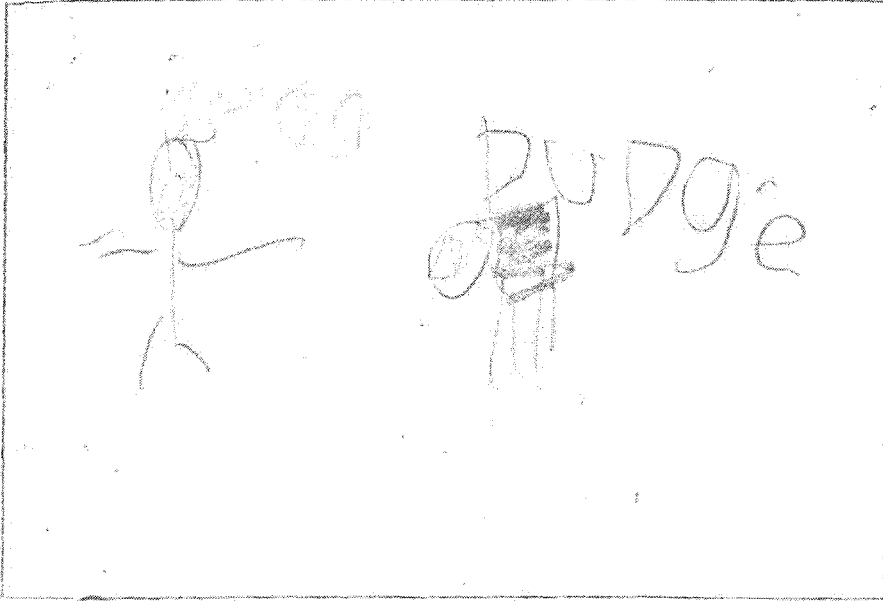
to go home because
I held him
when we got
home

**to go home. Because I held him when we got home.*

name _____

date

3/3/11



I Love my puppy
Because Pudge give
me kisses

**I love mine puppy because Pudge give me kisses.*

According to the second writing sample, Riley told a much more detailed story. He wrote a four page booklet versus one page for the pre assessment. Throughout his story his handwriting was a lot neater with more legible spellings of words. He knew a ton of first grade sight words such as “my”, “little”, “had”, “to”, “go”, “because”, “she”, “and”, “see”, “him”, “he”, “when”, “very”, “there”, “got” and “give” to just name a few. Riley also could spell other words correctly that were in everyday reading and writing such as “happy”, “pick”, “felt”, “home” and “love”. Throughout his writing, he was consistently using the correct vowel sounds majority of the time. He did not seem to favor one vowel sound over another. He used vowels and correlated them with the correct sounds in words. In his writing he also used carrots (^) when inserting a forgotten word. Riley also used periods some of the time. He also wrote the word “very” in bold black letters. This told me he wanted to accentuate that word for emphasis on how his puppy was feeling. He used that strategy of bolding a word in the correct sense. Riley added a ton of details within his story and his story flowed and made sense. He did include a mixture of upper and lower case letters throughout the four pages. His pictures were very simple stick figures and shapes to represent his home. He did label most of the pictures. Riley also had the correct use of blends such as “sh”, “ch”, “sl”, “th”, and ‘wh”. This was a very big improvement from the pre assessment.

Conversations

Some of the conversations shown below were during our 30 minute buddy reading sessions, with myself included, and some conversations were videotaped while I had guided reading groups.

Week 1 of Buddy Reading- 30 Minute Session

The Farm Concert

By: Joy Cowley



**This is a story about a farmer who has many different farm animals. He is trying to go to sleep at night but all the animals, one by one, are making too loud of noise. Finally the farmer gets fed up and yells at the animals to be quiet. Now the animals quiet down, still making animal noises, but much quieter. The farmer can now go to sleep.*

Riley and his buddy were taking turns reading the pages in the book. They both had the book so they thought it would be a good idea to take turns reading the pages. After they were done reading, Riley asked questions about refrains in the story.

Riley: Did you like the story?

Buddy: Yeah, kind of.

Riley: Did you see a refrain?

Buddy: Yeah, did you?

Riley: Yeah, it was when it kept going, "The animal went..." "The animal went..." "The animal went..."

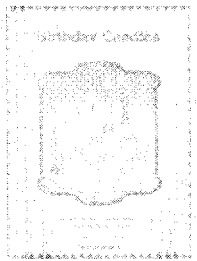
Buddy: Yeah, I agree.

Even though Riley and his buddy were reading the same book, Riley was the one that took initiative to be engaged with the text. He pointed out the refrain in the book so his partner could know what it was. He repeated the refrain over three times so his buddy could see it on multiple pages. As he said it he pointed to it on three different pages. This let me know he thoroughly understands what a refrain was.

Week 3 of Buddy Reading- 15 Minute Videotaped Session

Birthday Candles

By: Colleen Griffiths, Gay Su Pinnell, Adria Klein, and Jan Swartz



**This is a story about a birthday cake and on every page the cake gains one more candle of a different color. At the end of the book, the last part of the cake is added which is the words, "Happy Birthday!"*

During this session, Riley and his partner started out on task. Riley was reading a book and his partner looked very engaged. However, I did have to give Riley and his buddy a friendly reminder to stay on task (reading with his buddy the whole time). After I gave the friendly reminder from my guided reading group Riley and his buddy got back on task and stayed on task the rest of the time. Here is another conversation where Riley led the discussion about refrains.

Buddy: O.K. it is my turn to read a book.

Riley: Wait! Did you see a refrain in this story?

Buddy: Umm...the cake keeps getting one more candle?

Riley: That's what happened in the pictures. Do you want to look in my book?

Buddy: Sure.

Buddy: Is it, "My birthday cake has a _____ candle"? (on each page a new color is inserted in the refrain.)

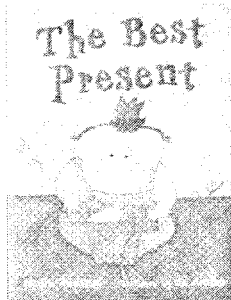
Riley: Yep! O.K. now your turn.

It was very clear Riley knew and understood the concept of refrains. He did know that the refrain had to be in the text and not the pictures so that was a wonderful idea to ask if his buddy wanted to use his book to look for the refrain. I was a little disappointed that Riley had to be reminded to stay on task during this session because he is such a people pleaser. However, every student needed at least one reminder throughout the study. I was glad to see he could get himself and his buddy back on task.

Week 6 of Buddy Reading- 30 Minute Session

The Best Present

By: Moira Andrew



**It is Ben's first birthday. All of his friend's give him toys for a gift but Ben does not like any of them. Ben's grandma comes to his party and she ends up giving him the best present of all...pretty wrapping paper!*

When Riley and his partner were reading this book, Riley was reading while his buddy was listening. His buddy had never read this story before. In the book, the main character, Ben, kept saying the word, "no" over and over again. In the talking bubbles it showed Ben saying no as well as in the text. In the text the word "no" is bolded. Riley showed in his post writing assessment he knew how to use bold writing and what it meant if it was used. However, Riley and his buddy had an interesting conversation where they helped each other out making predictions and emphasizing words. (Riley's buddy in this session is a very low reader.)

Riley: (the first time the author uses bold words in the text) "No," said Ben. "No, no!" (Riley read it without any expression).

Buddy: No, you have to read it different. The words are darker.

Riley: Oh, yeah! Let's read it together.

Buddies together: "No," said Ben. "No, no!" (both changed their voice and emphasized on the bold word, no.)

Buddy: That sounds better.

(This is right before the last page.)

Riley: Do you think Ben is going to like the pretty paper?

Buddy: No!

Riley: How come?

Buddy: Because Ben keeps saying no.

Riley: He does like it!

Buddy: Oh, man. Can we read it over again?

Riley: Sure.

Buddy: Can I help you read the dark words? (the bolded words in the text were only the words “no” and “yes”.)

Riley: Sure.

I was shocked when Riley did not change his voice when reading the bolded words. He usually did when he read. I was so happy to see that his buddy, who was a lower reader, could point out that Riley needed to remember to do that. It gave Riley a friendly peer reminder as well as gave the lower reader some confidence. When Riley asked his buddy to make a prediction and his buddy did not get it correct his buddy could have got very upset. Luckily, the buddy just moved on and Riley and he decided to read the book together this time. It was a surprise ending and I tried to teach my students that the reader could never be wrong when making a prediction; just sometimes the author surprises us!

Gabby

Gabby is a student who came into first grade as what my school district and Fountas and Pinnell (2007) consider on grade level in reading. Gabby is a well-rounded student who enjoys learning and is determined to do well. Gabby sets positive examples for her peers especially when reading. Gabby continues to want to get ahead in reading. She is very aware of what level she is reading on and constantly wants to read at a higher level. She is doing very well and has taken off in all literacy activities immensely. She strives to be a “good” reader and continues to push herself to become successful. I felt buddy reading would be a literacy activity that Gabby

could explore with a buddy but take on an independent role as a leader and make a difference in herself and her buddies reading abilities.

Formal Assessments

FIGURE 4.10: Results of Gabby's Formal Assessments

Week of	Concepts About Print (CAP)	Hearing and Recording Sounds in Words	Early Literacy Profile (ELP)	The Fountas and Pinnell Reading Assessment
Pre (beginning of 10/10)	Test Score: 14/24 Stanine Group: 5	Number of Sounds: 31/37 Stanine Group: 7	Alphabet Recognition: Lower 26/26 Upper 26/26 Rhyme Awareness: 10/10 Spelling: (van, job, rug, lip, sad) 18/20	F & P reading level: C
Post (end of 1/11)	Test Score: 23/24 Stanine Group: 8	Number of Sounds: 36/37 Stanine Group: 6	Alphabet Recognition: Lower 26/26 Upper 26/26 Rhyme Awareness: 10/10 Spelling: (van, job, rug, lip, sad) 16/20	F & P reading level: G

**In the beginning of first grade, students are expected to be performing at a low stanine for CAP. Students are expected to perform between stanines 1-3.*

**In the middle of first grade, students are expected to be in between stanines 4-6 for CAP.*

**In the beginning of first grade, students are expected to be in between stanines 4-6 for Hearing and Recording Sounds in Words.*

**In the middle of first grade, students are expected to be in between stanines 4-6 for Hearing and Recording Sounds in Words.*

**In the beginning of first grade, students are expected to be able to recognize 24-25 lower and upper case letters.*

**In the middle of first grade, students are expected to be able to recognize all 26 lower and upper case letters.*

**In the beginning of first grade, students are expected to be aware of 9-10 group rhymes.*

**In the middle of first grade, students are expected to be aware of all 10 group rhymes.*

**In the beginning of first grade, students are expected to receive 15-18 points in the spelling portion of the ELP.*

**In the middle of first grade, students are expected to receive 17-19 points in the spelling portion of the ELP.*

**In the beginning of first grade, students are expected to be reading at a Fountas and Pinnell level C/D.*

**In the middle of first grade, students are expected to be reading at a Fountas and Pinnell level F/G.*

**At the end of first grade, students are expected to be reading at a Fountas and Pinnell level H/I/J.*

According to the results, Gabby is meeting or exceeding grade level standards in all four formal assessments.

Concepts About Print (CAP)

The results of the Concepts About Print (CAP) (2002), as a pre assessment, it revealed to me Gabby knew book handling skills such as where the front of the book was, where to start, which way to read, return sweep, one to one matching, first and last concept, the bottom line and the top line, the left page comes before the right page, what a question mark was and the meaning of a question mark, what a period was and the meaning of a period, the location of a upper and lower case “m” and “i”, one word, two words, and a capital letter. When conducting this pre assessment I was confident that Gabby knew a lot of important information about book handling skills. Things that she was challenged with were common for first graders at the beginning of the year such as lines that were altered, a change in letter order, what a comma and quotation marks were and there meaning, and finding the words “was” and “no” (some first graders point out the reversible words: “saw” and “on”.)

According to this post assessment, three months later, she has shown huge growth. She was the highest scoring student on CAP out of all of my students. While

conducting this post assessment she was asking questions along the way such as, “Can you read this page again?” and “What was the question?” She was a people pleaser and wanted to get as many things “right” as possible. She pointed to each word while I read the text and carefully observed the print and the pictures. She could now recognize a change in letter and word order, what a comma and quotation marks were and their meaning, and she recognized “was” and “on” as their correct words not the reverse. The only point in the CAP assessment that she still struggled with was where the lines are altered. This could have just been the day I assessed her, she was paying too close attention and overlooked it or just did not know that information about books yet. I felt confident in Gabby that she was becoming an even more successful reader.

Hearing and Recording Sounds in Words

The results from the Hearing and Recording Sounds in Words (2002), as a pre assessment, it revealed to me that Gabby had a strong knowledge of sounds in words. She was able to write all of her beginning sounds and majority of her ending sounds. She was able to consistently use the correct short vowel sounds of “a”, “i” and “e” as well as the long “a” and “o”. Gabby was able to write the blend “th” at the beginnings of words as well as “sh” in the words “the” and “she”. She did need to work on “th” at the ends of words such as “wih” instead of “with” and “pl” at the beginnings of words such as “pas” instead of “plays”. When she was being assessed she wrote the two sentences in list form that had no order to make sense. The words were scattered,

however, she had very legible handwriting and formed all of her letters correctly. She also only included a capital “T” at the beginning of the first sentence with the word “the” so this told me she knew she needed a capital at the beginnings of sentences, however, she did not put a capital at the beginning of the next sentence.

According to this post assessment, three months later, Gabby made a lot of progress. She knew all of her beginning and ending sounds, including the silent “e” in words like “comes” and “home”. She had consistent correct vowel use for the short vowel sounds “a”, “e”, “i”, and “o”. She also was still using the long vowel sounds “a” and “o” correctly. Gabby could now correctly use the blends “th” at the beginning and endings of words, “sh” and “pl”. She still did not know “wh”. She was now writing in sentence format with legible writing. Her letters were all formed correctly.

Early Literacy Profile (ELP)

The results of the Early Literacy Profile (ELP) (1998), as a pre assessment, it revealed to me that Gabby had strength in recognizing all of her lower and upper case letters. She also already knew how to recognize rhyming words within group rhymes. She also had an excellent start with her spelling task. She got all the beginning and ending sounds correct as well as 4 out of 5 of her vowel sounds correct. She correctly spelled the words: van, job, lip, sad. Amy incorrectly spelled the word: “rug”. She spelled it “rag” which is very common on this assessment for beginning first graders because they think of the word “a”, which is one of their Kindergarten and first grade words, and was not familiar with the short “u” sound yet.

As a post assessment, three months later, Gabby still could recognize 26 out of 26 lower and upper case letters. She was still able to recognize 10 out of 10 rhyming words within group rhymes. However, on her spelling task, I think Gabby thought too much about how to spell these five words. She got 4 out of 5 beginning sounds, 5 out of 5 endings sounds and 4 out of 5 vowel sounds. Her vowel sounds were still consistent. She still confused the short “u” sound in “rug” for “a” so she still spelled it “rag”. At the ends of the words “job” and “lip” she included a silent “e”. This made me happy that she was thinking about words with silent “e” spellings, however, I think she over thought how to spell them. Now was the time in first grade when there was heavy vowel practice. This assessment could have been done on a day where we just practiced silent “e” words and it stuck in her head. In a way it was great she was now aware of silent “e” but she was still confused on when to use it. She did score lower on the post assessment, however, it was showing me she was making connections from word study.

Fountas and Pinnell Reading Assessment

The results of the Fountas and Pinnell Reading Assessment (2007), as a pre assessment, it revealed to me Gabby was reading at a Fountas and Pinnell level C which was meeting the standards for an incoming first grader. When reading the texts, Gabby had good use of book handling skills and looked in the book for comprehension questions. This correlated with the CAP assessment. She was also finger pointing while reading to help her stay focused. Gabby also self-corrected quite

a bit. She also read smoothly in three to four word phrases. She sounded just like the actual characters would be talking. One thing that concerned me when reading with Gabby was her beyond the text comprehension questions. She could not think beyond the literal meaning in the text. This was something that needed to be worked on.

As a post assessment, three months later, it revealed to me Gabby had grown as a reader tremendously. She had grown four reading levels and was exactly where she needed to be in the middle of first grade. Even though she was not my top reader she was a strong average reader. Her strategies became automatic and she did not have to think, “Which strategy should I use now?” She was a reader that read for meaning so when she came to an unknown word she mostly substituted a meaningful word but also used the other cues of visual and grammar to see if the word looked right and sounded right. During the texts, Gabby made predictions, text to text connections, and inferences. Since she was using these literacy strategies she gained extra points in the assessment. She was still being challenged with beyond the text comprehension questions but as the levels of books she was reading was getting more difficult the comprehension questions are more in depth with deeper issues/problems. This was something we continued to work on, however, at lower levels she was able to understand the beyond the text questioning that included simpler issues/problems.

Quickwrites

I asked the students to respond to four quickwrite prompts at the end of four buddy reading sessions on Tuesdays. Each of the four times the quickwrite prompts

were different. The students could write and/or draw their response. For the first quickwrite prompt, the students had to respond on both their partners and their own reading behavior.

QWP(Quickwrite Prompt)#1: What did you and your buddy do well today?

Gabby wrote: “Me and my budey. Sit EK.” (Me and my buddy sit EEKK.)

Gabby’s response let me know she was already starting to pay attention to the little things having to do with buddy reading as far as how to sit. She could recognize that sitting together EEKK will help them get more out of reading together.

QWP#2: Do you think buddy reading is helping you become a better reader? Why or why not?

Gabby wrote: “Yes! Sum peple help me figr it owt wen I don’t now wat it is.” (Yes! Some people help me figure it out when I don’t know what it is.)

Gabby is now recognizing her buddy was there to help her and teach her ways to solve unknown words as one part of buddy reading. With the mixture of whole group instruction, buddy reading and small group literacy activities, Gabby knew how to correct herself when reading and finding the correct word. She was making the connection that her buddy could help her become a more successful reader.

QWP#3: What did you do well today during buddy reading?

Gabby wrote: “I red rele nis. To my bude.” (I read really nice to my buddy.)

I am not too sure what Gabby considered “reading nice” to her buddy means but this response showed me that Gabby cared about what her buddy thought of her reading. She wanted to be a good, strong reader and she liked to share reading with her peers.

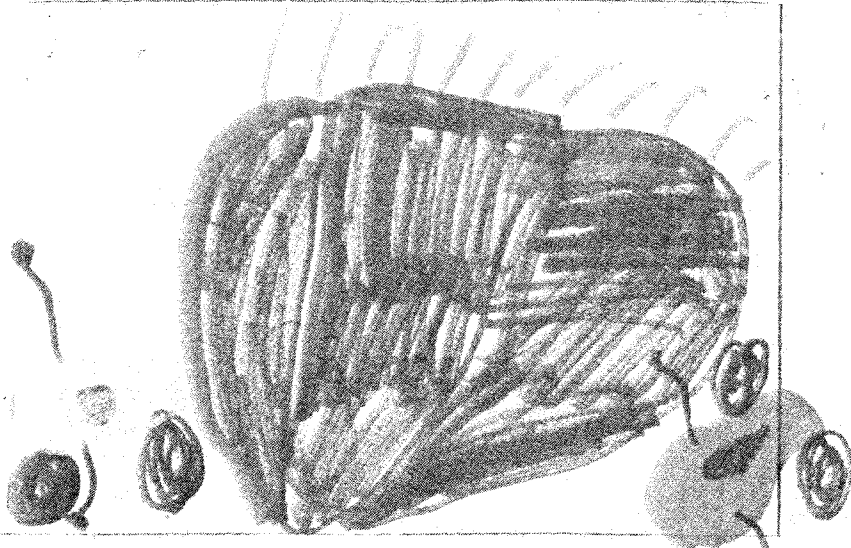
QWP#4: What could you do better next time in buddy reading?

Gabby wrote: “Maby I shod not be sile.” (Maybe I should not be silly.)

This was a day when Gabby and her buddy were being silly. When she chose her buddy this day, it was of high interest; however, I am not sure it was a good choice pick to get the most learning out of buddy reading. This day, Gabby and her buddy needed a couple friendly reminders from me to stay on task. They were laughing and giggling about books they were reading but taking it a little too far. This day they did not know the meaning of “enough is enough.” This does show me that Gabby can admit when she was wrong and will know to correct it for the next time. She was very honest with me.

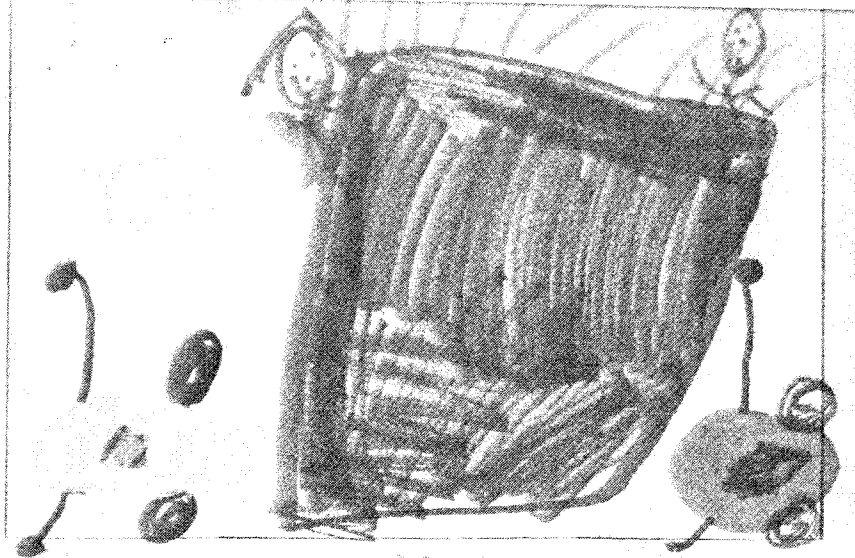
Writing Samples

FIGURE 4.11: Writing Workshop Sample, October 2010



Me and Evan went
in the dirt pile
on our four wheels

**Me and Evan went in the dirt pile on our four wheelers.*



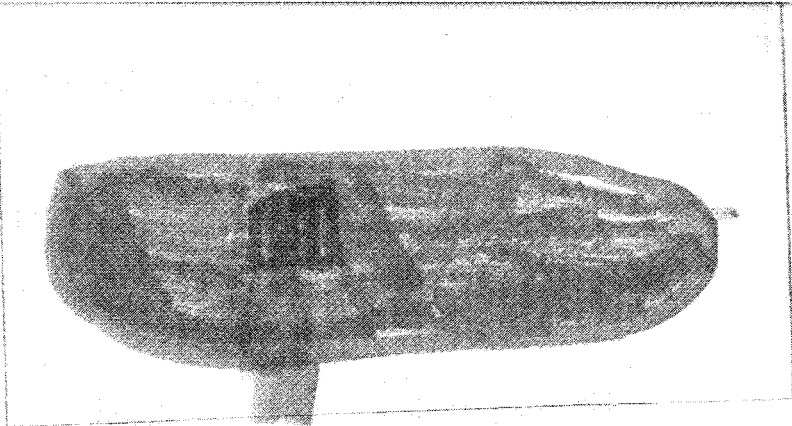
WE CLIMB AND CLIMB
UP THE DIRT PILE
MOMMY
YE IS TO AS
WE PART A FOWE

**We climbed and climbed up the dirt pile. Mommy yelled to us. We parked our four wheelers.*

From looking at Gabby's first writing sample, Gabby had very legible handwriting including minor finger spaces. She knew to start a sentence with a capital

letter as well as people's names in her story. She was also able to spell some first grade sight words correctly such as me, and, went, in, the, on, we, up, and to. She did include a period at the end of the very last sentence on the last page so she knew she needed punctuation in her story. Her pictures did a wonderful job of matching her words. Gabby really took time to stretch out bigger words such as "pile" (poyl), "climbed" (clomd), "mommy", "yeld" (yelled), and "four wheelers" (forwels). Gabby used blends in her writing such as "th" and "cl". She used the short vowel sounds of "a", "u", "o" "e" and "i" consistently. She also used the long vowel sound of "e" consistently. Gabby's story was a simple story with details. Her story made sense and flowed. She also wrote across two full pages. Gabby did use a mixture of upper and lower case letters in her writing.

FIGURE 4.12: Writing Workshop Sample, March 2011



Today we are going
to LIBRARY. I hope
I get a good
BOOK checked out today
I hope I get some
BOOK.

**Today we are going to Library. I hope I get a good book checked out today. A awesome book.*

From looking at Gabby's second writing sample, Gabby had much more visible finger spaces in her writing with continued legible handwriting. She used a capital letter at the beginning of both of her sentences. She also added two periods in

the correct places in her story. She continued to spell a lot of her first grade sight words correctly such as “we”, “are”, “going”, “to”, “I”, “get”, and “a”. She also stretched her words out to spell more difficult words such as “today”, “library”, “good” and “book”. Gabby included a bolded word in her writing: “hop” (hope). We had been practicing in guided reading how to read bolded words differently and why we needed to that. She incorporated it into her own writing so that showed me the connection between guided reading and writing. Gabby also included the word “awesome” which she copied from our “Kiss Your Brain” word wall. Kiss Your Brain words were adult-like words that we tried to use when speaking and writing. We learned a new Kiss Your Brain word once a week and tried to use it as many times as we could correctly. I was very pleased to see Gabby making that connection. Gabby still had a mixture of upper and lower case letters. Her story was only one page, however, it made sense and it did have details. Gabby’s picture did not offer a ton of information but I inferred it was the table in the library with books on it.

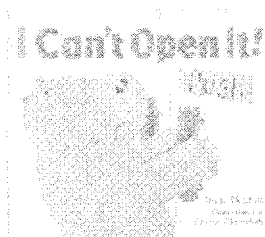
Conversations

Some of the conversations shown below were during our 30 minute buddy reading sessions, with myself included, and some conversations were videotaped while I had guided reading groups.

Week 1 of Buddy Reading- 15 Minute Videotaped Session

I Can't Open It

By: Paul Shipton



**This story is about a hippo named Harry and a cheetah named Chelsea. Every time the friends go into a new place, like the bookstore, toy store, and grocery store, Harry pulls the door instead of pushing it and vice versa. At the end, the door is automatic and opens by itself.*

Gabby read this text to her buddy. When they got to the end of the text, Gabby asked her buddy a very important question while having her buddy put herself in the author's shoes.

Gabby: Look at the last page. It says, "Automatic". Do you know what that means?

Buddy: The door will open by itself.

Gabby: Yep!

Gabby: If you were the author and going to write the next page what would you put on it?

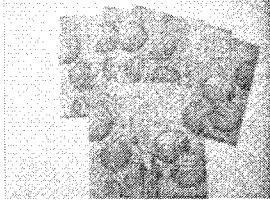
Buddy: Um...I think I would have Harry trying to push or pull and then have him laugh because the door opened by itself.

In this conversation both Gabby and her buddy were contributing to a thoughtful conversation about the text. It was an excellent idea by Gabby to have her buddy think beyond the text and put herself in the author's shoes. Gabby was having her buddy predict what might happen next. Her buddy also had a thoughtful idea for the next page. To include Harry trying to push and pull goes along with the story as well as having him laugh because it was automatic was a very clever thought. This conversation went very well on both ends of buddy reading for both buddies.

Week 3 of Buddy Reading- 30 Minute Session

Know Your Birthday Manners

By: Clara Reiff



**This is a story about a monkey having a birthday party. He is eating cake off of the floor, using his hands instead of a fork and just not using his manners. At the end, his mom makes him use his manners.*

In this conversation Gabby asked her buddy questions about the book. Her buddy was somewhat shy and said, “I don’t know” for a lot of the answers. Gabby did an excellent job of coaching her buddy to come up with the answers.

Gabby: What did you like about the book?

Buddy: I don’t know.

Gabby: Well did you like the monkey and his mom?

Buddy: Just the monkey.

Gabby: How come?

Buddy: I don’t know.

Gabby: What did you like about him the most?

Buddy: He was funny because he wasn’t listening to his mom.

Gabby: Did you like the page where he was using his fingers to eat the cake?

Buddy: Yeah, he was messy.

Gabby: What did you like the best?

Buddy: I don’t know.

Gabby: Look at the book to help you.

Buddy: Points to page when the monkey is eating cake off of the floor.

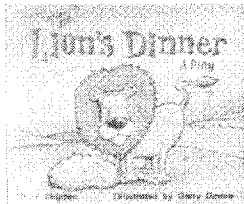
Gabby: Yeah, that is a funny part.

Gabby had to really work hard to have a successful conversation with her buddy in this conversation. Her buddy was very shy during this session. Gabby pulled out a questioning technique and asked questions in different ways to get an answer. Gabby definitely took the lead in this conversation and got her buddy engaged in the text.

Week 6 of Buddy Reading- 15 Minute Videotaped Session

The Lion's Dinner

By: Paul Shipton



**This is a play about a lion who visits several friends such as a duck, a sheep, and a cow to find food because he is hungry. All the animals offer him what they are eating but lion keeps saying, "No, thanks." At the end, his friends ask the lion what he does like to eat and the lion says he likes meat but he won't eat his friends.*

Gabby and her buddy were taking turns reading this play together. Her buddy was a couple levels higher than her in reading. They both had read the text before. I particularly enjoyed this conversation because they both compromised and shared the responsibilities during buddy reading.

Gabby: OK, so, I want to be the lion because he has the most parts.

Buddy: Well so do I.

Gabby: How about I can be it first and then we can read it again and change parts?

Buddy: OK. That will be fun to keep changing parts!

Gabby: So who do you want to be?

Buddy: Well, can I be the rest of the characters?

Gabby: Sure, because then we will have the same lines. (same amount of lines).

A big part of buddy reading was compromising and sharing the tasks of reading and facilitating the conversations. Here, I think both Gabby and her buddy did an outstanding job of coming to a compromise and working out their disagreement without getting into a fight. It worked out in their favor because they ended up getting the same amount of lines to read and since it was a play they could read it multiple times and become different characters each time.

David

David is a student who came into first grade as what my district and Fountas and Pinnell (2007) consider below grade level. David is a student who has a severe speech and language concern. He recognizes all of his lower and upper case letters as well as their sounds but knowing how to create the sounds from his mouth is extremely difficult. This is getting in the way of his reading and writing. He has been on a plateau for a couple of months now meaning he is in a standstill as far as his progress. He has made a ton of growth so far in first grade but I am just afraid now he is going to stop making progress because of his speech and language concerns. David is in an Early Intervention group four times a week with two other students for thirty minutes. The group is lead by the Literacy Specialist. David is a very funny and

caring student. He strives to do well but he does hit frustration sometimes when he can't figure out an unknown word in a book or he can't correctly spell a word when writing. I thought buddy reading would be a time for David to relax and enjoy reading and speaking with another peer of his. It is casual reading for him with engaging, rich conversation. His buddies could set positive examples for him that reading is fun and important as well as model speaking for him when reading.

Formal Assessments

FIGURE 4.13: Results of David's Formal Assessments

Week of	Concepts About Print (CAP)	Hearing and Recording Sounds in Words	Early Literacy Profile (ELP)	The Fountas and Pinnell Reading Assessment
Pre (beginning of 10/10)	Test Score: 11/24 Stanine Group: 3	Number of Sounds: 23/37 Stanine Group: 5	Alphabet Recognition: Lower 26/26 Upper 26/26 Rhyme Awareness: 10/10 Spelling: (van, job, rug, lip, sad) 6/20	F & P reading level: B/C
Post (end of 1/11)	Test Score: 18/24 Stanine Group: 5	Number of Sounds: 28/37 Stanine Group: 3	Alphabet Recognition: Lower 26/26 Upper 26/26 Rhyme Awareness: 10/10 Spelling: (van, job, rug, lip, sad) 15/20	F & P reading level: G

**In the beginning of first grade, students are expected to be performing at a low stanine for CAP. Students are expected to perform between stanines 1-3.*

**In the middle of first grade, students are expected to be in between stanines 4-6 for CAP.*

**In the beginning of first grade, students are expected to be in between stanines 4-6 for Hearing and Recording Sounds in Words.*

**In the middle of first grade, students are expected to be in between stanines 4-6 for Hearing and Recording Sounds in Words.*

**In the beginning of first grade, students are expected to be able to recognize 24-25 lower and upper case letters.*

**In the middle of first grade, students are expected to be able to recognize all 26 lower and upper case letters.*

**In the beginning of first grade, students are expected to be aware of 9-10 group rhymes.*

**In the middle of first grade, students are expected to be aware of all 10 group rhymes.*

**In the beginning of first grade, students are expected to receive 15-18 points in the spelling portion of the ELP.*

**In the middle of first grade, students are expected to receive 17-19 points in the spelling portion of the ELP.*

**In the beginning of first grade, students are expected to be reading at a Fountas and Pinnell level C/D.*

**In the middle of first grade, students are expected to be reading at a Fountas and Pinnell level F/G.*

**At the end of first grade, students are expected to be reading at a Fountas and Pinnell level H/I/J.*

According to the assessments, David has made growth since the beginning of first grade. He especially made growth within reading based on the Fountas and Pinnell Reading Assessment as well as the spelling portion of the ELP. David is meeting first grade expectations at this time.

Concepts About Print (CAP)

The results of the Concepts About Print (CAP) (2002), as a pre assessment, it revealed to me David knew book handling skills such as where to start reading, where the front of the book was, which way to continue reading, return sweep, first and last concept, the bottom of the picture, switching the bottom line of text to the top line, to read the left page before the right page, recognizing a question mark and knowing its meaning, locating the upper and lower case letters “m” and “i”, and one word and two words. The results of this pre assessment worried me. There were a lot of skills he did

not know on this assessment. First graders at the beginning of first grade do score lower than in the middle, obviously, but he scored very low on this assessment.

As a post assessment, three months later, it revealed to me that David could now word by word match, recognize the line order was altered, recognize one change in word order, recognize a period and knowing its meaning, locating quotation marks and knowing their meaning, locating one letter and two letters, locating the first and last letter of a word, and finding the word “no” instead of the reverse word “on”. He also made comments about certain skills. For example, when I asked him what a comma was he could not tell me what to do when you came to one while reading but he said, “It is what we used when we were writing our letters to Santa.” He also said when talking about quotation marks, “We use those when our friends are talking in our story.” He made insightful comments and connections that made me aware he knew what he was talking about.

Hearing and Recording Sounds in Word

The results from the Hearing and Recording Sounds in Words (2002), as a pre assessment, it revealed to me that David could recognize the majority of beginning sounds and a few ending sounds of words. David was only able to get one vowel sound correct, the short “e”, in the words “the” and “when”. When writing his two sentences, his writing was very large, close together, and the words were completely out of order. He started writing in the middle of the page, went down to the bottom and then finished his last sentence on the top of the page. He had a mixture of upper

and lower case letters in his writing. For a student who had such a large concern with speech and language he did not do too poorly. He did have several solid consonant sounds included in each word. David did use the blend “th” in the word “the” and the blend “pl” in the word “plays”.

According to this as a post assessment, three months later, it revealed to me that David had grown tremendously. He knew the majority of the beginning sounds and ending sounds. He included more vowel sounds such as short “a”, short “i” and short “o”. Each word included more letters and the words were recognizable. He did leave out the “h” in “has” and the “h” in “her” due to the fact the letter “h” was hard for him to say and recognize at the beginning of words. David included blends such as “th” at the beginning and endings of words, “pl” and “sh”. His writing was very legible. He also was writing in the flow of a sentence. It looked like one long string of words but it did go in order.

Early Literacy Profile (ELP)

The results of the Early Literacy Profile (ELP) (1998), as a pre assessment, it revealed to me that David could recognize all upper and lower case letters. He was also able to recognize all rhyming words within group rhymes. He scored poorly when it came to the spelling piece of this assessment. He only received 6 out of 20 points. He was only able to recognize 1 out of 5 beginning sounds, 2 out of 5 ending sounds and 0 out of 5 vowel sounds. Students who were low coming into first grade from Kindergarten are expected to score low on the incoming assessments. Even

though he scored poorly I was still able to see what he could do and where we needed to go from there. The words “van, job, rug, lip and sad” were spelled “vn, gb, nb, vlb, and b.” For a student like David with a severe speech and language concern, for him to confuse a “p” in “lip” and a “d” in “sad” for a “b” is common. For him to confuse a “g” for a “j” in the word “job” is common for a lot of incoming first graders.

As a post assessment, three months later, David was still able to recognize all upper and lower case letters, all rhyming words within group rhyme and his biggest improvement was recognizing 15 out of 20 sounds in the spelling portion. He recognized 5 out of 5 beginning sounds, 5 out of 5 ending sounds, and 2 out of 5 vowel sounds. This was a major improvement for a student like David who started off so poorly with such a high speech and language concern. He spelled the words “van” and “sad” correctly which told me he consistently used the short “a” sound correctly. For the word “rug” he spelled it “rag” which was a common confusion in first grade because the word “a” makes the sound like in the middle of the word “rug”. He spelled “lip” and “job” like this: “lap” and “jib”. This was showing me he made connections between word study and writing.

Fountas and Pinnell Reading Assessment

The results of the Fountas and Pinnell Reading Assessment (2007), as a pre assessment, it revealed to me David was reading at a Fountas and Pinnell level B/C which was below grade level for an incoming first grader. When reading the texts, he had average comprehension. He did very well on accuracy due to self corrections and

fluency. Words he miscued still made sense in the story however they visually did not look correct. When reading he was reading in three to four word phrases and followed punctuation marks. He did need to develop more sight word knowledge to help him progress successfully.

As a post assessment, three months later, David grew as a reader a great deal. He improved four reading levels. He grew in sight word knowledge immensely. His comprehension stayed the same, average. He was becoming more confident and trying strategies instead of waiting for a teacher prompt. However, when miscuing he would put a word in that would visually look right but not make sense. It seemed he reversed his strategy use. Two sight words he struggled with were the words “want” and “went”. He miscued those words several times throughout the text.

Quickwrites

I asked the students to respond to four quickwrite prompts at the end of four buddy reading sessions on Tuesdays. Each of the four times the quickwrite prompts were different. The students could write and/or draw their response. For the first quickwrite prompt, the students had to respond on both their partners and their own reading behavior.

QWP(Quickwrite Prompt)#1: What did you and your buddy do well today?

David wrote: “Sadin EKEK.” (Sitting EEKK.)

David's response showed me that David was aware that it was important to sit the correct way in buddy reading in order for him and his buddy to get the full impact of buddy reading together. This showed me that David wanted him and his buddy to be able to see the text and read the text together.

QWP#2: Do you think buddy reading is helping you become a better reader? Why or why not?

David wrote: "Me and "buddy" tak tln and I like wne she res." (Me and "buddy" took turns and I like when she reads.)

David's response showed me that David was enjoying buddy reading and seeing how reading could be a positive influence on his life. I really wanted him to enjoy reading because he knew and was aware he struggled when it came to reading due to his speech and language. For him to write that he liked when his buddy read to him it meant that he really did enjoy reading and listening. It could help him to hear modeling of how reading should sound like.

QWP#3: What did you do well today during buddy reading?

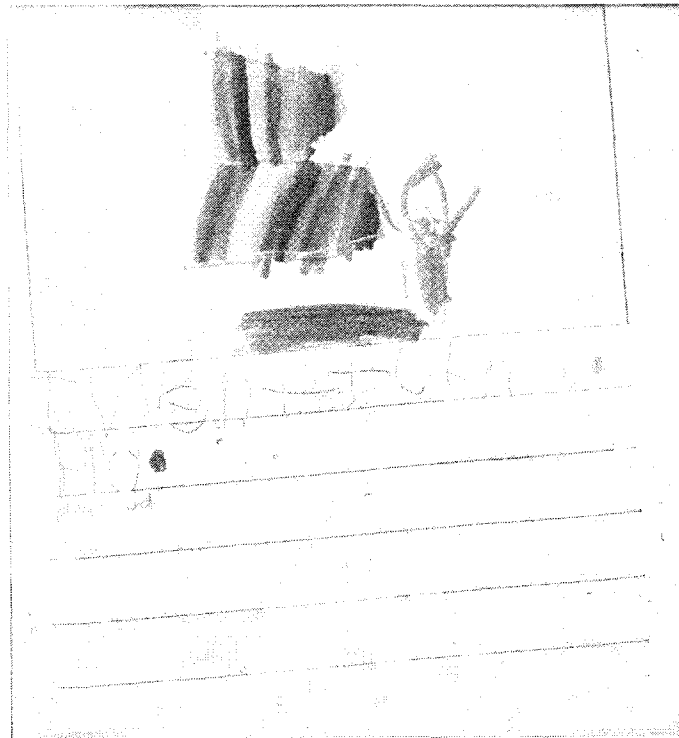
David was pulled out for Early Intervention.

QWP#4: What could you do better next time in buddy reading?

David was absent.

Writing Samples

FIGURE 4.14: Writing Workshop Sample, October 2010

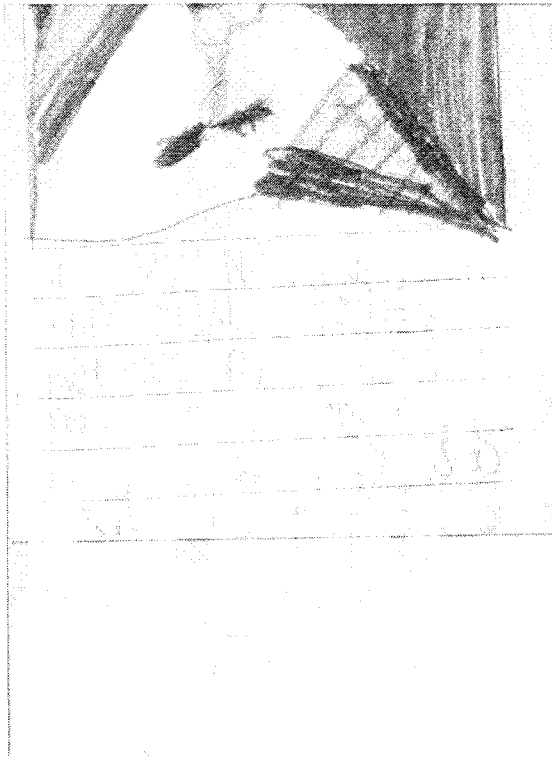


**I went to the playground.*

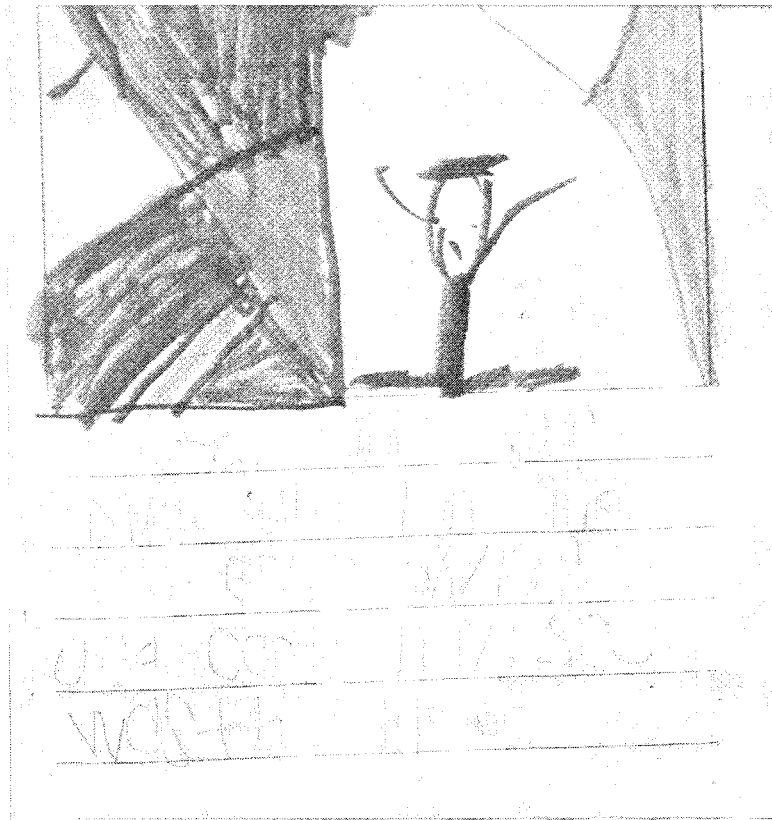
According to the first writing sample, David spelled several of his first grade sight words correctly such as “I”, “went”, “to” and “the”. He had a capital “I” at the beginning of his sentence which told me he was aware of capital letters being at the beginning of sentences. David wrote one sentence and he only used one page however it was a simple story with one detail. I could tell David struggled with stretching out how to spell words due to his lack of spelling in the word “playground”. I do know that David had a strong confusion between the sounds of the letters “l” and “r”. David did not use any finger spaces but he did include periods. He

had one in the correct spot. This told me he was aware there needed to be punctuation in his writing. David's picture was colorful but hard to read.

FIGURE 4.15: Writing Workshop Sample, March 2011



**I got new shoes. They were Tony Hawke shoes. My mom got new shoes for me. Tony Hawke shoes. I was happy.*



**All the colors were white and brown and orange and gold and camo (camouflage). My shoes were the best.*

According to the second writing sample, David wrote over two pages with details. His story did flow, however, in some spots there was repetition and too much use of the word “and”. David continued to correctly spell some of his first grade sight words such as “I”, “was”, “my”, “for”, “me”, “the” and “and”. He included finger spaces and only used capital letters, inconsistently, in the correct spots. He used a capital when starting the sentence out with “I” and he capitalized the “H” in “Hawk”. He included periods but only after the last word on both pages. It was in the correct spot but correct use was not consistent. He continued to confuse the sound “l” for “r” as well as in the word “shoes” he consistently wrote “soor”. Instead of David writing

the name “Tony Hawk” he consistently wrote “20 Hawk”. This clearly showed what he was hearing and then looking at what he was writing down- there was clearly a lot of confusion. His pictures are once again colorful but I am not sure what the pictures were of or if they went with his words.

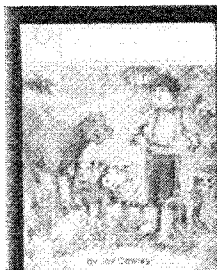
Conversations

Some of the conversations shown below were during our 30 minute buddy reading sessions, with myself included, and some conversations were videotaped while I had guided reading groups.

Week 1 of Buddy Reading- 15 Minute Videotaped Session

The Farm Concert

By: Joy Cowley



**This is a story about a farmer who has many different farm animals. He is trying to go to sleep at night but all the animals, one by one, are making too loud of noise. Finally the farmer gets fed up and yells at the animals to be quiet. Now the animals quiet down, still making animal noises, but much quieter. The farmer can now go to sleep.*

David and his buddy both had this book. This week in word study we were working on singular and plural words. David and his buddy did a wonderful job of connecting word study to this text.

David: Hey, look at this word (pointing to the word "pigs"). It ends with an "s".

Buddy: Yeah, so does the word "chickens" and "cows".

David: These words are plural words. We should show Mrs. Rogers when the timer goes off.

Buddy: Good idea (puts book face-down on page with the pigs).

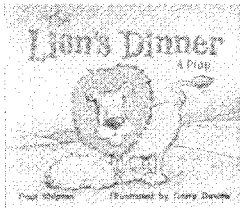
David and his buddy come over to my reading table after the timer goes off to tell me what they found. They were very proud of themselves.

This was something very simple for students to find while reading. However, I was so glad that David could recognize the ending of the words "pigs, cows, and chickens" had an extra ending attached to it because he was becoming more aware of print and what words were supposed to look like and to follow the word through to the end. David and his buddy also made a connection to word study from that week. The transfer from one activity to another was one way that would make a student successful. I wished I listened to this conversation first hand because I would have loved to ask David and his buddy more questions about plural words and endings.

Week 3 of Buddy Reading- 30 Minute Session

The Lion's Dinner

By: Paul Shipton



**This is a play about a lion who visits several friends such as a duck, a sheep, and a cow to find food because he is hungry. All the animals offer him what they are eating but lion keeps saying, "No, thanks." At the end, his friends ask the lion what he does like to eat and the lion says he likes meat but he won't eat his friends.*

David was the student introducing this book to his buddy. He told his buddy it was a play and there were a lot of characters to be. David wanted to be the lion because it had the most lines. Similar to what Gabby and her buddy did, David and his buddy compromised and decided how to make this play work by taking turns.

David: I want to be the lion first because he is my favorite.

Buddy: Well I like lions, too.

David: It is my book so how about I am the lion first and then we could read it over again and you could be the lion. If you let me be the lion first then you could be it as many times as you want.

Buddy: O.K.

David: Remember to follow your animal because if you don't pay attention I will have to yell out your name to read. That would ruin the story.

Buddy: O.K.

David and his buddy made a compromise that worked for them. By letting David read first, since it was his book, he was letting his buddy be the lion as many times after that as he wanted. Every buddy group was different. I thought it was good teamwork for both buddies to work together instead of arguing. This was stressed heavily when introducing buddy reading how important it was to compromise and take turns instead of arguing and wasting time. I very rarely saw any one of my

students wasting time because of arguing. I also really liked how David explained to his buddy to pay attention to when it was his buddies turn. Something important when learning about plays was to pay attention even though it was not your turn because it would be soon and you needed to be ready for it. He took this tip from one of our big book shared readings when we were reading a play together as a whole class. I was very proud of him to remember this and make the connection to another literacy activity.

Week 6 of Buddy Reading- 30 Minute Session

Dilly Duck and Dally Duck

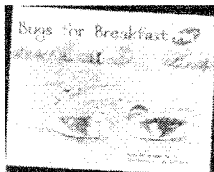
By: Annette Smit, Richard G. Smith, and Lisa Simmons



**This is a story about two ducklings named Dilly Duck and Dally Duck. While Mother Duck is asleep on top of the hill the two ducklings go down to the river to play.*

Bugs for Breakfast

By: Annette Smith



**Mother Duck takes Dilly and Dally Duck down to the river to look for food. Dilly and Dally Duck have a fun day looking for food on their own and finding water bugs to eat for breakfast.*

David and his buddy both had a book with Dilly and Dally Duck in it. As they discovered they had a book with the same characters they wanted to read them both to find text to text connections. Along the way they recognized a Kiss Your Brain word.

David: Hey! You have a book with Dilly and Dally in it. I do too!

Buddy: Let's read them both. You go first.

David reads his book, Dilly Duck and Dally Duck.

Buddy: O.K. now it's my turn.

Buddy reads the book, Bugs for Breakfast.

David: (At the end of the book on the last page David recognizes a Kiss Your Brain word) Hey! Kiss your brain- you said the word clever!

Buddy: Thanks!

David: Your book has Dilly Duck and Dally Duck in it, too.

Buddy: And it has Mother Duck.

David: Mrs. Rogers "buddy" and me are finding lots of text to text connections!

Buddy: And we found a Kiss Your Brain Word!

We had been working so hard on finding and creating text to text connections. I was so glad this conversation focused around making text to text connections. Both buddies were excited to see each other have something in common between the two books. Also, for David to recognize a Kiss Your Brain word was huge. That shows me he was thinking while he was reading and making connections.

Themes

There were two major themes that were common in all five students. The major themes that I saw were how each student took on leadership roles or delegated importance during the conversation sessions and the second theme being the connections that were made between different areas of literacy such as reading, writing and word study.

For students who were below average readers in the beginning of the study, this literacy activity of buddy reading acted as a confidence booster for them because they got a chance to be in charge of their own reading with only their peer there to help and listen. They took on the leadership roles in the conversations during the thirty minute and fifteen minute sessions. All of the students lead conversations and used literacy skills to get their buddies engaged in the text and the conversation. All of the students either engaged or got their buddy to engage in making predictions, text to text connections, text to world connections, inferences, putting themselves in the authors shoes, critiquing the book and thinking of their own opinions about a text. Conversations were started based around how the authors would write certain words, how to change the inflection in their voice, adding endings to words when reading and sharing ideas and thoughts to compromise. During every conversation the five students lead the conversation or got their buddy engaged enough in the conversation so their buddy could offer some insight. This showed me their confidence inside them and their motivation to get their buddy to succeed as well as themselves.

The second theme of making connections between other areas of literacy such as reading, writing, and word study was very pleasing for me to encounter. Lessons we would do in the classroom as a whole group during word study definitely impacted the way each of the five students would look at reading with their buddy. Students were finding plural words, how to change their voice when coming to a bolded word, as well as helping student's progress in their spelling and writing tasks for final assessments, especially with their vowel sounds. Students used literacy strategies from shared and guided reading lessons such as making predictions, making text to text and text to world connections, making inferences, critiquing a book and offering their own opinion to guide conversations during buddy reading.

Summary

I found all five student's did progress within all formal and informal assessments. Students made progress in all areas of literacy such as reading, writing, listening, speaking, and viewing. I found that even if students came into first grade low or average there was still room for an enormous amount of growth. Even if students came into first grade they were still being challenged with literacy skills- there was always something to improve/work on. The skills that are being taught in the balanced literacy approach to learning are definitely being connected throughout all areas of literacy especially through buddy reading. I now know how beneficial buddy reading can be for my students if included in a balanced literacy approach to learning in m classroom. During this study I have seen huge growth academically,

emotionally and socially with buddy reading most likely playing a part in that success. The major themes I found within my students during this study were their leadership roles during conversations and the connection students made between all areas of literacy especially reading, writing and word study.

One area I feel I could have changed was having more time to converse with my students during buddy reading. I would have loved to have more thirty minute sessions during the week instead of one thirty minute session and four fifteen minute sessions. I found my students carrying on such rich conversations about books that made me realize they were becoming readers. I found out my best information during the times I was conversing with them or just kidwatching them with their buddy. This is where each student got a chance to take what they have been learning and guide themselves and their buddy's into a deep conversation using books. For example, David, one of my lower students, had rich conversations with his buddy's, however, I feel if I were a part of more of them he would have been able to get in even deeper conversations and learn even more about the books he was reading and sharing.

Incorporating buddy reading into my daily and weekly literacy routines I feel has made a huge impact on my students. Not only do they get excited about buddy reading but they are taking what they are learning from other areas of literacy and incorporating it into buddy reading with their peers. This is a time for the independent practice to come into play with their peers to ensure they understand and comprehend what is being taught. Buddy reading was a positive experience for me and my

students involved. As one of my students said, “Buddy reading is for all ages not just for little kids because it’s fun and you learn every time.”

Chapter 5: Conclusions and Recommendations

I conducted this research study with five students from my first grade classroom. The five students varied from high performing to low performing in the five areas of literacy. At the beginning of the study, one student was above grade level, two students were at grade level and two students were below grade level. Over the six weeks, I used a series of formal and informal assessments to monitor the students' development. The formal assessments I used were the Fountas and Pinnell Reading Assessment, Concepts About Print (CAP), the Early Literacy Profile (ELP), Hearing and Recording Sounds in Words, weekly writing responses to prompts and a writing assessment. The informal assessments were kidwatching conversations about texts during the literacy activity of buddy reading.

I participated in the conversations during the thirty minute buddy reading conversation sessions and I videotaped the fifteen minute sessions, which I later watched and took notes. My two research questions were: How does buddy reading help enhance a first graders' literacy abilities and skills? and How does buddy reading help enhance the social and emotional development of first graders? As I was researching these two questions I often found that each question involved the other. While buddy reading students became invested and involved academically, socially and emotionally and used all three areas to succeed in a variety of areas of their literacy development.

Conclusions

Created and Expanded Possibilities Related to Reading, Writing, Listening, Viewing and Speaking

My first graders did buddy reading several times per week. This was a time when students got a chance to practice with one another in relationship to the five literacies (reading, writing, speaking, listening and viewing. During buddy reading, students took turns reading text, they listened to one another read and spoke about the text, they viewed the text being read and wrote a quickwrite when they were done to reflect on their buddy reading experience for that day.

While they read to one another and discussed the text, there were conversations that involved other areas of literacy learning. While reading, my students would connect their findings in books to word study. For example, finding singular and plural words, finding words that had certain endings like -ed, -es, -s, and -ing. Students helped one another figure out a word based on the short and long vowel sounds, and blends were heavily pointed out and relied on for figuring out unknown words.

Facilitated Students' Abilities to Make Text

Buddy reading also tied in with our shared readings and guided reading lessons. While buddy reading, students would remember or remind their buddy to pronounce bolded words louder with more expression. Students would also see quotation marks and knew someone was talking. Students also pointed out refrains in books as well as recognized features of plays.

My students also created text to text connections and text to world connections when they read and discussed texts. If connections were not made while reading, students made them when they discussed the book. Students also made predictions, inferences, created opinions, critiqued texts as well as imagined themselves as the author to create endings to books and create extensions to books. A lot of times my students said, "If you were the author, what would you put on the next page?" We did a lot of this type of questioning during shared readings, read alouds and guided reading lessons.

Facilitated Students' Abilities to Work as Partners While Drawing on a Range of Strategies

My school district follows a balanced literacy approach to learning. A balanced literacy approach to learning, in my opinion, is when students learn through multiple aspects of literacy that are incorporated on a day-to-day and week-to-week basis. I have made my classroom into a balanced literacy classroom by incorporating literacy activities such as writing workshop, word study, guided reading, shared reading, read alouds, buddy reading, and read to self time.

Throughout the week it is very difficult, in my opinion, to fit everything in everyday. A balanced literacy approach has allowed me to fit everything in every week without feeling overwhelmed, and enabled me to make sure my students are getting everything they needed to become successful. All of the literacy activities included in a balanced literacy approach worked with small groups, large groups,

partner groups, one on one and individual time. Students needed a variety of work styles, such as switching up the group size, to really work together or shine on their own. Buddy reading enabled my students to use teamwork while taking the lead individually and take risks.

Buddy reading was a time in my classroom in which students got to relax but work at the same time. There was not any pressure of reading with me or another teacher. There was not pressure to read a book as fast as they could. Students went the pace of their buddy for the day and worked together to set that pace together. Conversations went in all different directions depending on what text buddies used. Buddy reading allowed my students to use strategies, skills, techniques and information they learned in guided reading, shared reading, word study, read alouds, read to self time, and writing workshop to help one another and guide one another to have a successful and positive literacy experience.

Enhanced Students' Motivation and Confidence

All of my first graders are emergent learners in all areas. They come into first grade, for the most part, eager to learn, with a desire to be successful, and are motivated to try.

Every year, there are always students who are reluctant and anxious about being successful in school. Some may have been intimidated by their previous teachers, some are worried about feeling accepted and some, unfortunately, just do not want to be in school. After conducting this study, I realize that buddy reading is a

literacy activity that can help the reluctant students, the intimidated students and the uninterested students become involved and excited about literacy.

Buddy reading is a literacy activity done with a peer. My students were allowed to choose their buddy during their buddy reading sessions which made it more of an interest for my students. I followed The Daily 5 (Boushey & Moser, 2006) method of buddy reading so my students created their own jobs as well as my jobs during buddy reading while I guided them in the right direction. Students held one another accountable based on their job chart for buddy reading that we created as a class. Students realized that if their buddy was not following the jobs they were missing out on reading and conversing with each other.

Throughout the study, I did notice how my reluctant/anxious/intimidated/uninterested readers changed. These students (there were about eight) in the beginning who were reluctant, anxious, intimidated, or uninterested. By the end of the study, after six weeks, all eight students had gained enough confidence to choose a buddy, follow all the jobs on the job chart, read out loud to a peer, ask a peer questions about the text, listen to their peer read, and discuss the text with their peer.

Some of the eight students were lower functioning students but did make progress at their level and speed. I could see and hear them when they were conversing with their buddies, taking risks and going out on a limb to get more involved. I even saw some of the students correcting/reminding their buddies to

follow the jobs or how to follow certain patterns in books (bolded words, refrains, saying the endings of words). The other students in the class always made everyone feel extremely comfortable and calm. They would sometimes take more of the lead but through modeling the eight students started to take the lead halfway into buddy reading and became very successful.

Implications for Student Learning

Academic Development

My analysis of both buddy reading and its effects academically, socially and emotionally on my students mixed with a balanced literacy approach to learning has enhanced my students' learning tremendously. As a result of buddy reading, my students increased their reading levels as well as became more aware of text features, book handling skills, text to text and text to world connections, predictions, inferences and connecting buddy reading to other areas of literacy. Anderson-Brown, Lowery, and Sabis-Burns, (2008) discussed how book buddy reading is a literacy activity that enhances children's literacy development. My students have gained knowledge and shown growth in all areas of reading such as accuracy, comprehension (about the text, within the text and beyond the text), fluency, and phrasing. Buddy reading, while included in a balanced literacy approach to learning, can be highly beneficial giving students a chance to learn from one another. It allows them to set good examples for their peers as well as learning positive behaviors. It shows students a whole new way to look at a text.

Reading is not just reading words and answering questions and a lot of times I feel that is how students think because that is how teachers teach. With buddy reading, students can explore books and texts by having conversations, critiquing a book, stating their opinions, finding the authors message, finding themes and lessons in the text and just being able to enjoy the story because it is of high interest.

Social and Emotional Development

Socially and emotionally my students grew and became leaders of book talks and held conversations around text whereas some students would not have done that before. Buddy reading helped my students to understand what it means to give their opinion on a text and share ideas or even put themselves in the author's shoes. My students became more comfortable with one another and themselves while buddy reading. Students took risks and faced individual challenges while reading. They also learned they could trust their peers for guidance, help and support. All these things I give them every day but coming from a peer is different. Coming from a peer means acceptance.

My students established relationships with one another. Some students liked to pick the same buddies every time while others changed it up frequently. It was all around their comfort level. Book buddy reading provided students with a supportive environment that did not lead to comparisons with more successful peers or to embarrassment, and thereby created opportunities for them to be successful (Friedland & Truesdell, 2006).

English Language Learners

Buddy reading is an activity known to support English language learners. According to a study done by Rubinstein-Avila (2003), students who spoke Portuguese were given the opportunity to participate in the literacy activity of buddy reading. The researcher found that each student brought something knowledgeable to the buddy reading sessions; however, it was motivation and confidence that kept them going. Rubinstein-Avila inferred that students who speak a different language other than their dominant one have a difficult time sometimes adapting to their surroundings and fitting in. English language learners rely heavily on their peers for help and support to learn to read. They rely heavily on example and modeling. Buddy reading gives English language learners another chance throughout the day to hear students reading and to learn how reading should sound and what it should feel like when reading in English. Rubinstein-Avila concluded that that might sound simple but it isn't that simple for an English language learner (ELL), especially if there was language confusion throughout the decoding and meaning of the text.

Alfalasi (2008) conducted a study with English language learners and concluded that buddy reading was a form of extensive reading that was really useful and interesting for the students; the best way to improve reading is to just read and read a lot, which buddy reading provided. Buddy reading is a time to read, and read a lot as well as discussing the text. All of this provided students with examples of

language and supported the ELL's abilities to learn from and through the buddy reading experience.

Emergent to Advanced Learners

I recognized that all of my first graders are emergent learners in all areas not just academic areas. Some of my students came into first grade as reluctant readers who were afraid to try reading, afraid to take a risk and make a mistake, and just afraid to not do well. Putting first graders together who are all around the same place in something, they are bound to get comfortable and learn a little something.

In my classroom, buddy reading started off slowly, but as it started to take off my students could not wait for buddy reading. They would wait for it all day long until it was time. When it finally was time they would say things like, "Yes!" and "I cannot wait to pick my buddy today!" This showed me how intrinsically motivating buddy reading actually was becoming. Students were getting a chance to read with a peer and talk about books and poems. They could not wait for it to be their turn to read or ask questions about the books. They would always have a book ready in hand so when it was their turn to read they would be ready. If they had a good book to make predictions in they would be so excited to ask their buddy to make a prediction or make a connection.

My students were always smiling and laughing during buddy reading. When buddy reading was over they would frown and become disappointed. They would always ask me to reset the timer so they could have more time to read and discuss.

None of my students, even my more reluctant students, ever asked me to sit out of buddy reading or to not participate. Every single student was engaged and enjoyed him/herself.

Self-Efficacy and First Graders

Self-efficacy is “the judgment that people form of their ability to organize and execute that actions that are needed to accomplish specific learning-related tasks,” (Chapman & Tunmer, 2003, p.7). If a student has self-efficacy, motivation will start from within, therefore student will become successful. Students with high self-efficacy set higher goals for themselves and actually achieve them because they believe they can (Friedland & Truesdell, 2006). I can honestly say each one of my students, except for two who were still reluctant when reading, demonstrated evidence of high self-efficacy while reading. My students, overall, felt better about themselves and had a greater sense of the joy for reading after the study.

Implications for My Teaching

Through the research process, I found myself reflecting on my students strengths and challenges as a first grade emergent learner. Incoming first graders are emerging in all areas, not just literacy. By understanding that my students were emergent learners it helped guide my instruction to tailor to their needs in literacy. Buddy reading was one way for my students to connect with literacy as well as develop relationships and get to know themselves as learners. I also spent some time

utilizing tools and materials my school had to offer in order to practice a balanced literacy approach to learning.

Understanding the Balanced Literacy Approach in First Grade

In first grade, students are required to meet expectations and state standards in order to progress throughout the year. I believe it is so important to expose children to as many different ways of learning as possible. Finding ways to support literacy development of my first graders is crucial because this is the year in which students emerge and grow the fastest. That is why it is my job to promote different ways of learning with different activities. I see it as my responsibility to find out what my students excel at and what challenges them. This will help me tailor instruction to my students' needs as well as support their strengths to help them become successful readers, writers, listeners, speakers and viewers.

According to Fountas and Pinnell (1998), there are eight basic components of literacy development that a teacher needs to incorporate to create a rich environment for literacy development. The eight components from Fountas and Pinnell (1998) are:

1. Understanding the purpose of literacy so children may develop an appreciation for literature in their lives.
2. Children need to hear written language so they can learn its structure and take in new information and ideas.

3. Children need to become aware of the sounds of language, to enjoy those sounds, and to use this knowledge as a tool in becoming literate.
4. Children need to have many experiences working with written symbols so they can learn how to look at letters and use information to read and write.
5. Children need to explore words and learn how words work so they can use this information effectively and efficiently in reading and writing.
6. Children need to learn the conventions of print and how books work so they can use this knowledge as readers and writers.
7. Children need to read and write continuous text so they can use and expand their knowledge about letters, words, sounds, and language.
8. Children need to develop flexibility and fluency to enhance comprehension and enjoyment of reading and writing.

Throughout these eight components, there is a trend of making connections between reading, writing, listening, speaking, and viewing- the five areas of literacy. All students should have a consistent combination of all five literacies in order to experience the most fulfilling literacy experience in a first grade classroom.

I have come to realize that all eight components are part of the literacy activity of buddy reading. The eight components would be a part of a balanced literacy

approach to learning. Including buddy reading as a literacy activity that could help enhance a student academically, socially and emotionally could be extremely beneficial and help students become more successful.

Following a Student-Centered Literacy Activity

When introducing buddy reading to my students for the first time I followed the lesson from *The Daily 5* (Boushey & Moser, 2006). This lesson did a spectacular job of having students take ownership of the jobs for this literacy activity of buddy reading. Students suggested jobs to follow for themselves and for adults in the room. I wrote the students' name next to the job suggested, which allowed students to feel a part of the activity and feel like they contributed something. According to Boushey and Moser (2006) when and if the jobs were not followed on the anchor chart, the teacher has the ability to tell the students who suggested we have this job during buddy reading and how important it is to follow the jobs on the anchor chart. This process held students more accountable than me telling them what they had to do. The students created it so they should follow it. The buddy reading activity demonstrated *The Daily 5* method of learning is student-centered. Students created jobs, held themselves accountable, and looked to each other to succeed. I was there to help create a positive environment and converse with students to learn about what they are already conversing about.

Reaching the Hard-to-Reach Learner

Some implications that arose during the implementation of buddy reading activities in my first grade classroom were that some students were more laid back and liked to have everything done for them. I perceive that some of my students may have thought: “the more my buddy does the less I have to do.” It took a little convincing on my part for some of my students to become engaged and stay engaged. Anderson-Brown et al. (2008) discussed buddy reading as a more relaxed activity that enhanced students’ reading abilities and skills. I approached buddy reading as a fun and relaxing time to enjoy reading and have conversations with peers about books. This is why I think those “hard to reach students” end up enjoying buddy reading and becoming more engaged because they felt more relaxed and comfortable than they did during guided reading. I also portrayed buddy reading as something serious that could end up helping students learn. Those students who needed a jump start did end up getting engaged.

Sharing My Findings with Other Professionals

Along with recommending all ages and grade levels to participate in buddy reading, I have the desire to share my findings with my school principal, administrators and other professionals with whom I work. I would love to hold a professional development on buddy reading and its positive effects academically, socially and emotionally on students while being worked into a balanced literacy approach. Buddy reading allows so much learning to take place while creating a positive environment. It helps establish relationships and gives students the

confidence and motivation to succeed in literacy. It also incorporates the five areas of literacy: reading, writing (if teachers provide a writing task while buddy reading), listening, speaking and viewing.

Buddy reading is a student-centered activity through which students learn and grow with and from their peers. This would be an excellent literacy activity to turn into a professional development so teachers in the whole school could get on board. Making learning consistent is key and if buddy reading was launched in kindergarten by the time students reached sixth grade the students would be capable of carrying on their own book clubs if carried out correctly throughout.

Following The Daily 5

The majority of teachers in my school follow The Daily 5 (Boushey & Moser, 2006) method for learning. Boushey and Moser (2006) provide solid research in literacy that has practices that work for us and our students. The Daily 5 consists of five daily literacy activities to conduct with your students on a daily/weekly basis. The five literacy activities are read-to-self time, buddy reading, word work, independent writing, and listen with a friend (books on tape/compact disc). I perceive that some of my colleagues who do not participate in The Daily 5 have the assumption that buddy reading is done as a place holder or to waste time if nothing is scheduled or prepared. Buddy reading is clearly something I believe in as an educator as well as the literacy method of The Daily 5. I would highly recommend this literacy activity to any age or grade while following The Daily 5 approach. I want to present

the idea of getting all of the professionals at my school on board with The Daily 5 so they could see how it is more student-centered while holding students accountable for their work. The Daily 5 also practices allowing students become more independent during literacy activities while having fun and learning.

Recommendations for Future Research

Cross-Age Buddy Reading

Something I am curious about that could still be further researched is cross-age buddy reading. Cross-age buddy reading is buddy reading with two different age groups of students, such as first graders and fourth graders. Since I conducted this study with only first graders, I only got to see how buddy reading affected my students working with someone their own age. I wonder if I had done buddy reading with my first graders and older students, such as fifth graders or fourth graders, my students would have grown in different ways. I wonder if they would be able to be more sophisticated and mature readers (being able to practice higher level thinking skills, develop a certain attitude towards reading) or if it would have a negative effect.

English Language Learners

Research has shown buddy reading supports English language learners excel in areas of literacy. Further research could be done utilizing the strategy of buddy reading with English language learners. I am curious to see how students, with

English being their second language, could really benefit from buddy reading and ways it could support them.

Also, research could be done on how buddy reading with an English language learner could affect a student who is the English speaking student modeling for the English language learner. Would it hinder their progress in areas of literacy or make them stronger?

Final Thoughts

I will continue to have buddy reading as a literacy activity part of a balanced literacy approach to learning. I will continue to follow the method of buddy reading from The Daily 5. I have seen nothing but positive results and hope to when using buddy reading as a literacy activity in my classroom.

My students made tremendous growth within themselves as well as being a first grader during this study. My students grew in all areas of literacy: reading, writing, listening, viewing and speaking. My students gained more knowledge about literacy and how all the literacy's are intertwined and connected to one another. In making these connections, my hope is it will keep my students stronger in literacy and successful in years to come.

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Appendix A

Date

Dear Parent/Guardian,

I am a graduate student in the department of Education and Human Development at The College at Brockport. I am conducting a study regarding students participating in the literacy activity of buddy reading. As part of my study, I will be closely observing your child during the buddy reading activity.

If you grant consent for your child to participate in this study, he/she will be observed one day a week for thirty minutes as well as videotaped four days a week for fifteen minutes. These observations will focus on how your child is interacting during buddy reading.

I will be collecting data through the use of note taking on my teacher checklist, writing responses to prompts, and videotaping. The collection of data will be five sessions per week, totaling ninety minutes, for six weeks. No information recorded will be assessed or graded.

The enclosed Guardian Consent form includes information about your child's rights as a project participant, including how I will protect his/her privacy. Please read the form carefully. If you are willing to allow your child's participation, please indicate your consent by signing the attached statement.

Thank you in advance for your consideration.

Sincerely,

Lindsay Rogers

Graduate Student, The College at Brockport
Brockport

Don Halquist, Ph. D.

Thesis Advisor at The College at

dhalquis@brockport.edu

(585) 395- 5550

Appendix A continued

CONSENT FOR PARTICIPATION OF STUDENT

Dear Parent/Guardian,

As part of my graduate work at The College at Brockport, I am conducting a research study to learn how buddy reading can help enhance the literacy skills and abilities and the social and emotional development of first graders. Buddy reading is a peer reading activity that all children will participate in as part of the daily literacy activities in our classroom. One day a week the buddy reading activity will be thirty minutes. The four other days, the activity will be fifteen minutes. During the four, fifteen minute sessions students will be videotaped.

During the daily buddy reading sessions and as part of the data collection process, I will observe your child and take notes related to his or her interactions with his/her peers. I will also videotape the class during the buddy reading sessions. I will gather data over a six week period. If you agree to have your child participate in this research study, I will video tape your child and include my observations of him/her and excerpts from his/her work in my written thesis.

In order for your child to participate in this study, your informed consent is required. You are being asked to make a decision whether or not to allow your child to participate and whether or not to allow your child to be videotaped. If you would like for your child to participate, and agree with the statements below, please sign your name in the space provided at the end. You may change your mind at any time and your child may leave the study without penalty, even after the study has begun.

I understand that:

- a. My child's participation is voluntary.
- b. My child's confidentiality is guaranteed. There will be no way to connect my child to the observations made or responses written. If any publication results from this research, s/he would not be identified by

name. Results will be given through the use of pseudonyms, so neither the participants nor the school can be identified.

- c. There will be no anticipated personal risks or benefits because of participation in this study.
- d. My child's participation involves participating in regularly scheduled buddy reading activities.
- e. My child's participation also involves being videotaped during the daily buddy reading sessions
- f. My child's interactions during the activity of buddy reading will be approximately ninety minutes per week through one thirty minute session and four fifteen minute sessions.
- g. The results will be used for the completion of a thesis paper by the primary researcher.
- h. Data, video tapes, and transcribed notes will be kept in a locked filing cabinet by the investigator. Only the primary investigator will have access to the tapes and corresponding materials. Data, audio tapes, transcribed notes and consent forms will be destroyed by shredding when the research has been accepted and approved.

I understand the information provided in this form and agree to allow my child to participate in this study. I am 18 years of age or older. I have read and understand the above statements. All my questions about my child's participation in this study have been answered to my satisfaction.

If you have any questions, you may contact:

Primary Researcher:

Lindsay Rogers
D.

Graduate Student, The College at Brockport, SUNY
SUNY

Thesis Advisor:

Don Halquist, Ph.

The College at Brockport,

dhalquis@brockport.edu

(585)395-5550

Child's Name _____

I agree to let my child participate and understand that my child will be videotaped.

Signature: _____ Date: _____

I grant my permission for my child to participate, but do not agree to letting my child be videotaped.

Signature: _____ Date: _____

Appendix B

Teacher Checklist

Student and Buddy	Buddy Tasks	Comments/Date
1. 2. 3.	Sitting EEKK (elbow to elbow and knee to knee)	1. 2. 3.
1. 2. 3.	Holding the book so both buddies can see it	1. 2. 3.
1. 2. 3.	Quietly talking so only buddies can hear each other	1. 2. 3.
1. 2. 3.	Helping each other figure out words	1. 2. 3.
1. 2. 3.	Giving compliments to one another	1. 2. 3.
1. 2. 3.	Taking turns while reading	1. 2. 3.
1.	Discussing the book in	1.

2. 3.	some way (asking questions, making predictions, making connections, inferring and critiquing)	2. 3.
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Appendix C

Quickwrite Prompts

1. Did you like buddy reading today? Why or why not?
2. What did you learn from buddy reading today?
3. What is your most favorite thing about buddy reading?
4. What is something you don't like about buddy reading?
5. What did you learn from your partner in buddy reading today?
6. Do you think buddy reading is helping you become a reader? Why or why not?
7. Do you wish we could do buddy reading more? Why or why not?
8. What is something you could do better in buddy reading for the next time? How will that help you become a reader?
9. What did you do well today during buddy reading?
10. Did you like reading with your partner today? What did they do to make you enjoy them as a partner or not enjoy them as a partner?

Appendix D

Statement of Assent to be Read to First Grade Students

Dear Student,

In addition to being your teacher, I am a student at The College at Brockport. Over the next few weeks, I am going to be doing an assignment related to buddy reading. As part of the assignment, I will be watching you participate in buddy reading activities. Sometimes during buddy reading I will observe and take notes about what I am seeing. Other times, I will be talking with you about what you are doing and what you are reading during buddy reading. Other times, I will use a video camera to record your activities. I will watch the video later in the day after you have gone.

When I am taking notes or talking with you, I won't write down your name or let anyone else know who you are. When I write about my study on buddy reading, I will only say what you and your buddy talked about during buddy reading.

Your parent or guardian has given permission for you to take part in this study, but it's up to you to decide if you would like to. If you would like to take part in my study, but change your mind later on, you can tell me that you have changed your mind. It is okay to change your mind at any time.

If it is okay with you to help me in my study about buddy reading you can write your name on the first line below. Under your name you can write today's date which is _____.

Thank you very much,

Lindsay Rogers

Name: _____

Date: _____

Witness: _____ Date: _____