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An exploratory study of reading intervention in an inner-city third grade classroom

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AN EXPLORATORY STUDY OF READING INTERVENTION

IN AN INNER-CITY THIRD GRADE CLASSROOM

A Thesis

Presented to

The Faculty of the Division of

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Master of Arts

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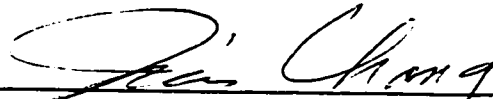
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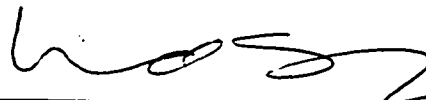
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ABSTRACT

AN EXPLORATORY STUDY OF READING INTERVENTION

IN AN INNER-CITY THIRD GRADE CLASSROOM

by Lida C. Liu

This exploratory study examined the processes involved in implementing the research-based Collaborative Strategic Reading intervention program within a self-contained inner-city third grade classroom of Chinese American children with Limited English Proficiency. The study was conducted by a classroom teacher among her entire class, but a focus of student progress over time on selected areas was on six target students. These six students received more teacher directed lessons and showed an improvement in their overall performance as revealed from a set of qualitative measures.

Acknowledgments

Praise and glory to God for His love and infinite wisdom which blessed my life with the following people: A thousand thanks to Dr. Ji-Mei Chang for your passionate example as a teacher, your unyielding push for excellence, your unwavering patience, your undying belief that I could do it, and your constant encouragement to keep going; to Dr. Angela Rickford for your understanding, passion and inspiration regarding the teaching of Reading/Language Arts; to Ward Shimizu for getting all the meals, listening to my ramblings and for giving of your time to help with this project; to Mr. David Wong, for your support and leadership as principal; to Mrs. Nita Wong, for your friendship, encouragement and artistic creations; to Mr. Perry Lee, for allowing me share your classroom as well as partnering with me to teach our kids; to Mrs. Genny Louie, for showing patience in the classroom and correcting all the tests; to Ms. Edna Holamn, for being my right hand these past two years; to Betty Chow, for my thesis buddy who accompanied me to the library but even more so, reminded me of God's grace; to Kathy Romalfanger, Patty Wang and James Hong, for not only proofreading my thesis at such short notices, but also your precious friendships; to Denise Lau, Michi Takahashi, Elaine Chan, Jackie Lee, and Jeanne Lee for your faithful prayers which sustained me; and finally to my parents, who sacrificed much to provide and set amazing examples of what godly people ought to be like through love, prayers, giving and perseverance.

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CHAPTER 1

Introduction

> By the year 2000, American students will
> leave grades four, eight and twelve having
> demonstrated competency in challenging
> subject matter including English, mathematics,
> science, history, and geography; and every
> school in America will ensure that all
> students learn to use their minds well, so
> they may be prepared for responsible
> citizenship, further learning, and productive
> employment in our modern economy.
> (Executive Office of the President, 1990, pg. 4)

As an inner-city elementary school teacher, I feel that the 1990 National Education Goals presented by President Bush and the 50 governors are truly challenging to achieve. Often times, I encounter children who are not equipped for school learning due to such reasons as a limited attention span, or lack of home support, which then affects their education as they progress through the grades.

Another goal states that "all children should come to school ready to learn" (Executive Office of the President, 1990, pg. 4). When I transferred from the inner-city schools in Northern California to the suburbs in the lower East Bay region in 1996, I realized the dramatic difference in readiness children in the suburbs possessed when coming to school. Parents in suburbs were a driving force behind their children's education. Parents and family members generated high expectations, an adequate learning environment and resources before a child entered school. In contrast, the beliefs and push of a

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teacher were often the only chance a child had in the inner-city schools. During the four years of teaching in the inner-city, I observed and experienced the vast differences in children's basic entry skills and learning environment between inner-city students Limited English Proficiency (LEP) Chinese and suburban Chinese American children. I returned to the inner-city school with a commitment to generate better learning opportunities for those children who were largely from a socio-economical disadvantaged home environment.

Upon my return, I faced four challenges. The first challenge involved a change in grade level. Having taught four years of kindergarten, the transition to a third grade Chinese bilingual classroom was both difficult and stressful. Not only did I have a whole new curriculum to master and mounds of materials to sift through, I discovered that some of my new students could not read beyond a first grade level and some could decode but had no sense of comprehension. Only a handful of students were at or above grade level. In addition, as a part time teacher, I had to teach English language arts and social studies within two and a half days each week.

The second challenge was the reality that these inner-city children with LEP often performed poorly in state or district adopted English reading comprehension tests. The principal presented me with the daunting challenge of preparing my entire class for the district's reading comprehension test with the primary objective that

the majority of the class scored above the 40th percentile. I naively took the venture.

The third challenge surfaced as I began my quest to look for the most effective way to enhance my students' reading comprehension. I became aware of the scarcity of research done in inner-city Chinese bilingual classrooms. Innundated with curriculum materials, I became caught in a whirlpool of ideas, theories, and programs, none of which seemed applicable to my inner-city Chinese American children with LEP. Much of the literature addressing Chinese American students emphasized "model minority" issues, and bilingual education curriculum research dealt more with Latino bilingual students. Only a few recent studies involving inner-city Chinese American children were conducted by learning disabilities resource specialists in the pull-out based resource classroom (Chang, 1995a; Chang, Shimizu, & Liu, 1997).

As I took on the challenge to better my students' English reading comprehension performance, I stumbled into my fourth and most difficult challenge, my inner drive to maintain my reputation as a good teacher at any grade level. Having had Kindergarten for the previous four years, I had built a reputation for being a strict teacher with very high expectations, getting most of my kindergartners to read and write before moving to the first grade. It was critical to me that I achieve a similar goal for these third graders who were LEP; that they would learn to read and write and comprehend at the third

grade level. Hence, I was eager to take on a systematic personal and professional development process.

Statement of the Problem

Upon entering third grade, many inner-city Chinese American children remain LEP with limited English reading comprehension ability or strategies and consistently perform below grade level in reading and writing performance particularly when compared with their English speaking peers in urban or suburban schools. To realize the nation's educational goal that all American children will leave grade four demonstrating competency in challenging subject matters, it is critical for inner-city Chinese American students with LEP to receive systematic reading comprehension intervention. Given the paucity of research literature addressing the unique challenge of these student populations in American schools, it becomes necessary for a teacher to explore and engage in classroom-based action research in an attempt to provide an effective reading intervention program for inner-city schools and to contribute to research literature.

Purpose of the Study

This study was exploratory in nature. The overall design and purpose of this study was to document the implementation of a research-based Collaborative Strategic Reading (CSR) comprehension intervention model as an integral part of a third grade English language arts and social studies curriculum. It was designed to advance English reading comprehension performance among inner-

city Chinese American with LEP. The focus of the study was three-fold. First, it centered on a teacher's self-reflective research processes to implement specific strategies within class-wide reading comprehension intervention lessons. Second, it concentrated on the performance of a group of children who were at-risk of academic failure to examine their learning patterns. Third, it generated research evidence, contributed from a field practitioner's perspective, to inform the research communities regarding the needs of inner-city children in a multilingual and multicultural public school context.

Research Questions

This exploratory action research was guided by the following research questions in the course of study:

1.   To assume the role of a teacher-researcher conducting classroom-based research activities, what were the critical elements that influenced such systematic learning processes?

2.   What are the features of CSR, as an integral part of third grade curriculum, that were most beneficial or challenging to students participating in the study in the following areas:

      a.   Pre-reading phase,

      b.   During-reading phase, and

      c.   After-reading phase?

3.   As a result of participating in the CSR intervention program, what are the observable learning and behavioral patterns among the participating students, particularly those at-risk students in the following areas:

    a.   Participation patterns

    b.   Written response patterns,

    c.   Opinion on usage of reading comprehension strategies, and

    d.   reading performance?

4.   To what extent, did the research processes enhance or challenge the teacher-researcher's beliefs and teaching approaches with the inner-city students with LEP, particularly those at-risk of school failure?

Limitation and Delimitation

There are inherent limitations contributed by the nature of action research as well as the classroom-based study conducted within the naturalistic and realistic instructional environment among diverse student participants. A four-phase research design was intended to document the objectivity and rigor of the study. This study was further delimited by the unavailability of standardized measures on reading comprehension performance suitable for the participating students. The data collected from a set of qualitative measures, such as interview, classroom observation, learning logs, and audio-tape transcriptions were analyzed by two researchers independently to achieve objectivity.

Definition of terms

Action Research - Trying out ideas in practice to increase knowledge about curriculum, teaching and learning. It is often localized and gives limited applicability (Kemmis & McTaggart, 1988, p.6).

Average Achieving Students - Students who are achieving at grade level. Grade level in this Northern California school district is determined by scoring between 40% and 50% on the CTBS.

Brigance K&1 Screen - A test based on the Brigance Inventory of Early Development and the Brigance Inventory of Basic Skills. It has been used to comply with P.L. 94-142 that mandates the screening of students entering school as part of the "Search and Serve" compliance.

CSR - Collaborative Strategic Reading, which is a reading comprehension intervention strategy in which a teacher trains students to learn and apply six reading strategies independently while reading text in small cooperative groups. The six strategies are as follows: 1) Brainstorm, 2) Predict, 3) Read, 4) Clicks & Clunks, 5) Get the Gist, and 6) Wrap Up.

CTBS - Comprehensive Test of Basic Skill, a test this Northern California school district uses to assess the learning of students, second grade and above, from year to year.

High Achieving Students - Students who are achieving above grade level.

Learning Disabilities (LD) - refers to a disorder in one or more of the psychological processes involved in understanding or in using language spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations. The term does not include children who have learning problems which are primarily the result of visual, hearing or motor handicaps, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage. (Federal Definition)

Limited English Proficiency (LEP) - Refers to children who have limited oral English skills. According to the Northern California school district that I work for, children whose test scores on the Pre-LAS and LAS are between 1 and 3, on a scale from 1 to 5.

LEP + At-Risk Students - Under this Northern California school district's guidelines this term refers to students who have limited English fluency according to the Pre-LAS(PreK/K) or LAS (1st grade and above) examinations and are behind academically and continue to fall behind. This can be determined by a Brigance score of 89 or lower in K/1st and below 40% on the CTBS (3rd grade and above). Children who have not yet mastered English, exhibit truancy and behavior problems, and/or receive Title 1 funding and AFDC are also included under this term.

LEP + LD Students - Students who meet the definition of LEP and LD

Second language learners - Students who are learning a second language other than their home language.

Title I Schools - Schools with students who are identified as any one or more of the following: At-Risk, receives AFDC, LEP/NEP, and/or Special Education

CHAPTER 2
Review of Literature

The present study explored the processes employed by a classroom teacher conducting classroom-based action research in order to search for effective ways to generate optimal learning environments for a group of inner-city Chinese American third graders to achieve English reading comprehension. The nature of this reading comprehension intervention study directed the literature review to focus on three areas: (1) selected background information relevant to understanding inner-city at-risk Chinese American LEP students, (2) relevant reading comprehension intervention programs for second language learners in urban schools, and (3) teacher-as-researcher in search of an action-oriented research process to advance classroom instructional activities. A summary of the review is presented as follows.

Selected Background Information

To better understand these inner-city third grade Cantonese-speaking Chinese American students who are LEP and At-risk of academic failure, information presented in this section is organized into two parts. In part one, I present a brief account of Chinese language that is different from English language. In part two, I present a brief review of literature to illustrate their experiences in inner-city environment.

A Brief Account of the Chinese Language

The majority of Chinese people speak Han, a branch of the Sino-Tibetan language group (Chang, 1998; Cheng 1987; Li & Thompson, 1981; Wong, 1998). Cantonese is one of the seven dialects that make up the Han branch of Chinese (Chang, 1998; Wang, 1973) and is the third most spoken Chinese dialect, following Mandarin and Shanghainese (Chang, 1998; Wang, 1973).

Cantonese is a tonal language, where each speech sound has several different tones. Each dialect differs in tones and variations. Cantonese has seven tones while Mandarin only has four. The different tones represent different Chinese characters and thus different meanings. For example in Mandarin the four tones for the speech sound of /yi/ are represented by the following characters and have the following meanings: first tone means one and is represent by 一 /yi1/ (one); the second tone represented by 移 /yi2/ (move); the third tone can be 已 (yi3) (already); and the fourth tone 意 /yi4/ (meaning) . The numerals 1 through 4 denote the four tones of Mandarin in Chinese.

The Chinese writing system is primarily based on the Mandarin dialect, thus "Chinese speakers of other than Mandarin dialect will not always find consistency in matching their spoken and written languages." (Chang, 1998, pg. 166). Therefore Cantonese speakers must develop a mastery of the writing system as well as their own spoken dialect (Chang 1998; DeFrancis, 1989). The written form of the Chinese language is classified as a syllabic system of writing

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(DeFrancis, 1989) and does not use a phonological alphabet system, like the English alphabet. While English graphemes denote phonemes (phonetic elements), Chinese graphemes represent syllables (DeFrancis 1989). Chinese characters therefore are more accurately thought of as a morpheme in English and not a word (Chang, 1998)

In general, a Chinese spoken word is expressed in Chinese by two or three characters. For example, the word classroom is represented by the two characters 教 /jiao4/ (teach) and 室 /shi4/ (room). Classroom can also be presented as 課 /ke4/ (lesson) and 堂 /tang2/ (hall). . However, there are some one-character words such as home in Chinese is 家 /jia1/.

In addition, Chinese people's names are typically made up by any characters chosen, generally, by parents or grandparents. For example, my name is 長 /chang2/ (long) and 恆 /hen2/ (perseverance) which was given to me by my father in memory of my grandfather whose name is 富 /fu4/ (rich) and 恆 /hen2/ (perseverance).

Table 1 was constructed based on Chang (1998) and DeFrancis, (1984). Over 80-90% of Chinese characters fall into the category of phonetic compound, and about 3% are in pictographs. However, most of the pictographs are used in the phonetic compound as a radical which indicates the semantic part of the character. It is important to point out that over the centuries, the sounds have changed in many characters making the phonetic principles somewhat unreliable.

Table 1.

Six Categories of Chinese Character Formation

Category	Brief Description and Examples
(1) Pictographs	Characters are based on pictures. Example: Moon 月 Mountain 山
(2) Ideographs	Characters are representative. Example: Up 上 Down 下
(3) Compound Ideographs	Characters are formed by combining pictographs to represent an abstract concept. Example: Bright 明 (The character is made up by the characters for sun and moon.)
(4) Phonetic Compound	Characters are made up by a radical and phonetic element. The radical represents the meaning and the phonetic element, sound. Example: Village 村 Lake 湖 The radical 木 /mu4/ is the pictograph for wood, and the phonetic 寸 /chun1/ provides the sound for village. The radical 水 /shui/ is the pictograph for water, and the phonetic 胡 /hu2/ provides the sound for lake.
(5) Loan Characters	Characters formed by assigning a new meaning or idea to an existing character that share the same pronunciation to address the shortage of Chinese characters. Example North 北 It was loaned from 背 /bei4/ (back). 北 /bei3/ was derived from the idea that the back of the house is usually facing north. Ideally Chinese houses are positioned north while facing the south.
(6) Analogous Characters	Characters formed at different time and different geographic locations over many centuries and decades to convey similar ideas or meaning. They often share an identical radical but different phonetic. Example: Father/Dad 爹 and Papa 爸 爸 are analogous characters. In Papa The phonetic 巴 /ba1/ denotes the speech sound. Each one defines the other.

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Nevertheless, the formation of 80-90% of Chinese characters do rely on a sound component.

The Chinese language does not have different verb tenses or plural nouns (Chang, 1998). Thus, when Chinese speaking students first learn English as a second language, they may have difficulties understanding verb conjugations and pronouncing the ending "s" and the past tense "ed" sounds. In addition, the Chinese dialects, spoken and written, do not use articles. As a result, Chinese speaking students may add extra or delete articles when speaking and/or writing (Chang, 1998). The Chinese language also does not contain gender specific pronouns when conversing, although they are present in the written form. Thus when beginning to learn English, many Chinese students habitually use "he" or "she" indiscriminately (Chang, 1998).

Experiences in Inner-City Communities

Inner-city children at-risk of academic failure need special attention because their environment differs. This leads to a myriad of different experiences and complications that their counterparts do not share. These inner-city children's parents are neither fully mainstreamed into the dominant American culture nor fluent in the dominant English language.

There is a paucity of research literature addressing inner-city Chinese American or Asian American students at risk (Siu, 1996). In this section, I present two types of research literature reflecting the experiences of some Chinese Americans living in an inner-city

environment. The first literature review focuses on an ethnographical study of Chinese bilingual education in an inner-city community. The second literature review reflects findings from home-school-community based studies concerning learning opportunities among inner-city Chinese American students. Field observations and learner characteristics of these students are presented in Chapter 3.

Ethnographical Study of Chinese Bilingual Education Program

Guthrie's (1985) study, which was done in an inner-city school in a large metropolitan city in Northern California, discussed several problems the bilingual program and teachers faced.

From the start, the program itself faced problems. Many regular education teachers felt spurned with the inception of the Chinese bilingual program and complained about the additional funds for materials and aides for the Chinese bilingual program. The regular education teachers, some Cantonese speaking, also felt insecure about their own jobs when educators from Hong Kong, who had little knowledge about the American school system and ideals, were hired for the bilingual classrooms. In addition, the change of leadership in principals, program directors, and master teachers widened the rift between regular, tenured teachers and the new bilingual teachers, as the bilingual program went through reformations with each new leader who had their own beliefs about good bilingual education.

The bilingual teachers, personally, encountered many difficulties. They felt the need "to prove themselves as teachers" not only through their teaching but also through their students' achievement. Simultaneously, the teachers needed to meet district requirements and parental desires. Half of their classes were LEP while the other half were American born Chinese students. Some parents wanted more Chinese instruction to help their children maintain their native language while others wanted more English instruction to assist their children to assimilate into American society. The bilingual teachers, aware that testing would be done in English, finally succumbed to what they thought of as the most immediate need which was English instruction.

There was also a lack of cohesion between theory and practice. Research done on bilingual classes was done only with Spanish bilingual classes and found that good development of native language coincided with academic growth (Cummings, 1982). However, with only three instructional hours of Chinese in a week, due to the many outside demands, the teachers argued that literacy and fluency would not be obtained. They also argued that transference of skills as with European languages, would not occur since there were such vast differences between English and Chinese.

The last issue we will discuss, focuses on teachers facing the diversity amongst Chinese students in their class. A study of the classes showed that different dialects of Chinese were spoken at

home since the students came from the various countries of Asia and Southeast Asia.

Although she did cite several problems, Guthrie (1985) also notes some positives. She found that bilingual education made American education accessible, more meaningful and less painful for incoming immigrant children through such things as the additional curriculum materials and teacher aides. The bilingual program also provided a way for the parents and community to become more involved with education and politics.

Opportunities to learn across home, school, and community

A series of recent studies focusing on inner-city Chinese American students with LEP placed in learning disabilities resource programs provided a systematic examination on their general learning environment across school, home, and community (Chang, 1993; 1995a; 1995b; Chang, Lai, & Shimizu, 1995; Chang, Fung & Shimizu, 1996). The findings of these studies are summarized in four interrelated subsections as follows:

(1) missed learning opportunities when they are not model students, (2)multiple sites of learning, (3) forms of inner-city parental involvement, and (4) optimal learning environment in an inner-city community.

Missed Learning Opportunities. In recent years, researchers have indicated that not all Asian students are high achievers or so-called model students (Chang, 1995a; 1995b; Peng, 1995; Siu, 1996). "When Chinese or Chinese-American students are not among those

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succeeding in school, their educational reality is discouraging, particularly among those students enrolled in inner-city schools" (Chang, 1995a; 1995b; Chang, et al., 1996b, pg. 1). Research done by Chang (1995a; 1995b) and Chang, Fung, et al. (1996) has indicated that many of these students suffer from missed learning opportunities both in their school and home environments. At school, the lack of communication between teachers often results in different curriculums and theories or a focus on a drill-and-practice approach to reteach minimal skills. At home due to various reasons ranging from finances to time, children had limited access to such things as libraries, museums, weekend literacy learning programs, or even peer interactions outside of school.

Multiple sites of learning. Multiple sites of learning are broadly defined as the sites where inner-city Chinese LEP children engage in types of activities which enhance their ability to finish homework, build schema, learn English, and learn about their own Chinese culture (Chang, Fung, et al., 1996). These sites include the library, museums, and programs sponsored by the YMCA or a church (Chang & Liu, in press). Effective use of these sites and partnerships created with school teachers all generated better possibilities for educational success for these inner city Chinese children(Chang, 1993, 1995b). Findings were based on two studies done on inner-city Chinese students, ranging from third to fifth graders, from the inner-city (Chang, 1995a; 1995b). The group of students in Northern California were LEP and learning disabled, while the students from New York

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were LEP and at-risk (Chang, 1995a; 1995b). Results from these studies point to two very important facts for educators to be aware of: (1) The need for educators to generate social capital (Coleman, 1987) for children to sustain their school learning through these multiple sites of learning (Chang, Fung, et al., 1996), and (2) the fact that "classroom literacy instruction may not be meaningful if we only view literacy as a set of discrete academic skills that are primarily aligned with the traditional school curriculum." (Chang, Fung, et al., 1996, pg. 13)

Optimal learning environment. Many inner-city Chinese American children who are at-risk of academic failure, need assistance and help to generate an optimal learning environment that addresses their unique needs. Chang (1998) illustrated conditions where collaboration across home-school, school-community, and/or home-community generated the support critical for these students to sustain progress in school. There are various community-based learning opportunities in inner-city Chinese communities as reviewed earlier. Chang stated that to be a responsive inner-city educator, in support of Chinese American students, one needs to reach beyond home and school resources and actively identify and establish links with various social, language, and academic related services in the community. This provides various support these students may need beyond what their home and school can offer. Furthermore, it is essential for teachers to collect information on what these students already know and connect them with specific

topics presented in subject matter learning activities (Chang, Lai, & Shimizu, 1995). Without teachers' extended efforts in generating various scaffolds, these students, who generally lack critical background information for academic learning, will unlikely access the district's core curriculum.

Forms of inner-city parental involvement. Research shows that strong parental involvement and effective teacher-parent partnerships form a safe and disciplined learning environment as well as provide the critical link in achieving a high-quality education (Chang et al., 1995; United States Department of Education, 1994). In her case studies, Chang (1995a) interviewed 16 inner-city Chinese-American children who were LEP and LD and their parents. Her findings indicate that many parents felt their support of their child's education was limited by their own English abilities and time. Teachers traditionally suggest that parents read with their children, take their children to libraries, and museums and have their children join Girl or Boy Scouts. However with limited resources and time, these suggestions often widen the gap between home and school as many parents perceive teachers and schools misunderstanding their Asian homes and traditions (Chang et. al., 1995).

Although many of the parents were strong advocates of education, reading with their children was minimal (Chang et al., 1995). However, Asian parents do monitor the completion of homework (Chang, 1998). Other common, leisurely activities included watching Chinese television and/or videos, visiting relatives and/or

friends and eating out. (Chang et al., 1995). Chang et al.'s (1995) research suggests some modifications to the traditionally suggested activities that are more sensitive to LEP parents such as making tapes of English books parents can take home.

In sum, an inner-city Chinese American student with LEP and at-risk of academic failure tends to have very specific weaknesses in the degree of general information, vocabulary development, reading comprehension, and limited social or recreational experiences common to their mainstream English-speaking peers. The socio-economic status and the educational background of these families as what the students bring to school largely account for the differences in student achievement (Peng & Wright, 1994; Coleman et. al, 1966). Inner-city Chinese children often lack the model of proper English usage in their lives, both verbal and written. Many parents do not know much English and the jobs many parents hold do not require the use of English, allowing very little time for the parents to develop their English skills. As a result, school-like reading activities between parent and child are often minimal. In addition, lack of understanding of the American education system and these parents' traditional view of education, widens the gap between school and home. Many Chinese parents believe that school education is best left to a teacher who has been trained to teach children (Chang et al., 1995). Although parents do help with homework, it is limited by the parents' English ability and time. If the child is a younger child, there

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is some chance of receiving additional help at home from an older sibling.

Educators need to take into account that many at-risk Chinese LEP students do not get the necessary practice with the English language, receive the needed help with homework, or are given the chance to participate in extra-curricular activities such as Girl Scouts, Little League, or piano lessons. We also need to seek ways to encourage parents to increase their children's learning sites beyond the school and home environments (Chang, 1998; Chang, Fung et al., 1996).

A Selected Review on Reading comprehension
Intervention Models

As reviewed earlier, inner-city Chinese American children with LEP are more at-risk of having poor reading comprehension even upon entering middle school (e.g., Chang, 1995b). In searching for a reading comprehension strategic intervention program for my third grade inner-city Chinese American students, the literature review and research processes were guided by three major guidelines:

1. The first guideline was the need for teaching reading strategies to students. Studies (e.g., Baker & Brown 1984; Casanave, 1988, Fielding & Pearson, 1994; Palinscar & Brown, 1984) have shown that teaching reading strategies that empower students to become more strategic readers have the greatest benefit in their schooling. As stated by Casanave, (1988, p. 283), "[s]uccessful reading comprehension depends not only on the readers' ability to access

appropriate content and formal schemata. It also depends on their ability to monitor what they understand and to take appropriate strategic action." Often, students with poor comprehension skills lack knowledge about when and how to apply strategies, thus preventing them from taking full advantage of their abilities when applying them to the task at hand (Baker & Brown, 1984; Brown, 1975; Gibson & Levin, 1975).

2. The second guideline was the need to address metacognitive processes in strategic training. The publication entitled, "What Helps Students Learn?" states "a student's metacognitive processes - that is, a student's capacity to plan, monitor and if necessary, re-plan learning strategies- had the most powerful effect on his or her learning" (Wang, Haertel, & Walberg, 1993/1994, p. 75). Thus, encouraging teachers to plan and implement lessons that provide students access to metacognitive processes.

3. The third guideline was the need to incorporate four critical components in a reading comprehension program. Fielding and Pearson (1994) stated that reading comprehension is a complex process of knowledge, experience, thinking, and teaching. They concluded that a successful reading program of comprehension instruction must provide the following four components: "large amounts of time for actual text reading, teacher-directed instruction in comprehension strategies, opportunities for peer and collaborative learning, and occasions for students to talk to a teacher and one

another about their responses to reading (Fielding & Pearson (1994, p. 62).

In this section, I will present brief summaries of literature review that guided this exploratory reading comprehension intervention study in two parts. In Part One, I present one intervention program, collaborative strategic reading (CSR), which met all three guidelines including its theoretical foundations, procedures and research findings. In Part Two, I describe another reading comprehension intervention program, reciprocal teaching model (RTM), which was the basis for CSR adopted in the present study.

Collaborative Strategic Reading

Efforts have been made by educators and researchers across the country to improve reading comprehension performance of English language learners (e.g., Bos, Allen, and Scanlon,1989; Chang, 1995a; Chang et al., 1997; Klingner, 1994; Klingner, Vaughn, & Schumm, in press). The common themes among these studies were the use of authentic reading passages, such as Weekly Readers or other content area reading materials, teacher-directed modeling and instruction in teaching comprehension strategies, as well as opportunities for built-in group interactions and teacher-peer interactions. Based on positive research findings, CSR was adopted as the major intervention strategy intended to be carried through each day I worked with the students.

Theoretical Foundations

CSR was based on the reciprocal teaching model (Palinscar & Brown, 1984) by Klingner (1994). CSR is guided by three theoretical frameworks: metacognitive theory of reading, social theory of learning and cooperative learning theory. Metacognitive theory supports comprehension strategy intervention research that promotes the systematic use of reading strategies, such as generating questions, predicting, clarifying, and summarizing to guide a reader's comprehension process, as reflected in reciprocal teaching activities (Palinscar & Brown, 1984). Social learning theory (Vygotsky, 1978) guides the integration of reading comprehension strategy training of students through instructional dialogue which provides a form of social mediation provided through teacher-student and/or student-student interactions. Cooperative learning theory (Johnson & Johnson, 1989) provides the framework to enhance children's ability to build a community of readers and learners in their effort to construct meaning from a passage.

CSR incorporates the aspect of cooperative learning, where students work together in groups, and peer tutoring. The scaffolding is often gradually removed as groups of students strive to work as independent groups. CSR not only provides students with a clear step-by-step process of how to monitor one's reading comprehension by checking for meaning of words and summarizing, but also eases an educator's teaching process by making it systematic. CSR provides an orderly set of procedures listing what strategies should be done

before, during and after reading. It also suggests trouble shooting strategies, such as taking the word apart, and looking at a picture for additional clues.

<u>Intervention Procedures</u>

There are six basic steps in CSR. They are as follows: 1) Brainstorming, 2) Predicting, 3) Reading, 4) Clicks & Clunks, 5) Get the Gist, and 6) Wrap Up. Within the fourth step, there are five trouble shooting techniques that are introduced so that students are better equipped to figure out meanings of words or phrases they may not understand. The following is a more detailed explanation of the six steps.

Before a student begins reading the passage, he should brainstorm, tapping into his schema so as to provide a link to what is being read. Secondly, he should also predict what he thinks might occur or be discussed in the passage. The third step is to read. During the time of reading, there two are strategies: Clicks and Clunks, and Get the Gist. These two strategies train the student to self monitor his reading. Clicks refer to things that are understood while clunks refer to things that are not understood, such as unfamiliar words or concepts. If there is a clunk there are five problem shooting techniques that can be employed. The student can: 1) Read the sentence before and after for clues; 2) Read the sentence without the clunk; 3) Take the word apart to look at root words, suffixes or prefixes; 4) Look at a picture; or, 5) Look in the dictionary. Get the Gist refers to summarizing. After the group is finished

reading the passage, each student is required to formulate two questions using who, what, where, when, why and how (Chang, Ekegren, et al., 1996; Klingner, Vaughn, & Schumm, n.d.). These strategies are key as "good readers are aware of and able to manipulate skills such as clarifying, summarizing, and self-questioning for the purpose of regulating what and how they understand from the text."(Casanave, 1988, p. 288).

Research Findings

Klingner, et al. (in press) conducted a study of five diverse fourth grade classrooms, with the majority being Hispanic students. Three of the five classrooms were taught the CSR intervention while two of the classes were the control group. Using raw scores from the Gates-MacGinitie Reading Test, it was found that a majority, 56 out of 85, of the students in the intervention classes showed an increase in scores from pre-test to post-test, going from a mean of 21.68 to a mean of 24.66. On the other hand, while the control group did show an increase, from a mean of 20.79 to 21.23, individual scores showed that more students, 26 out of 56, declined in scores than increased in scores, 25 out of 56, from pre-test to post-test.

In an earlier study, Klinger and Vaughn (1996), looked at the results of implementing modified reciprocal teaching with cross-age tutoring and modified reciprocal teaching with cooperative learning groups (CSR model) among a group of seventh and eighth graders. These students were from a predominately Hispanic (89%) urban middle school. Results showed that there were no significant

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differences between the group involved in cross-age tutoring and the group participating in cooperative learning groups. While most students did improve on the Gates-MacGinitie Reading Comprehension test from pretest to post-test, it was noted that those students who made gains of more than six points, had higher initial reading levels as measured by the Woodcock Johnson Tests of Achievement. All students, except for one, were able to decode and had a reading level at a fourth grade level or higher. The other factor that seemed to influence significant growth was oral language proficiency as measured by the Language Assessment Scales (LAS). Students who were given a 4 or 5 on the LAS in both English and Spanish showed greater gains than those who scored 3 or lower.

Chang, et al. (1997) conducted a study that examined the effectiveness of CSR with an urban student population in need of special education reading comprehension intervention. Forty resource, pull-out children in grades 3,4, and 5 participated in this study and CSR was instructed by resource teachers. Analysis of classroom discourse showed that during teacher directed lessons, more time was spent on concept development than when students led the CSR lessons independently.

Reciprocal Teaching Model

Theoretical Foundations

Reciprocal teaching was initially designed by Palinscar and Brown (1984) as an intervention program for those students who can decode but cannot comprehend reading passages. Theoretically,

reciprocal teaching draws upon three of Vygotsky's (1978) principals: One, much of our learning is acquired within a social context. Two, when an expert trains a novice in the desired skills, the learning outcome is not only faster but also there is a better level of retention. Three, learning usually occurs when the student is given the opportunities to practice what he is taught (Shimizu, 1995; Vygotsky, 1978). Inherent to these three principles is the idea of scaffolding (Palincsar & Brown, 1984). If given (a) clear expectations and desired goals, (b) accurate modeling and specific guidelines and (c) on-going teacher-student dialogues as a means of facilitation to achieve the desired skill, learning will occur (Palincsar, 1986; Palinscar & Brown, 1984).

Intervention Procedures

Reciprocal teaching is unique because strategies are taught and learned in a social, interactive, holistic context (Englert & Palincsar, 1991; Klingner, 1994). Using four basic strategies of prediction, clarification, generation of questions, and summarization reciprocal teaching adds in the aspect of teacher-student dialogs to increase comprehension. With the focus on effective teaching, dialogue plays a critical role since support is provided and adjusted through teacher and student interaction (Palinscar, 1986). The dialogue involves more than the teacher asking questions and receiving an answer from a student; interaction between teacher and students are in turn, and therefore, reciprocal. Through repetition, students become more

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proficient at the four strategies and so take turns becoming the teacher.

Research Findings

Several studies have been conducted regarding reciprocal teaching. Rosenshine and Meister (1994) conducted a review of fifteen studies, all of which found that the group which received reciprocal teaching outperformed the control group. Taylor and Frye (1992) reported on a group of fifth- and sixth-grade students that were average and above students. In their summarizing test, students taught reciprocal teaching techniques showed a significant gain (Rosenshine and Meister, 1994). Lysynchuck, Pressley and Vye (1990) compared a group of 36 fourth graders with 36 seventh graders. Participating students were good decoders but had poor comprehension. Students taught reciprocal teaching techniques showed a gain on the Metropolitan comprehension test. Lonberger (1988) conducted research on fourth and sixth grade students, who varied from above average to poor readers. In an experimenter-developed test the students who received reciprocal teaching showed a gain, and Shortland-Jones (1986) taught reciprocal teaching to a group of students ranging from first grade to sixth grade in a summer reading program. The experimental group showed a gain on the Stanford Diagnostic Reading test.

Dao (1993) studied the effects of reciprocal teaching on fifty Vietnamese-American students, ages nine to twelve years old, all of

whom where designated LEP by their district. The research also showed an improvement in comprehension.

<p style="text-align:center">Classroom Teachers Conducting Action Research</p>

The concept of a teacher-researcher dates back to the late 1800's, during the Progressive Movement which focused on the child instead of the subject and called for active instead of passive learning (Olson, 1990). In 1890 in Chicago, Dewey opened an experimental school to evaluate theory in a practical setting. The term "action research" came about when Kurt Lewin (1946) used it to describe a process that was beneficial to researchers trying to make social change in such areas as racism. Although educators quickly recognized the effectiveness of action research, it was not able to withstand criticism from traditional researchers (King & Lonnquist, 1992). Lawerence Stenhouse (1975) penned a process-oriented curriculum that referred to teaching as a form of research. The School Council's Humanities Curriculum Project, directed by Stenhouse(1968), emphasized experimental curriculum and the reconceptualization of curriculum development as curriculum research. Later it was nurtured by John Elliot and Clem Adelman in the Ford Teaching Project where 40 primary and secondary teachers developed a hypothesis about their teaching and examined their teaching through research in their classroom (Hopkins, 1993). However, it was not until the publication of The Reflective Practitioner by Schon in 1983, that the need for research built around the role of the teacher appropriate to the classroom was

solidified . Action research has continued to blossom due to the need to fill the gap between research findings and classroom practice, and the public's demand for better education (Olson, 1990).

Action research is a form of practitioner research that requires praxis, that is "informed, committed action that gives rise to knowledge rather than just successful action" (McNiff, Lomax, & Whitehead, 1996, pg. 12). It is the trying out of ideas in practice to increase knowledge about curriculum, teaching and learning (Kemmis & McTaggart, 1988, pg. 6). However, it is localized and has limited applicability (King & Lonnquist, 1992). Questions in action research arise from classroom observations and are important to the teacher as opposed to qualitative research where questions are based on broader, real-world dilemmas (Hubbard & Power, 1993).

All action research activities involve the following six steps: (1) define the problem, (2) assess the needs, (3) hypothesize ideas, (4) develop an action plan, (5) implement the plan, and (6) evaluate the action and make final decisions (McKernan, 1991; Hopkins, 1993). Participants in the action being considered are integrally involved in all of these activities. Within teacher-research two elements are vital: (1) peer evaluations which promote close relationships between teachers, and (2) a strong sense of self in order to self-evaluate. Both elements encourage the progress and development of teachers. The first element builds upon the ideas of collaboration and sharing, both of which make for stronger teaching (Olson, 1990). The second element strengthens a teacher's position in the classroom. Teachers

who take the responsibility to be instructional decision makers can also be responsible to make good decisions that best direct student learning (Olson, 1990).

Eight factors make action research promising; it 1) enables teachers to make changes in pedagogy and curriculum, 2) improves the quality of students' learning experiences, 3) improves professional collaboration, 4) draws on and contributes to educational theory and research, 5) contributes to insider research methodology, 6) contributes to personal institutional development, 7) helps teachers implement innovations in ways consistent with their values, and 8) enables teachers to be more accountable for their practice (Sarland, 1995).

In his review of six different teacher-researcher or action research projects in Great Britain, Charles Sarland(1995) mentions that the underlying theme is the ownership of the teacher. Since curriculum is for teachers, it should be developed, tested, implemented and evaluated by teachers. The six projects were all developed around teacher concerns, a desire for change, collaboration, and a willingness to share. For example, the Becoming Our Own Experts project in 1974-1979 took a look at group work, pupil task, and students' development as writers and readers. The teachers were also concerned about how the students could take control of their own learning. The teachers, who called themselves the Talk Workshop Group, eventually published a book, "Becoming Our own Experts: The Vauxhall papers (Talk Workshop Group, 1982).

The Learning about Learning/Write to Learn project in 1980-1990 started as a summer institute that led into evening courses during the Easter term and a second summer institute. The teachers shared ideas, tried things in their classroom and kept a journal. With their combined work, they published six booklets. Although both are limited in their influence to a larger community, these two projects empowered teachers, allowing them to test their own ideas and strategies and provided a place for the teachers to share and transpire ideas.

The scarcity of research done on Asian American bilingual programs, the lack of diverse materials, and the limited numbers of properly trained teachers for the Asian community has been a concern for many educators who work with the Asian LEP inner-city population (Chang, 1995c). This concern has led some researchers and teachers to create a community of teacher-researchers to conduct "systematic inquiry regarding their own instructional practices to produce desirable and meaningful educational treatment" (Chang, 1995c, p. 1). As stated above, action research makes a valid claim for a teacher's work within the classroom. Teachers are empowered to make decisions based on the need of their students. With such limited research and knowledge available on inner-city Chinese American children, action research may provide many helpful suggestions and techniques Chinese bilingual teachers need.

Chapter 3
Methodology

As stated in Chapter One, this exploratory study was carried out by a classroom teacher to address specific research questions . The purpose of the study was to examine to what extent the research-based CSR intervention program could be incorporated within a third grade English language arts and social studies curriculum in an inner-city third grade Chinese bilingual classroom. In addition, this study was to document teacher-researcher systematic learning processes while conducting class-wide reading comprehension intervention lessons and to report the learning pattern of a group of students with LEP and at-risk of academic failure. The findings may inform educators and research communities regarding the needs of inner-city English language learners in a multilingual and multicultural public school context.

Overview of Research Design

This classroom-based action research project, though exploratory in nature, was patterned after Chang's (1995d) study in order to assist the teacher-researcher in planning, implementing, and evaluating the entire course of research processes. The description and purpose of the four research phases can be found in Table 2 and Table 3

Participating Students

The participating students were all enrolled in an intact third grade Chinese bilingual classroom. Having been placed in the Chinese

Table 2. Brief Description of the Major Activities of Four Research Phases

Phase I Preparation	Phase II Teacher-Facilitated Intevention	Phase III: Peer-Facilitated Intervention	Phase IV: Follow-up Interviews
Timeline: 1/6 - 2/14/97	Timeline: 2/17 - 3/14/97	Timeline: 3/17 - 5/20/97	Timeline: 2/16/98-2/26/98
Research Objectives/tasks: 1. Sought parental permission 2. Organized and administered all pre-tests: Gates-McGinitie Comprehension and Vocabulary. 3. Organized and prepared for cooperative learning groups - cooking & math lessons 4. Identified district rubric for at-risk students and collected student's basic information regarding specific marker variables 5. Selected reading materials for CSR sessions 6. Planned for mini-lessons related to CSR strategies 7. Implemented mini lessons on phonemes.	Tasks: Pre-reading Stage: 1. Reviewed Brainstorming and introduced mapping (sun). 2. Introduced Prediction pattern sentence, "I think I will learn..." During-reading Stage: 1. Introduced concepts Clicks & Clunks. 2. Introduced 5 clunk strategies a. Read the sentence before after. b. Read the sentence without clunk. c. Take the word apart. d. Look at a picture. e. Check in a dictionary. After-reading Stage: 1. Introduced Get the Gist, finding the main idea phase. 2. Introduced Wrap Up phase a. Reviewed questioning using worksheets from Palincsar. Modifications 1. Rewrote Task cards 2. Groups did Clicks & Clunks independently 3. Target Group pulled out for additional scaffolding	Tasks: Pre-reading Stage: 1. Students did Brainstorm and Prediction phasese independantly. a. Directed student attention to title, captions and pictures to make more accurate predictions. During-reading Stage: 1. Students did Clicks and Clunks phase independantly. a. Devised a new Clunk sheet to moitor definitions b. Devised an order to the clunk strategies. After-reading Stage: 1. Students did Get the Gist and Wrap Up phase independantly. a. Tied in Main Idea to writing Target Group continued to be pulled out for additional scaffolding. -Conducted focus group interview	Tasks: Conducted the two types of interviews: 1. Indivdiual interviews with the target group for the purpose of providing them with more optimal conditions for responses 2. Focus group interviews with a sample of students in middle and high levels.
	- Used learning log regularly - Audio and videotaped sessions for implementation validity checks.		

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Table 3.
Brief Description of the Purposes of the Four Research Phases

Phase I Preparation	Phase II Teacher-Facilitated Intervention	Phase III: Peer-Facilitated Intervention	Phase IV: Follow-up Interviews
1. To comply with human subject review criteria 2. To collect baseline information on the participating students 3. To provide necessary orientation to engage students in the subsequent activities	1. To introduce specific CSR related steps, strategies, and types of data to be collected from each student 2. To engage students in group work and be ready for Phase III intervention	1. To engage students in group CSR interaction guided by peers for meaning construction 2. To foster independent applications of the CSR strategies 3. To study the features of CSR intervention program that were most relevant to the participating students 3. To collect data regarding students' experiences of CSR intervention reflected on student's work sample and other reading related activities 4. To study the differential patterns in interview responses and work samples between the target and other groups of student, if any	1. To analyze in what ways CSR intervention may or may not have influenced these students' school learning as reported by them 2. To examine the specific features of CSR intervention 3. To study the differential responses between the target and other groups of students, if any

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bilingual track since kindergarten the majority of the class members remained the same since entering this inner-city school at the age of four or five.

Learner Characteristics.

These students were classified as LEP based on school district's guidelines, when they first entered school. (See below Table 4: Criteria for LEP Designation by Grade Levels.) Students are not redesignated until after the completion of third grade and their CTBS' Reading Comprehension test scores are computed.

Table 4.
Criteria for LEP Designation by Grade Levels

	Test Scores	Home Language
Enrolled as Kindergarten/First Graders	Pre-Language Assessment Survey scores are 1, 2, or 3	- any one other than English
Newly Enrolled Second Graders and Above	Language Assessment Survey scores are 1,2, or 3	- any one other than English

Note. Starting in third grade, students are redesignated to FEP(Full English Proficiency) when CTBS Reading Comprehension Test scores are above the 40th percentile and/or by teacher recommendation.

All the students participating in this project were from immigrant Chinese families and received Title I services. The majority of the students were first generation Chinese Americans, with only three students born outside the United States.

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These students' learning and language abilities varied among them. To understand the differential needs in English language arts and social studies lessons, their general characteristics regarding reading performance across the three groups of students were presented in Table 5: General Characteristics of Reading Performance among Participating Students.

Based on their reading performance, these students were organized into three subgroups of high, average and at-risk. (See Table 5: General Characteristics of Reading Performance among Participating Students) The high achieving students, a small group of three were those who were able to read fluently and had good understanding of what they read. They already possessed some reading strategies such as predicting, checking for understanding and finding the main idea. In addition they were able to make thoughtful comments and connections about what they read. The average achieving students, a group of fourteen students, were readers, but not always fluent. For the most part they were able to answer any script explicit questions about a passage but had trouble answering script implicit ones. They also struggled with deciphering the main idea versus trivial facts of a passage. The at-risk group, or target students were six students who, following the district guidelines, were behind academically and continued to fall behind, not only in reading but in all academic areas. They had trouble with sound-letter correspondence and decoding. This in turn influenced the fluency of

their reading. When having difficulties with reading, they would stop and skip over words that were unfamiliar.

Table 5.
General Characteristics of Reading Performance among Participating Students

At-Risk Students	Average Achieving Students	High Achieving Students
* had trouble with letter sound correspondence and decoding * had limited English vocabulary * had no awareness of reading strategies such as looking at pictures for clues, or checking to see if what was read made sense * had trouble with past, present and future verb tenses * had limited schema due to finite number of extra-curricular activities * had little or no parental guidance in regards to education	* could decode * had limited English vocabulary * had some awareness of reading strategies but did not know how to use to full potential * had limited schema esp. in regards to the American culture * had parental support but limited resources to help	* read independently often * had skills and strategies that enabled them to read fluently and with comprehension *had slightly expanded extra curricular activities to include church, music lessons, etc. * had strong parental push to succeed in school and parents were able to assist

This study was aimed at the influence of CSR intervention on the participation, learning, writing, and reading performance among the group of students who are at-risk of academic failure. The

Table 6.

Learner Characteristics Among Six Target Students

Student	Home Language	Pre-LAS	SOLOM*	Brigance K	Brigance 1st	CTBS Apr. 1997
T1	Cantonese	NEP 48 level 1	25 Fluent	85	92	**R 1% ** M 1%
T2	Cantonese	NEP 28 level 1	25 Fluent	74	97	R 24% M 24%
T3	Taishanese	NEP 2 level 1	***	84.5	97	R 5% M 17%
T4	Kai-Ping	NEP Unable to do	****	62	96	R 7% M 9%
T5	Cantonese	NEP 17 level 1	25 Fluent	67.5	94	R 20% M 15%
T6	Cantonese	NEP Unable to do	25 Fluent	45	98	R 17% M 17%

Note. There is no test given for redesignation to LEP. A child is only considered NEP for 6 months. A test is required for redesignation to FEP and is given when a child scores above 40% on the Reading Comprehension portion of the CTBS.
* The SOLOM is the Student-Oral Language Observation Matrix. This district follows the guidelines for the English SOLOM test when testing for Chinese fluency. 25 denotes fluency, 24-12 denotes limited fluency and 11-0 denotes non fluency.
** R stands for Reading Comprehension and M stands for Math
*** No translator available but parents note fluency.
**** No score due to lack of translator.

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descriptive information of these students was presented in Table 6: Selected Learner Characteristics among Six Target Students. Based on their learner characteristics, I believed strongly that any signs of learning and positive gains demonstrated by this most challenging group of students would ultimately help me gauge the applicability of the scope and sequence of CSR intervention program as an integral part of English language arts and social studies curriculum within a Chinese bilingual classroom.

Field Observations Concerning Participating Students in School

All of the participating students were bussed in from inner-city Chinese communities to this school, one of 84 schools in the district. This inner-city school which is located in a middle class neighborhood, borders government assisted housing. Of the eighteen classes, eight are under the Regular or English Language Development strand, five under Chinese Bilingual and five under Spanish bilingual strand, thus serving about 390 students. There is one additional class, the Pre-K in which students of all ethnicities may attend. Since each language strand separates the children by ethnicity, teachers at each grade level plan an integration time into their curricula. Integration most often occurred during Music, Art and Physical Education.

As a field practitioner in an urban school district in Northern California, I had frequent contact with inner-city Chinese American students in school. I found three inconsistencies in school practices that may place additional challenges among the participating

students. First, to provide these students with more comprehensive input (e.g., Krashen, 1991) in acquiring school language and promoting cognitive development, the district enrolled them in Chinese bilingual classrooms in order to maximize the children's opportunities to access grade-level core curriculum through their home language. However, as a traditional practice, all major school performance and achievement are typically measured through their ability to read and write in English (Jew, 1986).

Second, these third grade children have limited opportunities to practice English in such a school environment. They were placed in an environment that did not provide sufficient opportunities for daily communication with their English-speaking peers in addition to their formal English language instructions due to the overall school structure. As pointed out by researchers, good acquisition of English requires more than contact with English-speaking children, but rather an active participation in communication with English-speaking peers (Saville-Troike, 1984; Johnson, 1983; Strong, 1983).

Third, there is so little research literature available on Chinese Bilingualism, that for years teachers have developed their own curriculum by picking and choosing from the various English sources and translating them into Chinese. As personalities and beliefs of teachers differ, so do the teaching methods and contents. This eclectic approach in the Chinese bilingual programs will undoubtedly confuse the children who change teachers each year.

Measures

To address the guiding research questions, two sets of measures were used in the study: Teacher-researcher measure and Student measures. Within student measures, quantitative, qualitative, and descriptive measures were collected to describe student background information and performance over time. In this section, information was organized to present rationale, descriptions, specific data collection, and analysis according to each type of measures.

Table 7.
Overview of Instrumentation: Two set of Measures

Teacher-Researcher Measures	Student Measures
Qualitative Measure: Teacher-Researcher Journal	Qualitative Measures: Learning Log Audio tape transcriptions
Audio tape transcriptions	Interviews
Implementation Validity Checklist	Quantitative Measure: Norm-Referenced Test: Gates- MacGinitie Reading
Videotapes in Phase II	Comprehension Test
	Descriptive Measure: Descriptive data collection form

Teacher-Researcher Measures

Three qualitative measures were used to document the research processes and to assure the validity of implementation.

Teacher-Researcher Journal. This journal was recorded throughout the four phases of this research project. The major entries included the following areas: 1) work in progress according to specific research objectives and activities in each phase and 2) personal reflections, insights obtained based on (a) observations among students' participation, responses, and questions, (b) research meetings with advisors, and (c) discussions with other teachers, administrators, and parents during the course of study.

Audio tape Transcriptions. These transcriptions served multiple purposes: 1) self analysis and monitoring CSR implementation processes, and 2) collection of evidence for the levels of implementation of the critical features of CSR intervention strategies.

Implementation Validity Checklist. Based on the checklist used in Chang's (1995d) study, the current checklist was designed to be used by a member of the research team to examine and validate the implementation process based on audio and videotapes.

Student Measures

Three types of measures were used in this study. Due to the scarcity of measures suitable for the target group of students in inner-city schools, it was necessary to use various measures to collect descriptive and qualitative information to describe learning and participation of these students over time.

Qualitative Measures

Learning Log. This was based on Chang's (1995d) study to serve three specific purposes: 1) to provide evidence of student use

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or mastery of CSR strategies, 2) to help students bridge reading and writing connections, and 3) to assist students' participation in CSR intervention program.

Audio tape transcriptions. These transcriptions served to collect evidence for validity of treatment, student participation, responses, and modification of the CSR intervention strategies.

Interviews. This measure was to solicit student opinions on their application of the CSR strategies and provide information regarding features of CSR that were perceived as easy or challenging among the participating students. Student feedback and opinions helped the teacher-researcher gain insights into CSR's long term effect on these participating students.

Norm-Referenced Test: Gates-MacGinitie Reading Comprehension Test. The Gates-MacGinitie Reading Comprehension Tests, Third Edition (Level 3, Forms K & L) (MacGinitie & MacGinitie, 1989) is a standardized reading comprehension measure. This test was selected to be consistent with previous CSR intervention research (e.g., Chang, 1995d; Klingner & Vaughn, 1996; Lysynchuk, et al., 1990; Palinscar & Brown, 1984; Shimizu, 1995). The Gates-MacGinitie Reading Test has a Kuder-Richardson 20 reliability coefficient of .95. However, the administering procedure was modified because the target group of students was not familiar with this type of test. Since there was no norming for the participating students, the use of the test was not intended to compare them with the national norm; rather, only the raw scores were used as a

reference to compare student performance before and after the CSR intervention program.

Descriptive Measure. These measures were used to obtain background information on the participants. Student information was collected during Phase I from students' existing cumulative files. Student background information was used as reference points to enhance the data analysis and interpretation.

Data Collection and Analysis

In this section, how data was collected and analyzed are presented in Tables 8 , 9 and 10 as follows.

Analysis of Student's Learning Log Entries

Entries were analyzed within group and across groups for the appropriateness of students' written responses to the article in the areas of brainstorming, predicting, clicks and clunks, summaries, and questions.

The researcher and a member of the research team read selected articles from the same Weekly Reader series as the participants. Working independently, the researcher and team member compared the patterns surfacing from the students' entries regarding predictions, clicks and clunks, summaries, and questions related to the contents of the article.

Table 8.
Data Collection and Analysis of Teacher-Researcher Measures

Measures	Data Collection	Data Analysis
Teacher-Researcher Journal	Entries are recorded monthly	Entries were grouped and analyzed to highlight the patterns over time. Each of the patterns were then compared and discussed by a member of the research team and myself.
Fidelity of Treatment	All of the CSR sessions conducted with the target group were recorded by a audio tape recorder placed in the center of the group.	To monitor the levels of fidelity of treatment to assume the validity of CSR, two audio-taped sessions were selected to identify the presence of the features of the CSR program. These are (1) Strategies for pre-during and after reading and (2) Students' participation in specific roles during small group sessions (target group)
Implementation Validity Checklist	A member of the research team validated according to the specific features of CSR program based on one videotape and one audio tape in Phase II and two audio-tapes in Phase III.	Checklists were examined to list the presence and absence of critical features of CSR intervention program on randomly selected sessions.

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Table 9.

Data Collection, and Analysis of Learning Logs and Gates-MacGinitie Reading Comprehension Tests

Measures	Data Collection	Data Analysis
Learning Log	Entries were collected in each of the CSR sessions throughout phase II and III	Entries were collected based on a specifically designed format that helped students record their entries in the following areas: (1) Brainstorming, (2) Prediction, (3) Clicks & Clunks, (4) Get the Gist and (5) Wrap Up. It was intended to study the patterns, if any, both within group and across groups for students' written responses. (A detailed description is presented below.)
Gates-MacGinitie Reading Comprehension Test	All participating students were administered to take the pre-test in Phase I and post-test at the end of Phase III. Students were instructed to write down their short answers instead of filling the bubbles in order to collect their thinking and written responses. Majority of the students had not taken a standardized test before.	A paired t-test of the difference between pre and post raw test scores was administered to detect significance and changes, if any.

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Table 10.

Data Collection and Analysis of Interview and Audio tape Transcriptions

Measures	Data Collection	Data Analysis
Interviews	Two sets of interviews were transcribed. The first set was conducted at the end of Phase III. The dates were June 3 and 5 of 1997. Each group was interviewed together. The second set was conducted on Feb 18 and 20 of 1998. The six target students were interviewed individually. Six average students were selected at random to be interviewed as a group. The last group consisted of the three high students and three randomly selected from the average achieving group.	Student responses were analyzed according to questions on CSR procedures, perceived effectiveness of CSR, and perceived transfer of CSR skills. (A detailed description is presented in the text of this chapter)
Fidelity of Treatment	All of the CSR sessions conducted with the target group were recorded by a audio tape recorder placed in the center of the group.	See Table 8 regarding Teacher's Measures

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Entries from Learning logs were analyzed to address two different research questions. In Question 2, in order to measure the differerences the enhancement might have on these students, twelve students' entries were selected. They were six target students and six randomly selected average students. Two of these students' entries were selected, one from a lesson on *Dinosaurs* (Weekly Reader, 1/17/1997) in Research Phase II and one on *Cities of the Future* (Weekly Reader, 4/10/1997) from Phase III. Based on entries recorded in the section of "Predictions", each of the entries were transcribed and compared between these two intervention sessions before and after the modifications were made. Two members of the research team examined the entries independently to mark the differences in students' written entries. Since the enhancement made during the before reading stage was intended for the students to make more accurate and detailed predictions based on the pictures, subtitles and captions given in an article, the two researchers noted the generality of verbs and adjectives found in the predictions and looked to see if they connected to information given in the articles.

In Question 3, all 23 students' entries were analyzed for specific observable patterns, if any. The purpose was to look for levels of written expression as found in the following three areas: 1) the type of clues students used to make predictions and main ideas, 2) improvement over time and 3) area of challenges such as understanding figurative language. Two members of the research

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team selected two lessons, one from Phase II and one from Phase III, transcribed and independantly compared the responses, noting the detail and complexity of each response given in the following four sections: 1) Brainstorm, 2) Predictions, 3) Get the Gist, and 4) Wrap Up. Complexity was defined as how well the response was related to the topic at hand, the choice of words and the generality of the idea expressed.

Analysis of Student Interview Responses

Student responses were analyzed according to questions on CSR procedures, perceived effectiveness of CSR, and perceived transfer of CSR skills. The transcripts were divided into two groups: the target group, and non-target group. Each interview transcript was then divided into three sections according to the questions. The questions are as follows:

1. Do you remember what CSR is?

2. Do you think CSR made you a better student?

3. Have you used CSR on your own?

Question 1 sought to obtain responses demonstrating students' recall of the sequence of steps involved in CSR. Question 2 sought to elicit responses demonstrating the students' opinions regarding the effectiveness of CSR in assisting their reading comprehension. Question 3 sought to obtain responses demonstrating whether or not students attained the CSR skills and were using them independently.

All three questions were analyzed in two ways. First, the questions were analyzed for the total number of prompts that the

interviewer provided to elicit an appropriate response. Next, the interviewer's prompts were analyzed for the proportion of prompts and the number of times she provided initial sounds for steps of CSR that the students could not remember. The results for each question were then compared.

CSR Intervention Program & Procedures

CSR comprehension intervention program has six steps that are clearly delineated, which made implementation orderly and systematic. (See Table 11: CSR comprehension Intervention Steps) In Research Phase I, students watched the video and were given mini-lessons on prefix, suffix, and root words. In Phase II students participated in Teacher-led sessions, with sessions at the end of this phase requiring students to perform Clicks and Clunks independently as a group. Phase II also included lessons on summarizing and question generating. Phase III had the students working independently in cooperative groups to perform the entire CSR procedure.

In addition, four roles were set up: 1) Leader, 2) Timekeeper, 3) Announcer and 4) Clunk Expert. The leader's role was to facilitate the CSR process, telling the students the next step. The timekeeper reminded the students of the time allotted for each step. The Announcer called on students to share their best ideas when the time expired and the clunk expert facilitated the clunk strategies, making suggestions for which strategy to use and conducting a poll on which

answer was the best definition. These roles prepared the students for their independent stage.

The following table outlines the six steps needed to be taught.

Table 11.

CSR Comprehension Intervention Steps

Prior to Reading	During Reading	After Reading

1) Brainstorming
  * What do we
  already know
  about the topic?
 	
2) Predicting
  * What do we
  think we will find
  out about the
  topic when we
  read the passage?
 	
3) Reading
	1) Clicks & Clunks
	  * Clarifying any
	  unknown words,
	  phrases or
	  concepts thru 5
	  trouble shooting
	  techniques.
	  a) Read the
	  sentence before &
	  after
	  b) Read the
	  sentence without
	  the clunk
	  c) Take the word
	  apart
	  d) Look at a
	  picture
	  e) Use the
	  dictionary
	
	2) Get the Gist
	  * Summarizing the
	  section read by
	  asking Who? What?
	  Why? When? How?
		1) Wrap Up
		  * Create two
		  questions which
		  show your
		  understanding

In the Before Reading stage, students were given the chance to preview the text. A general topic was given and the students had three minutes to write down all they already knew about the topic. After this period, they were given another three minutes to look over the article being read and predict two to three things they might learn. Thoughts were recorded in student learning logs.

The During Reading stage, students recorded words and concepts foreign to them in the Clunk box of their learning log. Students in a group voted on three clunks to solve. With a pre-set order of the clunk strategies to use, the students dissected the word and came up with the best possible meaning.

Lastly in the After Reading stage, during Get the Gist, students asked the question, "What or who was the most important thing or person in the passage today?" To expand the idea, they also asked, "What did that thing or person do?" To verify their most important who or what, students were encouraged to find at least two to three supporting statements. In Wrap Up, the final stage, students composed two questions that would reflect something they learned from reading the assigned passage. Students were encouraged to use the five W's: Who, what, where, when and how to formulate their questions.

Reading Materials

CSR was to be implemented into an existing Social Studies curriculum. The materials used came from three sources: 1) Teacher summarized article on Mary McLeod Bethune, 2)Weekly Readers

(Weekly Readers, Edition 3, 1997) and 3) social studies textbook, From Sea to Shining Sea by Houghton Mifflin. Weekly Readers which offered more topics of interest to the students was used the most.

Research Setting and Weekly Schedule

This project took place in a self-contained third grade Chinese Bilingual classroom. Three tables were set up to seat six students per group, with the fourth table seating eight due to the needed space for the inclusion child's aide. (See Table 12: Diagram of Classroom) Seats were arranged for children to all face the blackboard in front, assuring that all students could participate in activities done on the board or with an overhead projector. During Phase three, the target group met with the researcher on the floor by the computers and every lesson was audio taped. The other three groups took turns being audio taped and to ensure minimal interference, the group that was to be recorded met in the Library. The last two groups met at their tables, and were not recorded.

Table 13 shows the weekly schedule and highlights the time blocks used for this project. Since English instruction only occurred on two and half days the project needed to last approximately five months from Phase one to Phase three. This time frame ensured that Phase two and Phase three would each have fifteen lessons completed.

Table 12. Diagram of Classroom

Cabinet

Library
carpeted
area x
x
x

Non-target group being
recorded

Teacher
desk

fish tank

Chalkboards

F
student
desks
M
M
F

F
M
student
desks
M
F

Overhead
projector

F
student
desks
M
F
F

F
student
desks
F M
F

Teacher
Desk

Computers

r o o d
o
o

w in d o w

57
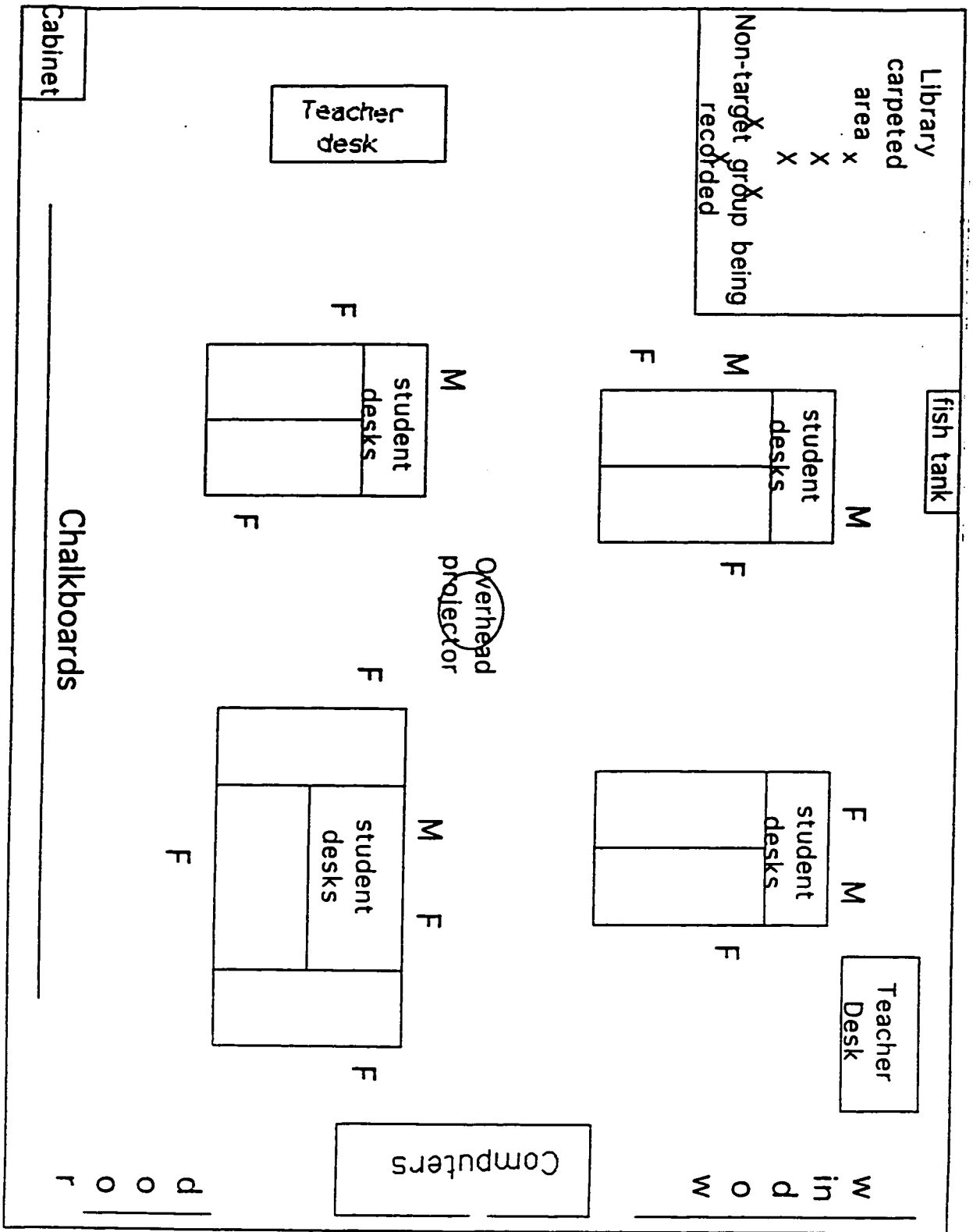
Table 13.

Class Schedule

Time Block	Monday	Tuesday	Wednesday	Thursday	Friday
7:50 am		School-wide Morning Assembly			
8:10 am	Review	Daily Oral Language	Review	Daily Oral Language	Chinese Spelling Test
8:30 am	Chinese Language Arts	Interactive Journals	Chinese Language Arts	Interactive Journals	Cursive
9:00 am	Chinese Language Arts	Reading Centers	Chinese Language Arts	Reading Centers	9:15 am Music
10:00 am			Recess		
10:25 am	Science	CSR	Science	CSR	CSR
11:45 am			Lunch		
12:35 pm	Math	Social Studies	Math	Social Studies	Group Projects
1:40 pm	Closing	Closing	1:20 pm PE	Closing	1:25 pm Spelling Test
1:50 pm			Dismissal		

Note. Instruction on Mondays, Wednesdays and Friday mornings till Recess was in Chinese. Instruction on Tuesdays, Thursdays and Fridays starting from 10:25 am was done in English.

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Chapter 4
Results and Discussions

The purpose of this exploratory study was to document the implementation processes of the research-based CSR comprehension intervention model as an integral part of a third grade English language arts and social studies instructional program. It was designed to advance English reading comprehension performance among inner-city Chinese American students with LEP and at-risk of academic failure.

Based on the guiding research questions, the focus of data collection and analysis was on four major areas: (1) teacher-researcher systematic learning process through the classroom-based research phases, (2) features of CSR intervention program with respect to its usefulness to participating students in advancing their English reading comprehension performance and literacy development, (3) related reading and writing performance among at-risk target students in the intervention processes, and (4) research evidence that may inform field practitioners, parents, and research communities concerning implementing CSR among children with LEP in inner-city public schools.

Report of the Results

This chapter presents the results of data analysis and discussions to address each of the guiding research questions stated in Chapter 1 and summarized above.

Question 1. When assuming the role of a teacher-researcher conducting classroom-based research activities, what are the critical elements that influence such systematic learning processes?

This exploratory study was first initiated out of the need for me to search for meaningful ways to enhance inner-city Chinese American third graders' English reading comprehension performance. To address this research question, a Teacher-Researcher Journal was maintained throughout the four phases of the research project. Based on specific research objectives and activities in each phase, I recorded work in progress, reflections, insights obtained based on (1) observations of students' participation, responses, and questions, (2) research meetings with my thesis advisor, and (3) discussions with other teachers, administrators, and parents during the course of study.

Conducting classroom-based action research by a teacher is complex and challenging. Based on the analysis of the entries in my year-long Teacher-Research Journal, five major elements surfaced that were critical in influencing my systematic learning processes. The following section presents these five elements: 1) personal beliefs and commitment, 2) support network and training, 3) ongoing literature search and review, 4) organization, and 5) content knowledge of third grade curriculum.

1. The first critical element was my personal beliefs and commitment. As a classroom teacher, I had always found that I became lost in the never-ending theories and idealistic notions of

research. However as I started to read more research articles for university or professional development classes, I began to understand how important it was for me to make that bridge between theory and field practices. As the time came near for me to choose a project, I knew that I wanted to engage myself in a project that involved learning and growth for me as a classroom teacher as well as for my students.

In a graduate course, I became interested in the concept of a teacher-as-a-researcher. David Hopkins (1993) noted the importance for teachers to conduct research because it helps the teachers or educators take control of their professional growth allowing them to make better decisions regarding the improvement of their work in the classroom. This made sense to me since I was the teacher and the best judge of my students' abilities and areas of needs. However, as I progressed from the stages of planning, piloting, implementing, data collecting, to analyzing, interpreting, evaluating, and reporting, my entries on personal thoughts began to reflect frequent challenges of my own beliefs and mind set as a teacher.

I was particularly aware of the conflicting roles of a teacher and researcher when I was organizing a series of data obtained from my five-month classroom intervention project into an acceptable thesis format. In my struggle, I came across Marie Clay's (1989) article, "Involving Teachers in Research" in which Clay talks about the differences between a teacher's mind and that of a researcher's.

While a teacher and researcher both have observational skills, each looks and values something very different. A researcher has learned to take the time to analyze and reflect systematically, while a teacher may not due to various reasons. For example, a researcher has set research questions guiding his research process that are descriptive and detailed, and sometimes isolated for specific purposes. On the other hand, a teacher has the broad, "bigger picture" goal of getting students to achieve which encompasses all learning goals.

As I started to piece more of the puzzle together, I realized that when I started the project and thought of improving myself as a teacher, it did not entail a change in mindset but rather in curriculum. I needed something solid to teach to be a good third grade teacher since I had already established my abilities as a kindergarten teacher. As a teacher, I taught what I saw as appropriate and filled in whatever gaps that seemed to arise. In these "teachable moments" I knew that many of the children would benefit, and each in their own way.

"How exactly" and "to what extent" were not questions for me to ask as it would have been for a researcher just as concrete evidence was but a fleeting thought for me, but one of extreme importance to a researcher. I also realize that in order for me to report research evidence and draw any kinds of conclusions or implications for teachers or other teacher-researchers, it is critical that I am willing to change my habits of mind and adopt new beliefs

about teaching. I have also become aware of the important disciplines as a researcher and the confidence one may gain when speaking from hard evidence or systematic learning processes about issues relevant to teaching and learning.

A transition from a teacher-oriented thinking and state of mind to a teacher-researcher mode of thinking did not come easily. Even as I prepared for this research report, I was still in such a process. It is likely that this process can be expected to continue all through my teaching career. Ultimately, it is a personal and professional commitment that will sustain such a transition and change process.

I found that a persistent research team and a desire to see good teaching happen at any grade level and in every class, not just my own, has also carried me. I have learned that as a teacher I need to slow down in my thinking like a researcher, give more thought to things I decide and so structure my class, and ask good questions in order to guide my own observations and modifications. The bridge between theory and teaching is slowly being built and as I pour over my self-reflections, I am able to see where I am most confused as well as where I have grown the most. For example, in my mind, I always had a set time frame of how long students should take on various tasks. I failed to set the time frame according to each student's strengths and weaknesses.

All this has led me to find that I am a much better teacher when I understand why certain things I teach work rather than just knowing that it works. My observations have also confirmed for me

the belief that students are better learners when they, too, know why. To successfully transfer and comfortably assume a role of teacher-researcher, I am influenced by other critical elements as follows.

2. The second critical element was establishing a support network and training. As I completed this project, I believe strongly that it is most ideal for a teacher-researcher to have three inter-related support networks to engage in a classroom-based research project in the realm of achieving student learning. These networks include one from university-based research team, one from site administrators and fellow teachers, and finally one from parents of the students.

This classroom-based research project would not have been possible if I did not have the support of a research team in the Division of Special Education at San Jose State University and ongoing training to assume the role as a teacher-researcher. This team was vital as I would be the only teacher-researcher in the classroom conducting the research project and therefore, the key link to the students' success in this intervention program. Most of all, these researchers were familiar with both the educational issues relevant to inner-city Chinese American children with LEP and with the CSR intervention program. Being able to consult with the experienced researchers, I was able to clarify thoughts, build up observational skills, and modify intervention strategies to better address the needs of the participating students. Many modifications made in the course

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of the study were critical particularly within the constraints of third grade curriculum and time frame.

Having the full support from the school site would have provided me with ongoing opportunities to share findings that benefited other teachers and students while gaining feedback and approval of my research in the classroom. The support was also vital as I was in a shared classroom situation. However, this critical support was not fully built due to various circumstances such as the unwillingness of myself and other grade level teachers to change and create such a community. The separation of language and subjects within my classroom with my co-teacher and the limited time schedule also made it difficult for the two of us to support each other in our own individual lesson plans. It created a major void in the present research process.

It was equally important to build parental support. Within the limited time of a semester, I had to be able to justify the time I was spending and clearly delineate how the time taken out from the regular curriculum for the research would be filled with strategies that were vital to any child's learning. As a teacher I wanted the parents to feel that any research I would do in the class would enable the students to achieve greater scholastic heights. Parents would also be my partners through home training by reinforcing things taught in the classroom at home and providing time for these children to share with their siblings. Parental support in this research context was challenging because these inner-city Chinese

American parents were LEP, and many of them had little time since they held two jobs.

3. The third critical element was my ongoing literature search and review. The research literature regarding my target groups of students was scarce. The intervention program that I would select needed to be a research-based program with a solid theoretical background and a design that provided flexibility for adjustment to different needs, such as inner-city LEP children. To facilitate the success for a new teacher-researcher, the selected intervention program may need to have been previously field tested on children with similar characteristics as the target group of this current research.

Review of relevant literature strengthened my knowledge based on many topical areas. It also helped me understand the merit of the chosen program. Adopting CSR served two purposes. First, CSR was previously field tested among multi-ethnic groups of students with LEP + LD and LEP + At-risk in the same district. Second, the findings obtained from this study informed the research team from a classroom teacher's perspective, and not a resource teacher, as in the previous study.

As I progressed in the stages of this research process, I began to realize the needs of engaging in ongoing review of a variety of literature that would support this intervention project. For example, as I began to analyze various sets of data, I needed to be informed about relevant methods on data coding, analysis, and interpretations.

An ongoing literature review familiarized myself with each stage in the process of my entire classroom-based intervention project.

4. The fourth critical element was organization as it was essential to ensure standardization and integrity of data, and to ensure systematic learning for a teacher-researcher and the participating students. In this section, I presented organization from two different perspectives: Pre- , during, and post-preparation and structure that facilitated teacher-researcher's research and learning processes and ongoing support that enhanced student participation and learning.

<u>Research and Learning Processes</u>. The complexity of research can not be properly carried through without an ongoing monitoring of a four-phase organization. Pre-intervention organization involved the selection of the research design and seeking the approval from parents. This study was patterned after Chang's (1995d) design and expanded to include four phases, each with its own goals and objectives (See Tables 2 and 3 on pages 36 and 37). The logistics of the four phases also needed to include clear guidelines and a timeline that I felt was "easy" to maintain.

Since this study was exploratory and qualitative in nature, it yielded large volumes of student responses in various forms. During intervention, organization included following clear guidelines to assure the fidelity of the implementation per critical features of the CSR program, monitoring the growth of student participation and responses, modifying the intervention procedures deemed necessary,

collecting student responses per designed timeline, and recording reflections and insights.

Post-intervention organization helped me engage in systematic data analysis, literature review, research consultation with the team, and follow-up interviews in a timely manner. I learned to devise a system of managing data collection, analysis, interpretation, and reporting with the support of my research team. The substantial learning that promoted personal and professional development occurred as I began to analyze data and organize findings. It was important to me to have consistent support in advancing and maintaining organization, as well as sustaining my willingness and flexibility to engage in the meaningful post-intervention phase of learning.

Student Participation and Learning. This project was predicated on the assumption that the designed activities would assure that third graders could understand and participate in a five-month research process. CSR provided three distinct stages in reading intervention: Pre-reading, during reading, and after reading as shown in Table 11 on page 54.

Since this study was advanced from Chang's (1995d), I was able to visit a classroom where CSR was implemented a year earlier to design the necessary organizational structure to support student participation and learning through all three research phases. From my visit, I learned to prepare poster size signs of the six steps of CSR to post in my classroom, to provide cue cards for the roles in

cooperative learning groups, to plan and implement lessons on phonemes to incorporate the third grade curriculum, and to develop a learning log format to assure student participation and learning.

In addition, I worked with four students on creating an informational video on the CSR process while I took a course on Video Recording for classroom teaching. Through this video, I enriched the students' schema for CSR prior to the formal intervention processes. To further enhance the students' learning, I added the visual aid of a sun to the step of brainstorming in pre-reading stage, so that the children would be provided the opportunity to learn visually. Finally, since CSR required students' ongoing interactions, I provided additional cooperative learning activities to enhance their participation skills.

5. The fifth critical element was my content knowledge of the third grade curriculum. This was the first attempt to implement CSR within a third grade Chinese Bilingual classroom, since all previous CSR research was done either in pull-out based LD resource program small groups or in fourth grade and above. Hence, the intervention program had to contain strategies that were essential to becoming a good reader within the third grade curriculum.

In my preparation, I found that part of the English Language Arts curriculum dictates that third graders should be able to identify the main idea of a passage as well as be able to organize any information. Third graders also needed to have lessons on prefixes, suffixes and root words as dictated by the reading curriculum. CSR

embraced all of these requirements as the fifth step of CSR was to find the main idea, and one of the clunk strategies was to take the word apart. The step by step linear process, as well as the steps of brainstorming and prediction, would teach children how to organize information. These organizational skills made it critical for a teacher-researcher to cover a wide range of preparations before, during and after the study.

Question 2. What are the features of CSR as an intervention program that were most beneficial or challenging to the students who participated in the study as reflected in the following areas:

a. Pre-reading,

b. During-reading, and

c. After-reading?

To address this question, I organized information obtained through Research Phases II and III in each of these stages as follows:

CSR in Pre-Reading Stage:

Although brainstorming and prediction were the two strategies designed to activate students' prior knowledge, based on the patterns observed from students' learning log, enhancement was necessary in order for them to coordinate reading activities in a coherent manner. For example, students were fixed on the idea or assumption they wrote down as a predication without incorporating new information obtained from reading the selected passage. In order for the students to see the benefit of brainstorming and predicting in their reading

comprehension processes, I intervened by providing them with specific instructions and activities as illustrated in Table 14.

Table 14.

Enhancement Made in Connecting CSR Pre-Reading activities

Challenge	Enhancement	Benefit for Students
* To help them make more detailed and concise predictions that can be reflected in their individual learning log	* I pointed out headlines, titles, pictures and captions as clues to the article	* Set up a broader and more open stage for them to learn about the topic at hand as documented in their Learning Logs
* To help them connect their predictions with the passage reading in the During - reading activities	* I had the students free write about what they learned from the article after they read the passage and discuss how it was related to their predictions.	* Expands the students' schema and builds up their awareness and knowledge about reading processes as reflected in their free writing

As the students' predictions became more detailed in the Pre-reading stage so did their main ideas reflected through discussions as they applied the strategy, at the during-reading Stage in Get the Gist. The entries transcribed from twelve students' learning log reflect such a pattern. See Tables 15 and 16.

In the lesson on dinosaurs on February 25, 1997, which was our third lesson, the prompt word for the brainstorming stage was "dinosaurs" and the clue given for prediction was "It was bigger than

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T-Rex!", which was the name of the article. The predictions made as shown in Table 15 showed very general statements about dinosaurs, lifestyle and size. Several target group members did mention a brontosaurus, although there was no picture of such a dinosaur. This may have been part of their prior knowledge about dinosaurs. Although these predictions are not incorrect, the caption under the picture and other pictures referenced the size of the body and the teeth of the newly discovered dinosaur.

In the April 10 lesson, which was the last lesson in Phase II, students were given the same prompt for both brainstorming and prediction, Cities of the Future. The students were reminded to use all the information given in the newspaper to make their predictions. In all the predictions made by the general class, there is some mention of water or size, which directly reflects the picture. Although, some of the predictions made by the target group do include water, one student took the suggestion of looking at the title and subtitles very literally. Student T5 mentions, "... another Weekly Reader city..." In the passage there is a subtitle, "Another Future City, " and Weekly Reader is printed in large yellow letters across the top of the front page with the actual title of the passage, "The City of the Future," in smaller white letters underneath. The predictions about learning about the future are not wrong, however the pictures in the newspaper clearly show

Table 15.

Prediction Entries from Learning Log Before and After Enhancements

Dinosaur Lesson - Before Enhancements	Cities of the Future - After Enhancement
S1. I think I will learn what happened to the dinosaurs.	S1. I think we will learn that our future city will be on water.
S2. I think I will learn about the T-Rex.	S2. I think our future city will be a boat.
S3. I think I will learn about how dinosaurs (were) born.	S3. I think I will learn how big it is.
S4. I think I will learn how they live. I think I will learn how they protect themselves.	S4. I think we will learn about the cities are in the sea.
S5. I think Iguanadon (is bigger). I think (a dinosaur with a) longer neck (is bigger).	S5. I think I might learn about above sea water houses.
S6. I think it is a brontosaurus.	S6. I think I will learn about what the future might look like. I think I will learn that the bridge will be over all the buildings.
T1. I think I will learn that a brontosaurus is bigger.	T1. I think I will learn about a sand tower. I think I will learn about a water home.
T2. I think the dinosaurs has babys. I think they are little smaller.	T2. I think I will learn about the big future. I think I will learn about people swim in the future.
T3. I think I will learn that a brontosaurus is bigger than a T-Rex. I think I will learn that a brontosaurus is healthy.	T3. I think I will learn the City of the future is on the water. I think I will learn how big the city of the future is. I think I will learn how they build it.
T4. (Had no entry)	T4. I think I will learn what will happen in the future.
T5. I think I will learn about small dinosaurs. I think I will learn about big dinosaurs.	T5. I think I will learn about Weekly Reader another future city.
T6. I think I will learn how big. I think I will learn how bad. I think I will learn how (much) bigger (the dinosaur) is than the T-Rex.	T6. I think I will learn how people create the cities with computer.

Note: (S denotes non-target students; T denotes Target students)

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Table 16.

Get the Gist Entries from Learning Logs Before and After Enhancement

Dinosaurs - Before Enhancement	Cities of the Future-After Enhancement
Get the Gist:	Get the Gist:
S1. This section was about discovery.	S1. This section was about things happening under the water.
S2. This section was about Carcharondontosaurus is bigger than T. Rex.	S2. This section was about city (being) built underwater.
S3. This section was about the Carcharondontosaurus.	S3. This section was about a future city that is built on the water.
S4. This section was about what Carcharondontosaurus was like.	S4. This section was about future cities on water.
S5. This section was about Paul Sereno.	S5. This section was about the future cities on water.
This section was also about Carcharondontosaurus.	S6. This section was about a future city that is next to water.
S6. This section was about Carcharondontosaurus.	T1. This section was about a city on the water.
T1. (Had no entry of own; used teacher generated one)	T2. This section was about the big future in the city. Also about a round glass like a cone.
T2. (Had no entry of own; used teacher generated one)	T3. This section was about the dome.
T3. (Had no entry of own; used teacher generated one)	This section was also about the City of the Future is on the ocean.
T4. (Had no entry of own; used teacher generated one)	T4. This section was about the future city built on the ocean.
T5. (Had no entry of own; used teacher generated one)	T5. This section is about the future have a clear dome that lets in the sunlight.
T6. This section was about Carcharondontosaurus.	T6. This section was about what is the future cities is like.
This sections was also about Sereno discovered the bones of a dinosaur giant called Carcharon...	

Note: S denotes non-target students; T denotes target students

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all cities located in the water. When examining the target students learning logs, it seemed to indicate that they needed more practice, as later entries do reflect more detailed predictions and main ideas. (See Tables 15 and 16.)

The free writing, in relation to their learning log entries, was more difficult to assess since there was not one right answer. Although the students learned things, what was internalized varied in intensity and detail. Instead of analyzing and looking for patterns, I looked for understanding of the passage read the day before and checked to see if the three things mentioned in the paragraph were valid and mentioned in the reading. As the semester progressed, and time was needed for other projects, the time for free writing diminished. Whenever the time block dedicated to CSR allowed for it, I had a discussion about what was learned and went over any questions the students may have had instead of assigning free writing.

CSR in During-Reading Stage:

Due to LEP children's lack of adequate vocabulary necessary to support their reading processes in this study, CSR sessions became more of a vocabulary lesson as evidenced by the time spent on "Clicks and Clunks" versus any of the other strategies. As vocabulary affected comprehension and understanding, I observed that many of the students had trouble using the Clunk Strategies. This in turn affected the final word definitions that were determined. The following thoughts as recorded in my March 14, 1997 journal entry,

during Phase II, indicate my concern over the possibility of my students learning the wrong definitions:

> Should I be encouraging the (students to use the)
> dictionary? I think many of the students think
> that should be the first strategy. If they were
> reading on there own, that would be okay.
> But if they were taking a test, that would be
> unavailable. As would the teacher. How would
> these students know to go on to the next step?
> What are the clues as to when they stop doing
> the strategies?

I then decided to check on the students' definitions at the end of every lesson and devised an order to the clunk strategies for the students to follow. The following transcription shows the beginning of such a period where I am asking different groups for their definition of a clunk.

> "T: Okay, let's look up here please. How many people have
> addictive as a clunk? Okay what did you guys get? Dragon
> table?"
> (Lesson # - May 13, 1997, Phase III)

Reviewing three clunks at the end of each lesson clearly reinforced those groups who had the "correct" definitions as echoes of "Yea" rang through the room. The effect of the modification to the clunk sheet midway into the study was difficult to assess. Although I felt it helped the students by correction, it did cause some confusion in terms of organization. However, having a set order to follow when applying the clunk strategies, I observed the students having more ease with them. There were no more arguments as to which Clunk

Strategy to use first. However, because consensus could not be reached, other nontarget groups still went through all five strategies in a sequential order.

Table 17.

Enhancements made Regarding Click & Clunk Strategies

Challenge	Enhancement	Benefits for Students
* To make sure the students were learning the correct meaning of their clunk words	* At the end of each lesson, we went over three clunks. To enhance this discussion, I devised a Clunk Recorder sheet that had a column titled "Actual Meaning" for purposes of correction and reinforcement.	* The students were given a time to discuss their findings, correct any mistakes and learn the meaning of a new word.
* To internalize the Clicks and Clunks strategies to the point where they are second nature, much like the way a "good reader" uses strategies when reading.	* I put the five Clunk strategies in an order that seemed to be "natural" for the students	* By practicing this order, the students would learn a strategy that would not only help them comprehend, but would also provide some troubleshooting when they came to word they did not know.

Table 18.

Enhancement Made Regarding Get the Gist

Challenge	Enhancement	Benefits for Students
*To help students identify the main idea	* Since the main idea is supported by various facts, the tie in to Writing a Paragraph made sense- just as the topic sentence of a paragraph needs three supporting facts so a main idea should have at least three supporting ideas. * At the suggestions of another teacher I Asked the following questions: 1. What was the most important who or what in the passage? 2. What did we learn about that who or what?	* reinforced writing process while helping to find the main idea as reflected by class work and Learning Logs * taught the students how to self-monitor as reflected by their Learning Logs

Although the students showed some comprehension of the passage read, finding the main idea of a passage was clearly very difficult. Often the students would name isolated events or facts as the main idea. However, due to my inexperience in intermediate grades, I had a hard time isolating skills that would help students find the main idea. I noticed that the students would often select

trivial facts of interest to them that alone were not main ideas but when properly classified and categorized, the various facts would point to the main idea. I then decided to tie in the students' writing process since it involved similar ideas, and sought advice from other teachers who were familiar with the CSR process. Table 18 presents the enhancement made in this stage.

CSR at the After-Reading Stage

The questions the students generated in Wrap Up were to be an indicator of what and how much they learned from the passage. I assumed that this questioning process would be the easiest for the students. However, I discovered that the students had a difficult time asking questions that pertained to the lesson at hand. Often times they confused what they wanted to know with what they learned. An example of this is the question asked about Mary McLeod Bethune's own educational background during the second lesson on February 23, cited in Table 20.

Table 19.

Enhancement Made Regarding Wrap Up

Challenge	Enhancement	Benefits for Students
* To get students to ask questions pertaining to the information given in the passage read	* Used question exercises developed by Palincsar as suggested by research team	* Students are given the practice they need to ask questions about a given passage and helps them to narrow down their thoughts

Although there is nothing wrong with the question on how Mary Bethune became a teacher, the biographical passage about Mary McLeod Bethune discussed how Ms. Bethune opened a school for black girls in Florida. Also, the answer the student gave to this particular question is inappropriate which could indicate a mismatch in concepts and ideas.

The simple exercises of having students change sentences or thoughts into questions really helped the students narrow down their ideas and ask a question specific to the passage read. The following examples in Table 20 illustrate the before and after enhancement made. In the reading pertaining to Salmon *Fish*, there indeed was a section of the passage that discussed the circle of life in regards to the salmon fish and the Kwakiutul people. Although the answer can be elaborated upon, the question shows the child's understanding of the circle of life, which is an important concept to any Native American tribe.

Table 20.

Examples from the Wrap Up section of the Learning Logs Before and After Questioning Exercises

2/23/98 Lesson on Mary McLeod Bethune BEFORE Questioning Exercises	4/8/97 Lesson on Salmon Fish AFTER Questioning Exercises
Q: How did she become a teacher? A: She had to teach people.	Q: Why did the Kwakiutul (Indians) help the salmon? A: Because the salmon helped them.

In sum, while CSR teaches strategies that good readers need, there is a considerable amount of scaffolding that is required for successful implementation with an inner-city LEP student population. The Before- Reading activities of brainstorming and prediction are done with relative ease. However, in order for these two activities to be as beneficial as possible, students need to be encouraged to activate more of their schema and taught to make more concise predictions as they grow older, so that they can preset their minds to the topic of the passage and internalize more. More time needs to be given for the During-Reading activities so that through practice students might internalize the clunk strategies and use them with relative ease as well as be able to weed out the trivial thoughts of a passage to pinpoint the main idea. Likewise questioning skills in the After-Reading stage, require practice and direct teaching in order for these students to be able to differentiate between script implicit and script explicit questions. All these steps were necessary in order to help the target student comprehend better.

Question 3. As a result of participating in the CSR intervention program, what are the observable learning and behavioral patterns among the participating students, particularly those at-risk students in the following areas:

    a.   student participation,

    b.   written responses,

    c.   usage of CSR strategies, and

d.   pre and post reading scores obtained from a standardized test?

To address this question, a set of measures was used to obtain information on student learning according to their participation over time, written responses reflected through a learning log, their uses of CSR strategies, and the pre-post reading scores obtained from the Gates-McGinities test. The synthesis of results is presented as follow.

Student Participation

Student participation is critical in this study, and discussions presented here were based on teacher observations and audio tape transcriptions. By design, the research Phase II had the students working together as a class, Phase III had the students working in small groups of sixes. Each group was set up to have a mixture of abilities. In an effort to ease the transition from a teacher-led to the peer-led independent groups, I started having the groups carrying out Click and Clunk strategies independently. This first occurred on March 18, 1997, the tenth lesson. It was during this time that I observed the target students, dispersed in various group, agreeing with everything the high achieving students said. They did not actively participate and would only answer when called upon by the group leader. The groups had been instructed to get whole group consensus.

Wanting the target students to develop the CSR strategies on their own, I then pulled the target students out to form a group of their own in order to generate more opportunities for them to

practice the CSR strategies. This change of participation also provided the chance for me to closely monitor the target students and facilitate their lessons in the direction I felt was needed. The target students first met independently as a group on April 8, 1997, the thirteenth lesson. I saw that this new form of participation did provide a higher level of comfort for the students as they showed no hesitation when talking to one another and sharing their ideas as reflected in the following journal entry:

> Some good things: they (target group) definitely like being in a same level group. There is definitely more interaction and talking than if they remained in their respective groups.
> (Self Reflections - April 29, 1997)

Another safeguard for active participation was embedded within the CSR procedures: role assignment. In addition, the most visible way I could assess students' reading performance was through the job roles. The roles served as a guideline for the students to follow when doing CSR as a small group. All the students, high, medium and target, enjoyed taking on one of the four roles. As I gradually introduced the four roles in Phase one, I had no trouble getting some of the target students to take a role. Based on observations many of the students raised their hands for the roles and were very excited when chosen. In order to make the process fair, I had to develop a check list in which I could keep track of who already had a turn.

During the third research phase, in those independent groups, for some groups, it was a process just to determine who had what

role. For example, some of the tapes have a dialogue in Chinese in which the students were arguing about whose turn it was for the roles. These were a student's thoughts written on May 15, 1997:

> Sometime(s when) we picked a job (it) is not so good because we always say we want to do this (role) and want to do that (role).

Since the four roles did not vary in their expectations, I noted that the target students read the instructions on the cards with ease after a few times.

Written Responses

The purpose of the learning log was to have a written record of the students' learning and to reinforce the steps of CSR. Therefore, it was no surprise that there was absolutely no deviation from the teacher generated Learning Log format. Since there was no deviation, all students learned the following basic sentences which included some vocabulary words important to reading comprehension: I think I will learn ... and This section was about...

When analyzing the written responses, the two researchers looked for the types of clues the students may have used, the improvement over time and the areas of challenges. The patterns found in the learning logs were consistent for all levels of children as revealed in Table 21: Patterns of Student Entries in Learning Logs. Entries differed in details, with the target group having very general entries and the higher students having more concise and tacit thoughts. Table 22 and 23 show the Learning Log entries generated

from two different lessons, and detail the difference between high, average and target groups.

Table 21.

Patterns of Student Entries in Learning Log

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1) Brainstorms were always based on the words given as the topic,
2) Predictions were always based on what the students had brainstormed and
3) Wrap Up was almost always based on what was generated as the main idea.

In some cases, the Wrap Up also generated questions about some of the vocabulary learned in Clicks and Clunks. Over time, the greatest change was in Wrap Up where the questions became more diverse as the students knew they could ask almost anything from the article.

The two researchers also noted that two areas seemed to indicate significant challenges especially among the target students, and some of the average students. One area was figurative language. In Table 22, Student entries from "A Sea of Grass", brainstorming entries show how the target students took the phrase "A Sea of Grass" in the literal sense and wrote down "wet" and "grass". The picture in the text showed a prairie with grass blowing in the wind. The average students' answers, "by the sea" and "looks like a flower", seem to indicate an understanding that "Sea" in the title was not literal reference to the body of water. On the other hand, the high

students' answer clearly indicates an understanding of use the figurative language.

Table 22.

Student entries from "A Sea of Grass" (Lesson #6, 3/6/97)

Level	Brainstorm	Prediction	Get the Gist	Wrap Up
High n= 3	-grass that flows in the wind and it looks like the sea	"I think I will learn about things on a big patch of grass."	"This section was about a field of grass and how high it can grow."	"Where does the grass grow higher? The Eastern prairies or the Western?"
Average n= 14	-by the sea -looks like a flower	"I think I will learn about wet grass."	"This section was about wet, hilly grass."	"What is another name for a prairie?"
Target n= 6	-wet -grass	"I think I will learn about grass."	"This section was about wet grass."	"Why was the grass wet?"

The other area of challenge seemed to be the student's limited general information known about their world, which limited their scope of learning about any given topic. Entries from the Television (Weekly Reader, 5/1/1997) show the limitations of the target students' schema, while the high students were able to connect the topic to other concepts such as electricity (see Table 23).

Table 23.

Student entries from "Television" (Lesson #21, 5/1/97)

Level	Brainstorm	Prediction	Get the Gist	Wrap Up
High n=3	- electricity - bad for eyes	- I think I will learn why kids watch tv - I think I will learn why kids bury tv	- This section was about kids who don't like tv - This section was also about what kids can do without tv	- What did the kids do to the tv? - How long do Americans watch tv each day?
Average n= 14	- watch - channel	- I think I will learn about the tv - I think I will learn about kids burying tv	- This section was about burying a tv	- Do kids watch tv more than going to school? - Why are kids burying the tv? -What are the kids burying? -How do you bury a tv? -When is National TV turnoff week?
Target n= 6	- big - news	- I think I will learn about kids dying for tv - I think I will learn about what can the show be	- This section was about a tv - This section was about bury an old tv	- Why did they bury the tv? -What is a boob tube?

In general, the target group and students at the medium level all showed improvement in their brainstorms and prediction, by making better guesses when paying more attention to all the

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available information given overtime. However, a comparison of five lessons, nonetheless showed that entries were consistent in the observable patterns: that of the target students being less detailed and specific while the higher students showed more implicit thought. This realization came from doing the question worksheets developed by Palincsar and team (Palincsar, David, & Brown, n.d.).

Usage of CSR Strategies beyond the Research Session

Data from interview responses as self reported data, was analyzed to present a profile of how participating students, both target and non-target groups used CSR strategies.

Self Report. The follow up interviews conducted at the end of the research project were designed to solicit their opinions regarding CSR strategies. Detailed transcripts obtained from the interviews of the target and non-target groups are presented in Appendices D & E. Since all groups aside from the Target group were arranged to have a mix of reading levels, the comparisons of student responses was then made only within these two groups of students: Target and Non-target to present the target students' general profile in their opinions regarding usage of CSR in light of other students' responses (See Table 24).

Analysis of the student responses indicated to me that although the students felt that the Clicks & Clunks was the most difficult step, it was the one area they agreed upon as having learned the most.

Table 24.

<u>Comparisons of Student Responses Regarding Overview and</u>
<u>Perceived Usefulness and Challenges of CSR Strategies</u>

Categories of Questions	Non-Target Groups Responses	Target Group Response
<u>Overview of CSR</u>: *What is CSR? *What were the steps of CSR?	*Knew sequence *Some forgot to mention reading as a step *Knew the meaning of Collaborative	* Knew the sequence * Forgot what Collaborative meant * Not asked to sequence
<u>Perceived Usefulness</u>: *How was it helpful? *How did CSR help you? *What did we learn? *What are we trying to learn better using CSR?	*Improved Vocabulary *Few mentioned improvement in reading and writing	*Improved Vocabulary *Reading improved *Learned more *Writing improved
<u>Perceived Challenge</u>: *What was hardest about CSR?	*Clicks & Clunks was most difficult *One mentioned Wrap Up - eluded to difficulty in language usage	*Worked together because didn't yell, scream, fight, and paid attention.
<u>Group Work</u>: *Did you work well as a group?	*One group had trouble due to playing around, being goofy, and not listening to each other.	*Need to work on talking to each other (conversation).

They also began to develop a more accurate sense of self-evaluation being able to cite some concrete areas in which they did or did not do well.

Table 25.

<u>Comparisons of Student Responses Regarding the Applications of CSR Beyond Research Sessions</u>

Category of Questions	Non-Target Groups Responses	Target Group Response
<u>Applications of CSR:</u> *How would you teach next year's class?	* Most knew Clicks and Clunks well - knew the strategies verbatim * Few mimicked my teaching, "Today we are going to learn a new... we are going to learn about CSR." *One group mentioned, "Put them into groups."	*Sequence of steps were interjected with physical things such as sitting in a circle and drawing a "sun" for brainstorming and writing words in a Clunk Box. *Clicks & Clunks strategies were explained rather than repeated verbatim *When explaining Get the Gist, I used an example to get a more detailed account
*Did you try doing CSR with anyone else or during other times?	* Four students taught CSR to other family members *Several used CSR during independent reading	*Did not receive these questions

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Another set of questions were asked to solicit their responses regarding to what extent they applied CSR beyond research sessions (See Table 25).

Analysis of their responses indicated to me that learning occurs when there is good teaching. Good teaching in turn involves hands-on activities, like drawing a sun for brainstorming. Also important are opportunities for children to learn within a real context, such as using the clunk strategies when reading a children's newspaper.

Pre- and Post Reading Scores reflected in Standardized Testing

While the class did not show any improvement through the Gates-MacGinitie, the target group, albeit a small sample, did show improvement (showing that they needed to learn some test taking skills as well as basic skills needed for reading)

Table 26.

Target Group's Pre- & Post Scores on Gates-MacGinitie

	Pretest 2/11/97		Post test 5/27/97		
	Mean	SD	Mean	SD	Sig.
Vocabulary	9.5	2.74	11.833	6.31	p<0.05
Reading Comprehension	9.833	2.32	13	3.9	p<0.05

Table 27.

Non-Target Groups' Pre- & Post Scores on Gates-MacGinitie

	Pretest 2/11/97		Post test 5/27/97		
	Mean	SD	Mean	SD	Sig.
Vocabulary	21.4	5.63	24.467	5.08	none
Reading Comprehension	26.733	7.14	33.667	6.32	none

However, overall, this standardized test was modified in the data collection procedure. The test may not be sensitive to the intervention study. In general, there were limited tests available as an outcome measure for inner-city at-risk students. The challenges faced in adopting these two tests are summarized as follows: 1) While CSR encompasses an ideal set of strategies and a process of trouble-shooting needed for reading comprehension, the assessments tested basic recall and inference. 2) CSR also focused on vocabulary building and finding the main idea and each lesson in class lasted roughly an hour, while allowing for discussion among peers. The Gates-MacGinitie was timed, which did not allow the students to attack words they did not know with the Clunk strategies taught in CSR. 3) Gates-MacGinitie was also an individualized test which didn't allow for interaction between the students. 4) Lastly, CSR has a student find out the meaning of a word set in context while the Vocabulary test on the Gates-MacGinitie tested a person's knowledge base and memory within its multiple choice set up.

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Given those contradictions, the pre and post-test results were used as a reference only. These students were LEP and had a lack of acculturation into the American society at large. There is a critical need for the research community to develop various outcome measures that can better reflect learning or intervention effects among these inner-city student populations. For many of my students the only exposure to the American culture is through the many field trips provided by school. For example, many of my students had never been to a movie theater or to a beach.

Question 4. To what extent did the research processes enhance or challenge the teacher-researcher's beliefs and teaching approaches with the inner-city LEP students, particularly those at-risk of school failure?

To answer this question, I drew upon my year-long Teacher-Research Journal, and the analysis of the findings related in research questions 2 and 3. Four areas challenged my beliefs and teaching approaches with inner-city LEP children: 1) Expectations, 2) Early experiences in school, 3) Knowledge gaps among inner-city LEP children, and 4) Focus of Classroom Intervention: Student learning.
Expectations

As a veteran kindergarten teacher of four years, I anticipated my transition to third grade to be fairly easy. I had just transferred back to the inner-city from a suburban school where the majority of the third graders were consistently scoring at the 90th percentile or higher on the state exam. When I walked into one of the third grade

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classes in late May, the students were writing extremely detailed paragraphs and the teacher informed me that her students were writing essays as well. From the conversations within each group, the students were clearly able to discuss almost any topic independently. I felt confident that any third grader would be able to handle the demands of CSR. However, what I was not able to see in those twenty minutes was the struggle some students had in writing, the unwillingness to try, the constant re-teaching and discussion of group work, the parental support and the previous training each child had from the grades before. Thus I entered my first year of teaching third grade with a head full of expectations based on other children and personal beliefs, without any regard to the population or accomplishment of my specific students. I was shocked to find students who not only could not read, but also had attitudes that seem to indicate their choice not to learn. My aide volunteered to tutor two of the target students on Saturdays, both of whom refused, citing disinterest and indicating that the weekends were intended for fun.

My desire to have my students achieve was not enough. They needed to want it too. My expectations changed and for the first time I learned what it meant to meet a child at his level in order for him to achieve not only academically but also within himself. Gone were the kindergarten generalizations of "set high goals and all will eventually meet them with time." This was reflected in my journal dated on 2/24/97:

My expectations are definitely too high. I expect them to be
perfect from the beginning. I need to remind myself that
each child is at a different level. (Teacher Reflection)

Although I had altered my expectations, my drive to see these

children succeed, according to my standards, did not change. It was

in this drive to prove myself as a capable teacher that I lost some of

the more teachable moments within this research process. I had

pulled my target students to form a group of their own after two

sessions. I noticed that they were not participating. This target group

proved to be successful as it was evident they were more at ease and

willing to share whatever it is that they had written down in their

learning logs. However, it was not until a year later, after I listened

to more tapes, that I realized it was my belief that the target group

could not hold a discussion, that lead me to monitor their group daily,

instead of periodically, and it was my constant presence that told

them they could not learn without a teacher. My journal entry on

3/17/98 also validates this claim:

But now in hind sight, I realize they have learned. Each
child has just learned something different and something
they found interesting. (Teacher Reflection)

Early Experiences in School

I began to understand how the things I taught in kindergarten

affected the learning in third grade, in other words, the early

experiences in school. Year after year I met in grade level groups to

discuss standards and goals as a kindergarten teacher, and year after

year I never quite knew what to do with them. Teaching third

graders finally made me realize why developing a rubric was so important in helping my students access district curriculum in upper grades. When my kindergarten students did Show and Tell or read a book they published out loud, it prepared them for group discussions. When they had free choice and buddy work, it trained them to be aware of another person. This year, as I teach kindergarten again, I am revamping my program to include a more diverse curriculum that will provide much needed early school experiences for inner-city kindergartners.

The results from the interviews also indicated to me that brainstorming and prediction were the most common and popular terms of CSR among those participating students. This may be due to the fact that every teacher from kindergarten to fifth grade uses these two terms and enhances student learning. One student indicated in the interviews that brainstorming was something she had learned in kindergarten and she assumed that everyone knew how to do it. The interviews also made me realize how I needed to take a more active role in talking to teachers in other grade levels and encourage instruction of similar strategies. Had I gone to the fourth grade teacher and discussed CSR with him, CSR could have been reinforced and the target students may have developed these skills even further.

Table 28.

Gaps in Meeting the Demands and Expectations of Weekly Reader

General Demands & Expectations	State of Inner-City Learning
1) Experience in diverse entertainment such things as watching sports, riding a bike, travel, etc. Watches news in addition to cartoons and movies	1) Basic form of entertainment such as watching tv and often limited to cartoons and movies.
2) Familiarity with knowledge and vocabulary regarding topics discussed (i.e. For the Comet article, students needed to know such things like orbit, the solar system, names of planets, etc.)	2)Limited schema and vocabulary
3) Interaction with neighborhood/neighbors	3) Often only saw family and extended family. Rarely plays outside in neighborhood if at all
4) One family lives in a house with limited extended family members, if any	4) More than only family usually lives together or lives in government assisted homes where space is limited
5) At least one family member works in a white collar job	5) Parents work in restaurants and/or sweatshops.

Knowledge Gaps among Inner-City Learners

The students' lack of experience and general knowledge about the American culture and lifestyle, affected their vocabulary which in turn affected their comprehension. Lessons done with the Weekly Reader were a strong indicator of the students' lack of schema about the passages read. The target group all came from families where both parents worked long hours in restaurants and/or sweatshops in an inner-city community and had little formal school education themselves. Parents gave support and help that were limited when it came to their children's school education. Table 28 shows a brief

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comparison in the demands and expectations of comprehending a Weekly Reader passage and where my inner-city LEP children were.

One example in the discussions about Cigarette Manufactures (Weekly Reader, 5/13/1997) a lesson done on May 13, 1997, in Phase III, may highlight the situations for concern. From classroom discussions, as revealed in audio tape transcriptions, students focused more about family members smoking and the understanding that smoking was bad. They completely bypassed the focus of the article that Cigarette Manufactures had prior knowledge of the lethal drug, were selling cigarettes, and chose to ignore the impact of lethal drugs for human life. It seemed that such types of "gists" might be too abstract for these inner-city LEP children to grapple with at this point in time.

Further evidence was found in their entries under Get the Gist in various target group members' journal entries indicated that they learned smoking was bad, something they also noted they knew under brainstorming. In the discussion, the business aspect of the smoking was a difficult concept for the students to understand (See Table 29)

Focus of Classroom Intervention: Student Learning

The major purpose of this exploratory teacher-research process was to enhance student learning. The multiple data sets provided me with opportunities to self-reflect to what extent I have realized such a major purpose. Information presented in this section is synthesized

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from student interviews, learning log entries and audio tape

transcriptions to support the following discussions.

Table 29.

Transcriptions for lesson on Cigarette Manufactures

W: C
C: The section was about people are smoking a bad habit.
Teacher: Okay
W: Cr
Cr: This section was about disease and smoking.
W: E
E: This section was about cigarette is bad for you.
Teacher: Okay
W: A
A: This section was about a company.
W: Myself. This section was about cigarettes.
Teacher: Okay. C can you read your second one? We didn't hear yours.
C: This section was also about a company
Teacher: Did this really tell you that it was bad for you?
Ss: No
Teacher: What did we talk about? His was the closest. It was about a company. What did we learn about this company?
S: _____ money.
Teacher: Money. What did we learn about money and the company?
(Target Group transcript & Learning Logs, May 13, 1997)

Note: W, C, Cr, E, and A, all represent different students in the Target Group. Ss denotes all students and S denotes an identifiable student voices.

Student-Centered Learning. As the research process

progressed, I realized that I was too focused on the set of strategies

that CSR encompassed. I had internalized a right way to do CSR that

affected the way I worked with the students especially the target group. In my 3/16/97 journal entry I realized that I needed to give more room to the students to explore, make mistakes and learn:

> I think with Clicks and Clunks, I am just going to let it go. Well, not really. I'll let them go ahead first. Then when I monitor the groups, if the definitions are wrong, I'll make them do it over. (Teacher Reflection)

My focus blinded me where I did not see that the students were learning and internalizing strategies. This target student's reflection shows what she found to be most valuable from her lessons recorded in the learning log:

> This is about good things we do in CSR. We help each other because we can learn. We read because we can learn more. We write because we can write good. We have to be nice because we can be nice to each other. (Free Writing 5/15/97)

This type of student's reflection told me that many of my students were engaging in a complete process of learning that included learning how to communicate and work with others and valuing the group process.

Connecting CSR Strategies. The valuable strategies were needed by every student to become a good reader. However, knowledge of these strategies would be of little use if the student did not realize the strategies were helpful for reading or if the student did not know how to use the strategies. When interacting with the target students in their Reading Interview, most said that they would ask a teacher for help if they were having trouble reading. However, half of these students also said that the teacher would tell a troubled student to,

"Sound it out" as a solution to reading problems. Such a finding reaffirmed the need to provide students with more strategies beyond just basic decoding skills.

Monitoring Fidelity of Treatment. The audio tape transcriptions reflected classroom interactions during CSR intervention sessions opened another window for teacher-researcher to monitor the fidelity of treatment. This program adapted specific CSR strategies in order to enhance their reading comprehension processes. Two CSR sessions were randomly selected in order to analyze and monitor specific features presented in Research Phases II and III.

An inter-coder reliability indicated that the level of CSR interaction program was indeed above 90% accuracy.

In sum, I have learned that although it is important to have high expectations, having goals for students does not guarantee that a child will learn. There are many factors surrounding a student that need to be accounted for when teaching. This research process also taught me how important collaboration is not only for a teacher to grow but also for a child's education. Providing opportunities for them to experience critical learning activities such as discussing characters from a book during story time in kindergarten, is so critical for them to develop essential academic skills in later grades. In addition, teacher collaboration is vital in developing such critical learning activities for the students.

Chapter 5
Summary and Implications

This chapter presents a summary of the findings obtained from this exploratory study. It also provides implications for educators and teacher-researchers, as well as recommendations for future research.

Summary of the Study

The purpose of this study was to document the implementation of the research-based CSR within the existing third grade English and Social Studies curriculums in an inner-city Chinese bilingual classroom. The reality of low test scores on standardized Reading Comprehension tests by children with LEP and the concern of the classroom teachers led to an action research based self-reflection project, which consisted of four phases: 1) Preparation, 2) Teacher-Facilitated Intervention, 3)Peer-Facilitated Intervention, and 4) Follow-up Interviews. The four phases led the participating students from teacher-directed sessions to independent student groups.

This study was guided by four questions. From the first question I learned that my personal beliefs and commitment, the ongoing literature search and review, my support network and training, organizational skills, and content knowledge of the Third grade curriculum were all critical elements that influenced a systematic learning process for both myself as a teacher and my students. Based on Question Two, I found that the most challenging and beneficial aspects of CSR for my students were solving clunks in

the Clicks and Clunks stage and finding the main idea in Get the Gist, while Prediction and question generating in Wrap Up needed some modifications. With Question Three, I was looking at several observable patterns in the students' learning and noted that although the quantitative measure did not show significant growth, students personally felt they had grown. Most of the students felt they had improved the most in their vocabulary. Finally, Question Four pinpointed what I learned about my own expectations and mindset as a teacher and thereby dictated what needed changing in my teaching methods and style as a result of doing this research project. I also became more aware of the importance of teacher collaboration in effective instruction.

Implication for Classroom Intervention

Through this research process, I gained insights and experiences that will enhance my ability to be a better teacher. In this section, I organized my thoughts in four interrelated areas to present implications for classroom interventions as follows.

Critical Role in Early Intervention on Generating Schema not on Building Discrete Reading Skills. After having third grade for just one year, I finally realized how and what I taught in kindergarten affected third grade. As I struggled to teach my students how to find the main idea or generate a question, I realized that some of the foundations needed for these two tasks were overlooked in their earlier schooling. In an inner-city school, where there is such an emphasis on teaching the concrete such as learning the alphabet

letter names and sounds, spelling, and writing through pattern sentences that things such as creative writing and self expression which encompass higher order thinking skills, are easily overlooked. Although this only enhances a Chinese LEP student's learning style, who tends to only write sentences with words they can spell correctly instead of sounding out words, it limits the growth of such a student.

In order for students to enter third grade and be successful with its curriculum, there are a variety of things that should be done and taught from kindergarten to second grade. My students struggled with comprehension, often times due to lack of schema, which in turn, limited their understanding of the things read. The primary grade teachers need to expand their students' schema by providing more hands-on opportunities whether they be field trips or using visual aids such as video tapes and pictures.

Critical Role on Engaging Inner-City Chinese American LEP students in Daily and Instructional Conversations. Many Chinese families operate on the belief that a child should not speak until spoken to. Although it creates respect and discipline, this idea limits a child's creativity and problem solving skills. Thus a school classroom is the only place where a child can develop the skills of attentive listening and critical questioning. Lower grades need to provide this time whether it be during story time or by providing a discussion time after a lesson that not only checks for understanding

but also allows students to think freely and verbalize any questions they may have.

Critical Role on Providing systematic and sequential learning opportunities relevant to comprehension Development. To enhance the reading comprehension performance, these students will need to build upon what was previously learned. For example, finding the main idea is often explained as a theme in the earlier grades. Since this is a hard concept, often times teachers skip over this question during story time. However, I know that as a kindergarten teacher, I often asked "What do you think this book will be about?" as we discuss the cover page of a book. I could easily ask what the book was about at the end of the reading. In first grade this question could easily include the word theme, and the variety of answers could be narrowed down into different categories, and then be changed to main idea in the second grade.

Thus in third grade, if a teacher chose to implement CSR, students having trouble finding the main idea could be reminded of the word theme and the phrase "what was the book about" in order to tap into the child's schema. If we as teachers continually reinforce such important concepts and reading strategies, we can enhance their reading processes and development.

The Critical Role in Building Community of Teachers and Collaborators. When I started teaching I was told to go into my classroom and shut the door. This only added to my independent nature. I was under the misconception that I had developed my

reputation as a good teacher on my own. What I failed to see was the interaction I had with a few experienced teachers whom I had befriended. Daily conversations I had with them about our teaching, whether it was complaining about a child and/or a parent, or relishing in a lesson done well, fueled my desire to excel as a teacher. In hindsight, I now realize the importance for teachers to share. As a result of going through this research process, I am not only more capable of sharing but also more willing as I am aware of the need for developing teachers to share in order to grow.

In addition if we as teachers want to see our students receive the best learning possible, how else can we do that than by teaching the best we know how? The best teaching requires that we work with grade level peers in order to maintain consistent expectations, and with teachers in the same program or strand (Bilingual, ELD, etc.) to ensure a scope and sequence that produces at grade level or above students.

Collaboration also requires that teachers be able to evaluate each other. When we learn to be critical constructively, we not only enhance our teaching but also our working relationships which positively affects the school's moral. My reputation as a kindergarten teacher apparently preceded me this year as my fellow three kindergarten teachers were afraid to work with me. However, because I was more conscious of working collaboratively because of this research project, I did not go into my classroom and shut the door. The four of us were able to meet and constructively come up

with a month to month rubric for our Math curriculum. Although, we still have to establish similar expectations I know that the growth from doing this project, which has humbled me as I realized that much of who I am as a teacher today is because of other teachers, will allow me to continue developing a solid working relationship with my three peers as we seek to all fulfill the same goal of getting our students to achieve at their fullest potential.

Implication for Future Research

Given the constraints of the teacher conducting classroom-based intervention research, it is critical to incorporate the following components in the future study:

Developing a School-based Community of Inquirers. Building a community of teachers that will provide ongoing support in all pre-during, and post-intervention phases of research processes will enhance the entire processes. It was difficult having to carry through this classroom-based research project alone in the school site located in North Bay, while my research support team was in the South Bay. Questions that would arise in the midst of a lesson were left to be resolved on my own without an opportunity to consult with a teammate in a timely manner. Another reason for having a school community is to gain an opportunity to solve problems within an appropriate context.

Recruiting a Co-researcher . I naively took on the challenge to improve my students' district test scores; similarly I naively began this research project. Nothing could have prepared me for the

intensity and thoroughness required for such a project. I learned that for any action research project to work, collaboration must already be in place. A research partner who could participate in day-to-day intervention activities would have reduced many unexpected blind spots and resolved problems more effectively. Since my co-teacher and I shared the week and our curriculum was divided by language, Chinese and English, it often seemed as if we were in two different classes. CSR could have been a bridge connecting our two curriculums, thereby reinforcing the strategies. This would have also been an ideal partnership since we were teaching the same students and his perceptions would have been extremely helpful.

Logistics. The nature of this CSR study demanded an analysis of CSR intervention sessions through tape transcriptions. Hence, good recording equipment, quieter classroom location, and larger space will be desirable. One of the major problems I ran into was the difficulty in recording the sessions of the different groups. Recording with microphone made students uneasy and prolonged the sessions in order to pass around the microphone for proper recording. The second problem I faced was the interference of noise; even with the two groups at opposite corners of the room, the outside street and yard noise as well as the chatter from the other groups in the room continued to be a source of interference.

The other major challenges were maintaining a timeline for data analysis, setting up priorities, and soliciting a helper in tape transcription. A qualitative analysis of data demands time and

knowledge; it is essential to have professional support in this process in order to enjoy the research process.

Assessment Tools. It is very important to urge the research community to develop more appropriate standardized instruments that are appropriate for inner-city LEP student populations. I was disappointed by the large amount of time spent on this research project without an objective measure to reflect the effect of intervention on the participating students. The growth observed among them will need to be triangulated to present multiple perspectives on student learning.

An Ending Note: A Personal Commitment

Although this project was exploratory in nature, the most important change yielded was in personal change.

In the article "Involving Teachers in Research," Marie Clay says, "...but to effectively teach, teachers must adopt beliefs. Thus, teachers involved in research, must often take on new roles that are not typical of the involved and inspired teacher." (Clay 1989, p. 31). I definitely took on different roles while doing this research project. Often I had to remove myself as the subjective teacher in order to assess the class as an objective researcher. This process has helped me assess the effects of my teaching and student outcomes better so that I plan and implement better lessons.

In being a researcher I have also learned the benefits of logistically planning well. In any lesson, effective use of time always enhances the students' learning as there is no lag time and the

students are not distracted by mishaps of misplaced papers. Overall, I think the biggest change that I have made in my beliefs is in the area of collaboration. By nature an independent person, it was always easier to do things on my own. However after realizing how much other teachers have helped me and becoming aware of how much I needed other teachers, I have mentioned to many of my supervisors and friends how I am more willing this year to begin collaborating with other teachers.

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Dear Parents,

Welcome back to school! This new year promises many exciting experiences for your child. Besides the normal field trips, special volunteers and assemblies that will embellish your child's education, I will be implementing a new reading comprehension strategy during our English Language Arts and Social Studies times. This strategy, Collaborative Strategic Reading (CSR), will provide your child with strategies that have been proven to improve reading comprehension and also the opportunity to develop some leadership and cooperative group skills. This new strategy will be integrated into the regular classroom curriculum. My goals for the class will still be in line with the state and district mandates.

Since this will be done in conjunction with my Master's thesis project at San Jose State University, I do need to administer group reading tests, a self-concept test and video and audio tape all of my sessions. These all ensure the systematic nature in which to document the program over time. I will also be conducting a series of interviews with the students to monitor their growth, and their feelings toward CSR throughout this second semester.

Each child will be assigned a code type to protect their identity. I guarantee the confidentiality of all information regarding your child and family's identity and any responses to interview questions regarding their reading experiences. I appreciate your willingness to grant permission of your child's participation because only through this partnership between parents and teacher can I provide the best education for your child. If you have any questions concerning this project, please feel free to call me at school at 695-5787. Thank you!

Sincerely,

Ms. Liu

_____ I agree to have my child _____ participate in this
reading comprehension project.

_____ I do not agree to have my child _____ participate in
this reading comprehension project.

_____   _____
Parent Signature   Date

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Agreement to Participate in Research
Responsible Investigators:
Lida Liu, Graduate Student

Title of Protocol: _____

Understandings:

1. My child and I have been asked to participate in this research project that integrates a research based collaborative strategic reading (CSR) comprehension intervention program as a part of regular classroom instructional activities to enhance their English reading performance.

2. My child will be asked to:
   a) participate in regular classroom instructional activities that require my child to work in cooperative learning groups to acquire a set of specific reading comprehension strategies (see attached CSR information sheet).
   b) interact with peers through instructional activities and focus group interview processes in order to monitor my child's English reading performance over time.
   d) provide accounts of personal insights regarding their independent applications of CSR comprehension strategies outside of research activities through interviews and occasion videotaping series of individual or group reading activities.
   e) participate in pre- and post-tests to reveal the progress over time.

3. The proposed research materials will include:
   a) my child's regularly assigned classroom instructional material,
   b) specific assessment items selected from various research-based tasks and the pool of district's assessment items, and

4. I understand that there are no risks anticipated for those involved in this research project.

5. Confidentiality will be protected by using alternate numerical codes that will conceal parent and child's identity. I understand that the researchers will use untraceable information in the development and presentation of the results of this study.

_____   _____
Parent/Guardian Initial   Lida Liu
Initial

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6. I understand that as a result of participation of my child and myself in this project:
   a) I will be able to use my child's task performance data to gain a broader view of my child's current level of English reading and reading comprehension performance, not just a score.
   b) The knowledge base regarding the use of CSR procedures for students with limited English proficiency (LEP) will be increased .
   c) The integration of a research-based CSR comprehension intervention program will help substantiate LEP students' education in urban schools.

7. I understand that the proposed research study is the only way for my child's classroom teacher to collect the necessary information in order to integrate a research-based CSR comprehension program within an existing curriculum.

8. I understand that there is no compensation for participation in this study.

9. I understand that I will not be jeopardizing in any way, services that I or my child are otherwise entitled by electing not to participate in the study. I have received a signed and dated copy of the consent form.

10. I understand that I or my child can refuse to participate in the study or any part of the study. I understand that if my child and I choose to participate, we can withdraw at any time without prejudice to my relation with San Jose State University or my child's school. Thus, I give voluntary consent to for my child and I to participate in this study.

11. I understand that if I have questions about the research, I can contact Dr. Ji-Mei Chang at (408) 924-3705, the research advisor of my child's classroom teacher, Ms. Lida Liu. If I have any complaints about the research, they can be directed to Dr. Theodore Montemurro, Head of the Division of Special Education and Rehabilitative Services at (408) 924-3700. Furthermore, if I have any questions or complaints about the research, subject's rights, or research related injury, they may be presented to Dr. Serena Stanford, Ph.D., Associate Vice President of Graduate Studies and Research at (408) 924-2480.

_____   _____
Parent/Guardian Initial   Lida Liu
Initial

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- The signature of a participant on this document indicates agreement to participate in the study.

- The signature of the researcher, Ms. Lida Liu, on this document indicates agreement to include the above named participants in the study and the witnessing of participants acknowledge that they have been fully informed of their rights.

_____
Child's Name

_____   _____
Parent/Guardian's Signature   Date

_____   _____
Lida Liu   Date

_____   _____
Parent/Guardian Initial   Lida Liu
Initial

1. Brainstorming

_____
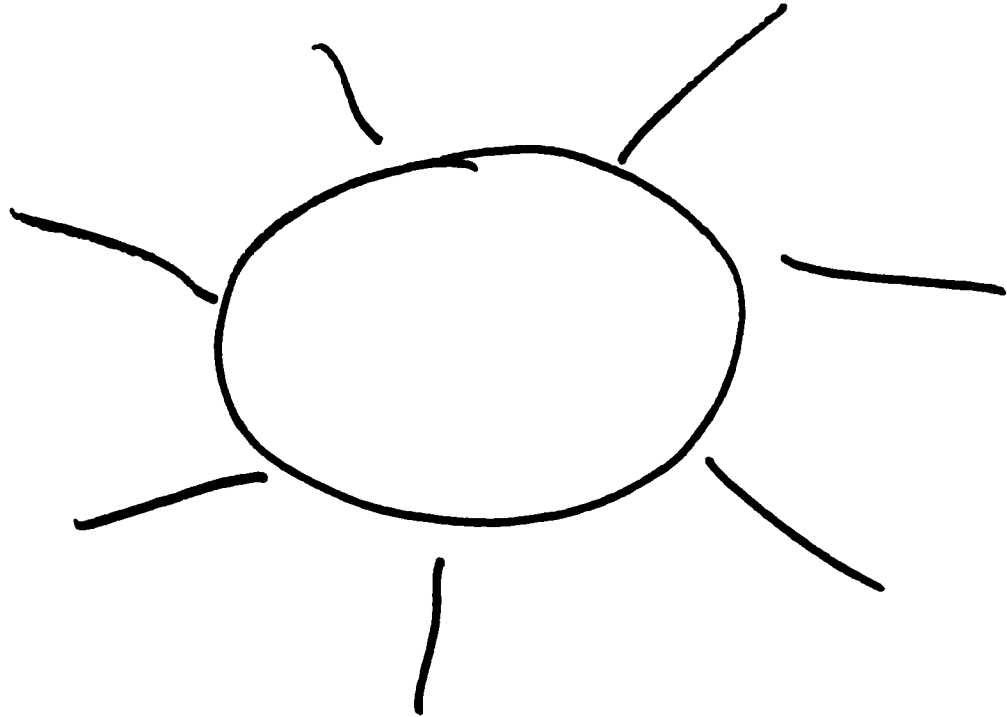
2. Prediction

1. I think _____

_____

2. I think _____

_____

3. I think _____

_____

4. Clicks and Clunks

clunk Box
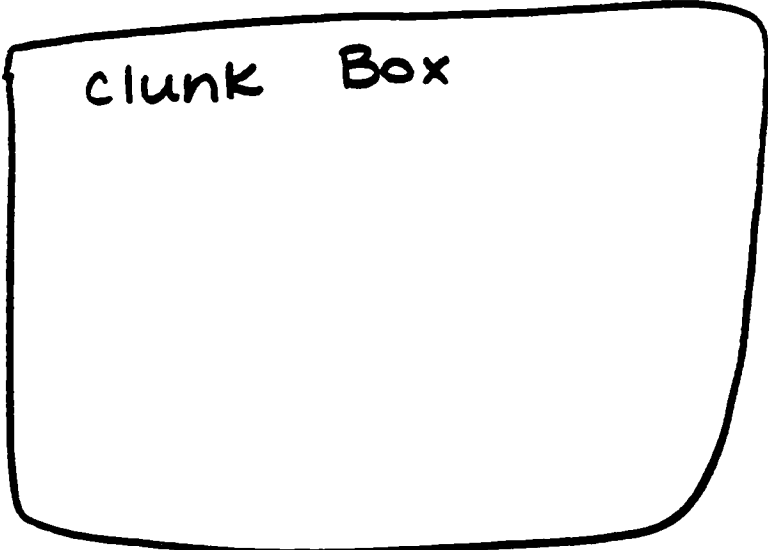
1. _____ - _____
   _____
   _____

2. _____ - _____
   _____
   _____

3. _____ - _____
   _____
   _____

5. Get the Gist

1. This section was about _____
   _____
   _____

2. This section was also about _____
   _____
   _____

~~~~~~~~~~~~~~~~~~~~~~~~~~

6. Wrap Up   Who?   What?   Why?
   Question #1
                                              Where?
   _____
   _____   How?
   _____
   Answer: _____   When?

   Question #2
   _____
   _____
   _____
   Answer: _____

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ANNOUNCER

Brainstorming
S: Raise your hand to share your best idea. (Call on students)
Predict
S: Raise your hand to share your best idea. (Call on students)
Clicks and Clunks
S: Who has a clunk they would like help with? (Call on students)

S: Let's share our meaning for the first clunk. (Call on students)

S: Let's share our meaning for the second clunk. (Call on students)

S: Let's share our meaning for the third clunk. (Call on students)
Get the Gist
S: Raise your hand to share your best idea. (Call on students)
Wrap Up
S: Raise your hand to share your best idea. (Call on students)

TIMEKEEPER

Brainstorming
S: We have 2 minutes to write what we know.
Predict
S: We have 2 minutes to write what we think we might learn.
Read
S: We have 5 minutes to read the passage and write our clunks.
Clicks and Clunks
S: We have 6 minutes to figure out our three clunks.

S: We have 6 minutes to discuss and select the best meaning for our clunks.
Get the Gist
S: We have 3 minutes to write our main ideas.
Wrap Up
S: We have 3 minutes write down our two questions.

LEADER

Brainstorm

S: We know that today's topic is _____. Now let's write everything we know about the topic in our Learning Logs.

Predict

S: Let's write everything we think we might learn from reading today.

Read/Clicks and Clunk

S: Let's read the passage with our partners and write down any clunks we might have.

S: Are there any clunks? Let's pick three clunks to figure out on our own.

S: The three clunks we will work on are _____, _____, and _____.

S: Now, lets compare our definitions.

Get the Gist

S: What was the main thing we talked about today? What did we learn about that thing? Let's write down our main ideas.

Wrap Up

S: Now let's think of some questions that would show others how well we understood the passage. Everyone write your questions in your Learning Logs. Remember to write one easy one and one hard one.

CLUNK STRATEGIES

Look at the word first. Choose the most useful strategy. If you have no idea, then follow the given sequence.

S: Find the sentence with the clunk _____. Raise your hand when you find it.

(When everyone has found the clunk)
S: Does anyone know what the word means?

(If no one knows the meaning)
S: Let's read the sentence without the clunk first. Ready, go. (Let the group read)

S: What part of speech is the clunk? (Wait for an answer)

S: What are some other words that can go into the sentence? (Write them down on your clunk paper)

S: Do we all agree on a meaning?

(If the group still doesn't)
S: Is there a picture that can help us?

(If there is no picture or it didn't help)
S: Let's read the sentences before and after for any clues.

(If the sentences had no clue)
S: Let's take the word apart. Are there any prefixes, suffixes or root words that you see?

(After taking the word apart)
S: Does that help us with the clunk?

(If breaking the word apart did not help)
S: Let's look in the dictionary for an exact meaning.

Appendix D. Sections of Target Group's Responses

T: Thats good. Okay, so if you were a teacher would you teach it to next year's class?

All S: Yes

T: Okay you pretend I am somebody from next year's class, and I don't know anything about CSR. How would teach me?

SE: _____ brainstorm.

T: First we have to brainstorm. What does that mean? Do I take my brain and go into a storm?

S: No

SW: Draw a sun.

T: Draw a sun. Alright so I draw a sun. Now what?

SA: You write what you think you will learn.

Other Ss: No

SC: _____ things you do.

T: The things I do?

S: No

T: Okay wait. Let me do this for real. Okay so you're telling me that I draw a sun, so I draw a sun. Now what?

SW: First you put the topic and then write everything you know.

T: Something I know. Okay. How do I find the clicks and clunks?

SC/SW: Read the passage

T: Oh, I read the passage. Okay so I read then what?

SW: and write....

SC: Look at the word

T: Look at the word?

SE: ....and write down a clunk.

SCr: When you don't know the word write it down.

T: Oh! When I don't know a word, I write it down. Very good. But then, I don't know how to...what do I do with that word?

SE: Put it in the clunk box.

S:

SC: Together solve it.

T: Together we solve it. How do I do that? Or how do we do that?

SCh: Read the passage

T: Okay read the passage again.

SW: _____ picture _____ dictionary.

Appendix D. Sections of Target Group's Responses

T: Okay wait, you had the picture. I can look at the picture to see if it helps me. I can look at the dictionary.
SW: Read the passage before and after.
T: Read the sentence before and after. And thats it?
(All students start to talk at once)
T: Wait, wait. Put in some words? Oh, very good SA. Put in some words. What else? One more thing.
SW: (not audiable)
T: Yea, thats this one.
SW: Take the word apart.

Appendix E. Sections of Non-Target Groups Responses

T: Okay good. Um, so what happens if I do have a clunk?
SI: Write it down.
T: Write it down. Then what? Then I know the meaning of the word?
All students: NO
SI: You _____ those ways.
T: What are those ways?
SM: Read the sentence before and after.
T: Okay. Read the sentence before and after. What else can I SSY?
SSY: Um,
T: Do you remember? 'kay what else can I do SI?
SI: Read the sentence without the clunk.
T: 'kay read the sentence without the clunk. What else? SJ?
SJ: Huh?
T: What else can they do? SS can you go close the windows ?(When the windows were open, it was really noisy) What else can they do? So you only used two steps and you were able to solve all your clunks that way? You only did read the word, read the sentence without the clunk and read the sentence before and after? What else did you do? SM?
SM: Take the word apart.
T: 'kay take the word apart. What else did you do? SI?
SI: Use the dictionary
T: Oh, use the dictionary. What was the last one you can do? SS?
SS: Um, look at the picture.

T: ...Okay, good. so did you ever use CSR during other times? Like when you read your own book did you ever think, "Oh, I just did CSR, I just did Clicks and Clunks." Did you ever do that?
S: Yea
SS: I taught my cousin.
T: Oh, did you? How old is your cousin?
SS: Eight.
T: Eight. You taught your brother how to brainstorn? Did you teach him how to do Clicks and Clunks, SI?
SI: Just _____(something about not understanding it all)
(DT, June 3, 1997)

T: So if you were the teacher for next year's class would you teach it to them?

All Students: Yea

T: 'kay how would you guys teach it to them?

SSt: The same way _____ together.

T: Okay and how was that? What would you say, like what are some of the things that you would say, what are some of the things that you would do with them?

SSt: Put them in groups, and

T: Okay put them in groups. What else?

SSt: Give them some books to read and just let them figure out the clunks.

T: Okay so I just start reading and reading until I come to a clunk?

SSt: Uh huh.

T: Okay and then what else?

SSt: An then they try to figure out what the clunk means.

T: How?

SSt: Like, they could read the sentence before and after to see if any clues or just take the word apart.

T: Okay good. Do you guys have anything else to add to that? What else can you do to find the meaning of the word?

SE: Check the dictionary

T: Good, SE. Check the dictionary. What else?

SA: Look at the picture.

T: Look at the picture. And then one other one.

SE: Take the word apart.

T: Okay he said that one.

SSt: Try to put another word in it.

- - - - -

T: ...'kay so did you guys ever use CSR any other time? I mean not just during the time that we did it?

SSt: Yea

T: When did you do it?

SSt: I used it at home before.

T: Really. What were you reading? Were you reading?

SSt: Yea, I was reading...

T: What were you reading?

Appendix E. Sections of Non-Target Groups Responses

SSt:....a book. And there was this word I didn't know so I used the CSR, and the clunk strategies and then I figured it out.

T: Oh, very good. Did you guys used it any other time? No, SW? When did you use it SA?

SA: When I tried to teach it to my little sister.

T: Oh you tried...wow lots of you guys tried to teach it to your little brother and sister.

SSt: I didn't.

T: How about you? Did you try teaching T?

SE: Yea.

(PT, 6/5/97)

T: Do you think its something that you would, uh, if you were the teacher would you teach it to another class?

All Students: Yea

T: Okay, so if you had to teach like let's say next year's class, like SA's little brother. Okay, if you had to teach his class, how would you teach CSR? SM?

SM: The same way.

T: The same way...how?

SM: Uh

T: Pretend that I don't know.

SM: I teach you now.

T: Yea. Pretend you are going to teach me.

SM: Today we are going to learn a new step, a new, uh, step in school. We're going to learn about CSR.

T: Okay now what?

SM: CSR stands for Collaborative Strategic Reading.

T: Well, how did you figure out your own meaning?

SStL: Break the word apart.

T: Okay

SA: Look in the passage, read the sentence before and after.

T: Okay. Thats it.

SRc: Look at the picture.

T: Okay. What else?

SM: Or check in the dictionary.

T: Oh, check in the dictionary. One more.

Appendix E. Sections of Non-Target Groups Responses

SM: Read the word without the clunk.

T: Do you guys ever use CSR with other things, besides Social Studies?

All Students: Yea

T: Yea? Really? What?

SA: I find out (or pay that) with my mother at home.

T: Do you really? Do you learn new words then?

SA: Yeah.

T: Oh, thats very good. So do you ever use it like when you're reading just a book?

S: yeah

T: At home?

SM: I like read, Goosebumps, and if I don't know a word, I start CSR with it.

(MDt, 6/3/97)

T: ...you are going to teach them the whole thing. How would you teach it to them?

SP: Now let's do CSR.

SP: ...Try to find out the meaning for the clunk?

T: And how would I do that?

SP: Like if you see a picture that helps you, then write it down. If the picture doesn't help you, uh....

T: What else did you guys do? SD?

SD: (to figure out clunks?)

T: Uh, huh.

SD: If no one know the meaning...(you just go on and...) just find it in the dictionary.

T: Okay you look in the dictionary. What else did you do beside going to the dictionary? You only look at the pictures and the dictionary?

SRc: Um, take the word apart.

T: Okay you took the word apart. What else did you guys do under Clicks and Clunks?

S:...dictionary.

T: Yea, SD said that. SH.

Appendix E. Sections of Non-Target Groups Responses

SH: Look in that paper that you make for us...that had the...
T: Oh, follow the sequence that Miss Liu had?
SH: Root word...prefix
T: Prefis...
SH: and the suffix
T: That's taking the word apart. What else did you guys do?
SRc: Read the sentence without the clunk.
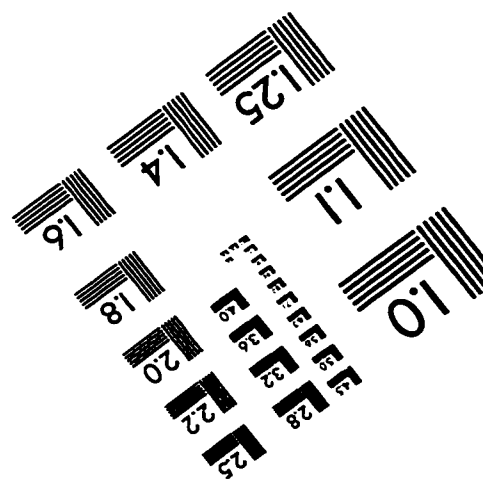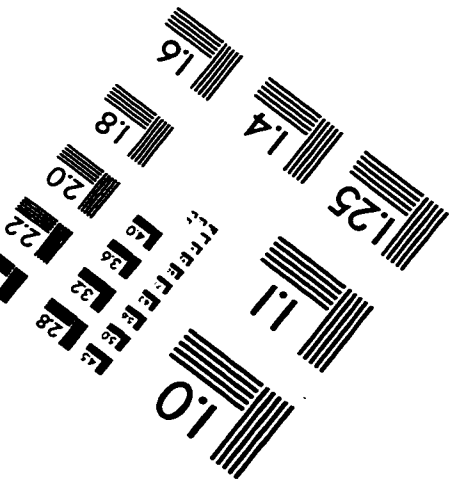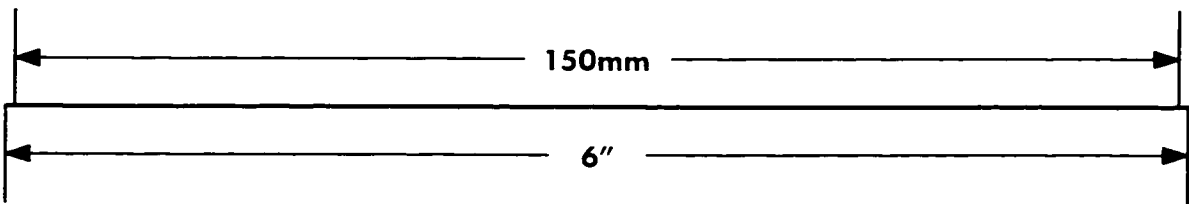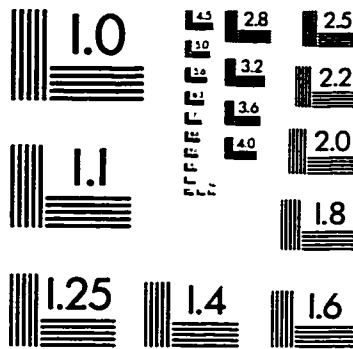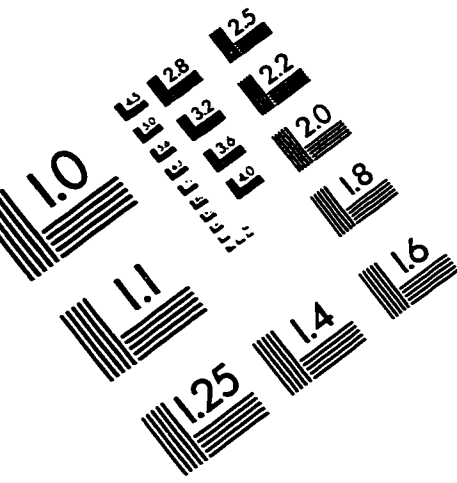T: Okay so you read the sentence without the clunk and then you tried to put...what?
SRc: words inside.
T: Words inside. Okay. There is one last strategy. I guess you didn't use it very often.
SRc: Read the sentence before and after.
(GSt, 5/29/97)

IMAGE EVALUATION
TEST TARGET (QA-3)

150mm

6"