Reading Out Loud – Exploring Alternatives to Sustained Silent Reading

An Inquiry Project by

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Description of Teaching Context

My inquiry takes place in the context of a third grade classroom. My class has nineteen students who are diverse on many levels: culturally, academically, economically, and socially. One of them is Asian and the rest are Caucasian. Ten of the students are boys and nine of the students are girls. In terms of academic levels, about six are considered gifted or talented, and they are high achievers who go to learning enrichment. Four boys attend Title I for reading and two students attend Title I for math. The remaining ten are average students who range between being close to below grade level and being gifted. Socioeconomic status is another area where there is a wide range. Some students’ parents work as university professors and doctors, while one student comes from a single parent home where the mother works as a cashier at a gas station. Overall the students get along, but each student has three to four students with whom he or she prefers to work. If allowed to self-select their working groups, boys and girls will choose partners of the same gender. A little less than half of the class was in the same class in the previous grade. One of the students is new to the school district and the area. Two of the students are social leaders in the class. Three students are easy to get along with, but have trouble getting work done. Nine students are quiet and anxious to conform. Six students are nonconformists who are a challenge in terms of behavior. One student is diagnosed with Asperger Syndrome. Another student takes medication for ADHD. One student goes to speech therapy. Two of the students need strong emotional support. In the class, there is a mix of cooperative students and nonconforming students. The nonconforming students influence the other children who then become off-task.
Our classroom is one of nine classes at Houserville Elementary School, which is one of ten elementary schools in the State College Area School District. The school has three classes each of third, fourth, and fifth grade with a total population of 203 students. The school culture is fairly conservative and close-knit because the majority of the staff members are veteran teachers who have taught together for at least 15 years. My mentor has taught for over thirty years, and she uses more traditional methods of instruction such as silent reading. The school culture is also close-knit because Houserville is a small neighborhood and students have siblings and neighbors within the school.

Rationale

What led me to this inquiry?

In my classroom, we devote 40 minutes each day to sustained silent reading (SSR). SSR is a calming activity and a transitional time for students to use the restroom after lunch. Students have a choice to read books from the classroom library, the school library, or from home. When I was an elementary school student, I loved sustained silent reading time because I could immerse myself in books that I enjoyed. Reading gave me pleasure, and it was not difficult for me. Most of my students settle down quietly to enjoy a book, but other students, especially those who struggle with reading, do not. They delay choosing a book because they are unmotivated by the subjects of the books or the difficulty level of the books in the classroom library. After selecting a book, they look through the book quickly and then browse for another book. Since the students spend such a short time looking at the books, students probably glance over the pictures without reading the text. Every day is a struggle to engage those students in a good book. When the students aren’t engaged with a book, they become off-task more easily and begin to behave in ways that are disruptive to other
students. By the beginning of the spring semester of my internship, I felt frustrated with SSR time, and I wondered about different strategies I could use to either change or replace SSR to make it a more productive and enjoyable time for students, especially those who are developing readers.

Why is this topic important?

As I researched SSR, I found that debate exists among experts about the effectiveness of silent reading in motivating readers and improving reading fluency and comprehension. Krashen (2001) defines SSR as a short period of time each day over the course of a school year or a long stretch of time when students can choose to read from a wide variety of books. Students are not motivated extrinsically and are not made accountable for what they read. Some experts advocate for SSR while others conclude that there is no clear evidence that it significantly benefits students more than other reading strategies. As a proponent of SSR, Krashen (2001) analyzed more than ten studies about SSR, and he found that “free reading is just as good as traditional instruction, which confirms that free reading does indeed result in literacy growth.” “Free reading is so much more pleasant than regular instruction (for both students and teachers),” and “it provides students with valuable information and insights.”

On the side opposing SSR, the National Reading Panel (2000) also analyzed some studies and found that the impact of sustained silent reading was “small in terms of educational significance.”

This debate about SSR is important to my classroom because we spend forty minutes each day doing sustained silent reading. Forty minutes equals one class period. Over the course of a 180-day school year, about 7,200 minutes are spent on silent reading rather than on other instructional strategies. If this strategy is not as effective as another one could be,
then time and learning opportunities are wasted. From my observations, SSR was not very productive time for some of my students. Stevens’s (2006) findings confirmed what I saw in my classroom. Stevens proposes that students are more likely to become off-task when they read silently. This is particularly true for students who are younger and developing their reading skills or students who are remedial readers. During SSR, it is difficult to tell whether students are reading or daydreaming. Another problem with silent reading is that students are not held accountable for the books that they read, so the students choose books that they have read before. Also, during silent reading, students do not receive corrective feedback so they are likely to practice errors and skip words they do not know (Stevens, 2006). Although some teachers try to remedy the limitations of silent reading with a follow-up activity for students to demonstrate reading comprehension, I think this would further deter my struggling readers, who have a difficult time with written responses, from reading. An instructional alternative to silent reading that the National Reading Panel (2000) and Stevens (2006) suggest is the use of oral reading to develop better reading fluency in both good readers and poor readers.

*How does it affect my teaching now, and how will it affect my teaching in the future?*

Sustained silent reading was a routine established by my mentor teacher. Her rationale for a long period of silent reading was to give students, especially those who do not read regularly, a chance to read books of their choice every day. I agree with this reason, but I have seen how ineffective and unmotivating silent reading is for struggling readers. This inquiry affects my teaching now because I have researched the advantages and disadvantages of silent reading as well as instructional alternatives. Being fully aware of the limitations of both silent reading and oral reading, I can now make better instructional decisions about how
to use the forty minutes after lunch that we once spent reading silently. I can give students other choices besides just silent reading, choices that may help students to enjoy reading more and become more fluent readers. This inquiry will help my teaching in the future as well, as I decide how to incorporate a successful SSR period or oral reading strategies into the school day.

**Wonderings and Subquestions**

*Main Wondering*

How will oral reading practice, rather than silent reading, affect students’ motivation to read and how will it help students to improve reading fluency and reading comprehension?

*Sub-Questions*

- What types of oral reading practice do students enjoy and learn from the most?
- How much will students remain on task during oral reading compared to silent reading?
- How will it affect struggling readers as opposed to more proficient readers in the classroom?

**Inquiry vs. Improvement Project.**

This project was a true inquiry because I was not certain of the outcome. Much debate exists among scholars about whether silent reading or oral reading is a more effective strategy for promoting motivation to read, reading comprehension, and fluency. I began this project with a wondering after observing how the struggling readers in my class had difficulty with selecting a book and persisting in reading it. I wondered why they had so much difficulty and what other reading strategies could be used in the classroom. I did some
research about SSR and oral reading, but although other studies showed the impact of silent reading and oral reading, there was no guarantee that the reading strategies will work as effectively with my students and improve their reading. There was no easy solution to the problem that would fit every student in my classroom, and even after completing my inquiry I was left with more wonderings. I only had a few weeks to complete the inquiry process, and I realize that it is unreasonable to expect a significant change in the short amount of time. However, as a result of my inquiry, I have gained a better understanding of my students’ attitudes towards silent and oral reading and their perceptions of how much they have learned from the reading.

**Inquiry Plan Description**

When I submitted my inquiry brief in March, I estimated the amount of time I needed for each step of the inquiry process. As I actually executed my inquiry project, I recorded the dates of certain events in my inquiry project and compiled them into a timeline (Appendix A). The first step was collecting baseline data about SSR time. On March 19, I administered a survey to collect baseline data about how students felt about silent reading (Appendix B). After looking at the survey results, I chose five students to interview further about their responses on the survey. I chose to interview students at the two extremes of the range, either loving silent reading or disliking it. I interviewed them individually during silent reading time on March 20, 2007, in an adjacent room. Each interview lasted about five to ten minutes, and I asked them to elaborate about their responses to the surveys. On March 20, I also asked the substitute teacher to keep track of students who were off-task by writing down their names. Off-task behavior included daydreaming (not looking at the book), talking to a
classmate about things unrelated to reading, taking more than five minutes to select a book, bothering a classmate, and leaving his/her seat more than once.

After collecting my baseline data and consulting the Title I teacher in my building as well as my mentor and PDA, I chose four oral reading strategies to try to with the class. I wanted to try Reader’s Theater, Partner Reading, a Fluency Station, and Read Aloud. For the Reader’s Theater, there were three scripts built into our current unit of study, “Building PA One Rock at a Time.” Two days before the performance of the Reader’s Theater, students chose their roles and had time to practice during their silent reading time. Then they performed the Reader’s Theater during a designated lesson time. The students performed the first one on March 30, 2007. The second one was performed on April 10, 2007 and the third on April 12, 2007. After the practices and the performances, I wrote a reflection about how well the students read and stayed on-task.

For the other three types of oral reading strategies, I introduced them during silent reading time on March 26, 2007. I explained the directions for the fluency station: how to fill out the worksheet (Appendix C) and work the recording machine. Students volunteered for the station by signing their name on a sheet. I only had one tape recording machine, so only one or two students could do the fluency station each day. I collected the worksheets to keep a record of who attempted the station.

On the same day I introduced partner reading and told students my expectations. Students could pair up by choice and choose a book from a bin. Then they would pick a spot in the room and read quietly shoulder-to-shoulder, taking turns reading. I had pre-selected some books from the classroom library and the school library based on student interests on the survey and placed them in a bin. This allowed students to have some choice, but the
books would be suitable for partner reading. I chose books that were short and could be finished in one to two settings. The difficulty level of the books ranged, but I included books that even the struggling readers would feel comfortable reading. I also created a poster of possible discussion questions for the partners related to summarizing, questioning, and predicting (Appendix D). My mentor helped me by observing who was on-task during the reading time or if my mentor was not there to observe, I would write a short reflection about who was off-task.

A third strategy that I introduced was a student read-aloud. Students could choose a short book or chapter to share and read aloud with the class. One person per week would read aloud during silent reading time or at the end of the day during sharing time. I also read aloud from a chapter book chosen based on student interests during spare moments in the day. After all the oral reading strategies had been introduced, the silent reading period was typically divided in this way. From 11:50-12:00 p.m., students read silently at their desks while some students used the restrooms. From 12:00-12:20 p.m., students had the option of partner reading, silent reading, or doing the fluency station. Then from 12:20-12:30 p.m., a student or I read a book aloud. The class has followed this schedule every day since the strategies were introduced. The only exceptions were silent reading time on Fridays because during that time our school runs a program called Book Buddies where a fifth grader is matched to read with a third grader.

After about three weeks of trying alternatives to SSR, I administered a second survey about the four types of oral reading strategies on April 13, 2007. The questions on the survey were similar in nature to the silent reading baseline survey (Appendix E). I noticed that on the survey, many students felt very positively about the oral reading strategies but they wrote
that they learned nothing. I wondered if I could design better questions to discover student’s opinions about which strategy they liked most or least and which one helped them learn the most. To collect more data to answer my wonderings, I gave two more surveys. One had three questions about which strategy students liked the most, which one they liked the least, and which one enabled them to best comprehend what they read (Appendix F). I gave this survey on April 17, 2007 during silent reading time. The second survey consisted of two identical lists of 12 things that student might have learned while reading (Appendix G). For the first list, students had to write a check next to the item if they learned or practiced it during silent reading. They did the same thing on the second list except they were checking things they learned during partner reading. I only chose to compare the things learned for silent reading and partner reading because partner reading was the most popular strategy while silent reading was the strategy that students felt the learned from the most. I administered the survey during silent reading time on April 19, 2007. I have continued to implement the four strategies in my classroom, even though I have written my inquiry paper.

**Data Collection**

I collected data using student surveys, student interviews, observations, and reflections.

*Student survey*

I administered a survey four times over the course of my data collection. All of the surveys were given during silent reading time. Before giving each survey, I read each of the questions to the students and explained unfamiliar or ambiguous terms. I allowed for comments and questions, and then I gave the students about 15 minutes to complete the survey. When they finished the survey, they put the survey into the completed work basket
and read silently while other students finished the survey. For the first survey, with the help of my PDA, we formulated questions about how the students liked silent reading, how much silent reading they think that we should do, how much they think that they learned from silent reading, what types of things that they learned, how many books they had read, and how many pages they read per silent reading period (Appendix B). I used images from McKenna and Kear (1990) to help create my survey. The survey had 8 questions. I administered the survey during silent reading time on March 19, 2007. Students took the second survey about the four types of oral reading strategies on April 13, 2007 (Appendix E). The questions on the survey were similar in nature to the silent reading baseline survey, using the same pictures. There were four questions for each reading strategy: how much the student liked the strategy, the amount we should do of the strategy, how much they learned from the strategy, and things they learned. Since there were four questions per strategy and there were four strategies, the second survey had 16 questions total. The third survey had three open ended questions for students to complete. I showed the students an example of how to answer the question before administering the survey (Appendix F). For the fourth survey, which was administered on April 19, 2007, students had 12 options for things that they learned from silent reading or partner reading (Appendix G). I read each of the options and briefly explained them.

Student interview

I interviewed five students further about their responses on the survey. I recorded the interview on Garageband and took notes on the interview. I chose to interview students at the two extremes of the range, either loving silent reading or disliking it. I interviewed three boys who are struggling readers, a gifted boy who responded that he didn’t like silent
reading, and a girl who said that she loved silent reading. I interviewed them individually during silent reading time on Tuesday, March 20, 2007, in an adjacent room. Each interview lasted about five to ten minutes, and I asked them to elaborate about their responses to the surveys. I also asked what would help them to enjoy silent reading more and how well they think they learned from silent reading. Some student comments about why they disliked silent reading included:

- “Long chapter books have lots of words. It takes a long time to read.”
- “Silent reading is boring. I don’t like the books. The beginnings are kind of slow.”
- “I don’t like reading. The books aren’t really interesting.”

**Observations and Reflections**

For the initial baseline data of off-task behavior during silent reading, I asked the substitute teacher to keep track of students who were off-task by writing down their names. Off-task behavior included daydreaming (not looking at the book), talking to a classmate about things unrelated to reading, taking more than five minutes to select a book, bothering a classmate, and leaving his/her seat more than once. After beginning the reading strategies, I used a check sheet with the student’s names to keep track of students who were off task during silent reading time. If I had to redirect a student more than once during the silent reading period, then I put a check mark next to their name for off-task behavior that day (Appendix H). For more detailed observations, I wrote a brief reflection after each silent reading period. My reflections document my perceptions of how the students were engaging and responding to the oral reading strategies. Here is an example of one of my reflections from April 2, 2007:
“Most of the students were engaged in partner reading today. T. chose to read by herself even though she read with B. yesterday. D. was very off task today because he read with C. in silly voices. When I separated the two, D. wanted to do the fluency station, but someone else had already signed up. Because he wanted to do it so badly, he spent the rest of the watching and waiting for the person at the fluency station to leave rather than reading his book. C. was also off-task because he wanted a partner, but could not find one.”

My mentor also helped to make more detailed observations about the students engaged in each activity (Appendix I). She noted the names of the students doing each activity as well as off-task students.

**Data Analysis**

**Student surveys**

For the surveys, I tallied up the results and entered the data into a table in Microsoft Word (Appendix J). For the first baseline SSR survey, I assigned each student a letter and entered their answers on the same row as their letter. I kept track of struggling readers by putting an asterisk next to their letter. I looked up and down the columns for trends.

For the second student survey, I also tallied the student responses to each question by going through each survey and counting the number of students who love reader’s theater, the number of students who like reader’s theater, the number of students who thought that reader’s theater was ok, etc. until I counted the students responses for each question. For example, on question 1, I counted 7 students who said that they loved partner reading. After counting up the tally marks, I entered the data into a table in Microsoft Word (Appendix K). I also tallied and added the results from the first three questions of the baseline SSR survey to the table because the first three questions were identical. I looked across the rows to see which number were the highest on the first question. For example, seven people said that they loved Reader’s Theater while only 5 said that they loved silent reading. Next, I
converted the numbers in the table into percentages in a Microsoft Excel spreadsheet. I turned the numbers into percents by totaling up the number of responses in each column for each question, dividing the number of responses to the question by the total number, and then multiplying by 100. For instance, after adding up the number of responses under question 1 for reader’s theater, I knew that 7+4+7=18, so there were 18 responses total. To find the percentage of students who love reader’s theater, I saw that there were 4 who love it, so I divided 4 with the total number of responses, 18, and then multiplied the product by 100. Then I created bar graphs for each of the questions using Excel and compared the heights of the bar graphs (Appendix L).

For the third survey, I tallied up the results by writing down each of the five reading strategies three times, one time for each question, and I put a tally mark for each of the students’ answers next to the strategy that they had chosen. For example, if a student chose silent reading as the strategy that they like the most, then I put a tally mark next to silent reading. Then I added up the tally marks and entered the data into a table (Appendix M). I also converted the numbers into percentages and entered them into an Excel spreadsheet. Then I created bar graphs using Excel and compared the heights of the bar graphs (Appendix M). I also read the open responses and sorted them into piles if students had similar reasons for choosing the reading strategy that they liked best or understood the most.

I began analyzing the fourth survey by totaling up the number of check marks in the first and second question on each survey. Then I compared the two numbers on each survey to see which was larger. If the students put more checkmarks under partner reading, I put it in one pile. If the number of checkmarks was the same, I put it in another pile, and if the number of checkmarks was larger under silent reading, I put it into a third pile. Then I
counted up the number of papers in each pile and entered the numbers into a table in Microsoft Word (Appendix N). Afterwards, I converted the numbers into percentages and entered them into an Excel spreadsheet. Then I created bar graphs using Excel and compared the heights of the bar graphs (Appendix N).

Interviews

I listened to the interviews again on Garageband and compared my written notes to them the recordings. Then I compared my notes for the students who said that they didn’t like silent reading and looked for key words and common ideas. Then I compared their responses to the key words in the interview with the girl who said she loved silent reading.

Observations and Reflections

I compared the observations of on-task behavior with my reflection of how the day went. I looked over several days’ notes to see who was frequently off-task. I compared the list to the names of the students who were frequently off-task on the chart. Then I totaled the number of students off-task for each date by counting the number of “X’s” in the column. Then I totaled the number of days that a student was off-task by counting the number of “X’s” in a row. I entered the number of total students off-task per day into an Excel spreadsheet and created a line graph. I followed the heights of the line.

Claims and Evidence to Support Claims

Claim 1: Students like oral reading strategies more than silent reading, and they are more on-task during oral reading time.

Students had more positive feelings for partner reading, reader’s theater, read aloud, and the fluency center than silent reading. In survey 3, 44 percent of students said that they like partner reading the most as opposed to only 17 percent of students liking silent reading.
the best (Appendix M). Thirty nine percent of students said that they love partner reading while 26 percent said that they love silent reading (Appendix L). All of the other reading strategies have a higher percentage of students loving it than silent reading. By combining the results of loving and liking, 89 percent of students felt positively about partner reading as opposed to 58 percent for SSR. These numbers clearly show that students prefer other reading strategies. The reasons behind this preference can be found in the students’ responses to survey 3. All of the students who chose partner reading as their favorite cited a social reason for their preference; the students enjoy being with their friends. One student said, “I can read with my friends and I think that partner reading is fun to do.” Another students who chose silent reading as his least favorite activity said, “I don’t like reading by myself.” Silent reading has also been established since the beginning of the year, so students might have felt that the new reading strategies were more novel and interesting. I also tried very hard to choose books that would interest students. From survey 1, it is clear that the students enjoy reading about people, dogs, and sports. I borrowed books from the library that were about the topics that interested students. I also chose books that would be enjoyable to read with another person and that could be read in one or two sittings. On the survey, students also expressed satisfaction about being able to finish books more quickly. Since students enjoyed the oral reading so much, students were more on-task. The number of students off-task on the day of the silent reading baseline was greater than the number of students off-task during oral reading time. The average number of students off task during oral reading time was between two and three, while during silent reading, seven students were off-task. In my reflections and my mentor’s notes, a common theme was the high level of engagement and enjoyment among students while reading with a partner. In my
reflections, students who were off-task usually were unhappy because they were not working with the partner they wanted or doing the activity that they wanted because someone else in the class was working with the person or doing the activity.

Claim 2: Students had mixed feelings about whether they learned more from silent or oral reading.

The second survey and the third survey’s results contradicted each other. In the second survey, students felt that they learned more from silent reading while in the third survey, they indicated that they learned more from partner reading. Forty two percent of students said that they learned a lot from silent reading as opposed to 11 percent and 6 percent for the other reading strategies (Appendix L). Sixty one percent of students felt that they understood text the best when they silent read (Appendix M). I believe these contradictions result from student’s misunderstanding of learning as only factual knowledge.

In survey 2 and 3, the questions about what students learned were open-ended. In survey 4, students had the opportunity to choose from a list of things that they learned. Some of the things learned included cooperative learning or social learning outcomes. Forty four percent of students said that they learned more from partner reading and an equal percentage said that they learned the same amount as silent reading. The reasons behind the learning from partner reading and silent reading are found in student comments on survey 3. For students who said that they understood the most from silent reading, they said that they could “look back and read” at their own pace. Silent reading is the preferred strategy of choice for proficient readers (Stevens, 2006). Most adults do their reading silently. However, many students learned from partner reading as well because of the social learning that occurs. Students can share and discuss ideas. One comment from a student who felt that she understood the most
from partner reading said on survey 4, “I think that the more I have been partner reading the more I understand the books that I read.” Another student said about her learning, “Once I start reading I listen to my partner and sometimes then understand a word that they say.” Since partner reading also encompasses social learning goals as well as reading, students can learn the same or more than when they silent read.

**Claim 3:** Despite generating more positive feelings about reading, the reading strategies were not motivating enough to keep the struggling readers on-task.

Although the struggling readers expressed more positive feelings about reading, they were still off-task during the reading time. The three students who did not like silent reading and the one who was ok with it, now ranged from one loving partner reading, another liking it and the other two considering it ok. However, despite this improvement in feelings about reading, the names of the students were repeated in my mentor’s notes, in my reflections, and in my off-task behavior chart. One struggling reader was off-task 12 out of the 13 observation days. I think that even though the students enjoyed the reading activities more than silent reading, reading is still hard for them. One student chose read aloud as his favorite activity because he “didn’t have to read.”

**Claim 4:** Students enjoy a wide variety of reading experiences.

Students expressed interest in trying all of the different reading strategies. Each of the activities had at least one person who loved it and chose it as the one that they liked the most. Humans enjoy variety. From my observations, some students chose to partner read one day and then silent read the next day. Students even changed activities within the period. From my reflections and my mentor’s observations, we saw that students were willing to try a variety of reading strategies. No students said that they didn’t like the oral reading
strategies except for the eleven percent of students who disliked read aloud. Although some students disliked silent reading, it was another student’s favorite activity. On survey 3, one student said that she liked reading by herself, while another student said that he didn’t like to read alone. Due to the differences in personality, using a wide range of reading strategies is important for helping all students to enjoy and take pleasure in reading.

Conclusions

I have learned a lot as a result of doing this inquiry. I learned about the process of inquiry, the importance of collecting multiple pieces of evidence, and the power of reflection. In the future, I hope to continue being a reflective practitioner who collects evidence and uses the evidence to draw claims that shape her teaching. From this specific inquiry, I have learned about alternatives to silent reading time. Each oral reading strategy has unique benefits and disadvantages. In my classroom, I saw that the oral reading strategies helped to engage students in reading and it helped them to learn and understand more. In the future I will use a variety of reading strategies in my classroom rather than only using silent reading. Students will benefit from the social interaction of sharing ideas and learning to listen to others. Although many students enjoyed the freedom of choice, some students, especially struggling readers need more structure. The oral reading strategies increased their enjoyment of reading, but they still remained off-task. In my future teaching practice and in my classroom, I will try find some other oral reading strategies and implement them in my classroom or expand upon the ones that I have already established this year.

New Wonderings

As a result of this inquiry, I had some of my wondering partially answered, but now I have some new wonderings.
• How can I motivate students who struggle with reading?
• How can I help students to better understand the learning outcomes from the oral reading strategies, especially those that lie beyond the academic realm?
• How can I help students to remember to discuss the books in-depth and talk on-task?
• How can I give better directions for the fluency station so that students can do the activity independently?

Works Cited


Appendix A

Inquiry Timeline

- March 19, 2007: Student Survey – Administration 1
- March 20, 2007: Student Interviews, Collection of Off-Task Baseline Data
- March 26, 2007: Introduce Partner Reading, Fluency Station, and Read Aloud
- March 30, 2007: Perform Reader’s Theater 1
- April 10, 2007: Perform Reader’s Theater 2
- April 12, 2007: Perform Reader’s Theater 3
- April 13, 2007: Student Survey – Administration 2
- April 17, 2007: Student Survey – Administration 3
- April 19, 2007: Student Survey – Administration 4
Appendix B

Silent Reading Survey

1. How do you feel about silent reading?

I love it!  I like it.  It’s ok.  I don’t like it.

2. How much silent reading should we do?

I think we should do more silent reading.  I think we should keep silent reading the way it is.  I think we should do less silent reading.  I think we should stop silent reading.

3. How much did you learn from silent reading?

I learned a lot from silent reading.  I learned a little from silent reading.  I haven’t learned anything from silent reading.
Appendix B (Continued)

4. Some things that I learned from silent reading are:
   Benjamin Franklin was in the Declaration of Independence.

5. I usually read books that are: (check all that apply)
   √ Fiction chapter books
   √ Fiction picture books
   √ Non-Fiction books (science, biographies, true stories)
   ____ Other (poetry, riddles, almanacs)

6. Some things that I like reading about are: (Example: football)
   Football, Animals, Sports, Fantasy

7. About how many books have you read this year during silent reading? 20

8. About how many pages do you read during each silent reading time? 10
Appendix C – Fluency Station

Individual Fluency Center

Directions and Rubric

Name: ___________________________ Date: __________ Book: ___________________________

1. Silently read a page for practice.
2. Record yourself reading the page.
3. Listen to the tape and follow along in your book.
4. How did you do? Write in the box below what you think you are going to work on during your second reading.

5. Rewind the tape and record yourself reading the page again.
6. Listen to yourself; follow along in your book; and rate your fluency on the rubric below. When you are finished, be sure to rewind your tape and take it out of the player.

<table>
<thead>
<tr>
<th>How did you do?</th>
<th>OK</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>I read smoothly.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>I made my reading sound like real people talking.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>I used the punctuation marks to help me with phrasing.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

What improved during your last reading?

A student reading a book at the fluency station.
Appendix D

The poster with suggested discussion questions hung on the wall.

Students reading a book with a partner.
Appendix E

Fluency Station Survey
1. How do you feel about Fluency Station?
   - I love it!
   - I like it.
   - It's ok.
   - I don't like it.
2. How much Fluency station should we do?
   - I think we should do more.
   - I think we should do the same amount.
   - I think we should do less.
   - I think we should not do it at all.
3. How much did you learn from the Fluency station?
   - I learned a lot from it.
   - I learned a little from it.
   - I haven't learned anything from it.
4. Some things that I learned from the Fluency station are:

Read aloud Survey
1. How do you feel about Read aloud?
   - I love it!
   - I like it.
   - It's ok.
   - I don't like it.
2. How much Read aloud should we do?
   - I think we should do more.
   - I think we should do the same amount.
   - I think we should do less.
   - I think we should not do it at all.
3. How much did you learn from Read aloud?
   - I learned a lot from it.
   - I learned a little from it.
   - I haven't learned anything from it.
4. Some things that I learned from Read aloud are:

Reader's Theater Survey
1. How do you feel about Reader's Theater?
   - I love it!
   - I like it.
   - It's ok.
   - I don't like it.
2. How much Reader's Theater Should we do?
   - I think we should do more.
   - I think we should do the same amount.
   - I think we should do less.
   - I think we should not do it at all.
3. How much did you learn from Reader's Theater?
   - I learned a lot from it.
   - I learned a little from it.
   - I haven't learned anything from it.
4. Some things that I learned from Reader's Theater are:

Partner Reading Survey
1. How do you feel about Partner Reading?
   - I love it!
   - I like it.
   - It's ok.
   - I don't like it.
2. How much Partner Reading should we do?
   - I think we should do more.
   - I think we should do the same amount.
   - I think we should do less.
   - I think we should not do it at all.
3. How much did you learn from Partner Reading?
   - I learned a lot from it.
   - I learned a little from it.
   - I haven't learned anything from it.
4. Some things that I learned from the Partner Reading are:
Appendix F

Name: [Redacted]

silent reading  listening station
partner reading  fluency station
reader’s theater  read aloud

1. I like reader’s theater the most because
   I like doing plays and stuff that
   we pretend to be other people, and I think
   it’s really, REALLY FUN! 😊

2. I like fluency station the least because
   I think it’s really boring! 😞

3. I understand the most what I read during partner reading
   because once I start reading I listen
   to my partner and sometimes then
   understand a word that they say.

4. I usually read with Anna and Sam.
Appendix G

Things I learned or practiced during **silent reading**: (Check all that apply).

- [ ] New facts and ideas (from the book)
- [ ] New facts and ideas (from hearing from someone else)
- [ ] New characters
- [ ] Picking good fit books
- [ ] Going back and re-reading
- [ ] Sharing books and taking turns
- [ ] Sounding out new words
- [ ] Listening
- [ ] Reading smoothly, like a real person would
- [ ] Summarizing
- [ ] Predicting
- [ ] Questioning
- [ ] Other ___________________________

Things I learned or practiced during **partner reading**: (Check all that apply).

- [ ] New facts and ideas (from the book)
- [ ] New facts and ideas (from talking with someone else)
- [ ] New characters
- [ ] Picking good fit books
- [ ] Going back and re-reading
- [ ] Sharing books and taking turns
- [ ] Sounding out new words
- [ ] Listening
- [ ] Reading smoothly, like a real person would
- [ ] Summarizing
- [ ] Predicting
- [ ] Questioning
- [ ] Other ___________________________
### Appendix H

#### Off-task Record

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* struggling readers

** silent reading baseline

---

#### Number of Students Off-task During Reading

![Graph showing the number of students off-task during reading](image-url)
Appendix I

Mentor Observation Notes

4/10/07
(12:10 pm. to 12:20)

Silent reading choices

1. Partner read
2. Tape upon reading fluency
3. Silent read alone

Fluency station - ____________

Partner reading

Alicia & Ali

Jen. & Adam

Carrie & Josh

Continue fluency silent reading
(They seem to enjoy the opportunity to try something new.

Looked at green reading logs
Appendix J

Baseline Silent Reading Data

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*struggling reader
## Appendix K

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Appendix L

Student's Feelings About Reading Activities

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Student Perceptions of How Much They Learned From Reading Activities
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#### Reading Strategy that Students Liked Most

![Bar Chart showing reading strategies liked most](chart.png)
Appendix N

Results from Survey 4

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![Bar chart comparing the amount learned from silent reading and partner reading](chart.png)