The Daily 6
Incorporating student choice to improve student responses

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Table of Contents

Background Information

Description of the teaching context

Wonderings and Questions

Main Wondering

Sub-questions

Date Collection and Data Analysis

Clear description of data collection

Before

During

After

Explanations of Findings: Claims and Evidence

Reflections and Implications for the Future
Background Information

Description of the teaching context

Working as a Professional Development Intern through Penn State University, I have been teaching in a self-contained sixth grade classroom at Park Forest Middle School in the State College Area School District for the 2009-2010 school year. As a group, the class is made up of nine boys and fifteen girls. In addition, we have one African American student, one Hispanic student, one Indian student, and twenty-one Caucasian students. Most of the students can be considered as coming from upper and middle class families; however, several of our students are from lower socio-economic families.

My class, as with any heterogeneously grouped class, has a range of ability levels working within the same community. There are two students who are currently meeting below grade level standards, particularly in reading, writing, and math. These two students have individual needs, which have qualified them for learning support services. The majority of our students are on grade level. These students consistently complete their work with varying quality. They typically have a good understanding of the content being taught, but all have individual skills that they are working to improve. Finally, five of the students typically work above grade level standards. These students consistently have a firm understanding of content being taught and produce work that often exceeds expectations.

In relation to academics, it is important to look specifically at reading abilities in my classroom since this was the basis for my inquiry. Within the class, there are
approximately five students who would be considered struggling readers. These students tend to read at a slower rate and do not have strong reading comprehension scores compared to other students at this grade level. The majority of the students read at grade level; however, about 8 students could be considered above grade level readers and have been recommended for advanced placement in seventh grade.

Finally, it will also be important to look at the State College Area School District reading curriculum used in sixth grade. This district uses an integrated language arts-social studies curriculum, meaning that students read novels that support the thematic units used for social studies instruction. Some of the books we have read are Pennsylvania Reader’s Choice books, Civil Rights Movement books, which correspond to our social studies War and Peace/Peaceable People unit, and Refugee and Holocaust books that fit with our Passports to Understanding unit. When using these books with our students, my mentor teacher and I have used a variety of reading groups to foster discussion and reading comprehension such as whole group discussions, focus groups, and structured teacher-directed discussions. In addition, we have incorporated mini-lessons to support students with specific reading skills and their understanding of different elements of literature. As a final reading activity, the students will be participating in student directed book activities created around the student’s ideas about what reading should look like. (For full inquiry brief, see Appendix A)
Wonderings and Questions

**Main Wondering:**

My inquiry focuses on looking at reading activities and structures that foster the highest amount of motivation and interest from the students while also examining the level of response students are achieving. My goal was to find a way to create a reading plan that created a high interest level and high response level.

*What types of reading group structures allow for the highest amount of motivation from the students while promoting the highest level responses at the same time?*

**Sub-Wonderings**

- What types of book discussions/reading groups do students prefer? (Ie. Student directed vs. teacher directed, structured vs. unstructured, group vs. individual)

- What types of book discussions/reading groups promote higher-level thinking and response from the students?

- Will student responses improve if they feel they have a say in the kinds of discussions being held?

- What kinds of activities result in higher-level responses?

- How can I play with discussion group structure to prevent feelings of boredom from my students?

- Should discussion forums be changed book-to-book, or day-to-day?

- How will responses improve if students are given more reading time and fewer written responses?
• How will discussions change if students aren’t asked to discuss everyday?

**Data Collection and Data Analysis**

**Clear Description of Data Collection**

Throughout the course of my inquiry, I collected a variety of data to help me plan, analyze, and reflect upon the advantages and disadvantages of implementing different kinds of reading group structures and activities. Data was collected before, during, and after the implementation of the new reading plan. As I planned for my data collection, I put careful consideration into the kinds of data I would use to help me answer my wonderings. I had two specific outcomes that I was looking to gain evidence for: (1) does student input in reading activities and discussion groups increase student motivation and interest in reading; and (2) do these same activities and discussions yield the highest level responses from students.

**BEFORE**

Prior to designing my new reading plan, I created and conducted a survey with my students and their parents. The student survey asked the students to communicate their thoughts on all past reading groups, discussions, and responses utilized throughout the year. These questions were open-ended and students were asked to answer as honestly as possible. In addition, students were also asked to rate each type of book group structure on a scale from 1 – 5, 1 being “I would never want to do this again” and 5 being “I definitely want to do this again.” My purpose in conducting the student survey was to learn what the students found interesting and motivating to them as readers and what they felt was taking
away from their enjoyment of reading. (For student survey, See Appendix B) The parent survey focused on the parents’ opinions of the reading curriculum this year. My purpose in conducting a parent survey was to have a second point of view on how reading was being utilized in the classroom and to see if parents could offer further information that the students might not have felt comfortable sharing. (For parent survey, see Appendix C)

When analyzing both the student and parent surveys, I read through each student and parent’s response and noted comments made about likes and dislikes. In addition, I looked for patterns in my students’ thinking to help guide me in creating my next reading plan. I also looked for comments from parents that either aligned or misaligned with the students’ thinking to see if the patterns I found were further supported or counter-argued. (See Spreadsheet and Graphs, Appendix D)

In addition to surveys, I collected the written responses that the students have completed throughout the year before designing my final reading plan. For each book group structure, I gathered all the written responses completed by each student then chose a same sample from the beginning, middle, and end of each book unit. Because of the vast number of responses generated by the students, it was necessary for me to condense the number of responses I looked at in order to be able to spend more time analyzing each one. Also, each book unit afforded a different type of response. The (Pennsylvania Reader’s Choice books) student-directed structure had students free-writing on student chosen topics such character, predictions, or connections. The (Maniac Magee/Roll of Thunder Hear My Cry) teacher-directed structure had students answering pre-written questions that addressed different elements of literature such as conflict, theme, and characters as
well as asking the students to make personal connections to the story. Another type of response was free writing without a specific topic, used with our SSR book structure (disability books). Finally, with our first refugee themed books the students participated in an online forum and were required to respond to prompts given to them. My purpose in looking at the responses students were writing was to begin to look at which types of responses allowed for the most support and higher-level thinking from the students. (For examples of worksheets, and prompts, see Appendix E)

When analyzing each type of response, I created a spreadsheet to record the number of times a piece of evidence (support) or specific example from the book was used to support the student’s thinking. A tally was made for each piece of support used by a student and the entire class’s tallies were added up into a class total and placed into a comparison table. The analysis of the amount of support used is consistent among each type of group structure. In addition to looking at the support students were using, the same tally process was used for other reading strategies: predictions, questions, connections, thoughts/feelings about the book, and references to theme and point of view. These sub-groups were looked at based on the nature of the activity. For these extra categories, some were specifically addressed in prompts while others were discussed based on student choice. These categories were only analyzed if the response generated the need for that type of analysis. (For Spreadsheets and comparison table, see Appendix F)

DURING

After analyzing my students’ work and their responses to my survey, I found several
important trends in their thinking. I found that the number of responses they were being asked to write was taking away from their enjoyment of the books. In addition, I had observed that students were making comments about feeling bored with having to do the same activities everyday, both written and discussion. Finally, the students felt that they would enjoy the books more if they were allowed to just read.

As a result, I created a reading plan, The Daily 6, for my students that incorporated choice, more reading time, and fewer written responses with the expectation that the students would have higher-level responses. Each day the students would choose from one of five different activities: reading silently, reading to someone else, listening to someone read, writing a response, or working on vocabulary. Discussion days were also incorporated. By the end of the book, the students had to have completed each activities a specific number of times; however, their day-to-day activity was completely up to them.

(For reading worksheet, see Appendix G)

While implementing my new reading plans, I collected several different kinds of data. One form of data collection I used during my study was to interview students on their thoughts about how the new reading plan was going. I did this in a variety of forms. I used anecdotal notes to record the students’ opinions after asking them how they felt about the new reading activities. I also had the students do an informal quick write about their thoughts on a piece of scratch paper. My purpose in collecting information on what the students were thinking was to be able to compare their thoughts on the new reading activities to their thoughts on the past activities we had done throughout the year. I wanted to see if the students felt more motivated by having more reading time and more
choice in the activities they participated in.

A third type of data that I used during my implementation was student work. I used the two written responses the students had to complete during the course of the book to analyze the kinds of responses students were writing. My purpose in using the students’ work during the inquiry was to be able to compare the students’ responses to the responses they had written in past activities. I wanted to see if decreasing the number of responses the students had to write would increase the level of response the students wrote.

When analyzing the student’s work during the implementation of my reading plan, the same tallying system was used in order to be able to easily compare the new student directed structure to past structures. For the voice recording, comments were recorded that further supported the students writing such as predictions made, questions asked about the text, and connections made to personal experiences or other texts. (For spreadsheet and graph, see Appendix H)

AFTER

After finishing my new reading plan, I had the students complete another student survey about their thoughts on how they felt the entire plan worked. My purpose was to find out what the students thought about the new reading plans and if they enjoyed the activities and discussions more than in past book group structures. When analyzing the final survey, I again looked for patterns that supported my previous trends I was seeing about the new reading plan. (For Final Survey and results, see Appendix I)
Explanation of Findings: Claims and Evidence

After analyzing all of my data, I found patterns that have allowed me to make several solid claims about reading structures and activities in my classroom.

Claim #1: Students enjoy reading more when they are given the opportunity to just read and do not have to write responses.

One of my sub-wonderings was focused on how responses would change if students were required to write a fewer number of responses. One change that occurred was the students’ attitude toward reading. In my initial survey, students were given the opportunity to talk about what they disliked about the reading groups and activities we had done since the beginning of the year. Right away, a pattern became very clear that the students felt that the number of responses they were being asked to complete while reading was taking away from their enjoyment of the book. In one student’s survey she wrote, “I enjoyed when we read Roll and Maniac, when we split up into 2 groups and each teacher kinda lead a group, but I do not think that we really liked the papers we had to do because they kinda took away from the books because every kid just wants to get it done, so they do it, but do not really get a chance to enjoy the book. “ Not only did the students feel that the responses were taking away from their enjoyment, but parent comments also confirmed this thinking. In a parent survey I received, a parent wrote, “He gained a very good habit for reading at the beginning of the school year. Unfortunately this went back
when he had to answer worksheets about what he had just read.”

After thinking about my students’ reflections on the responses they had written, I chose to implement activities that only asked the students to write two responses throughout the entire book. In addition, the students were able to choose when to write the responses based on what worked best for them. After implementing my new plan, I had students share their feelings about it. The responses changed dramatically. In one reflection a student wrote, “I like it because you can enjoy the book without having to answer tons of questions,” while another student added that “I really like this. I like this because you get more of a choice in everything and you do not have to write everyday.” The students’ reflections on the new plan showed me that they enjoyed the reading more when they were allowed to just read.

Claim #2: Student-Directed activities yield the greatest use of support and evidence from the book when the students are free to choose their own response topics.

One of my sub-questions focused on finding, which kinds of activities resulted in higher-level thinking from my students. When collecting data, one area I looked at for each activity was the students’ use of evidence from the story to support their thinking. After analyzing the data I found that the two activities that afforded the highest amount of support from my students were the student-directed focus groups and The Daily 6 choice activities. For the focus groups, the students were able to use support 91 times or about 4.5 times per student which was more than any other reading activity used throughout the year. Further, the class used an average of 86 pieces of evidence in their responses for the Daily 6 or about 4 pieces per student per response. The statistic may have been even
higher because several students opted to use their homework passes for their written responses which decreased the amount of data I had to use. Had these students written these responses, I feel the class would have had instances totaling closer to 90. (For comparison table, see Appendix F) One example of a student’s use of support was a response written about the theme of the story. She reflected “I think the theme for section 8 is all about teamwork and how things work so much better when you work together, because Eleni, Larry, Tiffanie, Braveheart, and Wendy are on a mission to rescue Julian, but there are a couple of people/elves who want to stop them so teamwork helps them think of a plan.” She clearly states her thinking and then supports her thoughts with specific examples from the book.

In addition to the student’s written responses, the students were also using lots of reading strategies in their writing as well. For example, students were making predictions, making connections, and questioning the text. One student questioned the text and then furthered her thinking by answering the question with a prediction. She questions, “I wonder how the customers will check out for Britt?” She then predicts, “I think Brian will say yes to the customers because he will find they’re nice and it will keep Britt off Brian’s back.” She was able to use multiple reading strategies in her response and both were used completely by choice since there was no prompt given for these response activities.

Claim #3: No one type of reading group or response activity gets at all elements of literature and all reading strategies.

When looking at the comparisons (Appendix F), no response activity has students addressing all elements of literature and all reading strategies. For more teacher-directed
activities, students are only addressing the elements and strategies that are asked in
prompts and questions which limits the students’ focus to those skills that teacher asks of
the students. With our teacher-directed worksheet, students were able to use a wide
variety of strategies in their responses; however, the counter to this was the students great
dislike toward the large number of questions asked on each worksheet (See claim 1).
Another example is the online forums, students only focused on the elements of literature
(conflict, mood, theme) that we prompted them to. All other areas were not addressed in
these prompts. However, with the online forums I only analyzed the students’ initial
response to my prompt. I did not analyze the students’ responses to their classmates’
prompts. As a result, more areas may have been addressed, which could change some of
the data used to support this claim.

The alternate view of this claim is that although no one type of activity gets at all
areas of instruction, different areas are able to really focus on specific elements and skills.
For example, even though the online forum did not have students looking at all areas they
were getting extensive practice reflecting on conflict, mood, and theme. As a result,
students were able to provide better insight since they were only focusing on three things.
One student wrote in her response about theme:

I felt really nervous when Tara fell off her horse into the rushing river. The mood
right there, if it were a piece of music, all of the instruments would be playing as loud as
they could, coming to the climax of their piece I think. The mood was a really strong kind of
fear. It was trying to make you feel like you’re Tara falling off of the bridge into white water
rapids. It was very dramatic as Ashti leapt into the water, broken collarbone and all, to save
his sister. When he did that, something clicked inside my brain that, he may not be cut out
to be a soldier, but he is definitely cares about his family and friends and doesn’t want them
to get hurt. That makes the mood change a little; from frightening to relieved, but only for a
little while.
Here the student not only uses great support from the story, but she is able to make a connection to another work that uses different elements to convey mood. She is able to talk about another element (music) that might be added if the story were taking place as a movie.

Claim #4: When students are given choice, they are more engaged in their learning and are more likely to enjoy the activities they are participating in.

After implementing The Daily 6, I found that it most closely answered my main wondering: *What types of reading group structures allow for the highest amount of motivation from the students while promoting the highest level responses at the same time?* Although the Daily 6 did not improve the responses as I had hoped, the responses remained high. In addition, I found that it was not so much the activities that mattered, but the power of choice.

While executing my reading plan, I observed the atmosphere in my room while students worked on their choice activities. I found that the students were able to stay engaged for an entire 50-minute period with little, if any, redirection. All the students stayed on task the majority of the reading period. On the final choice activity day, my advisor observed the room as well. She swept the room every three minutes. In her notes, she noted that “the noise level is quiet almost silent” and that it did not change throughout the entire period. This tells me that the students were engaged in their work that they were doing. She also noted where the students were seated in the room and what they were doing. These activities did not change much throughout the period either, further supporting my notion that students were engaged in their work. *(For observation notes,*
Also, the fact that these notes came from the final choice activity day and that students were behaving as they were, tells me that the students were interested by the activities and were not bored by them.

Allowing the students to choose their activities each day gave them the opportunity to pick activities that best met their needs at that time. As a result, students were engaged in their work. For example, one student wrote in the survey “I thought that the Daily 6 was a pretty good idea. I liked being able to choose what I had to do for homework. Since Monday, Wednesday, and Friday I’m pretty busy, it was nice being able to choose something quick and easy so I wasn’t staying up really late worrying that I didn’t get all my homework done.” The choice aspect helped the students make good choices based on their other responsibilities and helped keep them engaged in their reading.

Not only were students engaged, but the students also enjoyed their work more because they were allowed to choose activities that worked best for them. In the final survey, 13 out of the 21 students who responded mentioned something about choice when describing why they liked The Daily 6. Choice was the number one reason students most enjoyed this reading plan. Second, was being able to read silently (9 students said they enjoyed this particular activity most). When responding about the Daily 6, some comments students made were, “I loved this because it was actually half our choice and not just the teacher telling us what to do,” if I could pick one thing to stay it would be how we got to chose what we got to do each day,” and “I liked it because we got to choose what we wanted to do everyday and most of them were fun.” One student even admitted that he/she enjoyed the writing more; “I liked the Daily 6 because it gave us the opportunity to
choose what activity to do. I actually liked doing the writing.” This was a huge change from responses received earlier in the year. In addition, the students even seemed to think that the activities made the not so well anticipated book more enjoyable; “I liked being able to have some freedom in what I had to do for the day. Being able to have that freedom was really nice, especially when the book wasn’t your favorite of all time. =D (smiley face)”. The students engagement and enthusiasm about their freedom of choice showed me the importance of incorporating this practice into my reading instruction.

**Reflections and Implications for Future Practice**

Reflecting upon my inquiry experience, I have learned several things about reading instruction in sixth grade. First, I learned that a variety of activities and discussion groups need to be utilized in the classroom in order to ensure that all reading strategies and all elements of literature are being discussed. Having a variety of activities also helps to meet the interests of all students. No matter how popular a particular activity might be it is highly improbable that every student in a given class will enjoy it. Providing an array of activities helps to keep students engaged and prevent boredom on the part of the students.

Second, I learned that different kinds of activities allow for different kinds of student reflection and learning. For example, I learned that the teacher-directed groups provided numerous opportunities for students to use multiple reading strategies and reflect on several different elements of literature; however, there was a high response cost with the daily worksheets. Although the students were using higher level thinking, the daily response to questions took away from the students’ enjoyment of the book and of the
reading itself. If I were to use a more teacher directed approach in the future, I would limit the number of questions I asked each day or only have them answer questions every other day. Hopefully, this would still give the students an opportunity to meet all the same areas of reflection, but would still allow them to enjoy reading the book. I also learned that the online forums are a good choice to use when I want students to focus on a particular strategy or element. I will use this type of response activity when I feel that students need extra practice thinking and talking about specific things. Further, I learned that student-directed and self-reflecting responses allow students to use higher level thinking (use more support/evidence from the book to support their thinking), but only gives that variety if they are asked to reflect on a daily basis and are told to pick a different area each day. For instance, if the students are asked to pick between things like mood, theme, conflict, character, predictions, questioning, etc, they are using high amounts of support when talking about a number of different topics.

A third thing I learned from my inquiry was the kinds of activities and groups that students prefer. One of my initial predictions was that students would prefer student-directed groups. Through my student survey, I found that my hunch was correct. Students said that they liked being able to decide what they wanted to reflect on in their writing each day and what they wanted to talk about in their discussion groups. I was surprised to find that students actually also liked the teacher-directed groups. Although they did not like the nightly responses, they found the discussion to be more interesting when the teacher was present to help guide, clarify, and extend their thinking. Another surprise was the students’ dislike of the online forum discussions. The students felt that they had better discussions with people when they were able to talk face-to-face. They also did not like the fact that
they had to wait to respond to people and said that they did not like using technology all the time. From their responses to the online forums, I would probably try the online forum again to see if the opinions about it are consistent among multiple groups of students or if this just happened to be a more outgoing class that prefers face-to-face argumentation.

Finally, I learned that choice can be a powerful tool in helping students to engage in their learning. For my final reading plan, The Daily 6, I gave students the opportunity to choose their activity each day, the topic they wanted to reflect on, and the topics discussed with each other. As a result, I observed that students stayed on task for the entire 50-minute periods, including students that normally have trouble staying on task. In addition, when talking with students about their thoughts on the book, a common trend was that the students appreciated and liked the fact they got a choice in what they did each day. In fact, in a quick survey I did with the students, I had them write down their thoughts on a piece of paper and every single one of my students said they liked the choice aspect of the new plan. My mentor took notes on the students’ reactions when I introduced the new reading plan and there were many positive reactions. Some student clapped, while others gave a sigh of relief, and while others even gave some excited “yays!”

From implementing my final reading plan, I have learned the importance of incorporating choice into my instruction. Providing students with choice seems to empower them as learners and works to engage them. My goal for the future is to try and incorporate more choice with all types of activities and discussion groups in order to increase motivation and interest in reading and in all other subject areas as well. I believe that by incorporating choice students take ownership of their learning and will be more successful even if the type of activity is not something they most enjoy.
Appendix
Table of Contents

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix A</td>
<td>Inquiry Brief</td>
<td>3</td>
</tr>
<tr>
<td>Appendix B</td>
<td>Student Survey</td>
<td>9</td>
</tr>
<tr>
<td>Appendix C</td>
<td>Parent Survey</td>
<td>10</td>
</tr>
<tr>
<td>Appendix D</td>
<td>Student Survey Results</td>
<td>11</td>
</tr>
<tr>
<td>Appendix E</td>
<td>Reading Activity Examples</td>
<td>26</td>
</tr>
<tr>
<td>Appendix F</td>
<td>Spreadsheets</td>
<td>29</td>
</tr>
<tr>
<td>Appendix G</td>
<td>The Daily 6 Student Worksheets</td>
<td>33</td>
</tr>
<tr>
<td>Appendix H</td>
<td>Final Spreadsheet and Graph</td>
<td>36</td>
</tr>
<tr>
<td>Appendix I</td>
<td>Final Student Survey</td>
<td>37</td>
</tr>
<tr>
<td>Appendix K</td>
<td>Observation Notes</td>
<td>40</td>
</tr>
</tbody>
</table>
Appendix A

Shannon Christie
Inquiry Brief
February 10, 2010

Context

Currently, I am working as a Professional Development Intern through a program organized through the collaboration between Penn State University and the State College Area School District. I am positioned in a self-contained sixth grade classroom in Park Forest Middle School for the 2009-2010 school year. The class consists of twenty-four students who are diverse in their racial, ethnical, and familial makeup and who each bring unique social and academic skills to the classroom community. As a group, the class is made up of nine boys and fifteen girls. In addition, we have one African American Student, one Hispanic student, one Indian student, and twenty-one Caucasian students. Most of the students can be considered as coming from upper and middle class families; however, several of our students are from lower socio-economic families.

Looking at the class from an academic perspective, there is a range of ability levels. Two students who are currently meeting below grade level standards, particularly in reading, writing, and math. These two students have individual needs, which have qualified them for learning support services. They are pulled out for reading, writing, and math and have a paraprofessional to assist them for all other subject areas as a result of needing more one on one support. Modifications are made for most social studies and science assignments for these two students. For instance, on a recent social studies project these two students were only asked to do one piece of writing instead of three as a result of their current writing abilities. The majority of our students are on grade level. These
students consistently complete their work with varying quality. They typically have a good understanding of the content being taught, but all have individual skills that they are working to improve. These students’ strengths and weaknesses vary greatly by subject. Finally, five of the students typically work above grade level standards. These students consistently have a firm understanding of content being taught and produce work that often exceeds expectations. All these students are in advanced math placements, and one is even in a seventh level math class. Most of these students border the proficient/advanced scoring for both reading and writing.

In relation to academics, it is important to look specifically at reading abilities. Within the class, there are approximately five students who would be considered struggling readers. These students tend to read at a slower rate and do not have strong reading comprehension scores compared to other students at this grade level. Throughout the school year, the sixth grade students read a variety of books. Some of the books we have read are Pennsylvania Reader’s Choice books, Civil Rights Movement books, which correspond to our social studies War and Peace/Peaceable Peoples unit, and books about people’s relationships with people with disabilities. When using these books with our students, my mentor teacher and I have used a variety of reading groups to foster discussion and reading comprehension.

Some of the reading groups we have used have been whole group discussions, focus groups, and structured teacher directed discussions. For our whole group discussion, the entire class read the book *Crash* by Jerry Spinelli. The book was read as a read aloud while the students followed along. Discussions were held as the book was read. Another type of group we have used, are focus groups. For this type of grouping, the students were placed in groups based on books they stated they wanted to read in a survey. The books were
then broken up into 10 equally sized sections and the students were asked to read one section a night. In addition to reading, the students were asked to pick a focus to think about while they read such characters, setting, pictures evoked, theme, etc... Then the next day in class, students broke up into their groups and were free to discuss anything that read, but were encouraged to discuss their focus area. A third group we have tried are teacher directed groups. With these groups, the class was split in half based on ability level. One group would be reading a more challenging book (harder vocabulary, longer chapters, more in depth themes) and the other group would be reading a “just right” book (understandable language, easily identified themes, average to short chapter length, 6-10 pages) My mentor and I took class work, reading proficiency tests, and fluency tests into consideration when deciding which students would be in which group. Each day, students were assigned one chapter to read, several vocabulary terms to define, and several comprehension questions to answer. For discussions, we would discuss some of the questions on their worksheets and questions that arose as a result of the discussion.

Rationale
Looking back on the last semester with my sixth grade class, a large portion of my time was spent observing and reflecting on my experiences in the classroom. One of the requirements of a Professional Development Intern is to write weekly reflection journals on specific experiences and on tasks that were performed. At the end of last semester, I went back through the reflections I had written and came across one entry that peaked my interest. In the reflection, I talked about structured and unstructured reading groups. I noted that the discussions the students were having in their student directed discussion groups were engaging and clearly showed their comprehension. As a result, I wondered if
the same discussions would result with a more structured teacher directed discussion. At the time, the wondering became a possible topic of study for my inquiry.

After returning from break, I began to take on more of a lead role in our reading discussions. For the most recent book groups, my mentor and I divided our class into two reading groups. We created one group for our more advanced readers and one group for our on-target and struggling readers based on class work, reading proficiency tests, and fluency tests. Then, each of us took on a group to lead in daily teacher directed discussions. Students were asked to complete nightly assignments in which they had to define vocabulary and answer a series of questions about different elements of the book. I have found that the structured reading groups have also appeared to be successful. After leading my own group, I became very interested in looking at reading groups and discussions specifically, looking at which types of groups are more engaging for students and which seem to generate the best types of student responses.

**Wonderings**

*Main Wonderings:*
- What types of reading group structures allow for the highest amount of motivation from the students while promoting the highest level responses at the same time?

*Sub-Wonderings*
- What types of book discussions/reading groups do students prefer? (Ie. Student directed vs. teacher directed, structured vs. unstructured, group vs. individual)
- What types of book discussions/reading groups promote higher-level thinking and response from the students?
- What are other teacher’s views on discussion groups?
- Will student responses improve if they feel they have a say in the kinds of discussions being held?
- What kinds of activities result in higher-level responses?
- How can I play with discussion group structure to prevent feelings of boredom from my students?
- Should discussion forums be changed book-to-book, or day by day?
Data Collection

Surveys:
- Student Surveys – I want to find out how students already feel about the reading groups we have had. I want to know why they liked some and not others and which have been most meaningful for them.

- Parent Surveys – I want to find out how parents have felt reading has gone so far this year. I want to know if they have seen any changes in their student’s reading habits and if they have commented on any particular project or book with regards to reading.

Interviews:
- Teacher Interviews – I want to interview fellow sixth grade teachers about their views of reading groups. I want to find out about what they feel is the purpose of doing reading groups and their philosophy on the types that they choose to use. I want to find out about what types of groups they have tried and which they have felt worked the best.

- Student Surveys – I want to interview students after a new type of discussion method is introduced in order to discover their thoughts about how it went and if they would enjoy doing a discussion like it again.

Student Work
I plan on using student work such as written responses that the students do for their reading books and comparing the level of responses achieved by each one. I want to look to see if one type of discussion leads to better written responses by students or higher-level responses.

Observation (with video/audio))
- I want to use observation to look at the level of discussion taking place as a result of different discussion groups. I want to see if they students appear to be more engaged in some kinds over others and see if they have higher-level discussions with some. I plan on using video to collect observations so that I can come back to the different discussions as often as necessary. Though I will be using video, I will mostly be interested in making observations about what the students are saying. In other words, I will be focusing on the audio portion of the video.

Time frame

February
February 15th – 19th
- Revise Brief and annotated Bibliography
- Begin to collect baseline data
- Give student survey
- Send home parent survey
February 22nd – 26th
- Begin interviewing teachers
- Continue researching book group ideas
- Think about what types of books groups I may want to try with my students

March
March 1st – 5th
- Continue with observations
- Implement new book groups (online forum)
- Interview students on new groups

March 8th – 12th (Spring Break)
- Compile data collected so far
- Begin Organizing data collected
- Begin planning for future book groups

March 15th – 19th
- Begin analyzing data and developing claims
- Continue with observations and data collection
- Begin Planning for new book group (literature circle?)

March 22nd – 26th
- Continue with observations
- Continue with analysis of data
- Implement new book group?
- Begin drafting paper

April
March 29th – April 2nd
- Continue making observations
- Continue drafting paper

April 5th – 9th
- Continue making observations
- Student Survey on new book groups
- Continue drafting paper
- Work on revising paper

April 12th – 16th
- Continue observations on book groups
- Finalize draft of paper (due April 16th)

April 19th – 23rd
- Revise/Edit Paper
- Begin presentation preparation

April 26th – 30th
- Final revisions on paper (due May 2nd)
- Continue presentation preparation

May
May 3rd – 7th
- Finalize presentation
- Conference May 8th

*My goal is to try and implement at least 3 more book groups by the end of inquiry
Appendix B

Name (optional)___________________________________

Student Survey

Reading

What have you enjoyed about reading so far this year? For example, specific books we have read in class, specific activities we have done in class such as a particular discussion, read aloud, etc.)

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

What have you disliked about reading so far this year?

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

We have tried several different types of book talks or book discussions, for example, using focus areas to guide discussions, teacher guided (maniac/roll), whole group (Crash), Focus Area (Kid in the Red Jacket, Faith Hope and Chicken Feathers). Which one have you enjoyed most? Why? Please be as specific as possible.

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

Which ones have you liked the least? Why? Please be as specific as possible.

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

Is there a type of book discussion you have done with a past teacher that you would like us to try?

_________________________________________________________________________________________________________
Appendix C

Name: __________________________________________

Parent Survey

Does your child appear to enjoy reading? (Circle one)     Yes    No

How do you feel your child is as a reader?     Strong  Average  Below Average

Have you seen improvements in your child as a reader since the beginning of the year?     Yes    No

Do you feel your child enjoys reading more now than at the beginning of the year?     Yes    No

If yes, in what ways?  For example, do you see them reading more at home other than reading for homework, reading ahead in class books, or talking about what they are reading.

Have you seen your child particularly excited about any specific reading book or project this year?  (Crash, Hidden Talents, Kid in the Red Jacket, Faith, Hope, and Chicken Feathers, Now You See It, Maniac Magee, Roll of Thunder, Hear my Cry...)

Do you have any other comments you would like to share about your child and their reading this year?
Appendix D

Reading Survey: Sheet 1 Go to spreadsheet view Rows per page: 1-21 of 21

What have you enjoyed about reading so far this year? For example, specific books we have read in class, specific activities we have done in class such as a particular discussion, read aloud, etc.

What have you disliked about reading so far this year?

Is there a type of book discussion you have done with a past teacher that you would like us to try?

We have tried several different types of book talks or book discussions, for example, using focus areas to guide discussions, teacher guided (maniac/roll), whole group (Crash), Student Directed (Kid in the Red Jacket, Faith Hope and Chicken Feathers), Focus Area (PA reader's choice books). Which one have you enjoyed most? Why? Please be as specific as possible.

Row ▲ Timestamp

1 Edi 3/15/2010 10:21:45

i dont really like reading in class this year... like its not that fun and the books arnt really interesting.


I liked reading SILENTLY BY OURSELVES. I also like books.

1 Edi 3/15/2010 10:21:45

i dont really like reading in class this year... like its not that fun and the books arnt really interesting.


i think i enjoyed were the kids because then u arnt inno not really anything out of wat we already did.

SSR!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!

Then ask each kid a couple of questions to make sure they really read the book.
I really like silent read, but just like choir has made me dislike to sing, reading class have made books boring and less appealing to me.

I like mostly everything but some stuff was better than others. I like read aloud because I can sorta just lounge and listen, also I like just reading for the fun of it. I really liked the book Frindle and I liked discussing in small groups.

What I have enjoyed about this reading thing is the fish bowl and the book I liked the most was Maniac Magee. I also liked the one where we go in a group and talk within ourselves about what has happened so far in the book and what we think will happen next.

I like discussing in small or medium sized groups (3-4 people). I think I enjoyed the disability books the most because we could read by ourselves and just have some fun reading time.

I disliked the focus area because we had to do it every day and some of our books were really long. I also didn't like the focus area because of all the different things we had to do it usually took forever to get a conversation going.

I think it would be cool to do a unit on book reports cause it could partially help us with speeches too. You could have a speech book report, a written book report and maybe a timeline with a timeline from the book and a second timeline for like the time period the book is set in.
In this year I like read aloud and all the reading we have done. I also think reading is the best thing we have done all year because I LOVE reading! I have disliked nothing. I love reading! I honestly, truthfully LOVE reading! I have enjoyed reading some of the books like wreckers and Crash. I thought those book were especially good. I thought some of the discussion were fun to.

Some of the stuff I liked about reading is probably the one where we wrote the different prompts in our reading journal and discussed instead of tipped. My favorite book we read this year is hidden talents. I have really enjoyed reading Roll of Thunder, Hear My Cry.

There is no book talk with a past teacher that I have done.

I enjoyed student directed book talk because us kids were the boss and didn't we didn't get vocab. I liked the student directed because you can talk about what you want to talk about and it is more open and fun. I thought it was better because instead of just talking about what you just wrote you can talk about whatever you want to talk about. My favorite was either the student directed or the focus area. I liked them because we had more freedom and could have discussions where you don't have to type it up you just have to talk.

I enjoyed having a teacher direct the book groups. No not really I haven't really had many different ones from the teacher based ones.
I loved having a big group to talk about the book with. I also enjoyed Faith, Hope, and Chicken Feathers. My group for that was a great group and we had a great time talking all about the book. I personally like reading books with a group. I don't really like doing the book talk on SCoodle. It takes me a lot longer to type than to just talk to the person. Well I liked the Crash podcast, and the readers choice, Kid in the Red Jacket, and last but not least Maniac Magee. I have so far enjoyed most of the activities and reading books that we all have read. I'm really glad that we read and we had the choice of having to wait on other books that some or most of us haven't read before. I also like the writing. Another dicussions that I are mostly didn't like, is real life. Although sometimes I don't like having to answer questions every section Books because we had the choice of having the chance to pick other books that other kids in online scoodle PA picked as the best book of the year. So that kind of gives you the idea that All of the past years there has really just been the regular book descusions in groups with questions that we have to answer. And I really enjoy all of the different ways to be able to have descusions that I have learned throughout the year.

I just don't like being left hanging. I like having everything in place and knowing what we are going to talk about. I don't like having to write about a certain part of the book. I place and enjoy the book groups. I don't like typing up all of my opinions. There isn't that much I hated. Well this is the first time. :-P But it was fun :-]
it brings up new predictions and questions that go on later into the book. like about the scoodle is probably that there isn't as many people in the group compared to the other reading groups.

I have disliked some things I have enjoyed this year reading this year a lot. One reading, One thing I really enjoyed was reading more challenging books. Two particular books I liked were Hidden Talents and our PA choice books because we did not have to write a lot and we just read the book and had oral discussions.

My favorite was crash because if you're a slow reader like me it is hard to read all of that content and understand it but when you read it out loud I could understand it a lot better.

I have liked all of the books we have read so far in reading. I really liked the face to face discussions because then you can hear what other people have to say and you can talk about what you liked or disliked. I don't really like doing the discusions on Scoodle because I like it's easier to do it face to face. I also about the book. I also don't like having to find or write down vocab words or other words you liked or interested or disliked. I don't remember any. Sorry.
also really like the read alouds and think we should do those more often. I really enjoyed doing be good if the PA choose we had more books and think it would be fun to do self choose something like books. that again.

I think that all of the reading books that we’ve read have been GREAT! They books in our all had so much to talk about and discuss! I liked the kid to kid discussions, except when none of us could think of anything to say, or we kept talking about non important parts of the story. I think that having conversations on SCoodle is a very creative me that idea. I like the opportunity, fact that you’re thus I got using the blessing of technology to really teach! When we read Roll/Maniac, I a huge group think that having a bad idea teacher run the because you conversation works a lot better, sometimes.

was fun. I also liked the student directed because it was kind of like the PA choice books. But my favorite one would have to be the PA choice or the teacher guided.

Not off of the top of my head. I don’t clearly remember anything that this whole class would find enjoyable. I don’t like hefty book reports that if you fail them, you fail reading, etc.
Having a teacher there really helped keep the conversation going. Dong reflections about the book section we'd just read and had a discussion was nice, because it gave you something to discuss. You could talk about the focus area, why you believed that would happen, able to back etc. YOU HAD A DISCUSSION and that was IMPORTANT TO ME!

I like reading this year because we read some great disability books like rules. Rules was a great book it's about a boy with a disability and his sister Catherine tries to teach him rules on how to behave and act when around public. I enjoyed Manic Maggee because it was about a young boy who runs away from people to people. An manic finds a good family who loves him very much. I think that it would have been really really really amusing for me!
be far if you show us kids what we are going to read then you like take names that want a certain book then you go and try to get all of them what they wanted. But if you could not find every one that book I can understand just ask them if they would like something else.

I enjoyed reading Faith Hope and Chicken Feathers because we got to talk about whatever we wanted in the book and not just a focus area or specific questions. I liked the small group in that because we could have a conversation easily without interrupting or conversation. I also don't like the refugee books, because it's really hard to directed the conversation, because since it's online. The other person isn't online at the same time, so you have to wait a long time for their reply to your question or their part of the conversation, because everyone in the group could have a conversation about anything we wanted in the book, instead of responding to questions with a teacher or focus areas. I also don't like the book Kiss the Dust. I really wish we could talk about our refugee books because there were a lot of

There was one book discussion last year where we got to read with a partner and answer questions with a partner and then get into a bigger group to talk. (But if we tried this, could we pick our own partner?)
unexpected parts and surprises. I also liked reading Double Dutch, also because it was a small group, and even though we had focus areas that we had to do, we could still talk about other things in our groups.

I have enjoyed when we only have two books out of the whole class, because we get into really good discussions. In the Roll of Thunder, Hear My Cry book discussions we would argue about what we think was going to happen who we liked in the book why everything was happening the way it was. But sometimes with smaller books the less people the better. I also really don't like story cubes, because they're really boring to write.

I have disliked when we had only 3 or 4 people in a group, because the discussions, was only 3 points of view and when everyone said anything that was it. There was not very many arguments in those discussions, because there were so little people we all discussion we thought the same thing a lot. I also didn't enjoy answering all agreed on the questions other things.

Like I said before I liked the Roll of Thunder, Hear My Cry book discussions, because there was more people and more points of view to show and tell about. Though we almost always had different opinions on different things, in the final group discussion we still had some arguments, but also answering all agreed on the questions other things.

No, our class has tried every type of book discussion I have done in the past. :-)
for two reasons; one because we didn't use them very much with our discussions so there was point in doing them, and two if we did use them they didn't ask very good questions that would start a discussion. I also dislike how we do an Instructional book EVERY month, it gives us no time to just free read whatever we want, I had to stop in the middle of my favorite series of books, because we were assigned to read books. And if you try to read two books at a time it gets very confusing, TRUST ME!

This year I have enjoyed a lot in reading, like how we got to pick our own books instead of the teachers picking them for you. I like I liked the Focus area the best because you to pick with your group the questions you want to do each night.

What I disliked in reading this year was how we had to answer specific questions about the book.
that because you get to read when we got the back cover to chose the questions with our group and how we got to chose stuff for you. I also enjoyed how we got to in groups of 3 or 4.I thought that everyone gets more time you could to talk about the book instead of being in a big group and having to make it around to 9 to 13 people, or sometimes more, and have everyone talk. I think it would just take longer, and we would not be able to read a lot of our book at school if we went in big groups.

I enjoyed the way when we read Roll and Maniac, when we split up into 2 groups and each teacher kinda lead the group, but i do not think that we really liked the papers we had to do because they kinda took away from the books because every kid just wants to get it done, so they do it, but do not really get a chance to

I dislike doing a paper every night when we read Roll and Maniac because like I said before it takes away from the book that you are reading. Maybe we could do one once a week or something so we do not have to do one every night.

I like the teacher guide book talks and the student direction book talks because for the student direction books talks I like because we get to interact with our friends and our fellow classmates. I also like that because we get to talk to people we normally do not talk to.

For the past years for reading we have done basically all the things we have done this year. There might be another way we did reading but I do not remember.
enjoy the book that much. Some books I enjoyed reading were Crash and Faith Hope and Chicken Feathers. I also like the read out louds we do because we get a break from working and just get to listen, also you pick really great books.

Also, it gives people who do not talk a lot to each other something in common to talk about. I like the teacher guide because if we get stuck the teachers are there to help us talk about something. Also the teacher make it more interesting because it is and adults point of view. Another reason why I like Teacher Guide is because the teacher gets your mind thinking and going about the discussion.

I enjoyed reading in the small reading groups for the books like Th"Physco Kitty Queen." I also bigger enjoy read-aloud for books like "Hidden night. The "talents" where thing I don't we can enjoy adjust dislike, I talk. You're funny story hate, is actually and write reading talking to the down a few books in here person not a things that are we get book going on. I after another screen and to also liked how after another, tell you the we could eect. I barely follow along have a like using
while you read chance to technology
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my choice everything.
I'M STUCK READING STUPID BOOKS THAT I HATE. ..... Then there is the book reports. You as teachers under estimate how much we read I am in the middle of reading 10 books at once. I hate reading a lot books at once. When we are reading so many books at once you get confused with what's happening. I wish you would open your eyes and see that we do read a lot.

I liked that we have a choice of different books, and pick books we like and get to look at. I like that there is a lot of different assignments.

Whole group discussion because we get thought's faster, and we don't do fish bowls.

I liked when we did the disable book reading because then we could just enjoy the book and not worry about reading to far. Also then we don't have to wait for the class and we can read at our own pace and as much as you

I didn't like when we did the focus areas with a small group because my group got off topic a lot and couldn't get on again. I also didn't like that we could just read the book and we would stop in the middle of a good part. I also didn't really like answering the questions because some of the question are hard to answer.

I liked faith hope and Chicken Feathers because my group was good and easy to work with and we got things done, but I don't think it would go as well in a different group (for me anyways) because we worked so well together.
want.

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Appendix E

Teacher Directed – Worksheets

*Maniac Magee*

**CHAPTERS 1 - 4**  pages 5-15

**VOCABULARY:**  trolley  bellowing

**CHAPTER QUESTIONS:**

1. Describe Jeffrey’s life with Aunt Dot and Uncle Dan. What does the author think of such an arrangement? How do you know the author’s feelings?

2. Is this book realistic? Why or why not?

3. Why is Jeffrey memorable and unusual?

4. Have you ever heard about a memorable event which causes an inflated number of people to claim to have “been there”? Conduct a survey of parents and other adults on the question. Make a list of events cited.
5. Exaggeration is used frequently in this book. Start a list of examples.

6. Why was Amanda Beale “late to school for the only time in her life”?

7. How did Amanda safeguard her books?


9. How far could Jeffrey punt a football?

10. Other than his athleticism, what interest did Jeffrey show his first day in Two Mills?

11. Are Jeffrey’s antics in Chapter 4 believable? Why or why not?

Roll of Thunder, Hear My Cry

Chapter 1

VOCABULARY: meticulously intriguing raucous
sharecropping mortgage emaciated
morosely amiably ridiculed
temerity maverick

CHAPTER QUESTIONS: 🏁

1. Determine who is telling the story.

2. What information do we have to begin a story map?
   -What is the setting?
   -Who is the main character?
   -What is the problem?

3. Reread paragraph 2 on page 7. What does Papa mean when he says,
“You ain’t never had to live on nobody’s place place but your own...”?

4. Why do you think the white school and the black school didn’t share the school bus? Find out your school district’s policy for providing transportation.

5. Why do you think the white school and the black school displayed the flag in a different way?

6. Why is Mama upset with the set of textbooks? What does she do about it?

Online Forum Prompts

CONFLICT:
In the first section of *Kiss the Dust*, we are already introduced to the conflict of the story. Conflict is the tension, problem or fighting that takes place within a novel’s plot and it always involves two opposing forces.

There are four different kinds of conflict:
1. **Man vs. Man**- Conflict involving one person against another.
2. **Man vs. Nature**- Conflict involving a character and the forces of nature.
3. **Man vs. Society**- Conflict which occurs when the values and customs by which the characters live is being challenged.
4. **Man vs. Self**- Internal conflict- the character is battling with his/her own thoughts and feelings.

PROMPT:
After you have read section #1 (through pg. 35) please respond to the following prompt:

- Think about what you know about the conflict so far that is introduced in the first section of the book.
- Identify which type of conflict (from the list above) has been introduced and give specific examples from the plot to support your answer.
- Based on this information that you know about the conflict so far, make a prediction about how you think this conflict will develop throughout the next sections of the book. What events might be caused by this conflict? How will the characters be affected?
- Add a thoughtful question (from the last few sections you have read) that your group can respond to.

MOOD:
The mood of a work of literature involves the emotions that you feel while you are reading. Some literature might make you feel sad, happy, angry, or confused depending on what happens in that particular work of literature.
PROMPT:
After you have read section #3 please respond to the following prompt:

- Think about the significant events that occurred in the section you just read.
- What was the event(s) that made you feel a certain way? What was the mood of this piece of literature, or what emotions/feelings did you experience as you read about these events?
- What is the character feeling as they are experiencing the same event you mentioned above. How are the emotions you felt similar to/different than with the emotions they are feeling?
- Add a thoughtful question (from the last few sections you have read) that your group can respond to.

THEME:
When we talk about theme in literature, we are referring to a broad idea mentioned throughout a story. Most often it sends a message or lesson to the reader.

The main theme of *Kiss the Dust* involves what life as a refugee is like. As we’ve discussed earlier the definition of a refugee, is “a person who is forced to leave their country in order to escape war, persecution, or natural disaster.”

PROMPT:
After you have read section #5 (through pg. 175) please respond to the following prompt:

- Think about what life is like for the characters, since they have become a refugee.
- Based on the events which occurred in the section you just read, what, in your opinion, is the hardest part about being a refugee?
- What character traits do the main character(s) have that are helping them to survive or making life as a refugee harder for them?
- What message do you think the author is trying to communicate to us, as readers?
- Add a thoughtful question (from the last few sections you have read) that your group can respond to.

Appendix F

Teacher-Directed responses

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- Character: 5
- Theme: 0

### Point of view
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- Wonderings: 2
- Connections: 1

**11 mood**

### Online Discussion Forum

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**Number of times reading strategies were used in student writing**

![Graph showing reading strategies](image-url)
Appendix G

The Daily 6

There are many important aspects when it comes to reading. Different reading practices work to improve your reading skills. For instance, having book discussions allows you to practice verbalizing your thinking so that others can understand which in turn helps you to clarify your own thinking. For these books, you will choose a reading activity to do each day. Each activity works to improve your reading ability in some way.

The assignment: Each day you will be assigned one section from your book and will be asked to choose one of the six daily reading activities from the list below. Some activities ask you to just read while others will require some type of response. The choice of activity will be completely up to you; however, you will need to have completed each activity the stated number of times by the end of the book.

The Activities

Reading by yourself – reading to yourself helps you to practice your reading skills. The more you read the better reader you become. In addition, reading helps to improve your vocabulary and writing skills.

For this activity, you will simply read. If you choose "Reading to Yourself," you will find a quiet place in the room and read the assigned section. No written response will be required with this activity. You must choose this activity 2 times.
Read to someone – reading to someone else allows you to practice your fluency (how smoothly/fast you read) and allows you to work on your expression, check your understanding, and hear yourself read.

For this activity, you will find a partner to read to. You will read the assigned section out loud to your partner while your partner quietly listens. No written response will be required with this activity. *Choose your partner wisely; grades will be kept for staying on task. Do not choose someone you may be tempted to talk to. You must choose this activity 1 time.*

Listen to someone (goes with reading to someone) – listening to someone else read helps us to hear what fluent reading sounds like. In addition, it helps you to work on your listening comprehension skills or your ability to listen and understand literature.

For this activity, you will partner with a student who has chosen the "Read to Someone" activity. As they read, you will simply listen. You may choose to follow along with them in your own book if that will help you understand what is going on in the story. No written response will be required for this activity. *Choose your partner wisely; grades will be kept for staying on task. Do not choose someone you may be tempted to talk to. You must choose this activity 1 time.*

Work on Writing – an important part of reading is being able to express your ideas. Reading helps you become a better writer and part of becoming a better writer is practicing.

For this activity, you will be writing a response in your reader's notebook. You must write on one of the topics provided for you. The response must be at least 15 - 20 lines. You must choose this activity 2 times. You may not choose the same topic twice.

*Remember that written responses should include specific examples from the story to support your thinking. If you do not include examples, you will be asked to rewrite the response. Also, think about including personal connections to make your arguments stronger.*

Topics - Theme, Conflict, Mood, Characters (remember if you choose character you must talk about personality and give specific examples to support your thinking)
Work on Words - vocabulary allows you to become a better writer and speaker. Having a strong vocabulary also helps you to become a better reader because it helps you understand more difficult levels of literature.

For this activity, you will need to choose three new vocabulary words to look up and define. For each word, you must give a dictionary definition (without using the word itself in the definition), provide synonyms for the word, and use the word in a powerful sentence in your reader's notebook. You must choose this activity 1 time.

Talk to others - talking with others about what you have read is another way to improve your reading skills. It helps you to clarify your own thinking by expressing your feelings to others, but it also gives you the chance to look at the text in a way you have not looked at it before.

Throughout the books, we will be having several book discussions. Some will be held in small groups, others will be held in large groups. We will be choosing these days for you. Everyone will participate on group discussion days. No written responses will be required for these days; however, you will be graded on your participation in the discussion.

Each day you will keep a log of the activities you choose. For each activity, you will need to include the date, the name of the activity, and the partner you worked with if you choose an activity that required a partner. If the activity requires a response, you will record the response beneath the heading. Your log should look like this:

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Powerful Sentence

We will check each day to make sure logs are kept and responses are finished.

* The expectation is that since there are fewer written responses, the responses you do write will be well written and detailed. Examples and details should be used to support your thinking.

Appendix H

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90 73
Appendix I

The Daily 6

Please answer honestly and openly. Take as much time as you need. Your advice will be used to plan future reading activities.

What are your thoughts on The Daily 6? What were your dislikes? What did you like about it? * 

If you could change one thing about The Daily 6 activities what would it be? * 

If you had to keep one thing the same what would it be? * 

On a scale from 1 - 5, 5 being "I love it and want to do it again," how would you rate The Daily 6? *

Hate it. Do not want to do this again.  Love it. Definitely do this again.
2 Edit 4/21/2010 10:36:17
I didn't like the daily 6 because there were some where you had to write a lot.

The work on writing because you had to write a lot.

Read to someone.

Whole group discussions were too long, not much can happen in 30 pages if it's a really boring and undetailed book.

3 Edit 4/21/2010 10:36:33
I loved this, because it was actually half our choice not just the teachers I would probably change telling us what to do.

I would not put a limit on how many times we could do something.

I would probably keep the activities the same.

4 Edit 4/21/2010 10:36:41
I thought they were sort of cool except I think we shouldn't have a limit on our activities.

I would not put a limit on how many times we could do something.

I would probably keep the activities the same.

5 Edit 4/21/2010 10:36:47
I liked it more than the past activities.

Nothing really.

Having the group discussions.

6 Edit 4/21/2010 10:36:55
it was O.K.

more read to others!

read to others!

7 Edit 4/21/2010 10:37:04
I liked it more than the past activities.

Having the group discussions.

8 Edit 4/21/2010 10:37:11
I like it. I think that it was nice that we got to choose what we wanted to do but had things required.

I thought they were sort of cool except I think we shouldn't have a limit on our activities.

I would not put a limit on how many times we could do something.

I would probably keep the activities the same.

9 Edit 4/21/2010 10:37:12
I thought they were sort of cool except I think we shouldn't have a limit on our activities.

I would not put a limit on how many times we could do something.

I would probably keep the activities the same.

10 Edit 4/21/2010 10:37:42
I think it is ok, and I like it.

More just reads.

Just read

11 Edit 4/21/2010 10:38:15
I really liked it.I liked how we could chose what we did each day and chose who we could read to or listen to people read to.

If I could change one thing it would be that we would not have the vocab.Because when I did it it was very hard to find words that I already did not know.

If we could pick one thing to stay I would be how we got to chose what we got to do each day.

Having the group discussions.

12 Edit 4/21/2010 10:38:19
Better than the past activities.

I didn't really like that we only had whole group desscussion. I also didn't like how we always had something different to do. I did like that we had silent reading times. It made it easier at night.

I really liked how we could just enjoy the book without having to worry about questions. I also liked that we have time durring reading to start and almost finish the section. I don't think you should change anything.

That we had silent reading times.

13 Edit 4/21/2010 10:38:30
I didn't really like that we only had whole group desscussion. I also didn't like how we always had something different to do. I did like that we had silent reading times. It made it easier at night.

I really liked how we could just enjoy the book without having to worry about questions. I also liked that we have time durring reading to start and almost finish the section. I don't think you should change anything.

If I could change one thing it would be that we would not have the vocab.Because when I did it it was very hard to find words that I already did not know.

If we could pick one thing to stay I would be how we got to chose what we got to do each day.

Having the group discussions.

14 Edit 4/21/2010 10:38:44
Better than the past activities.

I didn't really like that we only had whole group desscussion. I also didn't like how we always had something different to do. I did like that we had silent reading times. It made it easier at night.

I really liked how we could just enjoy the book without having to worry about questions. I also liked that we have time durring reading to start and almost finish the section. I don't think you should change anything.

That we had silent reading times.

15 Edit 4/21/2010 10:38:47
I liked how we got to choose what we were going to do for that day. I had no dislikes.

I thought the daily six was a really good idea. I really like that we got to work on everything and most of No more work on words because sometimes the book you are reading doesn't have words you don't know.

I would not change any of the activities I thought they were well evened out and I enjoyed doing

Read to self because it was nice not to have to waste our voice.

One thing I would definitely keep the same5 is that we have time in

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I would not change any of the activities I thought they were well evened out and I enjoyed doing

Read to self because it was nice not to have to waste our voice.

One thing I would definitely keep the same5 is that we have time in
the time we got to choose what we wanted to do. I did not really dislike anything about it, it was great!

I thought that the Daily 6 was a pretty good idea. I liked being able to choose what I had to do for homework. Since Monday, Wednesday and Friday I'm pretty busy, it was nice being able to choose something quick and easy so I wasn't staying up really late worrying that I didn't get all of my homework done.

I think if I had to change one thing about the Daily 6, it would be that you either didn't have to read/listen to someone, or if you had to, there would be assigned partners, just because when I had to do those things, I couldn't find a partner to do them with. However, I do like reading and listening to people. Also, being able to have some maybe you could add something like freedom in what I had to instead of talk to others being one of the choices, you could add something else to replace that, and just do the talk to others as an assigned thing. Maybe like discuss in book wasn't your partners, likes dislikes, connections, changes to the book they wish they could make. Also thoughts on the book, the idea, whether we should do that kind of book again might be fun to do.

I liked it when we read with out teachers an we read as a kid group. I liked the Daily 6 because it gave us the opportunity to choose what activity to do. I actually liked doing the writing. Reading to someone was fun and so was listening. I didn't like doing vocabulary, but I just got it over with at the beginning. I didn't like how since almost everyone did reading and listening to someone at the beginning, the people who didn't do it didn't have a partner at the end, so I think we should pick one partner for those two activities at the beginning of the book and then you will always have someone to do it with. I liked this a lot better than writing responses on Scoodle, which was my least favorite. I also liked discussion days.

I would make us have different groups on the discussion days instead of the same group, because if one person in your group doesn't say anything, then they probably won't say anything the second time either, so you'll get points off twice.

I liked this system because you got to choose what you wanted to do, but there was a boundary you had to stay within! I can only think of one thing that could be improved, even though we did not write a lot and we had time in class to do it the writing takes away from what you are reading. Don't get me wrong writing is a good thing and it helps improve or

Being able to choose what to do when you want to do it. I liked freedom was really nice, especially when the changes to the book they wish they could make. Also thoughts on the book, the idea, whether we should do that kind of book again might be fun to do.

Like I said before I would change how much writing we do. I liked it when we did our thoughts online because it does not waste paper and we don't have to write because it seems like everyday all we do is write maybe you could add an online writing instead of having two writings!!

I would like to still read to someone on one day.

I like the 'freedom" we had to choose what we wanted to do that day because if you did not feel like writing or doing words you could read to someone, or stuff like that!!
writing skills it is just that maybe we could do a compromise. Maybe we could only do the writing thoughts once instead of twice!!! :)

I liked it because we got to choose what we wanted to do everyday and most of them were fun. My favorite activities we did were read to someone/listen to someone, read to yourself and talk to others (the small groups). I didn't really like talking in the really big groups because there are too many people and you don't get to share as many of your thoughts. I would like it if we did the daily six again but with more options without having to do something twice.

I would change it so we wouldn't have to do writing or vocab.

I would keep reading to yourself and read to others/listen to others.

I liked how we didn't have to write each day and that we got to choose when we would write because some nights are buzzier than others.

I would change the listen to someone to a read by yourself and combine the read to and the listen to someone.

I would keep the read to self because it is more fun to read without the work.

Appendix K

College of Education
OFFICE OF PRE-SERVICE TEACHING

NAME Shannon Christie
SUBJECT/GRADE Reading/6th
NO. OF STUDENTS 18 students
SCHOOL Park Forest Middle School
District

DATE/DAY Tuesday, April 20, 2010
TIME 10:00 – 10:55 a.m.
OBSERVER Rebecca Burns, PDA
DISTRICT State College Area School

Reading Student Choice:

10:27
3 students reading independently
3 students working independently on computers occasionally talking and laughing quietly sharing information on the screens on the couch
2 groups are working collaboratively with 1 computer and 1 paper
5 students working independently at their desk. “Girls make sure that you are working.” One girl turned around and the girls stopped whispering, returning to their work
You worked with one girl (Andrea). Your line of sight included the entire classroom.

10:30
3 students reading independently
6 students are working independently on computers – 2 are on the couch, 1 is on the floor next to the couch, 1 girl is at her desk, 1 girl is in the other arm chair, 1 boy is on the floor (he may be working collaboratively with the boy next to him)
2 girls are working collaboratively on their computer at their desks
5 students are working independently – 4 are at their desks, 1 is on the floor
You circulated around and touched based with students who had questions.

10:33
7 students are working on their computers independently – 3 are at the couch, 1 girl is on the arm chair, 1 girl is on the round pillow, 1 girl is at her desk, 1 boy is on the floor
working collaboratively???
2 students are reading independently – 1 girl at her desk; 1 boy on the carpet
2 students are working independently at their desks
1 pair of girls is working collaboratively

10:36 The noise level is quiet, practically silent.
2 students are reading independently
10 students are working independently on computers – 1 boy on the carpet, 1 girl in the arm chair, 1 girl on the round pillow, two boys on the couch, 1 boy on the floor, 2 girls at a table, 2 girls at their desks.
1 girl walked around and relocated herself
1 boy entered the room and whispered to the boy on the floor who stopped reading independently. That boy just got up and moved.
2 girls are working independently at their desks.
You are still circulating.

10:39 The noise level is quiet, practically silent. An occasional whisper can be heard.
12 students are working independently on computers
1 girl is reading independently
1 boy is working independently on the carpet
1 girl is working independently at her desk
1 pair of girls is working collaboratively in the front on the floor
You called over the boy who entered to get him started on something since he was talking to the two boys on the carpet.

10:42 The noise level has not changed
12 students are working independently on computers – 2 boys on the carpet, 1 girl in the arm chair, 1 girl on the round pillow, 1 boy on the floor, 2 boys on the couch, 1 girl at the table and the other girl who was working there is walking around the room with a box heading over to you, 3 students are at their desks
1 girl is reading independently at her seat.
1 boy who is holding a book is looking at the girl’s computer who is sitting next to him
1 pair of girls is working collaboratively on the floor
1 pair of girls are using Photo Booth and experimenting with the images at their seats. They are waving their hands in front of the computer camera.
You are working with the student who asked you a question (Andrea)

10:48 Whispers can be heard.
3 students are walking around the room
2 girls are working on a computer at their seats. They have stopped moving their arms.
13 students are working independently on computers – 3 boys on the carpet by the board, 1 girl in the arm chair, 1 girl on the round pillow, 1 boy on the carpet, 2 boys on the couch, 1 girl at the table, 2 girls at their desks, and 2 girls on the floor
1 girl is reading independently
1 boy tries to read independently and then looks at the girls computer next to him and at anyone or anything else that is moving around the room
You are circulating.

10:51
“Alright. Thank you for working so quietly. Please put your items away and wash your hands. When everyone is washed and seated, we will go to lunch.” Students walked around the room. 1 girl played with the map while talking to three girls. 2 girls talked at the table. They still have a computer out (Andrea). 3 girls sat in their seats. Most students are gathered around the sink. You are talking to Kurt. 1 girl is playing with the laptop remote on the stool. At this point 10 students are now in their seats 10:53. 2 girls are washing their hands. Most students are talking with each other. Three girls are walking around. 2 girls are standing talking to each other and another student. “When everyone is seated, we’ll go.” 1 student is still walking around (Andrea). She never actually sat down. When she was by the door, you said, “Alright you may walk to lunch.”