Improving Student Reading Levels Through Literacy Workstations and Guided Reading

Cindy Eng, M. Ed.
Kindergarten Teacher
Drabek Elementary School

Abstract

This action research project investigated the impact that implementing guided reading and literacy workstations could have on student reading levels in a primary classroom. "The Daily Five" program created by Gail Boushey and Joan Moser was the primary instructional method used alongside teacher-led guided reading groups. Students were gradually introduced to elements of the Daily Five program until they were able to undertake all tasks on their own. The classroom in which the research was held consisted of twenty-five kindergarten students. The students ranged from five to six years of age. Seven of these students were identified as English language learners (beginners, intermediate, or advanced) and one student was identified as having a speech disability. Data was collected during three different intervals throughout the year and findings proved that implementing literacy workstations did have an overall positive effect on student reading scores. All tests used were district-approved.

Background/Context

In order to conduct a meaningful research project, a researcher must pick a topic that is relevant to both her professional experience as well as to her interests. This research project focuses on whether or not the use of literacy workstations and guided reading groups in the classroom increases student reading levels. Increasing student reading levels and student comprehension in reading is a huge focus in education today. In order to prepare students for rigorous upper grade level tests, teachers in the primary levels must successfully help their students learn how to read fluently and comprehend well. Utilizing literacy stations during guided reading time can have a positive effect on student reading levels. Giving students focused literacy tasks to work on during guided reading time allows the teacher to work with small groups of students at a time; thus, the

situation is win-win. Of course, it is necessary for the teacher to set up a strong classroom management program in place prior to introducing literacy stations in order for them to be successful. This is an important component in ensuring that literacy workstations run smoothly.

The purpose of this study is to explore the impact that implementing literacy stations, and specifically, a program called "The Daily Five," will have on student reading levels. The reading levels noted in this study are taken from the district reading assessment, or DRA 2 test, which is given to students three times a year. Test results from the district-wide PAPI (Phonemic Awareness and Phonics Inventory) were also used. The student population observed during the 2011 to 2012 school year was comprised of a class of twenty-five students. The test results gathered from this class were compared to the scores from the previous year's group of students (twenty-two total). The students in the classroom from 2011 to 2012 were exposed to the Daily Five and its literacy stations, whereas the students from 2010 to 2011 were not. In 2011 to 2012, the class was made up of eleven girls and fourteen boys. One student was classified as having a speech disability, and seven were identified as English language learners (their levels ranged from beginner to advanced). The class from 2010 to 2011 was made up of eleven girls and eleven boys. Eight students were classified as ELLS, and no other disabilities were reported. Students were observed for this research project during guided reading time every day.

This topic is very meaningful to the researcher because of a recent push to increase student reading levels in kindergarten this past year. The results of numerous data team meetings and vertical team meetings have shown that students at this particular

school are entering first grade at this particular school a bit behind grade level standards. In an effort to boost student reading scores, the kindergarten teachers at this particular school wanted to implement literacy workstations and the Daily Five program. This was a program that the first grade team at this school had already been using to great success. The personal reading goal of the team was to have all students reading on a level six or higher by the end of the school year. The district's reading level goal was to have students reading at a three or higher. Helping students read at a high level is important for many different reasons. First, it is important because it helps prepare students to be successful in first grade, which in turn, will help ensure success in second grade and so on and so forth. Second, the upcoming statewide STAAR test would be debuting in 2012 and all notices about the test indicated that there would be more high-level thinking in this test than in the previous TAKS tests. If students were to have a hope of doing well on the STAAR test, they would need to hone their reading comprehension skills and build up their fluency. Otherwise, they might not be successful when testing. The researcher wanted to study the impact the Daily Five program and literacy workstations would have on increasing student reading levels.

Research on Literacy Workstations and Guided Reading

Guided reading, or guided learning, is a "…type of interaction [that] ensures that students develop the cognitive and metacognitive processes necessary to learn to read and read to learn" (Frey & Fisher, 2010). This highly important scaffolding process allows the teacher to gradually lead the student into becoming a successful and independent reader on her own. According to Frey and Fisher (2010), in this process, "…the teacher is… continuously assessing the extent to which instruction as 'stuck' and whether further

instruction is needed." Guided reading is so much more than just "small grouping"; truly, the teacher must have a good understanding of effective instructional methods in order to be successful. Research by LaMere and Lanning (2000) supports this claim, stating that "...small group instruction makes it easier for the teacher to differentiate for the students in the class and to meet the needs of each student… [Also,] small group instruction gives all students the opportunity to participate actively in discussions." Small group instruction is specifically tailored to the student, and this type of "…multilevel instruction is beneficial for all students. Teachers are able to individualize instruction to their own teaching style" (Anderson, 2002).

While the teacher is working with her small groups, the other students must be occupied with other tasks. According to Jongsma (2005), "Teachers who have tried various guided reading practices know that success in teaching with small reading groups often depends on what we teachers do with the rest of the class while we are working intensively with a specific group of learners." This is where literacy stations, or the Daily Five program, come in. The Daily Five is a structure that includes all of the pieces of a successful literacy program that is both easy and simple for teachers to manage. It allows teachers to successfully conduct guided reading groups while students are independently engaged in meaningful literacy tasks. The Daily Five consists of the following five tasks: read to yourself, read to someone, work on writing, listen to reading, and spelling/word study (Boushey & Moser, 2006, p. 10). According to research by Johnston (1998), "Word study [word work] can be very beneficial and rewarding for students. Children achieve a great accomplishment when they can see evidence of individual learning." By practicing these five tasks every day, students feel successful because they are taking learning into

their own hands. Repetitive practice also helps students to review and build upon their literacy skills.

Methodology

Participants

Twenty-five kindergarten students (eleven girls and fourteen boys) participated in this action research project. The project was conducted over the course of one school year, or ten months. Students were given the district reading assessment three times over the course of the year: in October, February, and May. During the first assessment in October, students' DRA 2 scores ranged from emerging A to a level three. Scores of emerging A are typical of students entering kindergarten. The students were also given the PAPI test three times throughout the school year (September, January, and April). Only the word recognition results from the PAPI test will be reported in this research project as this is the section that pertains most directly to student reading level.

Materials

All material used for the literacy workstations comes from the book *The Daily Five* (2006) by Gail Boushey and Joan Moser. The main lessons in the book were slightly modified to allow for the needs of the kindergarten students participating in the research project. Other materials that were used were: various children's books (the website *www.scholastic.com/bookwizard/* was used to help determine the book level), one gallon size Ziploc bag per student to hold all materials, one popsicle stick per student to act as a pointer stick, and laminated alphabet charts and rebus rhymes from www.enchantedlearning.com to serve as additional familiar reading material. This idea

for Daily Five implementation in Kindergarten is provided courtesy of Carina Wu, a Kindergarten teacher at Drabek Elementary school.

Procedures

The researcher began implementing the Daily Five program in September of the 2011 to 2012 school year. She continued to have students participate in the Daily Five program until the end of that school year in May. She followed the program as listed in Table 1 below.

When implementing the Daily Five, students must participate in it every day for the entire school year. Begin implementing the plan as soon as school begins, as it is important for students to get used to the routine. Introduce students to new elements of the Daily Five slowly and allow them time to adjust. A large pocket chart will be posted in the classroom with labels indicating which Daily Five activity students will be working on for that day. On Week One, Day One, the teacher will ask students to set classroom goals for the upcoming school year. She will ask, "What are some things you want to be able to do by the time you finish Kindergarten?" Guide students toward expressing that they want to learn how to read and write. Next, explain the purpose of the Daily Five program. The Daily Five is meant to help students become great readers and writers. The teacher will ask students if they want to become good readers and writers and then she will chart their goals and have students sign underneath the goal and post it in the classroom. On Day Two, the teacher will explain the first component of the Daily Five: Read to Self. On large easel paper, the teacher will write: "Why Read?" She will ask students: "How does reading to yourself look, sound, or feel like?" She will listen to the students' ideas and then chart her expectations. She will include where students should

sit, how they will look when they are sitting, and what their conversation level will be. She will also chart and include what the teacher will be doing while students are participating in the Daily Five. Next, she will have students model and practice reading to self briefly. After a few minutes of practice, she will have students regroup on the carpet once more and talk about the positives and negatives of what they just practiced. This needs to be repeated every day if kids are to learn this routine. Next, the teacher will discuss the idea of stamina. She will introduce this word to her students and ask them if they know what it is. She will also explain why it is important to build stamina. She will ask students if any of them are athletes. Next, she will say, "Do you think athletes have to practice to get really good at their sport? Do they have to practice a little or a lot to prepare? Athletes have to practice a lot to get really good at their sport, so if we want to become good readers, we will have to practice a lot, too!" The teacher will create a chart graphing how many minutes students read each week and build upon it to show them how they are building stamina. On Days Three, Four, and Five of Week One, the teacher will review the procedures stated above and allow students to practice reading to self. She will walk around and monitor students to ensure that they are on task. The entire class will participate in read to self at the same time.

On Week Two, the teacher will review all "Read to Self" procedures daily. During this time, the teacher will introduce various self-guided reading activities for the students to work on independently. They may read familiar rebus rhymes independently, review their alphabet chart, or bring familiar books from home as well. As the teacher begins her own small grouping lessons with students and covers different books, she may give these books to her students to put in their bags to read as well. On Day One of Week

Three, the teacher will introduce the second component of Daily Five: Work on Writing. On large easel paper, she will write, "Why Write?" and chart all the reasons why writing is important (to tell people things, to express ourselves, to be successful students, etc.). On Day Two of Week Three, the teacher will chart how working on writing looks, sounds, and feels. She will also discuss some of the writing activities that students can choose from during this time, for example: making a list of friends' names, copying the alphabet, creating alphabet letter bubble maps (all the words that start with A), copy down the word wall words that have been introduced, and drawing and writing a few descriptive words of a book that you read recently. On Days Three, Four, and Five of Week Three, the entire class will rotate participation "Read to Self" and "Why Write?" together. During Week Four, students will continue to practice reading to self and working on writing. At this point in time, two workstations have been introduced to students.

On Day One of Week Five, the teacher will explain and chart "Read to a Buddy" with the class. The procedures are almost identical to those of "reading to self"; however, one important change is that the students need to be introduced to the idea of sitting EEKK (elbow, elbow, knee, knee). When students read with a buddy, they will sit with elbows touching elbows and knees touching knees. The procedures are as follows: check the chart to see who your buddy is, pick two to three books each that you can share with your buddy, pick a spot in the classroom to read with your buddy, sit EEKK and read with your buddy, stay on task or you will be asked to sit out from the Daily Five activity. Again, a variety of books and rebus rhymes will be available in students' book bags so they will have plenty of reading material to keep busy. On Days Two, Three, Four, and

Five of Week Five, the class will practice Daily Five workstations again. Now, three workstations have been introduced.

On Day One of Week Six, the teacher will introduce "Listening to Reading." Cassette tape players and CD players need to be checked out in advance in order for students to complete the activity. Remember, not all of your students will be doing "Listening to Reading" during Daily Five workstations at the same time, so you will only need about five to six of these materials total. The teacher will chart and record the rules for "Listening to Reading." The directions are simple: if the chart indicates that this is the student's day to listen to reading, he or she will grab a tape player/CD player basket and find a spot in the room to listen quietly. A pointer stick and the book that accompanies the audio will be made available so students can follow along. This activity will help students develop fluency and vocabulary. Days Two, Three, Four, and Five will be spent practicing the rotation of the four Daily Five workstations that have now been introduced.

On the first day of Week Seven, students will be introduced to "Word Work," which is the last workstation of Daily Five. Word work is a time to practice vocabulary work and spelling. During the beginning of the year, letterboxes may be used during word work time. These "boxes" may be something as simple as putting lima beans in a bag along with a stack of sight word cards and having students use the beans to create any words. Students can also use play dough, pipe cleaners, unifix cubes, or alphabet magnetic letters to create words. On the first day of Week Seven, the teacher will also chart the procedures for the word work literacy workstation: students will grab a word work activity bag, head to their designated area in the classroom, and then complete their activity quietly. On Days Two, Three, Four, and Five of Week Seven, students will

participate in the rotation of five different workstations during Daily Five time. The teacher will continue to rotate students through the different activities as they build stamina. Eventually, the goal is to have students independently participate in workstations without teacher guidance. Students will go from completing one workstation per day to building stamina and completing two, three, four, and then eventually, five workstations per day. Students will participate in the Daily Five workstations throughout the course of the school year with the teacher making modifications to the activities in each workstation as the year progresses and students advance. Here is a table summarizing the above procedures for implementing the Daily Five workstations:

Table 1

Daily Five Literacy Workstations Implementation Procedures

Week One				
Monday: Brainstorm and chart students' responses to the question: "Why Read?" Introduce the idea of stamina and create a chart to keep track of stamina.	Tuesday: Review the "Why Read?" chart that was created yesterday. Chart what "Read to Self" looks like. Chart what the teacher will be doing while students participate in the Daily Five.	Wednesday: Review "Read to Self" procedures. The entire class will participate in "Read to Self."	Thursday: Review "Read to Self" procedures. The entire class will participate in "Read to Self."	Friday: Review "Read to Self" procedures. The entire class will participate in "Read to Self."
Week Two				
Monday: Review "Read to Self" procedures. The entire class will	Tuesday: Review "Read to Self" procedures. The entire class will	Wednesday: Review "Read to Self" procedures. The entire class will	Thursday: Review "Read to Self" procedures. The entire class will	Friday: Review "Read to Self" procedures. The entire class will

participate in "Read to Self."	participate in "Read to Self."	participate in "Read to Self."	participate in "Read to Self."	participate in "Read to Self."
Week Three				
Monday: Explain and chart the procedures for "Why Write?"	Tuesday: Chart and explain how working on writing looks, sounds, and feels.	Wednesday: Review "Read to Self" and "Work on Writing" procedures. The entire class will rotate and participate in the two literacy stations.	Thursday: Review "Read to Self" and "Work on Writing" procedures. The entire class will rotate and participate in the two literacy stations.	Friday: Review "Read to Self" and "Work on Writing" procedures. The entire class will rotate and participate in the two literacy stations.
Week Four				
Monday: Review "Read to Self" and "Work on Writing" procedures. The entire class will rotate and participate in the two literacy stations.	Tuesday: Review "Read to Self" and "Work on Writing" procedures. The entire class will rotate and participate in the two literacy stations.	Wednesday: Review "Read to Self" and "Work on Writing" procedures. The entire class will rotate and participate in the two literacy stations.	Thursday: Review "Read to Self" and "Work on Writing" procedures. The entire class will rotate and participate in the two literacy stations.	Friday: Review "Read to Self" and "Work on Writing" procedures. The entire class will rotate and participate in the two literacy stations.
Week Five				
Monday: Explain and chart procedures for "Read to a Buddy" and explain the concept of EEK.	Tuesday: Review "Read to Self," "Work on Writing," and "Read to a Buddy" procedures. The entire class will rotate and participate in the three literacy stations.	Wednesday: Review "Read to Self," "Work on Writing," and "Read to a Buddy" procedures. The entire class will rotate and participate in the three literacy stations.	Thursday: Review "Read to Self," "Work on Writing," and "Read to a Buddy" procedures. The entire class will rotate and participate in the three literacy stations.	Friday: Review "Read to Self," "Work on Writing," and "Read to a Buddy" procedures. The entire class will rotate and participate in the three literacy stations.
Week Six				
Monday: Explain and chart procedures for "Listening to	Tuesday: Review "Read to Self," "Work on Writing," "Read to a	Wednesday: Review "Read to Self," "Work on Writing," "Read to a	Thursday: Review "Read to Self," "Work on Writing," "Read to a	Friday: Review "Read to Self," "Work on Writing," "Read to a

Reading."	Buddy," and "Listening to Reading" procedures. The entire class will rotate and participate in the four literacy stations.	Buddy," and "Listening to Reading" procedures. The entire class will rotate and participate in the four literacy stations.	Buddy," and "Listening to Reading" procedures. The entire class will rotate and participate in the four literacy stations.	Buddy," and "Listening to Reading" procedures. The entire class will rotate and participate in the four literacy stations.
Week Seven				
Monday: Explain and chart procedures for "Word Work."	Tuesday: Review "Read to Self," "Work on Writing," "Read to a Buddy," "Listening to Reading," and "Word Work" procedures. The entire class will rotate and participate in the five literacy stations.	Wednesday: Review "Read to Self," "Work on Writing," "Read to a Buddy," "Listening to Reading," and "Word Work" procedures. The entire class will rotate and participate in the five literacy stations.	Thursday: Review "Read to Self," "Work on Writing," "Read to a Buddy," "Listening to Reading," and "Word Work" procedures. The entire class will rotate and participate in the five literacy stations.	Friday: Review "Read to Self," "Work on Writing," "Read to a Buddy," "Listening to Reading," and "Word Work" procedures. The entire class will rotate and participate in the five literacy stations.

Data Sources

There was one question that the researcher wished to answer through the implementation of this project: Would the use of literacy workstations in conjunction with guided reading improve student DRA 2 levels? To break it down more specifically, would the number of students that scored a DRA 2 level four or above increase after the teacher began using literacy workstations in the classroom? (Students scoring a DRA 2 level four or higher demonstrate good comprehension of the text in addition to excellent retelling skills).

The researcher would answer this question in the following two ways: by analyzing data to see if there was an increase in student DRA 2 levels and also by noting

whether or not there was an increase in student scores on word recognition section of the PAPI test.

There were three primary data sources used to collect data and measure the results of this project. Two different, district-approved tests were used and student "Work on Writing" Daily Five spirals were also collected and assessed. The first assessment used was the DRA 2. The DRA 2 is a formal reading assessment given in the district that measures students' oral reading abilities and comprehension skills. In this test, teachers use their DRA 2 kits to conduct the assessment. Books of different levels are given to the students to read and their comprehension is also assessed as a component of the reading level. If a student cannot read the text, then she cannot move on to the next level. The second assessment used was the PAPI. The PAPI is given throughout the district to kindergarten, first, and second grade students. There are twelve sections to the PAPI test, but only the results from the word recognition section will be reported as pertaining to this research project.

The last data source comes from students' "Work on Writing" spirals. This spiral is used as a component of the Daily Five program every day and is a record of the student's writing throughout the duration of the school year. In these spirals, students conduct book reviews (did I like or dislike the book the teacher read aloud), make lists (classmates, things I like, etc.), create thinking maps (these are –an family words), and independently write about topics of their choices.

Data Analysis

The data for this project will be analyzed descriptively and presented as averages. The researcher will primarily use the DRA 2 scores for data analysis. The scores from the

2010 to 2011 and 2011 to 2012 will be charted and analyzed to see if the Daily Five program and guided reading groups are useful in increasing student reading levels. These scores will be presented in graph form.

Student scores from the word recognition section of the PAPI tests given in 2010 to 2011 and 2011 to 2012 will also be presented. These scores will be shown in graph form.

The researcher will also use the students' Work on Writing spiral to gather information about their progress. Students will work on writing and complete various word study activities in these spirals. The teacher will analyze each student's spiral to see if any gains in writing have been made. If the student was able to create a list, write a book review on a text, or diagram examples of word families independently during Daily Five workstation time, then the teacher will know that progress has been made. Examples may be found in Appendix A.

Parental Consent Procedure

Parental permission was not required for this research and all materials were gathered and supplied by the administering researcher. The researcher did obtain consent to include the student samples that are provided below (Appendix A).

Analysis/Findings

The findings reported below answer the researcher's question: Will implementation of literacy workstations lead to an increase in student DRA 2 levels as well as an increase in word recognition levels on the PAPI test?

2010-2011 Student DRA 2 Scores With Guided Reading and Without Literacy Workstation Implementation (Fall Testing Period Compared With Spring)

This chart shows the students' DRA 2 scores from the Fall 2010 testing period compared with their scores from the end of year, or Spring 2011, testing period. Literacy workstations were not implemented throughout the school year. Teacher-led guided reading was used. Individual student scores may be viewed in *Appendix B*. Level A is the lowest reading level that a student can receive in Kindergarten (this indicates that the student is either a very early reader or a pre-reader), and a Level 0 represents a score of Level A. The figure below shows how much growth each student made over the course of the year.

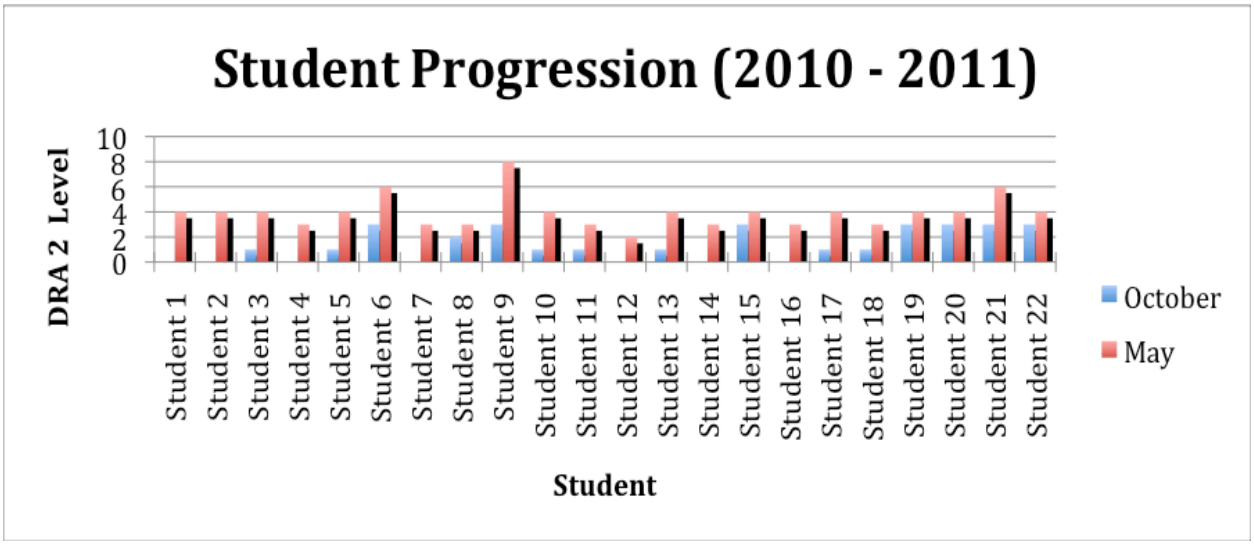


Figure 1. Student DRA 2 scores from October 2010 and May 2011.

2011-2012 Student DRA 2 Scores With Literacy Workstation and Guided Reading Implementation (Fall Testing Period Compared With Spring)

This chart shows the students' DRA 2 scores from the Fall 2011 testing period compared with their scores from the end of year, or Spring 2012, testing period. Literacy workstations and guided reading were implemented throughout the school year. Individual student scores may be viewed in *Appendix C*. Level A is the lowest reading level that a student can receive in Kindergarten (this indicates that the student is either a

very early reader or a pre-reader), and a Level 0 represents a score of Level A. The figure below shows how much growth each student made over the course of the year.

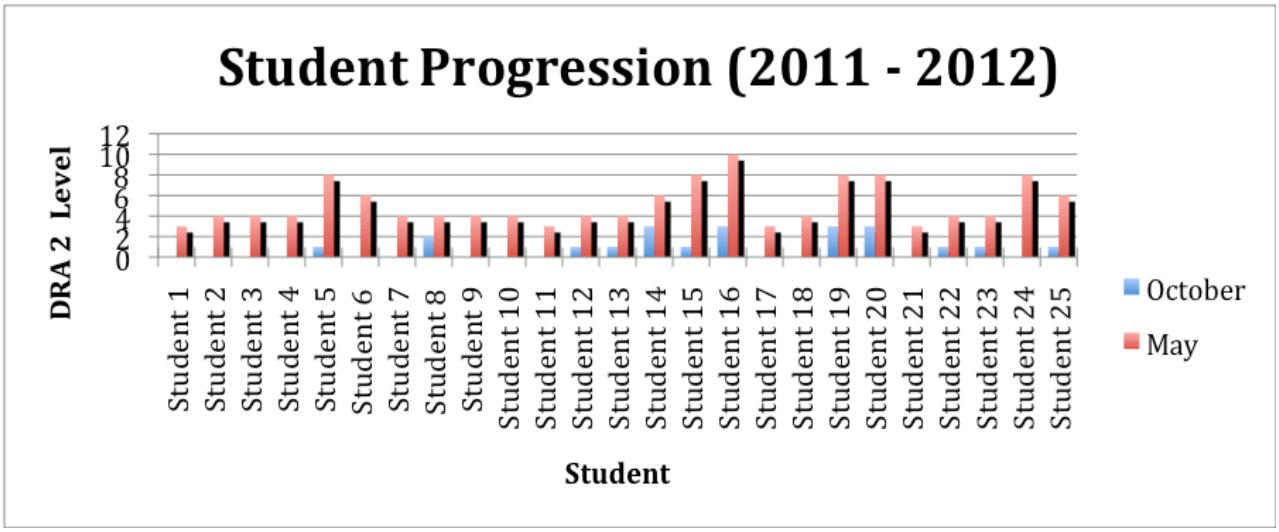


Figure 2. Student DRA 2 scores from October 2011 and May 2012.

This chart compares the difference in growth of DRA 2 scores from the two school years. Each student's end of year score was subtracted from his beginning of the year score to obtain the difference (growth). The differences were then added and averaged to find the mean. The mean differences from both years are compared in the graph below. As you can see, there was more student growth noted in the 2011 to 2012 school year.

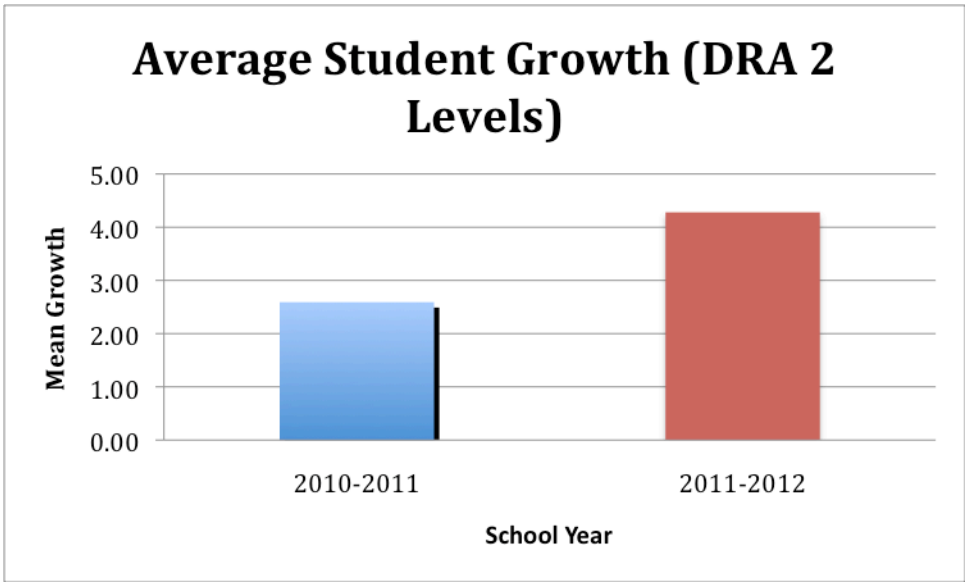


Figure 3. A comparison of average student growth in DRA 2 levels from the two school years.

2010-2011 Student Word Recognition PAPI Scores With Guided Reading and Without Literacy Workstation Implementation (Winter Testing Period Compared With Spring)

This chart shows the students' word recognition PAPI scores from the Winter 2011 testing period compared with their scores from the end of year, or Spring 2011, testing period. Literacy workstations were not implemented throughout the school year. Teacher-led guided reading was used. Individual student scores may be viewed in *Appendix D*. The figure below shows how much growth each student made over the course of the year in word recognition.

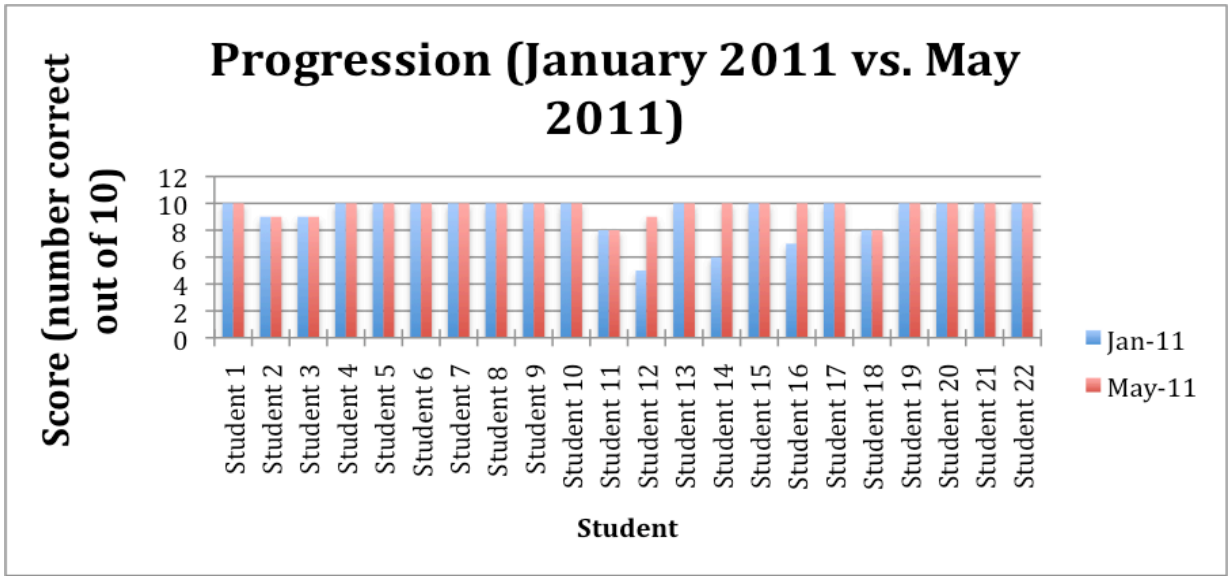


Figure 4. Student PAPI word recognition scores from January 2011 and May 2011.

2011-2012 Student Word Recognition PAPI Scores With Guided Reading and With Literacy Workstation Implementation (Winter Testing Period Compared With Spring)

This chart shows the students' word recognition PAPI scores from the Winter 2012 testing period compared with their scores from the end of year, or Spring 2012, testing period. Literacy workstations were implemented throughout the school year. Teacher-led guided reading was used. Individual student scores may be viewed in *Appendix E*. The figure below shows how much growth each student made over the course of the year in word recognition.

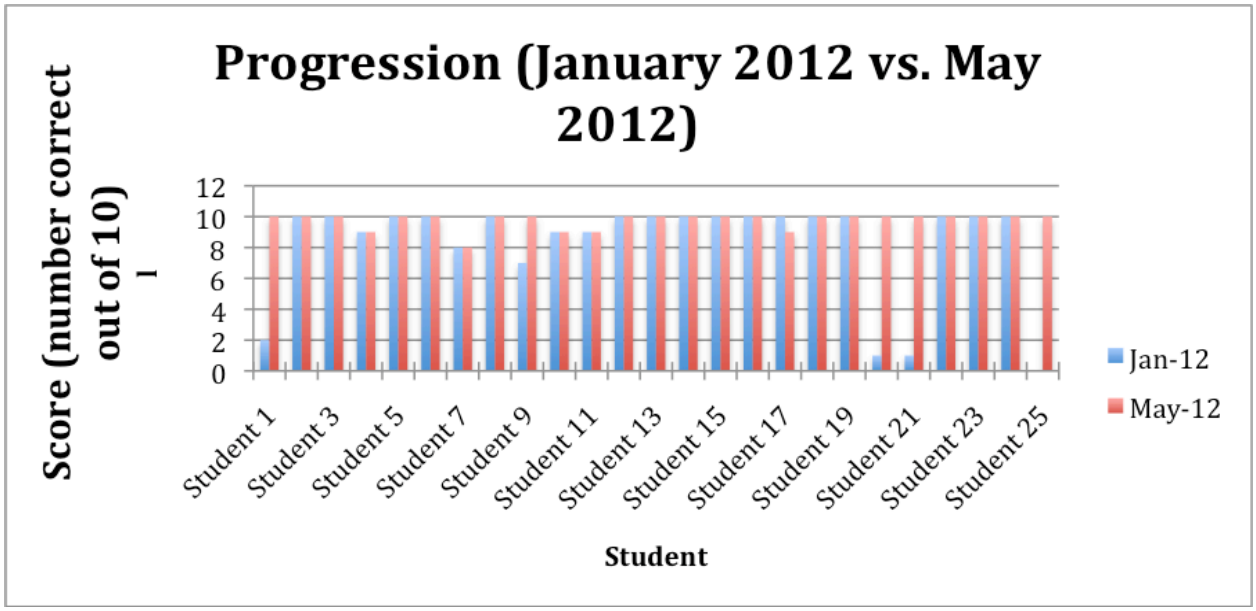


Figure 5. Student PAPI word recognition scores from January 2012 and May 2012.

This chart looks at the growth comparison of the 2010-2011 school year versus the 2011 to 2012 school year. The number of sight words gained by each student from January until May was calculated individually and then an average of the entire class' gain (the mean) was taken. The mean differences from both years are compared in the graph below. Though you can see that students did make progress in both school years, more progress was made during the 2011 to 2012 school year when the literacy workstation approach was used.

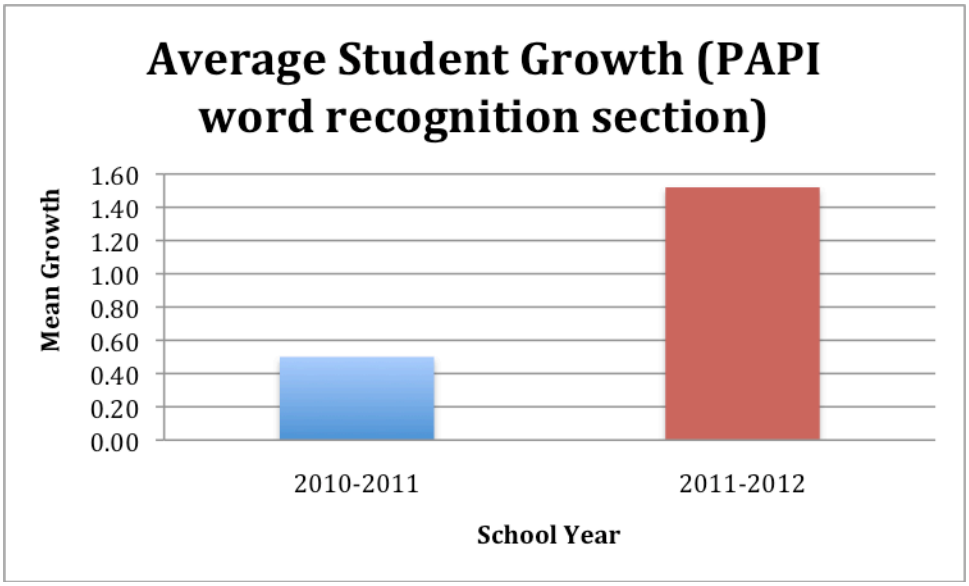


Figure 6. A comparison of average student growth in word recognition scores from the two school years.

After conducting the research study, the researcher found that student scores in both areas did increase after joint implementation of guided reading groups and literacy workstations. Before the use of literacy stations, student reading scores were not as high. The DRA 2 testing guidelines state that any student that scores a level four or above demonstrates good reading comprehension skills. From 2010 to 2011, only fourteen students scored a DRA 2 score of level four or higher at the end of the year. From 2011 to 2012, the number of students scoring a level four or higher increased significantly; during this school year, twenty-one students scored a level four or higher on their DRA 2 test at the end of the year.

When one compares the PAPI word recognition scores from 2010 to 2011 and 2011 to 2012, there are no significant increases seen. In both academic years, nearly all students have excellent knowledge of the ten words tested on the PAPI; however, being

able to recall sight words from memory could be a contributing factor to the students' success during the May testing window of the DRA 2.

Discussion

The researcher can conclude from the research that the use of literacy workstations during the guided reading English Language Arts block does increase student DRA 2 scores and reading comprehension levels. After this type of instruction, several students experienced significant gains on their DRA 2 test levels. Research conducted by Ford (2002) further supports this result. According to Ford, "When a teacher works with a small group, other students need independent activities that help them learn and practice reading and writing." This is exactly the premise behind the Daily Five; by practicing reading and writing daily, students are able to become stronger and more successful readers and writers. Ford continues to emphasize the importance of providing students that are not engaged in small groups with meaningful tasks by stating, "…because students spend a significant time away the teacher during guided reading… power of the instruction that place away from the teacher must rival the power of the instruction that takes place with the teacher." Truly, the research shows that the Daily Five provides instruction that can and does meet this incredible standard.

When looking at the increase in the PAPI scores, however, a direct attribute cannot be made between the increase in word recognition PAPI scores to the use of guided reading or literacy workstations. This is a limitation of the study, as word recognition may be affected by other classroom practices that have previously been put into place. These classroom practices include: homework that is assigned by the teacher each month and completed at home with parental guidance, independent sight word

practice with a teacher-created sight word PowerPoint presentation at school and at home, independent sight word practice with sight word flashcards during afternoon center time, and extra review and practice of sight words during pull-out interventions with the kindergarten paraprofessional.

Reflections/Action Plan

In conclusion, this action research project shows that teacher directed guided reading and literacy workstations do have a positive effect on student reading levels. When one compares the results of the DRA 2 and PAPI testing from the year 2011 to the year 2012, significant progress was seen. The researcher will continue to implement Daily Five workstations in the classroom alongside guided reading groups. All students, especially English language learners, benefited from participation in literacy workstations. The five elements of the Daily Five helped students develop better reading skills, and this showed in the test results. The obstacle that lies ahead is ensuring that guided small group instruction and literacy workstations are constantly being modified to meet the needs of learners in order to remain effective.

References

Anderson, T., O'Leary, D., Schuler, K., & Wright, L. (2002). Increasing Reading Comprehension through the Use of Guided Reading. Retrieved from http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_&ERICExtSearch_SearchValue_0=ED471413&ERICExtSearch_SearchType_0=no&accno=ED471413

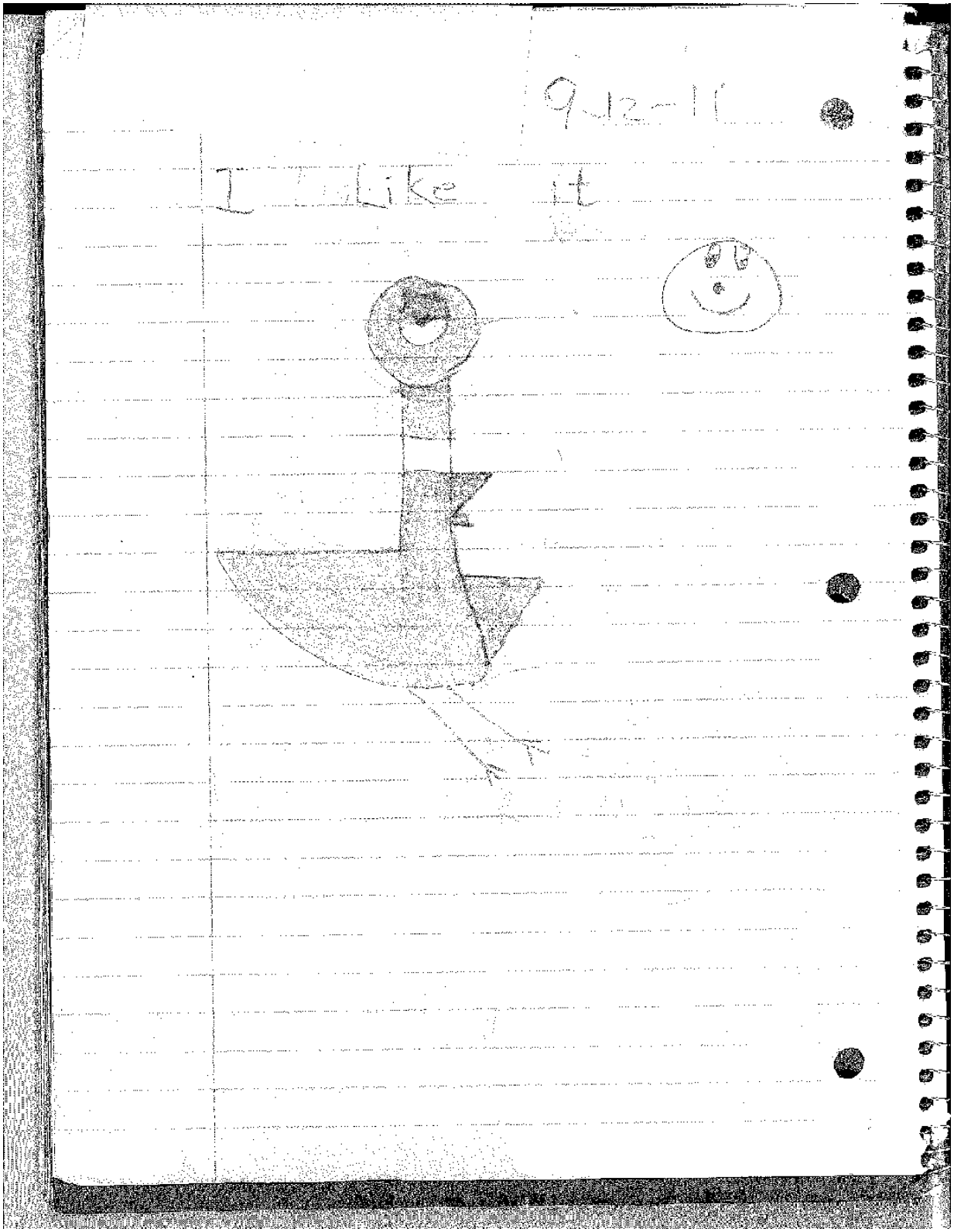
Boushey, Gail and Moser, Joan. The Daily Five: Fostering Literacy Independence In the Elementary Grades. 1st ed., Portland, Maine: Stenhouse Publishers, 2006. ISBN 1-57110-429-1.

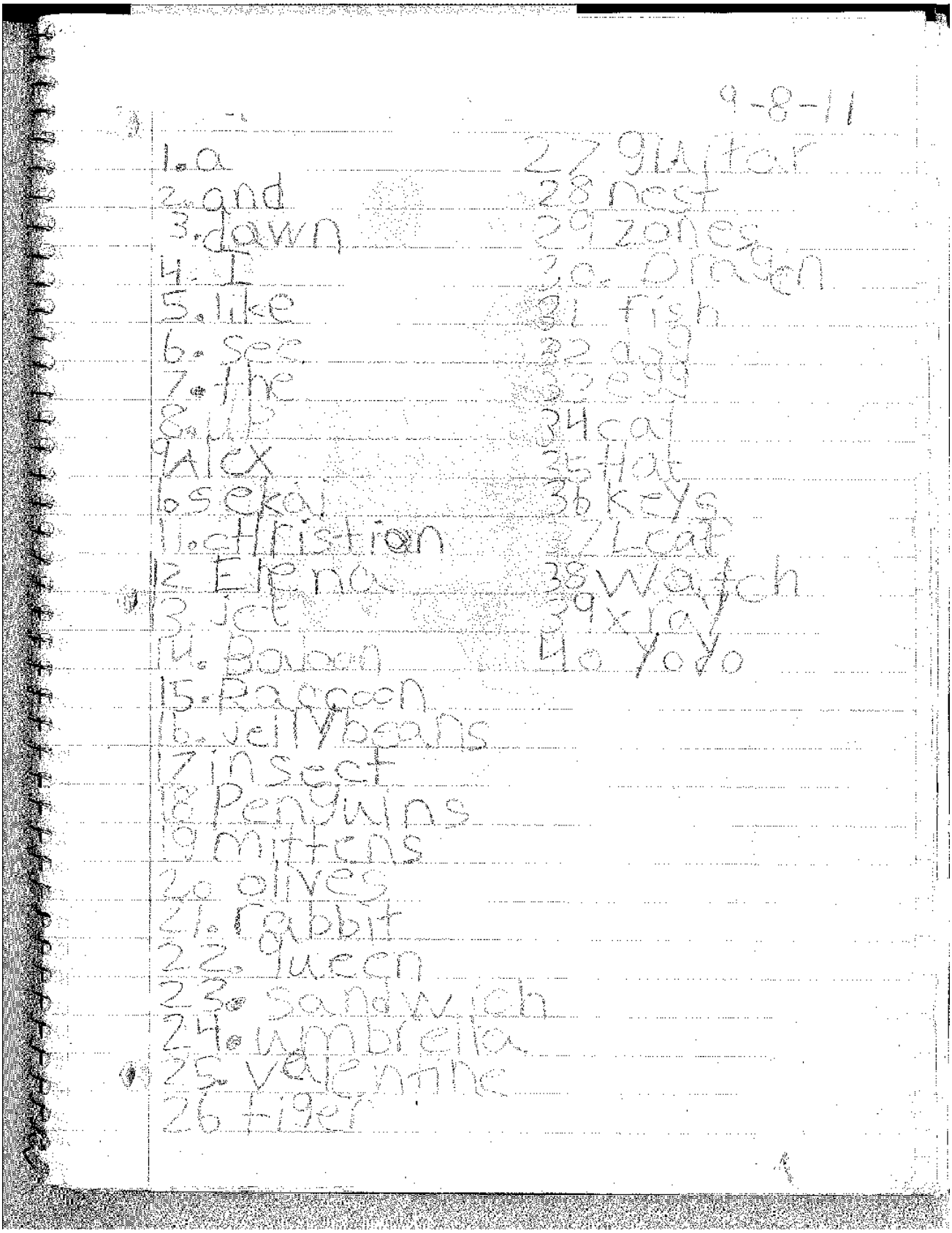
Ford, M. P., & Opitz, M. F. (2002). Using centers to engage children during guided reading time: Intensifying learning experiences away from the teacher. *Reading Teacher, 55*(8), 710.

Frey, N., & Fisher, D. (2010). Identifying Instructional Moves During Guided Learning. *Reading Teacher, 64*(2), 84-95.

Jongsma, K. (2005). Literacy Work Stations: Making Centers Work. *Reading Teacher, 58*(6), 532.

Appendix A – ***Student Daily Five Work on Writing Spiral Samples***

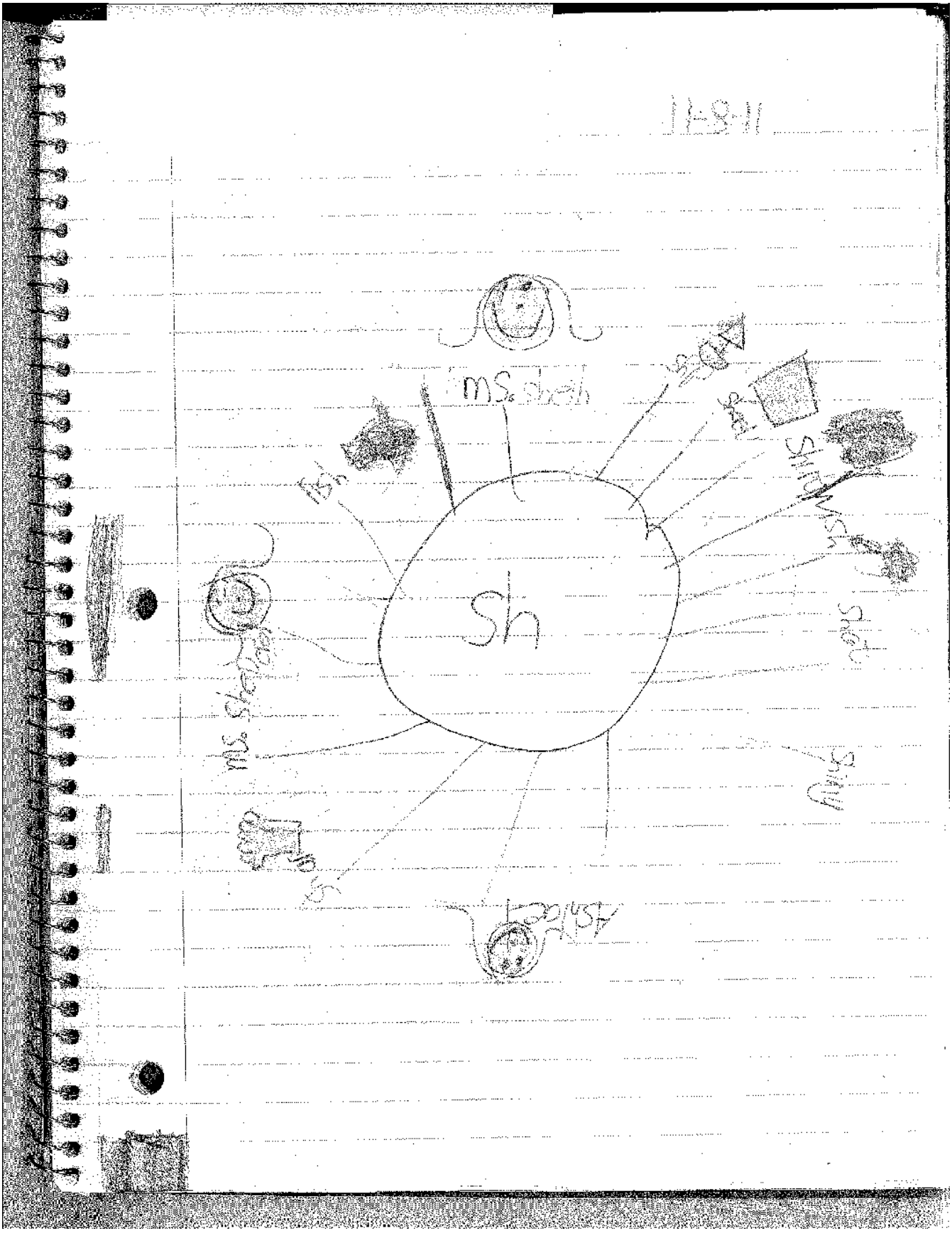


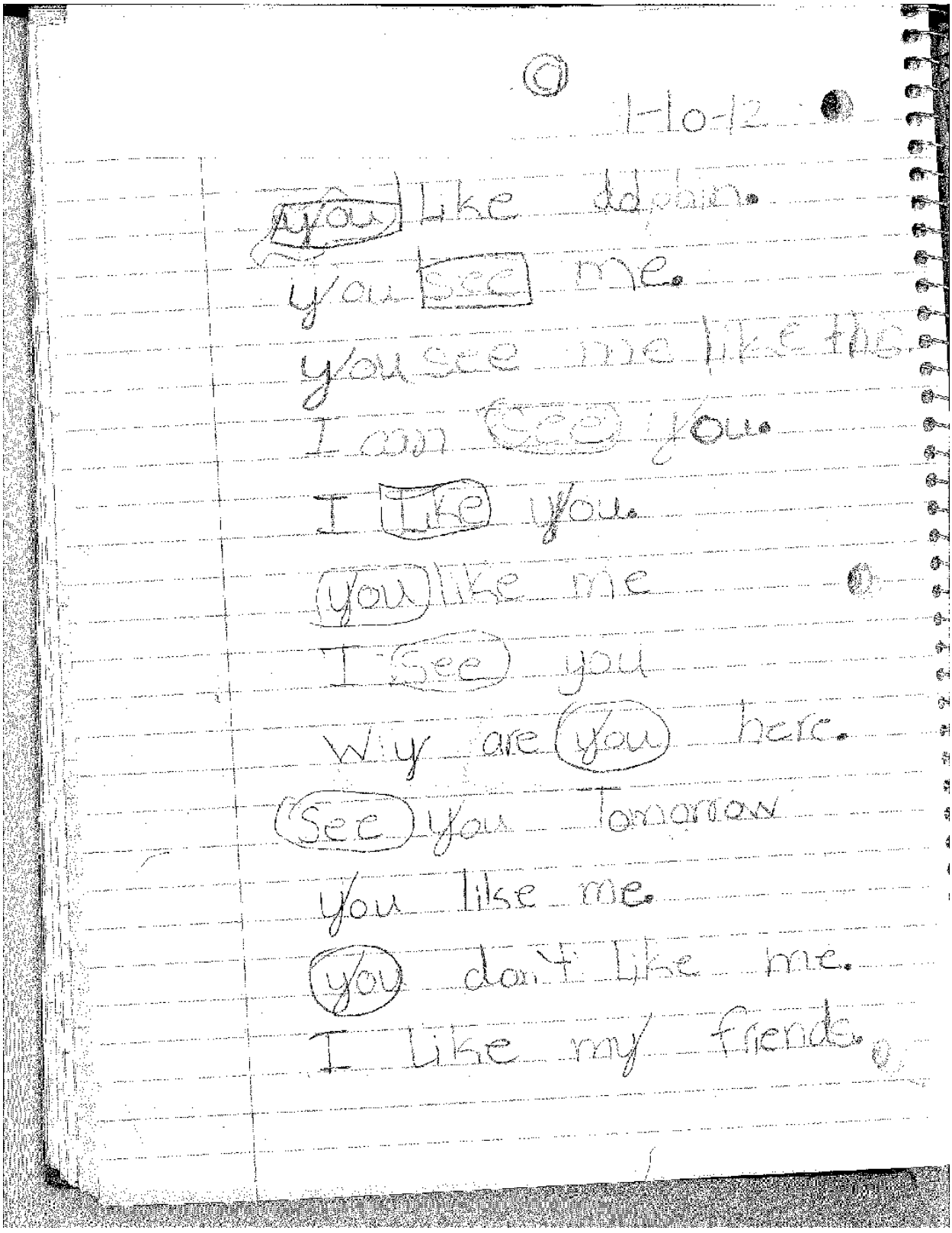


9-8-11

1. a
2. and
3. dawn
4. I
5. like
6. see
7. the
8. up
9. Alex
10. sekai
11. christian
12. Elena
13. jet
14. Baboon
15. Raccoon
16. jellybeans
17. insect
18. Penguins
19. mittens
20. olives
21. rabbit
22. queen
23. sandwich
24. umbrella
25. valentine
26. tiger
27. guitar
28. nest
29. zones
30. Dragon
31. fish
32. dog
33. egg
34. cat
35. Hat
36. keys
37. Lcat
38. watch
39. xray
40. Yoyo

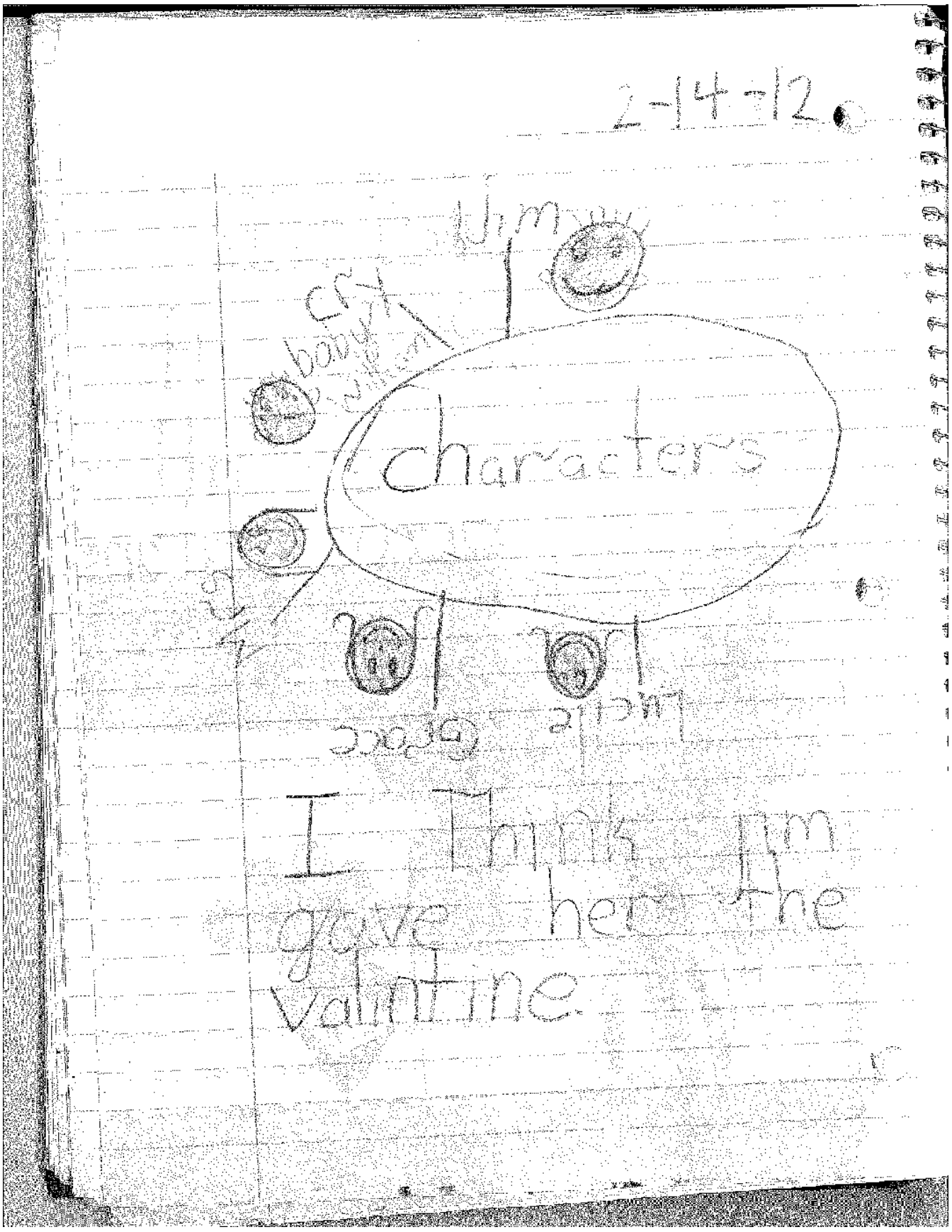
10-14-11
see
on
I see Ms. Shieh
I am on
the slide


Sh



1-10-12

you like dolphin.
you see me.
you see me like this.
I can see you.
I like you.
you like me
I see you
Why are you here.
See you Tomorrow
you like me.
you don't like me.
I like my friends.


2-14-12
Jim
cry
baby
Wilson
characters
Mrs
Grace
Lucile
I Think Jim
gave her the
valintine.

Appendix B –Individual Student DRA 2 Scores (2010-2011)

Student	October 2011 Levels	May 2011 Levels
Student 1	A	4
Student 2	A	4
Student 3	1	4
Student 4	A	3
Student 5	1	4
Student 6	3	6
Student 7	A	3
Student 8	2	3
Student 9	3	8
Student 10	1	4
Student 11	1	3
Student 12	A	2
Student 13	1	4
Student 14	A	3
Student 15	3	4
Student 16	A	3
Student 17	1	4
Student 18	1	3
Student 19	3	4
Student 20	3	4
Student 21	3	6
Student 22	3	4

Appendix C –Individual Student DRA 2 Scores (2011-2012)

Name	October 2011	May 2012
Student 1	0	3
Student 2	0	4
Student 3	0	4
Student 4	0	4
Student 5	1	8
Student 6	0	6
Student 7	0	4
Student 8	2	4
Student 9	0	4
Student 10	0	4
Student 11	0	3
Student 12	1	4
Student 13	1	4
Student 14	3	6
Student 15	1	8
Student 16	3	10
Student 17	0	3
Student 18	0	4
Student 19	3	8
Student 20	3	8
Student 21	0	3
Student 22	1	4
Student 23	1	4
Student 24	0	8
Student 25	1	6

Appendix D –Individual Student PAPI Scores (2010-2011)

Name	Jan. 2011 Score (__/10 correct)	May 2011 (__/10 correct)
Student 1	10	10
Student 2	9	9
Student 3	9	9
Student 4	10	10
Student 5	10	10
Student 6	10	10
Student 7	10	10
Student 8	10	10
Student 9	10	10
Student 10	10	10
Student 11	8	8
Student 12	5	9
Student 13	10	10
Student 14	6	10
Student 15	10	10
Student 16	7	10
Student 17	10	10
Student 18	8	8
Student 19	10	10
Student 20	10	10
Student 21	10	10
Student 22	10	10

Appendix E –Individual Student PAPI Scores (2011-2012)

Name	Jan. 2012 (__/10 correct)	May 2012 (__/10 correct)
Student 1	2	10
Student 2	10	10
Student 3	10	10
Student 4	9	9
Student 5	10	10
Student 6	10	10
Student 7	8	8
Student 8	10	10
Student 9	7	10
Student 10	9	9
Student 11	9	9
Student 12	10	10
Student 13	10	10
Student 14	10	10
Student 15	10	10
Student 16	10	10
Student 17	10	9
Student 18	10	10
Student 19	10	10
Student 20	1	10
Student 21	1	10
Student 22	10	10
Student 23	10	10
Student 24	10	10
Student 25	0	10