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DIFFERENTIATING INSTRUCTION: WHAT DOES IT LOOK LIKE WHEN  
UTILIZED IN A KINDERGARTEN CLASSROOM?

by  
Andrea Concordia

A Thesis

Submitted in partial fulfillment of the requirements of the  
Master of Science in Teaching Degree  
of  
The Graduate School  
at  
Rowan University  
July 2007

Approved by  
Advisor

Date Approved July 2, 2007

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## ABSTRACT

Andrea L. Concordia

### DIFFERENTIATING INSTRUCTION: WHAT DOES IT LOOK LIKE WHEN UTILIZED IN A KINDERGARTEN CLASSROOM?

2007

Dr. Marjorie Madden

Master of Science in Teaching

The purpose of this study is to determine whether or not students are successful when differentiated instruction is used in the classroom. By breaking students up into smaller groups and utilizing guided reading this study seeks to determine whether or not students are successful when instruction is geared to each individual's instructional level. The students in this study were broken up into four small groups and taught guided reading three times a week for twelve to fifteen minutes each over a period of three weeks.

Through observations and reflections and pre and post assessments the study showed that differentiating instruction had a positive result. It was determined through case studies that three of the students had improved and one had not. The findings of this study suggest that through differentiated instruction, students can be more successful in learning to read.

## ACKNOWLEDGEMENTS

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Co teach 2007: We may be the slacker cohort, but we did it! Thanks for all the memories. I will never forget anyone of you girls. Good luck to all of you in the future. We really are a special group of girls, and the best of course!

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## Chapter 1

### What Does Differentiating Instruction Mean?

*“Is it reasonable to expect all 2<sup>nd</sup> graders to learn the same thing, in the same ways, over the same time span?” (Tomlinson, 1999, 12)*

The room is buzzing and the students are all participating in a science lesson. The teacher asks for volunteers to answer the questions that are on the worksheet in front of them. Billy raises his hand like he does every time. Billy is the star of the class; he knows every answer and his mind is always thinking. Lexi hesitates as she tries to go over in her head the directions Mrs. Reed just gave. Lexi is a Special Ed student who has trouble processing things and sometimes needs direction or instructions repeated once or twice before she understands. Some of the other students are talking to their neighbors and trying to think about what the answer may be.

Mrs. Reed calls on Robert for the answer. Robert gives the correct answer and the class copies it down from the overhead. Lexi has just processed the directions and is now working on finding the answer when the answer is given to her and now she must tackle the task of copying the answer from the overhead to her paper. Billy has already gone ahead and read number two and has raised his hand to give the answer.

This vignette above may be more common than most of us think. Tomlinson (1999) one of the leaders in research and analysis dealing with differentiated instruction, argues that in schools everywhere teachers are struggling with what to do with a class of multilevel learners and students are struggling with how to learn and retain the information they are being given. For an average student achieving the norm can

classroom. Teachers struggle with the best way to give their students the knowledge they need to be successful and students struggle with how to obtain that knowledge to the best of their ability. Differentiated instruction is a way for teachers to address the varied levels of learners in their classrooms and allow students to work to their maximum potential. “Differentiated instruction is not an instructional strategy but it is what a teacher does in the classroom, it is a way of thinking about teaching and learning, it is a philosophy” (Tomlinson, 2000, 6).

#### Purpose Statement

Today with the many diagnosed learning disabilities and other specific disabilities teachers can be faced with many different levels of learners who they are responsible for teaching and helping to succeed. They are expected to guide students through their lessons and make sure that they all pass mandated state assessments. These levels of differences among students are critical: “significant enough to make a major impact on what students need to learn, the pace at which they need to learn it and the support they need from teachers and others to learn it well” (Tomlinson, Sept 2000, 6). This is why differentiation is needed in classrooms today. The goal of differentiation for each student is challenge and growth. In order to obtain this growth we can change aspects of our students’ work. “In school, modifying or differentiating instruction for students of differing readiness and interests is also more comfortable, engaging, and inviting” (Tomlinson, 2001, 8, 9). Differentiation is clearly rooted in the readiness of students. Further, students need to be challenged slightly above their current level of mastery. This concept can be supported by Vygotsky’s zone of proximal development, which is the point at which learning takes place (CAST, 2003).

concept can be supported by Vygotsky's zone of proximal development, which is the point at which learning takes place (CAST, 2003).

This study hopes to find out more about differentiating instruction so that children will be more successful in school. Teachers will gain ways to aid struggling learners in their classrooms. By allowing students these options teachers can motivate their students, and make learning in their classroom more exciting. If students are motivated to learn, more learning occurs. "Successful differentiation is squarely rooted in student engagement plus student understanding" (Tomlinson, 1999, 15).

Tomlinson (1999) also argues that teachers are guided year by year with the thoughts that they have too much to cover in too little time. They often believe that the goal should be to get their students through the year with as little difficulty as possible; as long as their students pass on to the next grade, well, then they were successful. A one-size fits all classroom is inevitable in today's society, due to the training that teachers were given in the past (Kalbfleisch, 1998, 52).

Today we have learned that classrooms that are "responsive to students' varying readiness levels, varying interests, and varying learning profiles" (Kalbfleisch, 1998, 54) will have a greater success rate than those that do not. Spaulding (1970) argues that studies have shown that many different patterns of development regularly occur among children. Many different factors contribute to these different patterns; some may be genetic or constitutional factors, while other may be due to environmental settings and contingencies (Spaulding, 1970). Differentiating instruction then is important because it allows individuals to advance at a rate that is appropriate for them (Parker, 1924). Both

teachers and students come from various backgrounds and the different knowledge and experiences they bring with them help to shape their thinking and learning (Spaulding, 1970). This is why differentiating instruction is so beneficial for both the students and teachers.

#### Statement of Research Problem and Question:

Students today are not working and being challenged to their full potential because of the expected one size fits all curriculum standards (Kalbfleisch, 1998). Parker (1924) argues that teachers need to adapt or differentiate instruction in their classrooms so that all children can work to their full potential. My question then becomes: How can I differentiate instruction in a kindergarten classroom so that each student is working to their full potential in reading and writing?

#### Story of the Question:

Today teachers can no longer just come to school and teach from the book the same way for every student and expect all students in their class to perform well. Every classroom is full of different students with varying learning levels, and interests. My best friend is a first year special education teacher who teaches in a classroom with students classified as having multiple disabilities and ranging in grades from kindergarten to third. This is what initially made me think about my thesis question. As a certified special education teacher, preparing to look for a job, what would I do if I were in her situation? How do I meet all those various levels in my classroom without spending every waking moment planning and organizing different lessons for the different students?

After observing for the first couple of weeks in my first clinical placement, I received the answer to my question. When you have a classroom full of diverse learners at different levels, you differentiate instruction. My teacher made this look easy. She wasn't spending hours planning and restructuring lessons; she was just giving the students assignments that were at their level. I got to see first hand what differentiation looked like or at least how this teacher managed it in her classroom.

Students were all working at the same time during reading time, but they were all working on different assignments. The teacher would call over two or three students at a time who were grouped by level and interest and would converse with them about what their lesson was for the day and what they were expected to complete by the end of that period. During the first couple days of school the teacher gave an A.R.I. assessment to every student so she was aware of the different reading levels that she was dealing with within her classroom. From there she grouped the students and chose their assignments to fit each individual student so they could have an opportunity to work to their full potential.

But there were times during other subjects where instruction was not differentiated. I saw the first hand effects that this had on students. Those students who were on a higher level were finishing before the rest of the class, they in turn, would be told to read or work on something silently at their desk. Assignments that most of the time did not have to do with the subject the rest of the class was working on for that time. This made me think about what I could do to ensure that no matter what the level of my students they are always working to their full potential. I do not want advanced learners

focus on something that I would be able to use once I was out teaching on my own. I realize that whatever teaching job I accept, I would have no student who is on the same exact level who learns the same exact way. I decided that researching more in depth about differentiating instruction and how it works would be very beneficial for me.

I want to know what differentiated instruction looks like in a classroom when it is used effectively. Can every child work to their full potential and be motivated to do so? Does focusing the curriculum and planning lessons around the students' reading levels allow the students to be more productive and successful? These are the questions my study seeks to answer.

#### Organization of Thesis:

Chapter two presents a review of the literature that is relevant to the topic of differentiating instruction. In this chapter I clearly define and explain what differentiation is and discuss techniques that researchers and teachers have found successful when implementing this practice. Research of current studies about particular areas that need to be closely examined in the differentiated classroom will also be argued in this section.

Chapter three describes the design and context of the study. Chapter four reviews the data and findings. Difficulties or surprises that emerge during my study are also discussed. Chapter five presents the conclusion of my study as well as its limitations and implications for future research.

## Chapter 2

### Review of the Literature

For the most part any classroom you look at will be filled with various levels of learners. Some are “gifted” and make teachers feel successful (Houston, 2004); other students are the total opposite. They are the ones who have the blank stares and the blank papers. They are the students that “just don’t get it.” We refer to these students as slower learners (Houston, 2004). Then there are always those groups of students that fall somewhere in the middle. These are the students who are totally capable and we as teachers know they can do it, but they just choose not to! Houston refers to these types of students as underachievers (Houston, 2004).

In schools today most teachers and administrators realize the value of each child and are aware that they need to try and understand each student and individualize as much as they can in the classroom. The reality that counteracts all these ideas is the fact that our school curriculum is created as a one size fits all system. Houston (2004) argues that it is estimated that only “twenty percent of our children actually learn according to the way we structure our schools” (p.1). This statistic is too small to ignore. There needs to be a way to reach out to more students.

This literature review attempts to explain and evaluate what differentiation looks like in today’s classrooms. First, the chapter examines what differentiation is and secondly, why we need it in our classrooms. Then it discusses differentiation and curriculum and examines ways that research has shown to be effective. Lastly, the literature review looks at where to begin when differentiating as well as the teacher’s role

in the classroom when implementing differentiation and the responsibility they have to their students and parents.

### What is Differentiation?

Differentiation can be looked at in many different ways; but, most importantly the goal of differentiation is to individualize instruction to meet the needs of individual students. Teachers make many attempts to meet the needs of individuals some of the most well known are: ability grouping, interest grouping, achievement grouping, individual contracts, tutoring, emergent curriculums, unit teaching, project or activity programming and programmed instruction (Spaulding, 1970). These are all approaches that can be incorporated into the classroom when using differentiated instruction.

Tomlinson (2000) is one of the pioneer experts in the area of differentiation. She argues that differentiation is “the efforts of teachers to respond to variance among learners in the classroom” (Tomlinson, 2000, 1). Hoover and Patton (2004) described differentiated instruction as “using strategies that address student strengths, interests, skills, and readiness in flexible learning environments (p. 74). Tomlinson groups the way teachers can differentiate into four categories based on student readiness, interest, and learning profile.

She lists the categories as content, process, products, and learning environment. When examining content, teachers must consider certain areas. First, they must vary readability levels of reading materials, and if possible record text on tape. Second vocabulary or spelling words should be at the readiness level of their students. Teachers must also use both auditory and visual examples when presenting information. Finally teachers should use reading buddies and small group instruction in order to reinforce or



teach new skills to struggling learners, or to challenge advanced learners (Tomlinson, 2000).

The next area Tomlinson examines is process. Teachers can begin by varying levels of the same assignment so students are working with the same understanding and skills, but are given differing support, challenge, or complexity. Next they can provide centers of interest that allow students to explore topics taught beyond the lesson. They can develop personal agendas for whole class and individual students, and offer manipulatives and hands on support for those students who may need them. A final option could be varying the amount of time for assignments for both struggling and advanced learners (Tomlinson, 2000).

Thirdly, Tomlinson (2000) points out that an examination of differentiation must include student products. She suggests: giving students choices when asking them to produce required learning, using rubrics to match varied skills and levels of students, and allowing them a choice of working in groups or alone on assignments. Tomlinson (2000) also suggests to “encourage students to create their own product assignments” in the parameters of what is required.

Lastly, teachers must examine learning environments. Classrooms should have places where students can work quietly without distraction and also places that invite collaboration. Teachers should have materials displayed in the classroom that reflect a variety of cultures and home settings. Clear instructions for independent work should be given, keeping in mind the needs of each student. Teachers should also set up routines that allow students to get help when they are busy with other students. Students must be

aware that everyone learns differently and some students may need to move around while others do better sitting quietly (Tomlinson, 2000).

These are a few of the elements that Tomlinson argues are key to differentiated instruction in the classroom. While some teachers may think this seems like a lot of extra work, differentiating instruction can help both teachers and students in the long run. It's easy to get into the mentality that as a teacher you have "too much to cover in too little time" (Tomlinson and Kalbfleisch, 1998, 53). So why attend to the individual needs of students when you teach?

#### Why use Differentiation in the Classroom?

Since the early 1980s differentiating instruction for students with behavior and learning problems has been very important (Hoover & Patton, 2004). Efforts to push towards inclusive classrooms have pushed all educators to modify what they teach in their classrooms in order to meet the diverse needs of their students (Hoover & Patton, 2004). The bottom line is that students need to meet certain curriculum content standards and in order to do this, differentiation or adaptations need to be made (Hoover & Patton, 2004). Along with differentiating curriculum for those students with behavior and learning problems, Tomlinson and Kalbfleisch (1998), cite evidence that almost everyone could benefit from differentiating instruction.

Research on the brain suggests three broad and interrelated principles that point clearly to the need of teaching to the individual: learning environments, challenging students, and making meaning of ideas and skills (Tomlinson and Kalbfleisch, 1998). Children's main focus tends to be on protecting themselves. Learning environments in the classroom need to make students feel safe in order for optimal learning to occur. If

not, students tend to take a “flight or fight response” (Tomlinson and Kalbfleisch, 1998, 54) to learning. If students do not understand something that is being taught to them, or do not feel comfortable in their learning environment, this may cause the student to misbehave or withdraw.

The second principle deals with challenging students. Students need to be challenged in the classroom, at appropriate levels, in order for them to learn. This brain research (Tomlinson and Kalbfleisch, 1998, 54) relates closely to the first in that if a student experiences difficulty and struggles too much with a concept or the lesson is beyond the student’s readiness level, stress can result. Once this stress results it makes it harder for any kind of learning to take place for the student (Tomlinson and Kalbfleisch, 1998, 54). On the other side, if the material is redundant then the brain is not challenged and does not need to respond. When the brain is moderately challenged students’ brains tend to produce different amounts of neurotransmitters that helps to increase learning. In a classroom where the lesson is taught at one level, with no variance, many students will either be over or under challenged and this is detrimental to learning (Tomlinson and Kalbfleisch, 1998, 54).

Lastly, the brain needs to be able to work on its own. Students need to be pushed to make their own meaning of ideas and skills. Students need to experience and come to terms with ideas and lessons on their own. For this to happen it may take different ways and different lengths of time for each student to master a concept. It is left up to the student and their readiness level as to whether or not a lesson will be understood and internalized (Tomlinson, Kalbfleisch, 1998). Teaching students at a concept based level

increases the likelihood that each learner will be able to construct and enhance framework of meaning (Tomlinson, Kalbfleisch, 1998).

In a world that celebrates differences is it reasonable to hold all students to learning and understanding the same thing, in the same way, over the same time span (Tomlinson, 1999)? Spaulding (1970) argues that studies have shown that many different patterns of development regularly occur among children. There are many factors that can contribute to these different patterns; some may be genetic or constitutional factors, while others may be due to environmental settings and contingencies (Spaulding, 1970). These are some realities teachers need to consider when teaching. Further, besides knowing the child well, there must be or we must have a solid curriculum and instruction in place, which we can then take and personalize for our students' needs. Differentiation is about providing an alternate approach to traditional learning and instructional planning (Tomlinson, 1999).

### Differentiation and Curriculum

When it comes to using differentiation in the classroom, teachers must consider how to differentiate and teach the curriculum. "Optimal learning occurs when a student is challenged to cognitively process material that is neither too difficult nor too easy" (Rule and Hurley, 2003, 4). "Maximum learning takes place at a level of linking mental and emotional focus" (Rule and Lord, 2003). The ultimate goal of teaching is to create an environment for this link to occur. Differentiation tends to cater to the individual student. "Classrooms that are structured to accommodate differentiated instruction present an increased opportunity for students to receive individualized attention and instruction" (Rule and Lord, 2003). With this individualized instruction one can almost guarantee a

better outcome and a higher level of learning experience than a one size fits all instructional method where each student is being judged on the same terms.

Tomlinson (1999) argues that teachers must develop an alternative approach to instructional planning that moves beyond covering the text or creating activities that students will like. She examines a classroom in which the teacher planned her year around key concepts in order to help her students relate to, organize, and retain what they study in history (Tomlinson, 1999). The teacher established a defined set of facts and terms essential to know in order to be literate and informed about the topic. She also developed essential questions to motivate students to join her in a quest for understanding. These concepts stem from the teachers understanding along with the state standards, which also help in differentiating instruction by giving a guideline to follow. Tomlinson (1999) argues that Ms. Cassel continually assesses the readiness, interest, and learning profiles of her students. Ongoing assessment is one of the most important concepts for teachers to understand when trying to make differentiation work in the classroom.

#### Examining Ways to Differentiate

According to Good (2006), another area to consider when differentiating instruction in the classroom are student differences. Readiness, student interests, and learning profiles all need to be examined by teachers when trying to find the best program for each individual child. Teachers do not need to differentiate every assignment by each of these standards, but when planning lessons teachers should consider at least one of these areas in order to make learning experiences more successful (Good, 2006).

Differentiating by readiness is based on just that- how ready a student is for that particular lesson. Those students who are more advanced would receive the harder assignments and those students who are struggling would receive the more basic assignments, all focusing on the same topic (Good, 2006). Teachers need to make sure that all students are engaged in meaningful and engaging work, and that no students are doing drill work. Sometimes it is hard with the more struggling learners; it is easy for teachers to assign a drill assignment in order to get the student to practice and improve, but teachers need to be aware of this tendency and ensure that it does not happen. A student may be lower and need more basic assignments, but this does not mean that the student's level of engagement should be lowered too (Good, 2006). Assignments also need to "provide multiple approaches to process, content, and product—that is how students learn, what they learn, and how they show what they have learned" (Tomlinson, 2001). Since students may learn in different ways, and understand things at different levels, they should be able to express their work in multiple ways as well. If the teaching methods vary then students' assignments should vary as well (Tomlinson 2001).

Teachers must also differentiate by a student's interest (Good, 2006). This often times can be one of the most successful areas when it comes to differentiating assignments, because when students are interested in something they want to learn more (Good 2006). The more interested a student is in the content of the lesson, the more attention the teacher will have, allowing him or her to get more out of the lesson. Differentiating by interest also allows for students to be able to choose for themselves. When students get to choose what they learn, they tend to enjoy work more and this in turn leads to heightened motivation (Kitao, 1994). Students make the decisions, choose

whether they work alone or in groups, generate their individual learning goals, work in expert groups, do author studies, or select their seat in the classroom (Good, 2006).

Lastly, when teachers differentiate by learning profiles they are basing assignments on their students' differing rates of learning (Good, 2006). Students need to be able to work at their own pace. Teachers can set up learning profiles after assessing students and figuring out what their strengths and weaknesses are (Good, 2006). Those students who catch on more quickly should not be penalized for those who need more time, and the same is true for those students that do need more time. This is why differentiating instruction can be so beneficial. By having different plans set up around student's profiles it can allow everyone to get the most out of their learning. One way to conform to learning profile is curriculum compacting. Curriculum compacting is recommended for those students who finish and understand assignments more quickly and need less time. It is defined as "compressing the regular curriculum into a shorter time for students with a faster rate of learning; these students then go onto alternative assignments" (Good, 2006). Curriculum compacting is one way of adjusting curriculum to fit a student's learning profile.

#### Where to Begin When Differentiating Instruction

When teachers try to figure out what type of differentiation will work best for their students, they must begin by examining their students' learning styles and the effectiveness of their teaching to figure out what works best. Both formal and informal assessments can help teachers determine this information and begin to shape their program (Brimijoin, 2003). Pre-assessments can be utilized whenever teaching new concepts or content. Examples of useful pre-assessments are: oral questioning, written

journal prompts, objective tests, webbing, K-W-L charts and group discussions, (Brimijoin, 2003). Teachers must be aware of their students' levels in order to scaffold their learning with appropriate materials and placement (Tate & Debroux, 2001). Since students always work on various levels and grasp concepts in different ways, by continually assessing students, teachers can modify their instruction so that each student is working to their maximum potential and is being appropriately challenged (Brimijoin, 2003). Ongoing assessments should be used to measure both what students have learned and what weaknesses remain (Good, 2006). With this being said sometimes it is difficult to figure out exactly what kind of assessment to use and what the best way is to measure students' achievements. The bottom line with differentiation of assessment is that it should be directly based on how the curriculum is being taught to each child (Good, 2006). Assessment does not only have to be solely the teacher's responsibility. Getting students involved in assessing themselves can also prove to be beneficial to discovering what they have and have not mastered. The students can be seen as data collectors, by accepting responsibility for monitoring their own progress. This also allows the students to have an active role in shaping instruction (Brimijoin, 2003).

When teachers continuously assess their students they are constantly aware of the levels in their classroom. Tomlinson (2001) argues that assessment should be made a part of the classroom routine because it allows the students' needs to be met during the unit of study rather than finding out what components needed more attention at the completion of the unit. Continuous assessment allows teachers a clear view of where they are going so they are prepared when they get there. Good (2006) argues that when assessment becomes a permanent part of classroom routine, the results become more



beneficial for the teacher, and the picture that is painted of each student's needs and successes are clear.

### The Teacher's Role in a Differentiated Classroom

In a differentiated classroom, teachers must view themselves differently. They must become, "keepers and dispensers of knowledge" as well as move toward seeing themselves as "organizers of learning opportunities" (Tomlinson, 2001, 16). When teachers decide to differentiate instruction they choose to help guide their students through the journey of learning. "Teachers who differentiate instruction focus their role as coach or mentor and give students as much responsibility for learning as they can handle" (Tomlinson, 2001). Teachers train students to engage in and be responsible for their own learning instead of just forcing all the information on the students (Good, 2006).

When teachers choose to use differentiation in their classroom they need to become more familiar with assessing their students' readiness. Teachers need to read and interpret student clues about interest and learning preferences. If teachers can accomplish these skills then they can create a variety of ways for their students to obtain information and offer different ways for their students to express and expand their understanding (Tomlinson, 2001). Teachers keep the goal in mind that, "no practice is truly a good practice unless it works for the individual" (Tomlinson, 2001, 17).

Tomlinson (2001) argues that teachers should use assessment to guide the planning when using differentiation in the classroom. They need to make sure to keep an "appropriate record system" (Good 2006) because constant assessment and review of students' progress and readiness are what guides a teacher's lessons and instructions

when differentiating curriculum. Schools tend to view assessment as testing, but this does not always need to be the case. An assessment can be anything from oral questioning, to a homework check, to an interest survey checklist. Teachers can utilize all these in their classroom in order to gather information about their students, so they can plan their curriculum around the individual and their learning abilities.

In a differentiated classroom teachers should try and keep a balance between student selected assignments and teacher assigned tasks. These choices will vary depending on the maturity level of the students (Tomlinson, 2001).

Another role teachers need to be concerned with is the role of the learner in a differentiated classroom. When trying out differentiation in the classroom students need to be aware of what is expected and how the classroom will be run (Good, 2006) and what they can do to be successful in the classroom (Tomlinson, 2000). A major goal for students to understand in differentiation is the continuous push for independence as a learner (Tomlinson, 2004). This independence comes through the gaining of knowledge and an “increasing awareness of one’s own abilities, interests, ways of working and dreams” (Tomlinson, 2004). The job of the teacher is to make sure the learner is prepared. Tomlinson (2001) points out a classroom where the teacher included the students directly in the planning of the differentiated lessons, by making them aware of the many learning levels and different interests within their class. The students then helped to set individual goals and achievements for themselves that they would be responsible for monitoring along with the teacher. The students would be “active partners” along with the teacher in reaching their goals (Tomlinson, 2001).

Finally, the teacher needs to make sure parents are aware of what it means to be using differentiation in the classroom. Teachers need to make sure parents are aware of what is going on and how the classroom is going to run. “Every parent wants to feel that their child’s needs are being met, and with an appropriate explanation from the teacher, parents will be extremely supportive of differentiation” (Good, 2006). Teachers can help parents take an active role in their classroom by having proactive communication. Sending home information to parents and allowing them to become a part of the classroom community can foster this role. If teachers welcome them into what they are doing it can only help strengthen the success of their students’ (Tomlinson, 2001).

The teacher is the main force in bringing differentiation into the classroom. Individualizing instruction is important because it allows individuals to advance at a rate that is appropriate (Parker, 1924). Both teachers and students can come from various cultural backgrounds and have different experiences that they bring to the classroom. These differences can allow for shaping their thinking and learning (Spaulding, 1970). This is why it is so important to examine how differentiation can work in a classroom.

## Chapter 3

### Methodology

#### Description of General Methodology

Lytle and Cochran- Smith (1993) define teacher research as “a systematic, intentional inquiry by teachers” (1993, 5). By systematic they mean that there is usually a process that teachers follow in order to gather information. They set up a plan before they begin to collect their data and keep some kind of written record. Intentional means that teachers are usually examining and studying the question at hand and are taking note of when they do, instead of being spontaneous. Although this does not mean that all teacher research has to be planned; insights can also be generated when teachers are not planning (Lytle & Cochran- Smith, 1993). The teacher research that I will be conducting is qualitative and is a “fundamentally social and constructive activity” (Lytle & Cochran- Smith, 1993, 24). Lytle and Cochran- Smith (1993) argue that teacher research although not generalizable beyond the immediate context may be relevant for a wide variety of contexts. This type of research is important because it is rare that teachers get to publish their first hand experiences from the classroom. Who better to research a problem in education in one’s own classroom than the teacher? Teacher research generally arises from problems of practice in the classroom, and the findings are intended to be used and applied with the context of which they were studied (Lytle& Cochran- Smith, 1993).

#### Procedure of Study

I began by studying the way the classroom was run and looked at the instructional methods the teacher was presently using. I looked at the curriculum and how the teacher planned the lessons and whether or not he or she took into consideration the reading

levels of the students in their class. I administered assessments to determine the reading levels and interests of the students in order to put together a learning profile. I adjusted my planning of lessons and the material in the curriculum around the reading and interest levels of the students in the class.

The students were broken up into four groups based on their reading proficiencies. The lessons were planned around a leveled book along with activities that supported the story. Each week the same routine was followed, beginning with a picture walk and introducing new vocabulary in the story. Comprehension and writing activities helped to enhance understanding of the story. Some groups worked on letter recognition and phonemic awareness. The groups ranged from students who could only read books with just pictures to those who could read texts with short sentences.

#### Data Sources

I used the Elementary Reading Attitude Survey (Johns, 2002) to determine the interests of the group of students I studied. The survey pertained to recreational as well as academic questions. I used the results from Observation Surveys (Clay, 1993) in order to determine the students' reading levels. My teacher journal was also another source I utilized for data collection. This gave me insight into the climate in the classroom during lessons and the students' reactions to the changes that occurred once instruction was differentiated. My teacher journal also documented my reflections. By interviewing the teacher I learned how she planned their lessons and if she considered her students' reading levels when planning lessons. My instructional plan also provided data about my study. My instructional plan consisted of a series of lessons based on leveled reading books with additional supplementary activities to strengthen and teach comprehension

and writing. Pre and post assessments were also used as a source of data when grouping the students. Lastly the students' work was a source of data.

### Data Analysis

Before I began my study I used the Observational Survey: Dictation Task (Clay, 1993) to assess the current reading proficiencies of the students and to find their instructional levels, along with phoneme segmentation, phoneme deletion and substitution from Teaching Beginner Readers: Linking Assessment and Instruction by Johns, Lenski and Elish-Piper. As well as letter recognition, hearing and recording sounds in words and concepts about print. After the study was completed I administered a different form of the same assessments and compared the results from the two assessments. This comparison allowed me to understand if differentiating instruction in the classroom had helped the students become better readers. I also looked at whether their interest level increased and if they were motivated to complete the assignments, by studying entries in my teacher journal about classroom climate and reactions of the students in the class before and after the implementation of the study. I recorded observations about student engagement in my teacher journal. The information I gathered from the Reading Attitude Survey and the News About Me Survey helped me to differentiate instruction to the best of the students' ability. The teacher interview allowed me to gain a better understanding and vision of where the students were before I began my study and how the teacher felt about differentiating. The pre and post assessments helped me gather information that could provide evidence for the levels of groupings of the students. By analyzing my instructional plan I could see the components that would support the outcome of differentiating instruction in a kindergarten classroom. The

students' work would also support the results of the outcome of the study and give evidence to the progression of the students.

## Context of the Study

### Community

Walnut Street Elementary School is located in Woodbury, New Jersey. The 2000 census showed there were 10,307 people living in Woodbury. There are 4,051 households with 2,588 families who reside in the city of Woodbury. Out of the households 32.3% had children under the age of 18 living with them, and 41% were married couples, 36% were made up of non-families. The average household size was 2.43 and the average family size was 3.08.

The racial make up of the city taken from the census in 2000 was 72.45% White, 22.83% African American, and 3.94% Hispanic or Latino. The city population is spread out with 24.8% under the age of 18, 8.5% from 18-24, 29.8% from 25-44, 20.4% from 45-64 and 16.5% who were 65 and older. The median age was 37 years.

The median household income for the city was \$41,827 and the median income for a family was \$53,630. The per capita income for the city was \$21,592. About 11.2% of families and 13.5% of the population were below the poverty line.

Woodbury is home to the courts and offices of the County of Gloucester. It also is the home of Underwood Memorial Hospital and the Gloucester County Times newspaper. There is also a community garden and a farmers market that runs from June through September. There are over a dozen parks that are open to the public for recreational purposes.

### School

Walnut Street Elementary School has a total of 117 enrolled students. The motility rate for the year 2004-2005 was 20.2%, which was almost double the state average. The school is 98.4% English proficient, and 12.9% of students have IEPs. Walnut Street Elementary is made up of 66% White students, 21% black and 8% Hispanic. Out of the students that attend school, 46 students receive free lunch and 17 students receive reduced lunch. The rest of the students pay for their lunch.

There is one class per grade level, a resource room, and a room for basic skills pullout. The average number of students per class is 17. There are a total of twenty-one staff members. There are instructional aides, one full time in first grade and one shared between second and third grade and one shared between fourth and fifth grade. The rest of the faculty is made up of grade level teachers, special area teachers, and a reading recovery teacher for first grade only. The special area teachers are shared between elementary schools in the town. The special area classes are split between half the year. The students receive gym twice a week, but split the year between music and art. They also share a Spanish teacher and receive instruction in Spanish for an hour at least twice a week.

#### Participants in Study

The kindergarten classroom consisted of fifteen students, one teacher, one teacher aide, and a student teacher/researcher. There were six boys and nine girls. The class was made up of White, Black, and Hispanic backgrounds. Three students paid full price for their lunch, four were reduced and eight received free lunch. The levels varied from aa, which were students that could not recognize all their letters to level C, who could read on a beginning first grade level.



## Instructional Plan

The instructional plan consisted of planned guided reading instruction over a three week period. When I began differentiating instruction the guided reading lessons were taught three times a week with four twelve minute rotations. The lessons were planned around a leveled reading book, which was followed up with comprehension, writing, letter recognition, and letter sound correspondence activities. The instructional reading level of the students determined the type of lesson and activities.

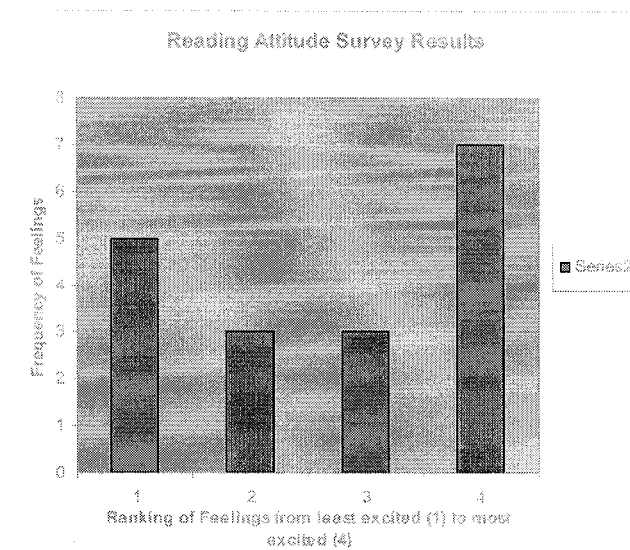
## Chapter Four: Case Studies

In this chapter, I present the results of my research as case studies. I have chosen to present these results in the form of case studies, because they allow me to look closely at four different students whose profiles looked very different across the study. From the discussion of each case study, I draw some broader conclusions about differentiating instruction in reading in kindergarten. Each case study provides me with the opportunity to study an individual participant – his or her behaviors and growth across the study. The students that I worked with were all active participants in the study. I chose a low performing student, a high performing student, and two students that made large strides during the study.

I have divided the information I gathered during the study into three main sections. I chose these sections because of the way they helped to display that data. As I sorted and categorized my various data sources (teacher- research journal, pre- and post-assessments, the student surveys on their attitude towards reading, and student work) I identified key data to report across the four case studies: (1) student thoughts and attitudes towards reading before the study began (the survey questions can be found in appendix B), (2) student reading proficiency determined from the Observation Survey (Clay, 1993) (3) comments and concerns about student work during the study and post survey results. The case studies are presented in order from the least growth to the students where the most growth was seen. The order is as follows: Kyle, Michele, Annabelle, and then Dee.

### Kyle's Story

#### Kyle's Thoughts and Attitudes towards Reading



Each student could score a possible one hundred points in the Reading Attitude Survey (Johns, 2002) in both the academic and recreational categories. Kyle's results in the pre attitude reading survey in both the academic and recreational scores were above fifty, on the scale of one hundred (see appendix A) as far as his overall feelings towards questions asked you can see in the above graph that Kyle seemed to not show strong emotions towards either side. He showed both strong negative and strong positive feelings to the questions asked. When asked in the survey to rate the question on a scale from one to four on: how do you feel about reading instead of playing, Kyle scored that with a one. Although the percentage of students that were asked that question had similar answers, Kyle's reaction turned out to play a major role during his guided reading instruction time, which will be further discussed later in the case study.

Kyle scored extremely low on the Observation Survey: Dictation Task (Clay, 1993) assessment, not able to identify one letter or sound in the sentence given. Kyle handed in a blank paper. Kyle was one of the lowest performing students in all the pre assessments given for the study, which resulted in being placed in the lowest leveled

reading group. The children that Kyle was placed with needed help with identifying their letters and letter sounds and could only read books with short sentences consisting of three to four words, with repetitive text and picture clues.

During the study Kyle received instruction with a group of four students. These students scored the lowest and were drastically lower than most of the other students. They needed to focus on building and strengthening their letters and sounds before they could begin to sound out words and read text. The activities that made up their groups guided reading lessons were more focused on strategies and repetition than actually reading books and doing follow-up activities. Kyle had difficulty copying a sentence from the board and was not successful in completing a sentence on his own.

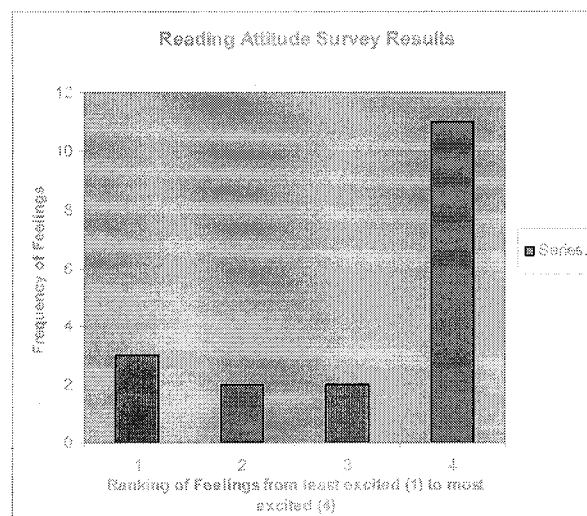
After looking back at my teacher-research journal, most of the comments Kyle made were along the lines of not being able to do something. When asked, "Kyle can you please read this page?" Wait time was ten seconds. Kyle replies, "I don't know?" When the teacher tries to help Kyle sound out the word, b-i-g Kyle replies, "Bee!" There were many days where I would reflect upon how I had to stop a lesson to get Kyle back on track and even do some breathing and focusing exercises to gain his attention. Most of the time when asked to raise his hand to answer a question, Kyle merely blurted out the answers and then refused to answer when it was his turn. It sometimes took away from the other students' instructional time with the teacher because Kyle was such a distraction. After looking over Kyle's work samples and the comments in my journal Kyle's outburst could have been one of frustration as he was the lowest performing student in the study. His attitude survey findings supported his low academic level academically even though he did exhibit an interest at reading. But a child, who loves

being read to and loves books, is not necessarily successful when it comes to early reading. Kyle's attitude and reading behaviors digressed to the point where he would not even try to sound out words anymore. The teacher would ask, "Kyle, can you please sound out this word?" Kyle would reply, "No! I can't." Or be silent and give the teacher a blank stare.

His post assessment results on the Observation Survey: Dictation Task (Clay, 1993), showed little improvement in letter sound recognition; his completed assessment showed only some scribbles. Kyle was the only reading student in the study to make no improvement. As far as the phoneme substitution (cite) findings, he rose three points from the pre assessment (see appendix A). These results were a main focus for the teacher in considering Kyle for retention. Even when instruction was differentiated Kyle had a hard time completing the task; and the inconsistencies in his work suggest an issue worth further examining.

### Michele's Story

#### Michele's Thoughts and Attitude towards Reading



As a part of the pre assessment part of my study, Michele was responsible for completing a reading attitude survey (see appendix A) before receiving differentiated instruction in guided reading. The graph above shows Michele's ratings for the questions she answered on the survey. Each question could have a rating of a one, which showed little to no interest and negative feelings, to a four, which showed great enthusiasm and excitement. As you can see above Michele had very strong positive feelings towards most of the survey questions. When asked in the survey to finish the sentence, "I read aloud to...." Michele finished it by saying she reads aloud to the class. As recorded in my teacher journal, Michele was one of the most enthusiastic students throughout the study. She would constantly volunteer to read and always wanted to learn as much as she could. During one lesson when introducing a book, Michele said, "Can I please read first?" During the time of the study Michele advanced from reading to her classmates to being a guest reader in the first grade class next door. She was really excited about this and would constantly ask if she could go back day after day. This allowed her to practice many of the different skills we worked on during guided reading. Concerning the pre assessments, Michele scored the highest in identifying and recording 30 sounds in the Dictation Task: Hearing and Recording Sounds (Clay, 1993). Consequently Michele placed in the highest guided reading group. This placement came along with observations from Michele's overall work and her ability to read books with short sentences before the study took place.

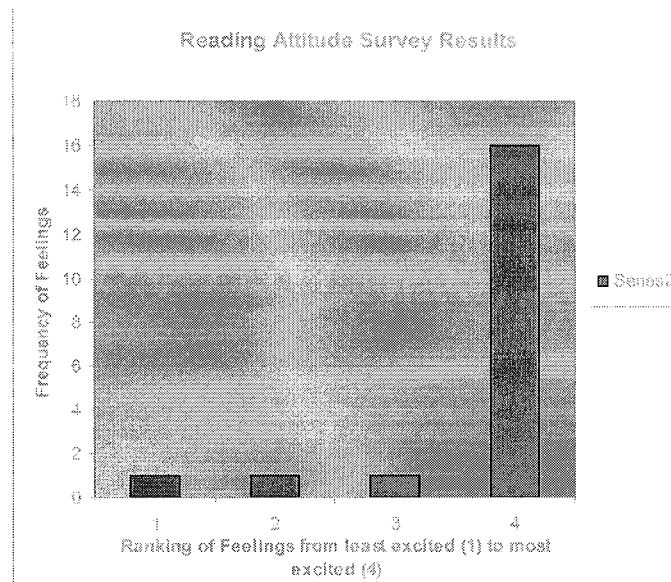
During guided reading instruction Michele was in a group that consisted of one other student since the level that these two students were working at was above those of most kindergartners in the study. The lessons began at level B; by the end of the study

Michele and her partner were reading books on a level D. I had to go over to the first grade teacher and borrow guided reading books from her because Michele's group had surpassed that of a kindergarten level. The lessons focused on building up their sight vocabulary, fluency, comprehension, and writing. The students would read the selected book at least three times before moving on to a new book. This helped improve fluency. For comprehension, the students would practice retelling the events in the story and practice putting the sentences from the story in the correct order. The students would also practice writing, usually one guided reading lesson a week would focus on the students completing a short sentence given to them about the story. They would then illustrate their sentence, and reread the sentence back to the teacher practicing concepts of print by following along with their finger.

Michele's excitement during the guided reading lessons was contagious. She was a leader in and out of the group. When given a new book to begin Michele exclaimed, "Wow! This book looks really good! I love costume parties." Just the title and looking at the cover of the book grabbed Michele's attention and got her excited to read. After looking at the results of her post Observation Survey: Dictation Task (Clay, 1993), and other assessments phoneme segmentation, phoneme deletion and substitution, and rhyming from Teaching Beginner Readers: Linking Assessment and Instruction by Johns, Lenski, and Elish-Piper (2002). She ended up with a five-point increase in the dictation task, and either showed an increase or stayed the same in the other post assessments (see appendix A). The most growth was evident was in Michele's reading level where she started out at a level B and finished at a level D. Michele's group made the largest jump in the entire study when it came to reading levels

## Annabelle's Story

### Annabelle's Thought's and Feelings toward Reading



Annabelle was chosen because she was neither a high nor low student when coming into the study. But seemed to sneak up from behind and make great strides with her reading and writing. When I first met Annabelle she was a shy and quiet kindergartner that seemed to sometimes forget what she was doing in the middle of an activity, or what she wanted to say in the middle of her sentence. When looking at the results on the graph above from Annabelle's reading attitude survey, it seems to drastically stand out due to her overall rating of fours for most questions. By just looking at the attitude survey alone one may conclude that Annabelle was someone who enjoyed reading or being read to. She scored very high in both the academic and recreational part of the survey, receiving a ninety-three in the recreational and a one hundred in the academic (see appendix A).



After gathering all the data from Annabelle and looking through my teacher-research journal it was evident that she was not one of the higher ability students. Annabelle only received a score of four on the Observation Survey Dictation Task (Clay, 1993); identifying and recognizing letter sounds dictation. In the phoneme segmentation, phoneme deletion and substitution assessments, (see appendix A) Annabelle scored high; consequently, the decision was made to place her in the second to lowest reading group on Level A.

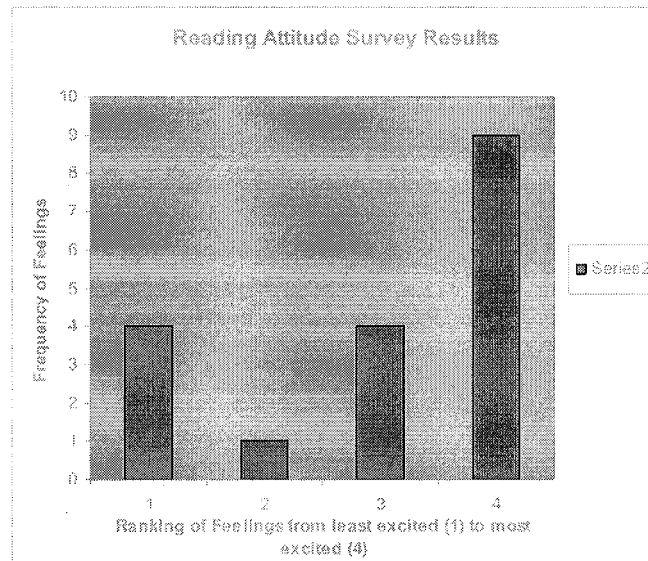
My teacher-research journal contains reflections that show Annabelle on task and successful; however, other days she seemed unable to focus. Sometimes her answers would not have any relevance to what we were learning about that day. For example, I asked, “Annabelle, can you name a place you may see if you looked out your window in the town where you live?” And Annabelle replied, “Disneyworld!” But as the days and weeks progressed Annabelle’s work improved and she had more days when she was on task.

Although she didn’t make any large strides, Annabelle moved to almost the top of the reading group. She ended the study reading at a level B, and being able to write full and complete sentences, sometimes more than one sentence at a time. I referred to her as my “writing machine” in my teacher journal, because she would just take off and write; she had so many ideas to get across and had finally found a way to express them. As far as the Observation Survey: Dictation Task (Clay, 1993) posttest Annabelle scored a twenty-three. She was able to identify nineteen more sounds than at the beginning of the study, and this definitely showed in her work. She was able to improve four points in the phoneme substitution posttest. As recorded in my teacher journal, during the pretest

when asked to segment the word /bat/ Annabelle had just repeated the word and said, “I don’t know how.” During the post test she correctly pronounced the word with no problem.

### Dee’s Story

#### Dee’s Thoughts and Attitude toward Reading



I chose Dee for a final case study because after looking over all the data collected, Dee was one of the most surprising participants in the study in terms of her overall achievement. When it came to the success of the guided reading lessons, Dee was one of the only participants to make a jump from the lowest group to one of the second highest groups. She was the one participant to make the most improvement throughout the three weeks.

When I first started to conduct my research, Dee’s pre reading attitude survey didn’t really show too much in terms of surprising information. She scored above the fifty percent mark proving that she was on the higher side as far as an interest recreationally in reading and academically, but there was no real difference in the two

scores. She scored a seventy-eight in the academic section and a seventy-two in the recreational section (see appendix A). As you can see in the above graph she still had stronger negative and positive feelings towards certain questions and left the middle area rather low. When Dee was asked questions in the survey such as: How do you feel about getting a book as a present? And how do you feel about reading for fun? Dee would answer with the rating of a four. But when asked questions about academics such as: How do you feel when its time to start a reading lesson? Or how do you feel when the teacher asks you questions about what you read? She would rate these questions with a rating of one. From what I could gather from observation Dee seemed shy and intimidated kindergartener who could barely read a book with few words. During Dee's pre assessment Observation Survey: Dictation Task (Clay, 1993) she only identified 5 out of a possible 48. She also cried during the assessment and needed a lot of encouragement to get through it.

The scores on Dee's assessments put her into the lowest group alongside of Kyle. During the guided reading lessons after looking over the reflections in my teacher journal, Dee was my saving grace in that group and the one that kept the group on task. Sometimes Dee would struggle with an answer or it would take her a bit of time to formulate what she wanted to say, but eventually as weeks went on I saw first hand the light bulb going off it her head, the teacher asks the group during a lesson on rhyming words, "What rhymes with bee?" Dee raises her hand and answers, "key, she, he!" Once she got the confidence and realized she could in fact read and rise above the rest of her group she was on a straight role and doing an excellent job. She was reading above the rest of her group and excelling in the activities. This evidence goes to show that it's hard

to judge a student on assessment alone especially if it is an issue with confidence, which I believe to be the case with Dee.

Dee made strides from being in the lowest reading level A to advancing to a level B at the end of the study. During the middle of the study Dee was moved to the group above her and then continued to excel along with the other students in her group. She went from lessons where she would only read small books with a limited amount of words, to every lesson being planned around a book and activities to go along and support the books. After reviewing my teacher journal Dee sometimes struggled with sequencing in the stories, but usually only confused one or two sentences when asked to put the text in order.

When the study concluded and the post assessments were administered Dee received a score of 15, on the writing task (Clay, 1993), which was a ten-point jump for the pre assessment and she finished the assessment with confidence and less coaching and no tears. She also improved in both the phoneme deletion and substitution. I saw a lot of improvement with Dee, which may not always be the case. But the small group differentiated instruction did help Dee in giving her the confidence to see that she could succeed. The assessments as well as my observations and reflections from the teacher-research journal gave me an idea of her strengths and weaknesses and the obstacles that may have been holding her back from success.

### Pulling it Together

All four students and their unique cases allowed me to pull together a greater meaning for my overall study. Each student came with different results from the assessments given and continued to warrant different needs during the study. By being

able to differentiate instruction the students were able to receive instruction based on their needs and levels. The charts and graphs (see appendix A) show the progression and attitudes of the students. You can see where the students scored before and after the study took place. Most of the students did benefit from guided reading and saw an increase in their knowledge base. The attitudes of the students may have affected the outcome of the study. If a student felt strong emotions, both positive and negative toward any parts of the study, this may in fact have affected their performance. If one examined the attitudes of the students more times throughout the study, possible conclusions could have been drawn from how one felt to how one performed.

#### Up Next

In this chapter, I presented the results of my study. I narrated the stories of four participants through the use of case studies. In each of the individual stories, I presented the participants thoughts on reading, the reactions they had to the surveys, their results from pre and post assessments, and reactions and reflections to their work throughout their guided reading lessons, and examples of their work. The final paragraphs of this chapter were dedicated to a discussion of the studies results. In chapter five, I present a summary of the findings, conclusions and implications of the study and suggestions for further research.

## Chapter 5

### Introduction

The first part of this chapter summarizes the findings and conclusions from the study. The big ideas found in chapter four through the case studies will be brought together and final conclusions from the study will be presented. The second half of the chapter deals with the implications of the study, the limitations of the study and suggestions for further research.

### Conclusions of the Study

After looking over the four case studies and examining the students' progress throughout the study, many different conclusions can be drawn. As far as differentiated instruction it was found to be a success for three out of the four students chosen for the case studies Overall, differentiated instruction was found to be successful for most of the students in the study. When the students were given lessons based upon their instructional level, the outcomes were positive. There was an increase in their assessment scores when the pretest and posttest assessments were compared. Guided reading levels increased and over the three week period a majority of the students progressed to at least one level higher than where they had originally placed. By putting together lessons that encompassed reading, writing, and word study the students were able to excel in all the tested areas. Three out of the four case studies in chapter four either increased their numbers or stayed the same.

The data from the reading attitude survey suggests that positive attitudes towards reading both academically and recreationally have a positive affect on how the students

performed during the study. Three out of the four students scored above the fifty percentage mark and likewise progressed in their assessment.

In conclusion, differentiated instruction through guided reading does seem to be overall beneficial in increasing students' knowledge base and reading levels.

#### Implications of the Study for Future Research

After looking over the study there were parts that could be looked into further on the topic of differentiating instruction. Concerning the Reading Attitude Surveys the students were too young to be able to read the questions on their own, so the survey questions were read to them. Had the students been able to fill out the surveys privately and on their own, it would have been interesting to see if any of their answers changed. The students may have been intimidated by the researcher, or trying to choose an answer that would please the teacher instead of expressing how they truly felt. The students may have also been confused by the different choices and not really understood the middle two choices, just siding with a stronger emotion of either agreeing or disagreeing with the questions asked. Also the setting that the survey was given in would be something to possibly alter in future studies. Perhaps having the students complete the survey at the same time so there are no distractions would work better. The survey was taken as the participants could be pulled away from their school work at random times throughout the day, so some students were distracted by what was going on around them, and what they may have been missing.

Secondly, one of the biggest parts of the study I would like to see extended is the time of the study. The amount of time was limited for the collection of data; however, seeing the outcome and the success of the study should encourage teachers to try this out

in their classrooms for longer periods of time. Additionally, the time the teacher spent with each group could be increased, possibly spacing out groups so that maybe not every group goes everyday but the amount of instructional time they receive is longer.

This study could also be brought into other subject areas in the classroom. Using differentiation and small group instruction does not have to only apply to reading, it may be beneficial for teachers to take the structures of the study and try across the curriculum.

Lastly, a few other things to consider when looking at further research would be distractions in the room, and the students being aware of the differing activities that were going on within the different leveled groups. The data was collected during guided reading time. When students were broken up into their groups, some groups were at their own centers completing other activities and lessons prepared by the teacher. Each group got a chance to meet with the teacher, which was when their differentiated lesson was administered. Sometimes there was a lot of noise or distractions going on during the groups' time with the teacher and this inhibited the amount of attention that the teacher could give the guided reading group students during this short period of time. Students were also interested in what other groups were doing and sometimes would ask why they couldn't do the same activities. During one lesson when the groups were rotating and the teacher was introducing the book for the next group, Michele asked, "how come we don't get to play the fish game like Kyle's group?" The teacher replied by saying that not everyone does the same activities and that Michele could play with the fish game during her free time. It is important to make sure all the students are engaged in the lesson you are teaching.



In summary, based on the results from the four students presented in my case study, the results of this study suggest that differentiating instruction for reading in a kindergarten classroom can be a success. Through leveled instruction in the areas of reading, writing, comprehension, and word study, the students were able to successfully increase their knowledge base, and progress to higher reading levels.

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# APPENDIX A Assessment Results

Table 1: Results from pre and post Phoneme Deletion Assessment

	Phoneme Deletion -Pretest	Phoneme Deletion - Posttest
Kyle	0	0
Michele	5	5
Annabelle	2	5
Dee	0	3

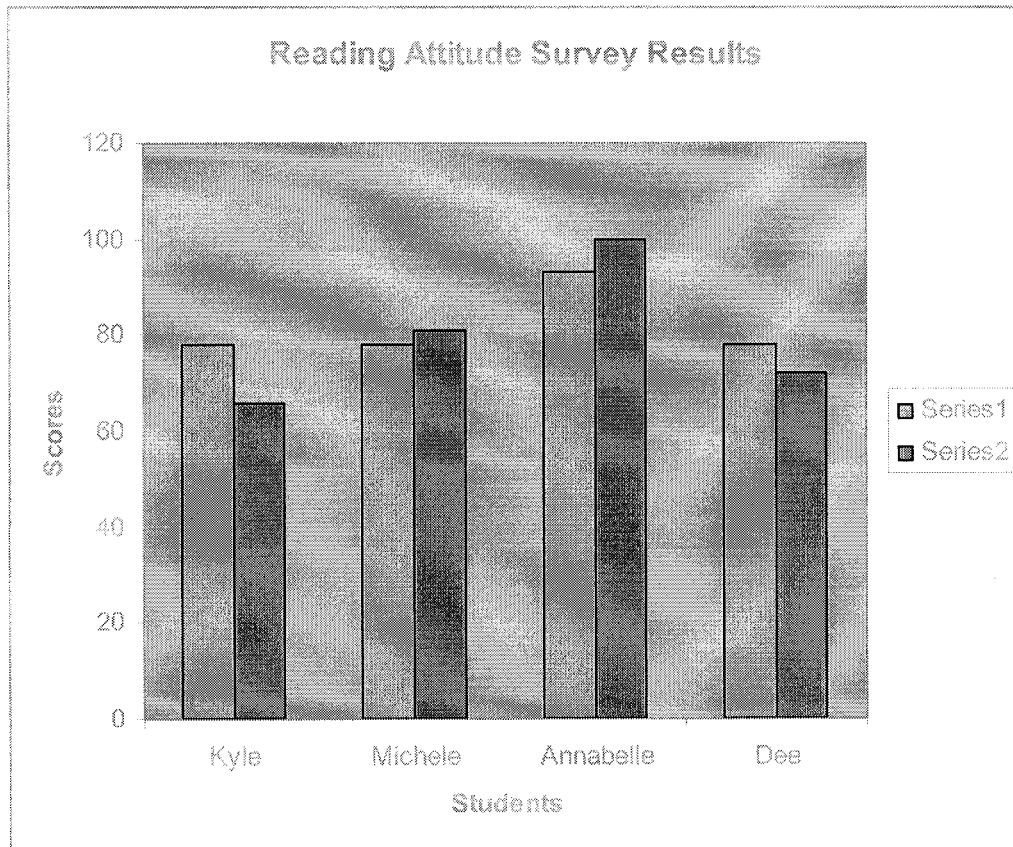
Table 2: Results from pre and post Phoneme Substitution Assessment

	Phoneme Substitution- Pretest	Phoneme Substitution- Posttest
Kyle	2	5
Michele	5	5
Annabelle	0	2
Dee	1	3

Table 3: Results from pre and post Phoneme Segmentation Assessment

	Phoneme Segmentation- Pretest	Phoneme Substitution- Posttest
Kyle	0	0
Michele	10	11
Annabelle	0	4
Dee	0	8

Table 4: Reading Attitude Survey Results



Series 1= Recreational  
Series 2= Academic

# APPENDIX B Surveys

## RECORD SHEET Elementary Reading Attitude Survey

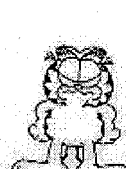
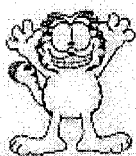
Name \_\_\_\_\_

Date \_\_\_\_\_

School \_\_\_\_\_

Grade \_\_\_\_\_

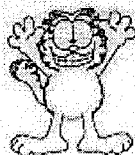
1. How do you feel when you read a book on a rainy Saturday?



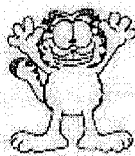
2. How do you feel when you read a book in a school during free time?



3. How do you feel about reading for fun at home?

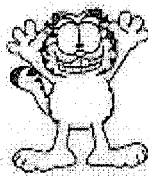


4. How do you feel about getting a book for a present?



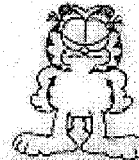
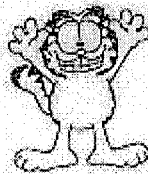
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5. How do you feel about spending free time reading?



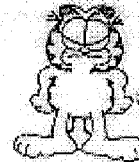
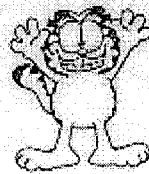
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6. How do you feel about starting a new book?



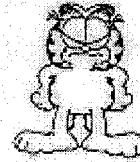
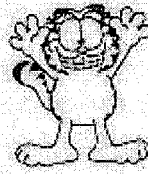
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7. How do you feel about reading during summer?



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8. How do you feel about reading instead of playing?

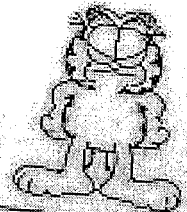
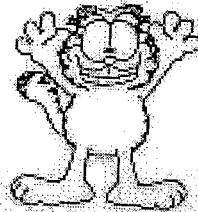


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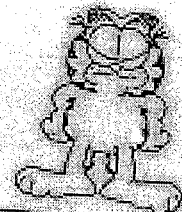
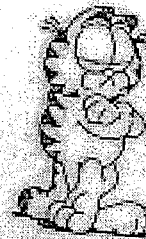
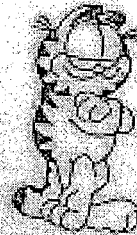
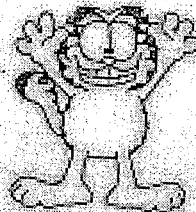
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9. How do you feel about going to a bookstore?



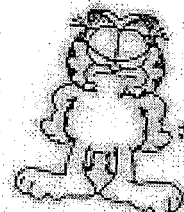
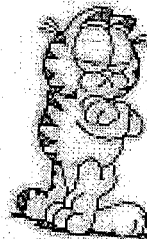
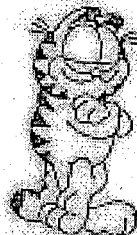
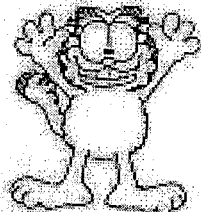
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10. How do you feel about reading different kinds of books?



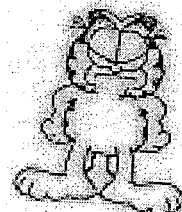
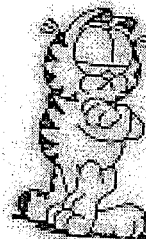
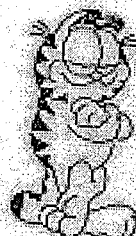
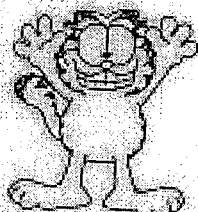
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11. How do you feel when the teacher asks you questions about what you read?



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12. How do you feel about doing reading workbook pages and worksheets?

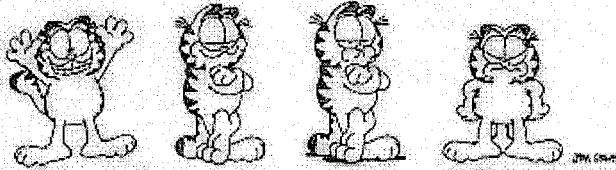


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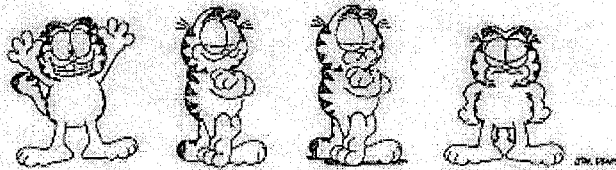
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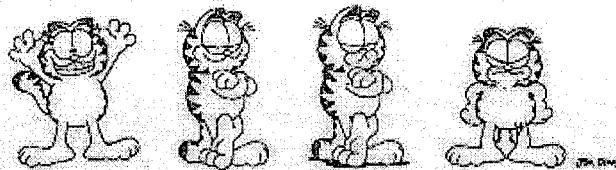
13. How do you feel about reading in school?



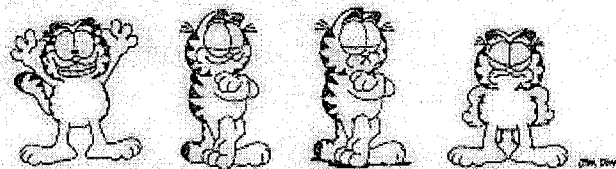
14. How do you feel about reading your school books?



15. How do you feel about learning from a book?



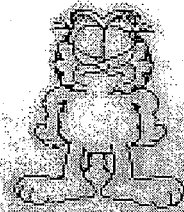
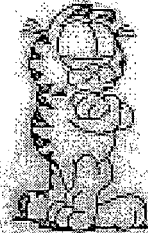
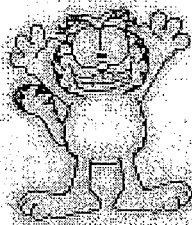
16. How do you feel when it's time for reading in class?



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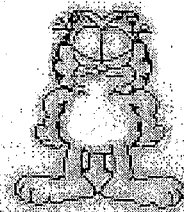
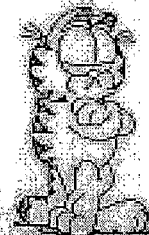
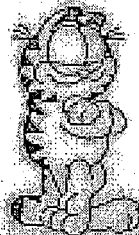
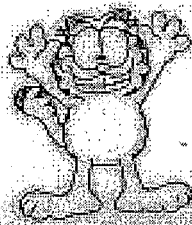
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17. How do you feel about the stories you read in reading class?



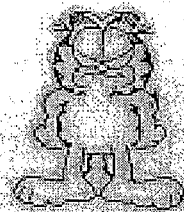
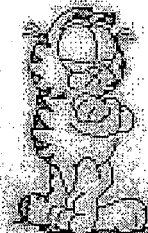
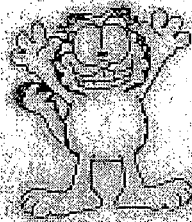
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18. How do you feel when you read out loud in class?



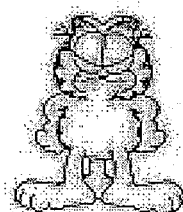
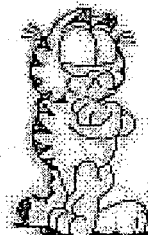
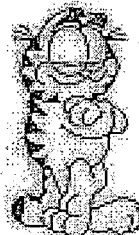
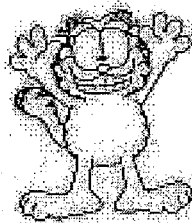
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19. How do you feel about using a dictionary?



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20. How do you feel about taking a reading test?



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