

Running Head: PROMOTING DISCUSSIONS IN ESL STUDENTS

Promoting Discussions in ESL Students

Ann Navarro

George Mason University

March 11, 2010

Setting and Puzzlement

As an elementary educator working mostly with English as a Second Language (ESL) students, I struggled with promoting discussion during guided reading. I noticed that many students did not participate in the discussions about the books we read. When I asked comprehension questions during the group discussion and stopped periodically throughout the book to ask questions, I usually received minimal feedback or heard from one or two students only. Since I wanted all students to contribute to the discussions during guided reading, I often asked myself, “Why are my students not participating?” Because this is something that has been puzzling me for some time, I decided to focus this research on finding strategies that may help ESL students contribute to meaningful class discussions.

Setting

The students on whom I focused for my research attended a public elementary school in a suburban neighborhood in northeastern United States. There were 550 students attending this school, which was an arts integration campus where students learned academic subjects through music, drama, visual arts, and poetry. According to the school’s website, this integration helped motivate students who are visual, tactile, auditory, and kinesthetic learners.

According to the county’s website, the demographics of the students at this campus in the 2009-2010 school year included 27 % Asian or Pacific Islander, 12 % Black, 25% Hispanic, and 27% White. In addition, 61% of the students at this campus were proficient in English and 39% were considered as being Limited English Proficient. The demographics also showed that 25% of the students at this campus received ESL services and 39% qualified for free and reduced lunch. One of the challenges this school faced was helping Limited English Proficient (ESL) students read on grade level and master state reading assessments at the end of the year.

The students on whom I focused for my research were four third grade students, two boys and two girls, all of whom were nine years old. The four students' names were Yulisa (Hispanic), and Corry (Hispanic), Tori (Asian), and Angela (Asian).¹ All students spoke their home language only at home. The students participated in the school's ESL program and received ESL push-in support from the school's ESL teacher during the language arts block for 30 minutes each day.

According to the Diagnostic Reading Assessment (DRA) results, the four students' reading levels ranged between 20 and 24, meaning they were reading at a second grade level. This assessment measured students' individual reading engagement, oral reading fluency, and reading comprehension. I decided to focus on these four students because they are ESL students reading in one of the lowest reading groups. I felt this would provide an opportunity to focus on researching effective strategies for ESL students who are struggling with reading.

The research took place in a third grade classroom for approximately one month. To conduct the research, I worked with the four students once a week for approximately 40 minutes during guided reading. I worked with the four students inside the classroom and in a small group setting while the teacher continued working with the rest of the class providing whole group instruction or small group guided reading instruction.

Puzzlement

After interviewing the students' teacher (whose class I would be using for my research), I noticed that we shared many of the same puzzlements about ESL students. She mentioned that she particularly has difficulties with the four ESL students when it comes to participating during guided reading or whole group discussions as well. When she asked them comprehension questions such as, "What was the problem in the story?" or "How did the problem get solved?"

¹ Pseudonyms were used in place of actual student names for confidentiality reasons.

these students were reluctant to answer and usually waited for their peers to respond. At times they shrugged their shoulders, said “I don’t know,” or were distracted. She wondered why they did not orally participate and what strategies would be effective to use with these students to motivate them to actively participate in group discussions.

The students’ teacher also mentioned that she had begun working with the students’ ESL teacher to help these students improve their reading levels and oral communication skills. In addition, they shared the same puzzlement about group discussions. This information helped me narrow my puzzlement question, “What happens when teachers introduce discussion strategies to help ESL students participate in meaningful group discussions during guided reading?”

Based on the information I knew about the four students, I wondered if there were other factors that were contributing to the puzzlement. Were there any cultural or learning mismatches that may have impacted the situation? What were some possible interventions I could implement to attempt to answer my questions?

Framing the Issue

Reflecting on my past experiences working with ESL students who have little input in reading group discussions and these four students who shared similar characteristics, I decided to look at cultural influences that may have contributed to the situation. Their teacher mentioned that she wondered whether they did not understand the questions being asked during guided reading and would like to motivate them to participate. Therefore, I explored cultural questions that related to these issues prior to researching possible interventions.

Cultural Question

After looking through the Cultural Inquiry Process (CIP), I searched for a question that would relate to my puzzlement and decided to focus on question 3.3.3: “How might mismatches

between a student's or group's preferred learning approaches and classroom processes be contributing to the puzzling situation?" because this question is based on the differences in students' diverse backgrounds and learning experiences and the methods presented in the classroom. Rogoff (2003) said that students' prior experiences will prepare them for learning and engaging in new activities and that these experiences should not limit their learning. In order for students to learn cognitive skills and participate in new learning activities and environments, teachers need to build on students' prior experiences.

I believed this CIP question closely related to my puzzlement because perhaps these students' background experiences presented mismatches to what was being read in books introduced during guided reading and thus may have impacted their low participation in group discussions. If a teacher introduced strategies that built on students' prior learning experiences, perhaps the mismatches between their experiences and the classroom processes would become less evident. Consequently, students could begin to make connections to what they already knew when learning new material. I hypothesized that if I presented a strategy that would build students' background knowledge prior to reading, they would participate more in meaningful group discussions.

Therefore, I decided to research strategies that would build on students' background knowledge and help them feel comfortable participating in group discussions during guided reading. After looking at several strategies, I decided to focus on researching journal articles in which anticipation guides have been implemented to see the results of previous studies. I decided to focus on anticipation guides in particular because I found numerous articles describing them and have heard from educators that they help build background knowledge and promote discussion. I believed that researching this strategy in particular would help me gain a better

understanding of how they are implemented and decide whether I should use them as an intervention with these four students.

Literature Review

When ESL students struggle with class work, teachers should consider that the problem may be linked to background knowledge and not necessarily to intellectual ability (Echevarria & Short, 2004/2005). Thus, in order to help students learn new information and to feel comfortable discussing topics in books, it is important to build background knowledge. As a result, if students are not provided with learning supports such as anticipation guides, students may have gaps when learning.

Rasinski and Padak (2004) discussed scientifically research-based strategies for all learners to target phonemic awareness, decoding, fluency, vocabulary and comprehension. Their book particularly focused on explaining numerous strategies to build background knowledge and as a result gain comprehension through discussion strategies. One specific example of a strategy that helps build background knowledge included “Agree or Disagree? Why?” where students provided their opinions on several statements related to the book they would be reading and engaged in a group discussion about their responses. “Agree or Disagree? Why?” is synonymous to an anticipation guide, a strategy which not only promotes discussion, but also helps promote comprehension (Rasinski & Padak, 2004).

Mitchell (2006) also used anticipation guides in her classroom to activate prior knowledge, engage students in discussion, and promote comprehension. She described the steps to creating your own anticipation guide. The steps were: write three to ten statements to help students challenge themselves to evaluate their beliefs; create columns where students may record their responses to the statements with agree-disagree or yes-no; give students time to

respond to the statements prior to reading; students read the selection or book and may confirm or discredit their responses after reading; and give students opportunities to discuss their responses in a small group discussion and explain how they relate to the story. The responses from students revealed that anticipation guides promote meaningful discussions (Mitchell, 2006).

Kozen, Murray, and Windell (2006) described the impact anticipation guides have in promoting comprehension and discussions in middle and high school students. They mentioned that anticipation guides were easy to implement, addressed various students' reading skills, provoked disagreement and challenged students' beliefs about the topic, and enhanced word meaning, motivation, and prior knowledge. Most importantly, this article focused on how anticipation guides changed the students' passive states to ones of active participation and discussion.

Similarly, Woelders (2007) used anticipation guides and KWL charts prior to having his students watch history films to scaffold their learning and builds on students' prior knowledge. His research showed that students enjoyed both of these strategies because it helped them to have something to "watch out for" and "express and discuss" during the film (p. 145, 150). In addition, his research indicated that anticipation guides promoted engagement and helped students think critically. Although Woelders (2007) used KWL charts and anticipation guides with middle school students, he mentioned that all students can benefit from them.

In sum, current literature discussed the importance of building students' background knowledge to engage students in discussions and promote comprehension through anticipation guides and provided research-based, detailed examples of how anticipation guides work and can be implemented in the classroom. Interestingly, all of the authors stressed the importance of modeling the activities and scaffolding student learning. This research provided the pathway

necessary for me to begin implementing an effective strategy with my ESL students for my own research in order to answer my question, “What happens when teachers introduce discussion strategies to help ESL students participate in group discussions during guided reading?” Thus, my goal was to implement anticipation guides with my ESL students during guided reading and to determine whether it was an effective strategy to promote meaningful discussions among my own students.

Methodology

To determine the effectiveness of anticipation guides, data was collected and analyzed prior to implementing anticipation guides as an intervention. In this section, data collected from the students’ teacher and pre observation results will be analyzed. The procedure to conduct the research is also included.

Data Collection

To conduct my research, I followed the Fountas and Pinnell (1996) guided reading format in which the teacher introduces instructional level books, students engage in a conversation about the story, children read the book silently while the teacher assists in developing independent reading strategies, and the teacher engages students in conversations and activities to check for comprehension. The books used for guided reading were selected from the schools’ reading room based on the students’ reading levels based on the DRA results. Students kept books that they read during guided reading in their browsing boxes to read throughout the week to develop fluency.² Students had their own designated box where books were periodically swapped to include current books on their reading level.

² Browsing boxes include books on students’ instructional reading level that are introduced during guided reading and collected in the box so students have access to them to read independently during the day.

Other important tools I used to collect data included the following items: Teacher Survey on Reading and Comprehension (Appendix A); Teacher Interview (Appendix B); Observation Notes (Appendix C); Group Discussion Checklist (Appendix D); anticipation guides (Appendix E); Anticipation Guide Ranking Survey (Appendix F); and a Student Interview (Appendix G). The data tools are described in the Procedure section below.

Procedure

Prior to observing the students, I asked the students' teacher to fill out a survey about their reading and comprehension (Appendix A) to better understand what she believed her students reading needs were, whether she felt her students make connections to their background knowledge, and to determine what strategies she used in the classroom. I also interviewed her to gain a better understanding of her students' reading needs and learn what strategies she used (Appendix B).

During the first session, students were observed during guided reading where their teacher engaged them in an open discussion about the book read. The responses to questions asked by their teacher were noted (Appendix C) and served as the students' baseline data which was illustrated using a Group Discussion Checklist (Appendix D). Samples of what the Group Discussion Checklist measured were student motivation, questioning, and speaking with logical reference. One point was given for students who "did not" demonstrate the skill, two points for those who "somewhat" demonstrated, three points for those who "often" demonstrated, and four points for those who "always" demonstrated the skill.

For the next few weeks, an anticipation guide (Appendix E) was introduced before students read a new book and had approximately 10 minutes to complete the guide. Afterwards, students engaged in a discussion in which their responses to the anticipation guide statements

were shared with the group and then book was introduced and students took approximately 10 minutes to read it. After reading the book, students had the opportunity to reflect on their responses to the anticipation guide and to make connections to the story. This procedure was implemented twice during a two week period.

After the discussion strategy was implemented for two weeks, students completed a post Strategy Ranking Survey (Appendix F). The Strategy Ranking Survey was used to obtain student perceptions of the anticipation guide on a scale from one to four. Examples of statements included in the survey are “Anticipation guides help me understand the book” and “Anticipation guides help me add more to our group discussion.” In addition, an informal student interview (Appendix G) was conducted with each student to grasp a better understanding of how they felt the strategy may have been helpful during guided reading.

To finalize the data collection, I observed the students during guided reading with their teacher, took notes on their responses, and completed another Group Discussion Checklist. This data collection helped me determine whether the strategy helped students participate during guided reading.

Table 1 shows a succinct description of the timeline used to collect data for the research.

Table 1 Timeline for Teacher Research

Date	Research Plan
January 22, 2010	<ul style="list-style-type: none"> • Teacher Survey about Reading and Comprehension • Teacher Interview • Observe students with teacher during guided reading/Record discussion results using the Group Discussion Checklist
January 29, 2010	<ul style="list-style-type: none"> • Discussion Strategy-anticipation guide • Introduce book • Students read book during guided reading
February 4, 2010	<ul style="list-style-type: none"> • Discussion Strategy-anticipation guide • Introduce book • Students read book during guided reading • Strategy Ranking Survey/Student Interview on feelings about anticipation guides
February 19, 2010	<ul style="list-style-type: none"> • Observe students with teacher during guided reading/Record discussion results using the Group Discussion Checklist
February 26, 2010	<ul style="list-style-type: none"> • Evaluate data to form conclusions • Reflect on teacher research experience

Data Analysis

The results and findings are described below and are organized according to the stages in the process (i.e., pre, during, and post intervention). The pre and post strategy implementation checklist data are summarized using tables. In the areas where numbers could not be calculated, summaries are provided to describe the results.

Table 2 below indicates which data sources provided information in answering the questions related to my puzzlement.

Table 2 Data Sources

Questions	Data Sources			
	1	2	3	4
	Student Group Discussion Checklist	Observational Notes & Reflections	Teacher Survey & Interview Sheet	Student Survey & Interview Sheets
1. How might students' preferred learning approaches and classroom processes be contributing to the puzzling situation?	X Pre & Post Group Discussion Checklists		X Teacher Survey Teacher Interview	X Strategy Ranking Survey Student Interview
2. What happens when a discussion strategy is introduced to ESL students during guided reading?	X Post Group Discussion Checklists	X Guided Reading Pre & Post Observation/ Notes		X Student Interview

Teacher Survey

The teacher survey results showed that the ESL students struggled with reading and comprehension (Appendix A). The survey questions allowed for the teacher to rate them from one to four with one being “never” and four “consistently.” When asked, “Do you see students making connections to what they are reading and their background knowledge?” and “Do you feel that your students are motivated to read?” the teacher responded “sometimes” ranking both a two. As a teacher, she felt “mostly confident and prepared” and used cooperative learning and grouping, literature circles, guided reading, and the comprehension toolkit to promote reading comprehension. Her comment at the bottom of the survey about the four ESL students stated that they were below reading level and struggled with comprehension. In sum, the results on this survey showed that there was a problem in the students’ lack of comprehension, background knowledge, and motivation during guided reading. This led me to hypothesize that if these

students were to be introduced to background building strategies, they could improve their reading comprehension and motivation to read. In addition, they could also be motivated to discuss what they know and understand during guided reading.

Teacher Interview

The teacher interview helped me to understand what the teacher's frustrations were and on what she would like to see her students improve (Appendix B). She said, "I would like to incorporate strategies that will help my ESL students improve their participation during guided reading discussions." She believed that they did not participate because they "don't understand they questions or are unmotivated." When asked if she had noticed any improvements, she mentioned that their reading fluency had improved and their guided reading level had improved from the beginning of the year. Other areas of concern were that her students needed to improve their writing organization skills and elaborate more in their writing. This interview helped me better understand the student and teacher's needs. I believed that if I introduced anticipation guides and they were a success in helping students participate more in group discussions, the teacher could continue to use them to help build background knowledge and will hopefully transfer to their writing.

Pre Strategy Observation - Group Discussion Checklist

The baseline data collected from the non-strategy open discussion session observation during guided reading showed low scores across all students on the Group Discussion Checklist (Appendix D). Observation notes were added to the checklist and responses were transcribed to show the answers students provided to teacher questions (Appendix C). Students' discussion skills were rated on a scale from one to four, one being the lowest and four the highest on the following criteria: participation, motivation, questioning, listening and responding to others,

speaking with logical reference, staying on topic, and showing sensitivity to others. Most of the students performed at a one or two indicating that they “did not” demonstrate the skill or “somewhat” demonstrated the skill. Yulisa was the only student from the four that scored a three for “often” being motivated, asking questions, and being sensitive to others while speaking. Tori also scored a three for listening and responding during the discussion. Tori and Corry even asked at one point during the guided reading discussion, “Are we almost finished?” At times, Corry would look away to see what the other students in the classroom were doing. These observations demonstrated how unmotivated they were to participate.

Table 3 below shows the results for all four students on the Pre Strategy Group Discussion Checklist during guided reading and serves as baseline data.

Table 3 Baseline Data

Evaluation Parameters	Students			
	Yulisa	Corry	Tori	Angela
Motivation	3	2	2	2
Asks Questions	3	1	1	1
Listen/Respond	1	2	3	2
Logical Reference	1	1	2	2
On Topic	1	2	2	2
Sensitivity to Others	3	2	2	2

The preliminary data showed that the students’ main struggles were reading comprehension, limited background knowledge, and contributing meaningfully to group discussions. To answer my puzzlement, I worked with the students during guided reading and introduced anticipation guides to determine if this be would be an effective intervention. My hopes were that the anticipation guides would help build background knowledge and comprehension and as a result help the students participate meaningfully during group discussions.

Intervention and Monitoring

At this point, I believed that the students' lack of prior knowledge inhibited them from feeling comfortable contributing to group discussions during guided reading. In addition, this lack of knowledge made the discussions meaningless because students could not make connections to prior experiences and lacked comprehension of what was being read. As a result, I believed that the data collected thus far suggested that introducing anticipation guides with the students could be an effective intervention.

Intervention

The data indicated the need to introduce a strategy that would build students' background knowledge and promote discussions. Since a review of the literature suggested that anticipation guides have been successful in promoting discussions, comprehension, and building background, this was the strategy I chose to implement.

Mitchell's (2006) five steps on creating and implementing anticipation guides were followed to implement them with the four students. Four statements were created on sheets of paper that related to the story with columns for students to decide whether they agreed or disagreed (Appendix E). Students recorded their reactions to the statements on the sheets, read the book, and had opportunities to discuss their responses. Prior to having the students work on the anticipation guides, I modeled how they could respond to the first statement and demonstrated what my stance was on the statement and how I could make connections to previous experiences. For example, the first statement prior to reading Marco's Run by Wesley Cartier was *Cheetahs are the fastest animals*. I told the students that I agreed with the statement because I had read books that state that they are really fast runners and have seen on television how fast they run. This helped students understand what was expected and how they should answer the statements and try to make connections to prior knowledge. After responding to the

statements, students shared their responses and were prompted to ask each other why they agreed or disagreed. This helped promote more discussion and practice asking questions of one another.

Monitoring

After conducting the initial guided reading observation and reviewing the results, I compared this baseline data to data gathered after the anticipation guide strategy implementation. I believed this data would serve as one of the most essential pieces of data collection as it would help me learn if the intervention was effective. When comparing the baseline scores to the scores after implementing anticipation guides where another observation during a guided reading discussion was conducted, the results showed that anticipation guides helped improve discussions.

Table 4 below shows the baseline data results and results observed during guided reading after implementing anticipation guides.

Table 4 Baseline Data and Post Intervention Discussion Results

Evaluation Parameters	Students							
	Yulisa		Corry		Tori		Angela	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Motivation	3	4	2	3	2	3	2	3
Asks Questions	3	3	1	2	1	3	1	2
Listen/Respond	1	2	2	3	3	3	2	4
Logical Reference	1	2	1	3	2	3	2	3
On Topic	1	2	2	3	2	3	2	4
Sensitivity to Others	3	4	2	3	2	3	2	4

For the most part, all students' discussion scores increased after the implementation of the anticipation guides. The students' motivation assessed by engagement, focus, and attentiveness increased by one point. Everyone except Yulisa, whose score remained a three, increased their questioning skills by one or two points. Also, all students' listening skills increased by one or two points except of Tori whose score remained a three. Their discussion

responses showed an increase in logical referencing, being on topic, and showing sensitivity to others by one or two points.

Strategy Ranking Survey and Individual Student Interviews

All four students indicated that they liked anticipation guides ranking them with a three or four out of four on a post strategy survey (Appendix F). Because students were not able to provide elaborate reasons for ranking the surveys the way they did on the Strategy Ranking Survey, the interviews conducted helped to gain a deeper understanding on their reasoning and feelings toward anticipation guides. Tori and Yulisa stated that they thought anticipation guides were fun and enjoyed talking with the group. Most students said that the guides helped them “talk more” (Appendix G). Tori said, “When I look at the anticipation guide it helps me ask questions” (Appendix G, Tori). Yulisa said anticipation guides helped her because “I could look at the paper and it would help me remember what to say” (Appendix G, Yulisa). Angela said, “When I read the book it helps me understand what is happening” (Appendix G, Angela). Chris said, “Anticipation guides are fun and you could talk about them” (Appendix G, Chris).

These students’ statements confirmed what the research indicated in that building students’ background knowledge helps students contribute to group discussions. The interviews served as a powerful piece of data to demonstrate anticipation guides aid in promoting meaningful and engaging discussions. In addition, further conclusions and implications for teacher practice can be made from the data collection and analysis.

Conclusions and Implications

Implementing anticipation guides with low-performing ESL students yielded significant results. Not surprisingly, anticipation guides brought forth high levels of discussion in the students and were valued by the students based on the student interviews. During the anticipation

guide strategy implementation, it was easy for students to state their opinions on the statements included in the guides and refer back to them to discuss their reasons for agreeing or disagreeing. I believe this helped build their confidence and comprehension when answering questions posed during the post intervention observation of guided reading.

The data collected after implementing the strategy helped answer my puzzlement questions, “What happens when teachers introduce discussion strategies to help ESL students participate in meaningful group discussions during guided reading?” and “How might mismatches between a student’s or group’s preferred learning approaches and classroom processes be contributing to the puzzling situation?” I believe that if ESL students continue to engage in activities that promote background knowledge such as anticipation guides, their comprehension will improve over time because they will be more familiar with what they read.

The student survey results showed that students enjoyed anticipation guides, thus it is a strategy that they enjoy over reading a story for which background is not built. When students are introduced to strategies that they enjoy, they will respond positively to them. Anticipation guides helped the students feel more comfortable contributing to group discussions. The post intervention checklist results showed that anticipation guides are needed with this group of students because they promote more meaningful discussions. The results also confirm that students will feel more comfortable discussing topics when prior knowledge is built and as a result, learning gaps will decrease (Echevarria and Short, 2004/2005). The post intervention checklist data also confirms what Kozen, Murray, and Windell (2006) said about how anticipation guides change students’ passive states to active participation and discussion.

The results from the data and literature review provide implications for me and other teachers of ESL students. Since I learned that they yield positive results and encourage teachers

to try them with their students, I now feel more confident in introducing anticipation guides with my own students. If we want to narrow our students' learning gaps, then we need to find strategies that will allow for building background knowledge in students who bring diverse cultural differences. While anticipation guides certainly build knowledge, motivation, comprehension, and discussion, I would like to research other discussion strategies in the near future that I may be able to apply in the classroom with ESL students and encourage teachers to do the same because of the positive results I have found.

Reflection

From this CIP research project, I have learned that each classroom brings together students with diverse cultural needs and that I must make modifications in my teaching to meet those needs. This research has also allowed me to explore literature to help me plan for an intervention and monitor the results of the intervention. This allowed me to answer my puzzlements as I learned that if teachers build background in ESL students, learning can be maximized.

Most importantly, the CIP teacher research allowed me to view research through a different lens. Not only should academia and behaviors be considered when looking at a specific puzzlement in the classroom, but students' cultural backgrounds should also be considered as teacher puzzlements may be a result of cultural factors. For example, my teacher research opened my eyes to see that ESL students may struggle to participate in group discussions because of the cultural and learning mismatches they bring to the table. Their cultural background experiences and preferred learning styles play a major role in their learning progress in the current learning environment.

In the future, I will consider multiple perspectives and cultural factors to narrow my focus and to identify what may be contributing to my puzzlement. This will help me be aware of the different cultural influences and diversity in my classroom and modify my instruction accordingly so that all students can succeed. The modifications will help students feel welcomed and learn that different cultures are appreciated in the classroom. Because of this, any barriers presented when students enter the classroom that inhibit student learning can be broken.

References

- Echevarria, J., & Short, D. (2004/2005). Teacher skills to support English Language Learners. *Educational Leadership*, 62(4), 8-13.
- Fountas, I. C. & Pinnell, G. S. (1996). *Guided reading: A good first teaching for all children*. Portsmouth: Heinemann.
- Kozen, A. A., Murray, R. K. & Windel, I. (2006). Increasing all students' chance to achieve: Using and adapting anticipation guides with middle school learners. *Intervention in School and Clinic*, 41(4), 195-200.
- Mitchell, K.E. (2006). Getting to the heart of a story. *Teaching K-8*, 73(1), 66-67.
- Rasinski, T. & Padak, N. (2004). *Effective reading strategies: Teaching children who find reading difficult* (3rd ed.). Upper Saddle River: Pearson Education.
- Rogoff, B. (2003). *The cultural nature of human development*. Oxford: Oxford University Press.
- Woelders, A. (2007). "It makes you think more when you watch things": Scaffolding for historical inquiry using film in the middle school classroom. *The Social Studies*, 98(4), 145-152.

Appendices

Appendix A – Teacher Survey on Reading and Comprehension

Appendix B – Teacher Interview

Appendix C – Observation Notes

Appendix D - Group Discussion Checklist

Appendix E – Anticipation Guide

Appendix F – Anticipation Guide Ranking Survey

Appendix G – Student Interview

Appendix A

Teacher Survey on Student Comprehension

*Please note that the scales differ for each question and there is a front and back to this survey.

1. Do you see students making connections to what they are reading and their background knowledge?

Consistently	Most of the time	Sometimes	Never
4	3	2	1

2. Do you see low reading comprehension as a problem in your classroom?

Not a problem	Slight problem	Moderate Problem	Significant Problem
4	3	2	1

3. Do you feel prepared and confident to teach comprehension strategies with the materials and resources available to you?

Extremely confident and prepared	Mostly confident and prepared	Somewhat confident and prepared	Not at all confident and prepared
4	3	2	1

4. What strategies/activities do you do in your classrooms that promote reading comprehension? Circle all that apply.

Guide Reading
Reader's Theater
Cooperative Learning /Groups

Literature Circles
Direct Instruction
 Other (please specify) Ident

5. Do you feel that your students are motivated to read?

Always	Often	Sometimes	Never
4	3	2	1

comprehension toolkit

These four students are all eager students who come from ESOL backgrounds. all four students are below level readers who struggle with comprehension.

Appendix B
Teacher Interview

1. What are some frustrations you have when working with your students?
My ESL students show low scores in reading levels (2nd grade) and low oral comprehension skills. When I ask them questions during guided reading they usually do not respond or respond with "I don't know" or shrug their shoulders. At times they don't seem motivated. I would like to incorporate strategies that will help my ESL students improve their participation during guided reading discussions.
2. Why do you think they do not respond to your reading questions? Perhaps they don't understand the questions or are unmotivated.
3. What have you done to help your students add to the discussions? I have had them work with peers that are reading at higher levels to do reading group work and read together. I work with this group on a closer level.
4. Have you noticed any improvements? I have noticed improvements in their reading fluency and they have moved up in guided reading levels from the beginning of the year.
5. What are their DRA levels? Between 20 and 24
6. How did they perform in the comprehension section? Low
7. Are there any other areas of concern? These students also need to improve their writing organization skills and need to elaborate more on their writing.

Appendix C

Observation Notes

Reading Discussion Questions (Teacher Questions)

1. What was your favorite part of the book? Why?
2. Why do you think the author wrote the story?
3. Which was your favorite character and why?
4. If you could change the story's ending how would you change it? Why?

①

C. when some little boy went back home

Y. when he said I wish could run like a horse

A: No favorite part

②

A. he might like animals

Y. he likes wants to go C: I don't know

(irrelevant)

T. because it's interesting for him
T. ~~can~~ make us

③

A. he does really like a rabbit

T. ✓

Y. his dad is here

④

T. he rests

Y. He went to get lunch + room

Appendix D

Name: Corry

Group Discussion Checklist

Date: 1/22/10

Observer: A. Navarro Strategy: None - Pre Strategy

Criteria	1 Does Not	2 Somewhat	3 Often	4 Always
Participates		✓		
Shows Motivation	✓			
Asks questions	✓			
Listens and responds to others		✓		
Speaks with logical reference	✓			
Stays on topic		✓		
Shows sensitivity to others		✓		
Summarizes ideas	N/A			

Comments: participation was low, distracted with what others were doing in the classroom. - was talking while others were talking - asked, "Are we almost finished?"

Name: AngelaGroup Discussion ChecklistDate: 2-27-10Observer: Ann Navarro Strategy: Post- Anticipation Guide

Criteria	1 Does Not	2 Somewhat	3 Often	4 Always
Participates			✓	
Shows Motivation				✓
Asks questions		✓		
Listens and responds to others				✓
Speaks with logical reference				✓
Stays on topic				✓
Shows sensitivity to others				✓
Summarizes ideas N/A		✓		

Comments: Always on task, responds with meaningful connections

Tori
Anticipation Guide

Book Title: Marco's Run

By: Wesley Cartier

Agree Disagree

☒ 1. Cheetahs are the fastest animals.

because I see in
the TV.

☒ 2. If you run fast that doesn't mean you are the best.

I know because the
cheetahs is faster than.

☒ 3. Running makes you feel very tired.

because if you go all
the time than you will be

☒ 4. Running is the best exercise you can do.

because I can do differe
sore.

Anticipation Guide Ranking Survey

1. I like anticipation guides.

1



2



3



4

Why? Because it help me

2. Anticipation guides help me understand the book.

1



2



3



4

Why or How? Because the suits help me.

3. Anticipation guides help me add more to our group discussion.

1



2



3



4

Why or why not? yes: Because it help to tak

Student Interview
Appendix G

1. Why did you rank the anticipation guides as a 4?
Tori: Because I liked it a lot and they are fun.
Corry: Anticipation guides are fun and you could talk about them.
Angela: I liked asking questions.
Yulisa: I liked talking to the group about what I wrote.
2. What made you enjoy the anticipation guide?
Tori: I think it helped me talk more.
Corry: I could talk about what I thought.
Angela: When I read the book it helps me understand what is happening and I could talk more.
Yulisa: I could look at my paper to help me talk.
3. Did you feel comfortable talking with the group about your responses? Why?
Tori: Yes. When I look at the anticipation guide it helps me ask questions
Corry: Yes. Anticipation guides are fun and you could talk about them.
Angela: Yes. We could ask questions to each other and the sentences help me.
Yulisa: Yes. I could look at my paper and it would help me remember what to say.
4. Did you make any connections in the statements in the guide to something that has already happened to you?
Tori: Yes sometimes.
Corry: Yes
Angela: Yes
Yulisa: Sometimes
5. Can you give an example?
Tori: I knew that Cheetahs were fast because I had seen them on tv and they said on tv that they are the fastest animals.
Corry: I knew that running makes you tired because every time I run in recess I am very tired.
Angela: I remember I thought running was the best because I am good at it.
Yulisa: I can't remember.
6. Would you like to continue using anticipation guides in your classroom?
Tori: Yes I think they are fun and talk with the group.
Corry: Yes
Angela: Yes because you can talk with your friends.
Yulisa: Yes