

Inquiry Research Plan: Part One

Unique Watkins

[watkinsu@mail.usf.edu](mailto:watkinsu@mail.usf.edu)

Level 3 Internship - EDE 4944.001

December 5, 2017

**Background, Purpose and Wondering**

Frederick Douglas said it best when he stated, "Once you learn to read, you will be free forever." As a future educator, it is my goal to instill the importance of literacy into the minds of my students so that once they step into the real world after graduation they are knowledgeable and capable of functioning. Reading will always be a part of their lives as they apply for jobs, further their education and make decisions regarding their homes and other possessions.

Although students may not enjoy reading, it is still the teacher's duty to teach strategies that will help them become proficient readers. I remember reading an article in a previous course entitled, "The Crayola Curriculum, written by Dr. Mike Schmoker, who is a former administrator and English teacher, that shed light on the lack of effective reading instruction that results in children not being able to understand what they are reading. It encouraged teachers to ensure that there is ample amount of time for students to read as well as write rather than engage in useless activities, such as coloring, that are not beneficial to their reading skills. It was hard to believe that there are schools are acknowledged for their outstanding staff development and other accolades but still hold students in their classrooms around the country who do not know their alphabets.

The student observed was Bryan(pseudonym), a fifth-grade Caucasian student. He attends a public Hillsborough County learning institution located in north Tampa. I have been given the opportunity to observe him in the classroom for over ten weeks in which I have seen him participate in group activities, work independently, socialize and even work one on one with me. It is evident that he has a few challenges when it comes to academic core subjects but specifically, reading. Although she enjoys reading comic books, he has a hard time following along in class when it is time to read passages and from the textbook. Based on assessments,

independent work and observation it is evident that Bryan is struggling with identifying words as well as spelling them.

The area of focus for this inquiry project was effective reading strategies for struggling readers in upper primary grades. We cannot expect our student to come into school already reading at a certain level and should not rush them to develop those skills quickly. Our students will come into the class possess different learning styles, different reading levels and a variety of backgrounds. We should be open to approaching these students in a multitude of ways to ensure that each student has the same opportunities to learn and grow as scholars. It is vital that as educators that we are patient, consistent and explicit with our teaching. Therefore, my wondering question is: What reading strategies could be implemented to assist struggling readers in upper primary grades?

### **Methods – Literature, Connections, Data Collection and Timeline**

#### Literature Connections:

<i>Article citation</i>	<i>Key quotes and ideas related to your wondering</i>	<i>Ideas for taking action in your classroom</i>
Worthy , J., & Broaddus, K. (2001). Fluency beyond the primary grades: From Group Performance to Silent, Independent Reading. <i>The Reading Teacher</i> , 55(4 ), 334-343.	Fluency not only focuses on the speed in which a student reads but whether they actually understand what they are reading about.  Worthy and Broaddus encourages us to use a variety of strategies to help students that are struggling to read independently that can encourage them to read aloud during class and motivate them to read by themselves.	Conduct fluency tests to monitor the pace, expression and prosody of focus student  Compare results by administering these tests over the course of different days and varying levels
Compton-Lilly, C. F. (2009), What Can New Literacy Studies Offer to the Teaching of Struggling Readers?. <i>The Reading Teacher</i> , 63: 88–90.	It is okay to step outside of what is traditionally taught to students to help them become proficient readers. It is beyond beneficial to connect reading and writing to the lives whether it be in regards to their interests or culture.	Implement strategies that may not be used in the classroom currently such as echo reading, choral reading, tasks cards, etc.

	Teachers must be willing to change their ways of teaching so that they may accommodate their students.	
Cahill, Maria, & McGill-Franzen, Anne (2013). Selecting “App” ealing and “App” ropriate Book Apps for Beginning Readers. <i>The Reading Teacher</i> , 67(1), 30–39.	The article goes into detail of how digital books are a hug success with students of a young age due to media enhancements, customized reading experiences and interactivity. A quality digital book will include quality writing that allows students to discuss and reflect; expressive and fluent narration; well-coordinated images and text; and interactive features that help students develop traditional new literacy skills.	Find out what type of genre the student enjoys the most then find a reading app that could be used to increase their motivation and strengthen their reading skills

Possible Data Collection Strategies:

Wondering: What reading strategies could be implemented to assist struggling readers in upper primary grades?

<b>Data I plan to collect:</b>	<b>How this data relates to my wondering</b>
Teacher Reflective Blog	My thinking about what happened during time spent with student, data collected and my perception of what is working and what is not working
Collaborating teacher interviews	The teachers’ attitudes about the student’s abilities and how they are functioning in the general classroom setting; what they feel should be implemented to help the student reach their full potential
Quantitative Data: Fluency tests	Fluency Rates
Student Artifacts: fluency tests results, FAIR testing, iReady diagnostic test results	Monitor the student’s progress
Field Notes	Student Time on Task, behavior, weaknesses, strengths
Literature on how to assist struggling readers in upper primary graders in the classroom	Strategies and tips for effectively reaching those students

Timeline:

- Establish my role in the classroom and began to build a relationship with students
- Implement reading strategies that were used in the previous semester to help struggling readers and monitor student’s reaction to the instruction

**References:**

Cahill, Maria, & McGill-Franzen, Anne (2013). Selecting “App” ealing and “App” ropriate Book Apps for Beginning Readers. *The Reading Teacher*, 67(1), 30–39.

Compton-Lilly, C. F. (2009), What Can New Literacy Studies Offer to the Teaching of Struggling Readers?. *The Reading Teacher*, 63: 88–90.

Schmoker, M. (2001a, October 24). The Crayola curriculum. *Education Week*, 21(8), 42–44.

Worthy , J., & Broaddus, K. (2001). Fluency beyond the primary grades: From Group Performance to Silent, Independent Reading. *The Reading Teacher* , 55(4 ), 334-343.

# Appendix

1 EDF 4944 INQUIRY PRESENTATION

2 Introduction

3 Background

4 Wondering  
What reading strategies could be implemented to assist struggling readers in upper primary grades?

5 Methods

6 Reading Strategies Implemented

7 Fluency Beyond the Primary Grades

8 What Can New Literacy Studies Offer to the Teaching of Struggling Readers

9 Selecting "App" reading and "App" appropriate Book Apps for Beginning Readers

10

11

12

13

14 Findings

15 Reflection

16 New Wonderings?