



THE EFFECTS OF INTERACTIVE READ ALOUDS ON READING COMPREHENSION IN A SECOND-GRADE CLASSROOM

Petra Kristi Mulyani

University of Arkansas, United States

Comprehension is one of the main components in reading. The purpose of this study was to investigate the effects of interactive read alouds on reading comprehension skills in a small group of second-grade students. The study was designed to determine if systematic modeling of higher-order thinking and asking thoughtful questions requiring analytic talk promoting recall of a story, improved their ability to understand text. The participants included 5 students. There were 4 females and 1 male. Confidentiality was maintained through the establishment of a code. The teaching context was for the students to actively listen and respond to an oral reading of a text involving systematic modeling of higher-order thinking questions and analytic talk to promote recall of a story. The activities included comprehension skills involving prediction, making connections, summarizing, and drawing conclusions. The pre- and post intervention reading comprehension was assessed using Developmental Reading Assessment 2 (DRA2) Comprehension Focus, which is an instrument for measuring how well students understand the meaning of the text. Based on the results of the study, it appears that the use of interactive read alouds significantly improved the reading comprehension of these five second-grade students.

Keywords: interactive read alouds, reading comprehension, second-grade.

1. INTRODUCTION

Reading comprehension is a significant skill attributing to students' academic success. Its accomplishment not only involves students but also teachers. Research conducted by Markman (1977) and other experts (NICHHD, 2000; Reutzel & Cooter, 2007; Fountas & Pinnell, 2006; Rapp et al., 2007) suggest that comprehension is critical to building reading success. They argue that using comprehension strategies enables students to understand the whole meaning of text. However, others (Durkin, 1978; Markman, 1977; Dewitz et al., 2009; Onofrey and Theurer, 2007) posit that teachers not only do not teach comprehension strategies, but many do not know how to explicitly teach comprehension so that students fully understand what they read. Studies (Ceprano, 2010; Pantaleo, 2007; Fisher et al., 2004) and suggestions by experts (Hoyt, 2007; Tompkins, 2009; Mcgee and Schickedanz, 2007) indicate that interactive read alouds are an effective strategy to develop reading comprehension.

1.1. Background of the Problem

Several experts (Durkin, 1978; Markman, 1977; Dewitz et al., 2009; Onofrey & Theurer, 2007) revealed through research that teachers struggle with teaching comprehension and that causes students to have difficulties in understanding text. According to Durkin's landmark study, teachers failed to teach comprehension skills. She noted that instead of being taught to apply comprehension strategies, students were only drilled and required to answer questions to recall details from the text.

Markman (1977) found that students did not have enough comprehension awareness to understand the text. She concluded that students' lack of awareness of their own failure in comprehending the text caused them to miss important information in the text. Markman further found that students failed to understand the meaning of the text because they did not get enough practice to build and process the comprehension strategies.

Dewitz et al. (2009) revealed that comprehension is not explicitly taught to students. These authors found that reading programs in nearly 75 percent of schools in the country gave abundant practice on many reading skills, yet did not focus on teaching reading strategies. Dewitz et al. claimed that teachers do not give the students enough opportunity to understand the text independently.

According to Onofrey and Theurer (2007), teachers are uncertain about how to develop comprehension strategies. These experts stated that students are not given enough practice to implement comprehension strategies and this causes them to struggle to understand what they read.

1.2. Definition of Terms

To facilitate the understanding of this study, the following terms are defined:

1. Comprehension means reading strategies that give students the ability to critically derive meaning from text so that they can transfer and connect the value of the text into their lives (Durkin, 1978).
2. Comprehension strategies are defined to include the actions of predicting, making connections, summarizing, and drawing conclusions (Hoyt, 2007).
3. Drawing conclusions refers to reading comprehension strategy where students use clues from the text or their own knowledge to form a conclusion. Conclusions can be beyond the text that is not directly stated in the text (Hoyt, 2007).
4. High-order thinking involves the domains of learning six levels of competence related to Bloom's taxonomy including knowledge, comprehension, application, analysis, synthesis, and evaluation (Frey & Fisher, 2007).
5. Interactive read alouds is operationalized for this study to mean a teaching strategy where the teacher reads aloud to the students and both teachers and students actively think about the details and engage in conversation about the text to identify, and give personal reactions about the text. They share their values and link the reading comprehension strategies they learn to what they hear and read (Fountas & Pinnell, 2006; Hoyt, 2007).
6. Making connections is a comprehension strategy where students use their own knowledge from other text or experiences in their life to help them understand the meaning of the text (Hoyt, 2007).

7. Predicting is a comprehension strategy that uses clues from the text and students' prior knowledge to figure out what happens next in the text. Clues from the text may include title, pictures, and text features like captions, bold-faced words, and headings (Hoyt, 2007).
8. Summarizing is a comprehension strategy where students use their own words to join important ideas, facts, and information from the text (Hoyt, 2007).

1.3. Purpose and Significance of the Study

The purpose of this study was to investigate the effects of interactive read alouds on reading comprehension skills in a small group of second-grade students. It was designed to determine if systematic modeling of higher-order thinking and asking thoughtful questions requiring analytic talk promoting recall of a story, improved their ability to understand text. If interactive read alouds seem to enable the students' reading comprehension, teachers may offer this strategy to help them understand the meaning of a variety of text. The research question addressed was, "Do interactive read alouds improve students' reading comprehension in a second-grade classroom?"

This research report is organized into five chapters. Chapter I has offered a statement of introduction for this study, which examined the effects of interactive read alouds on reading comprehension. Chapter II provides a review of literature concerning reading comprehension and interactive read alouds. Chapter III serves to explain the methodology for the study. The setting, participants, data collection procedures, instruments, and analyses are described. Chapter IV provides analyses of data collected during the study. Chapter V discusses the results of the study.

2. REVIEW OF LITERATURE

This chapter provides a comprehensive, yet not exhaustive review of literature on reading comprehension and interactive read alouds. The intent of this chapter is to review relevant research and other literature that supports the argument that interactive read alouds improves teaching comprehension. Research conducted by Markman (1977) and other experts (NICHD, 2000; Reutzel & Cooter, 2007; Fountas & Pinnell, 2006; Rapp et al., 2007) suggest that comprehension is critical to building reading success. They argue that using comprehension strategies enables students to understand the whole meaning of text. However, others (Durkin, 1978; Markman, 1977; Dewitz et al., 2009; Onofrey and Theurer, 2007) posit that teachers not only do not teach comprehension strategies, but many do not know how to explicitly teach comprehension so that students fully understand what they read. Studies (Ceprano, 2010; Pantaleo, 2007; Fisher et al., 2004) and suggestions by experts (Hoyt, 2007; Tompkins, 2009; McGee and Schickedanz, 2007) indicate that interactive read alouds are an effective strategy to develop reading comprehension.

This chapter is organized so that literature on the importance of reading comprehension is reviewed first, and then literature about problems in reading comprehension. After that, there is discussion of strategies to develop reading comprehension through interactive read alouds. Finally, there is literature on how to implement interactive read alouds in the classroom to improve reading comprehension.

2.1. The Importance of Reading Comprehension

Experts (NICHD, 2000; Reutzel & Cooter, 2007; Fountas & Pinnell, 2006; Rapp et al., 2007) and research conducted by Markman (1977) suggest that comprehension is critical to building reading success. They argue that using comprehension strategies enables students to understand the whole meaning of text. NICHD suggested that students will independently understand the text if they master comprehension strategies. These experts argued that comprehension is very important for the students to understand different level of texts. According to NICHD, comprehension builds teachers and students' competence to interrelate strategies in reading.

Markman (1977) studied the importance of comprehension and found that building students' ability to monitor their own understanding of text was critical for reading. She further found that comprehension was critical for the students to interpret the meaning of the text, as well as to find the missing information in the text.

Durkin's landmark study (1978) noted the importance of comprehension for students to cope with texts. According to Durkin, comprehension was the essence of reading. Her study suggested that comprehension instruction should be implemented in the classroom. She further noted that without direct instruction of comprehension strategies students have difficulty understanding texts.

Reutzel and Cooter (2007) claimed that comprehension is the final purpose of reading. According to Reutzel and Cooter, when students understand the text, they are able to construct questions and answers while reading. They suggested that making questions and answers during reading helps students to be critical readers. These experts further noted that when students build comprehension skills through self-questioning and answering during reading, they will be able to completely and critically understand texts.

According to Fountas and Pinnell (2006), comprehension is important to sustain students' involvement throughout the whole reading process. They noted that comprehension strategies make students understand texts. These experts suggested that when students use comprehension strategies during reading, they will be able to experience and reflect new information from the text.

Rupley et al. (2009) and Rapp et al. (2007) claimed that comprehension is important for the students. Rupley et al. noted that comprehension consists of important skills to help students finding main ideas of the texts and maintaining their involvement in before, during, and after reading activities. Rapp et al. opined that comprehension is important to facilitate students' ability to build higher-order reading skills. They noted that higher-order reading skills in comprehension build students' logic to make interpretation of meaning beyond texts.

2.2. Problems with Reading Comprehension

Several experts (Durkin, 1978; Markman, 1977; Dewitz et al., 2009; Onofrey & Theurer, 2007) revealed through research that teachers struggle with teaching comprehension and that causes students to have difficulties in understanding text. According to Durkin's landmark study, teachers failed to teach comprehension skills. Her study found that failure happened not only because schools gave less time to comprehension instruction, but happened mainly because teachers did not develop students' skills in understanding texts. She noted that instead of being taught to apply comprehension strategy, students were only drilled and required to answer questions to recall details from the text.

Markman (1977) found that students did not have enough comprehension awareness to understand the text. For her study, she gave incomplete texts to first graders to test their comprehension awareness. The results of her study showed that although prompts were elicited toward missing information, students gave minimum reactions due to their lack of comprehension skills. She concluded that students' unawareness of their own failure in comprehending the text caused them to miss important information in the text. Markman also studied third graders to find out whether students understood what they read. She found that students failed to understand the meaning of the text because they did not get enough practice to build and process the comprehension strategies.

A study by Dewitz et al. (2009) revealed a problem in teaching comprehension. They revealed that comprehension was not explicitly taught to students. These authors found that reading programs in nearly 75 percent of schools in the country gave abundant practice on many reading skills, yet did not focus on teaching reading comprehension strategies. Dewitz et al. claimed that teachers did not give the students enough opportunity to understand the text independently.

According to Onofrey and Theurer (2007), teachers are uncertain about how to develop comprehension strategies. These experts stated that students are not given enough practice to implement comprehension strategies and this causes them to struggle to understand what they read.

2.3. Strategies to Develop Reading Comprehension

To deal with problems in reading comprehension, some experts (NICHD, 2000; Pantaleo, 2007; Hoyt, 2007; Fountas & Pinnell, 2006; Ceprano, 2010) have proposed a strategy to develop reading comprehension. These authors proposed interactive read alouds, where teachers demonstrate while modeling comprehension strategies throughout the reading process.

The NICHD (2000) posit that the teachers will be able to teach comprehension by modeling it. These experts suggested that demonstrating while guiding students throughout the reading process will improve comprehension. According to NICHD, students will be able to develop the chronological order of text if teachers are reading the texts to the students. They argued that there should be discussion with the students during interactive read alouds.

A study by Pantaleo (2007) found that interactive read alouds were an effective strategy to teach comprehension skills. She studied first graders to find the effect of interactive read alouds to perform comprehension through oral engagement in sharing their ideas. Pantaleo concluded from the record of students' comprehension through oral engagement that interactive read alouds had strengths in scaffolding interpretation, broadening understanding, discovering meaning, and creating storylines. She further noted that through active engagement in comprehension activities of interactive read alouds, students developed their language.

Hoyt (2007) asserts that interactive read alouds develop students' comprehension. According to Hoyt, interactive read alouds build students' critical thinking on texts. She explains that interactive read alouds require teachers to stop at certain parts of the text to foster discussion among students. She also explains that discussion enables students to practice their oral language and skills to make questions, answers, and summary. Hoyt offers interactive read alouds as a way for the students to develop the ability to identify storylines and understand details of what they read. She noted that interactive read alouds also enable students to identify the depth of authors' intentions, themes, genres, characterizations, and vocabulary in the texts.

Fountas and Pinnell (2006) claimed that interactive read alouds are a useful strategy to develop comprehension. These authors stated that through interactive read alouds, students develop profound understanding of text. They noted that interactive read alouds creates effective reading activities. According to Fountas and Pinnel, interactive read alouds allow teachers to help students find details of the texts while drawing inferences and interpreting to get deeper meaning of texts. They suggested that interactive activities should be done before, while, and after read alouds in order to make students focus on details of the texts.

Ceprano (2010) studied the importance of interactive read aloud to develop students' vocabulary for comprehension. She conducted a collaboration study with pre-service teachers, Ceprano compared two groups of students that were taught using different strategies for comprehension. The first group was taught by using read alouds with many interactions and the second group was taught by using read alouds with no interactions. At the end of the teaching process, teachers asked students to retell the story. Ceprano concluded from the results of his study that students who were taught using interactive read alouds gave more comprehensive and complete information from the text than students who were taught comprehension using read alouds without interaction.

2.4. Interactive Read Alouds to Improve Reading Comprehension

Interactive read alouds has been suggested by experts (Hoyt, 2007; Tompkins, 2009; Fisher et al., 2004; Fountas & Pinnell, 2006; Mcgee & Schickedanz, 2007) to be a solution for problems in comprehension. These experts give detailed explanation on how to facilitate interactive read alouds.

Hoyt (2007) noted two things about interactive read alouds; they were, strategies to teach comprehension and activities for teacher before interactive read alouds. Hoyt claimed that strategies as the standards to teach comprehension using interactive read alouds include predicting, making connections, summarizing, and drawing conclusions. She argues that before teaching comprehension strategies using the interactive read alouds, teachers should understand and practice the book that will be used. She suggested that those activities become an opportunity for teachers to get familiar with the texts and develop activities for before, during, and after interactive read alouds.

Tompkins (2009) suggested five steps for teachers to practice interactive read alouds for developing comprehension. He summarized experts' suggestions into five steps to practice interactive read alouds. Tompkins noted that the steps consist of picking the book, previewing the book, introducing the book, interactive read alouds the book, and involving students in after-reading activities. He further noted that in interactive read alouds, teachers need to model and read the text with expression. He also suggested that teachers stop occasionally in certain parts in the text to engage students into discussion and foster them to be active throughout the activities.

Fisher et al. (2004) conducted a study and gave results of seven procedures to do interactive read alouds. The study involved 65 districts. They noted seven procedures that teachers should do in interactive read alouds and they consisted of: (1) finding texts based on the students' interest and reading level, (2) practicing pauses created in certain parts of the story to create discussion, then highlighting difficult/key vocabulary to preview, (3) mentioning, repeating, and applying comprehension strategies before, while, and after reading the text, (4) presenting fluent reading to model reading to students, (5) presenting gestures, expression, or additional visual aids while interactive read alouds texts to create the texts more alive for students, (6) engaging

students to relate and talk about the text using their experience and knowledge, and (7) creating connections between texts and class activities through independent reading and writing.

Fountas and Pinnell (2006) argued the description of interactive read alouds are when teachers and students are actively engaged in the text by sharing their thoughts, having discussion, and engaging in activities based on the text. They suggested that before reading, teachers should find the text and plan the activities for interactive read alouds. They argued that the text selection should involve students. These experts further noted that the most important thing in interactive read alouds is that students are explicitly taught about the comprehension strategies and their involvement in the activities. According to Fountas and Pinnell, comprehension strategies can be taught and implemented before, while, and after the teachers do interactive read alouds. They also argued that during interactive read alouds activities should consist of engaging students in discussion about the front book cover, providing pauses using questions for discussion, and developing students' attitude by promoting respects for the teachers' and classmates' talking or sharing ideas. The activity they proposed for after interactive read alouds, is to activate students' ability in building conversation with their peers and the classmates. Fountas and Pinnell further noted that the conversation should be in complete sentences to convey the correct meaning and interpretation of the text.

Mcgee and Schickedanz (2007) suggested that interactive read alouds should be done repeatedly to achieve students' comprehension. They suggested three steps to do interactive read alouds that consist of: (1) First, teachers mostly take part in reading, making opening comments, and asking questions, while students listen, answer questions, or react to teachers' comments. (2) Second, students develop their oral language by having more chances to give comments and answer questions. (3) Third focuses on more opportunities for students to make summary and conclusion statements about the text, guided by teachers using analytic prompts. They noted that those three steps of interactive read alouds are conducted using the same book over different instruction times.

2.5. Summary

Research conducted by Markman (1977) and other experts (NICHD, 2000; Reutzel & Cooter, 2007; Fountas & Pinnell, 2006; Rapp et al., 2007) suggest that comprehension is critical to building reading success. They argue that using comprehension strategies enables students to understand the whole meaning of text. However, others (Durkin, 1978; Markman, 1977; Dewitz et al., 2009; Onofrey and Theurer, 2007) posit that teachers not only do not teach comprehension strategies, but many do not know how to explicitly teach comprehension so that students fully understand what they read. Studies (Ceprano, 2010; Pantaleo, 2007; Fisher et al., 2004) and suggestions by experts (Hoyt, 2007; Tompkins, 2009; Mcgee and Schickedanz, 2007) indicate that interactive read alouds are an effective strategy to develop reading comprehension. Based on studies and suggestions from the experts, this study was designed to examine the effects of interactive read alouds to develop reading comprehension in a small group of second-grade students. Chapter three discusses the methodology that was used for the study.

3. METHODOLOGY

This study was to investigate the effects of interactive read alouds on reading comprehension skills in a small group of second-grade students. It was intended that this study would determine

if systematic modeling of higher-order thinking and asking thoughtful questions requiring analytic talk promoting recall of a story, improved their ability to understand text. This chapter describes the settings, the participants, and the confidentiality procedures for this study. How data were collected and evaluation instruments are described. The intervention strategy is also explained, along with the methods for analyzing the data.

3.1. District Setting

The study took place in Northwest Arkansas. Demographic information provided in this section is based on the 2010-2011 school year (Arkansas Department of Education, 2010). The school district serves students from grades kindergarten through 12. The district in which the school is located has a total number of 8,838 students in 14 schools. There are 4438 male and 4400 female students. The student population consists of 358 Asian, 859 Black, 761 Hispanic, 73 Native American/Native Alaskan, 28 Native Hawaiian/Pacific Islander, 6227 White, and 532 having two or more races (see Figure 1 for enrollment by ethnicity for the school district in Northwest Arkansas). The school district serves 8,838 students of which 39.9% students qualify for the free/reduced lunch program. There are 2989 students who qualify for free lunch, 537 qualify for reduced lunch, and 5312 pay for lunch. There are 899 gifted and talented students in the district. Four hundred thirty-seven are male and four hundred thirty-two are female. They constitute a little more than 10 percent of the enrollment.

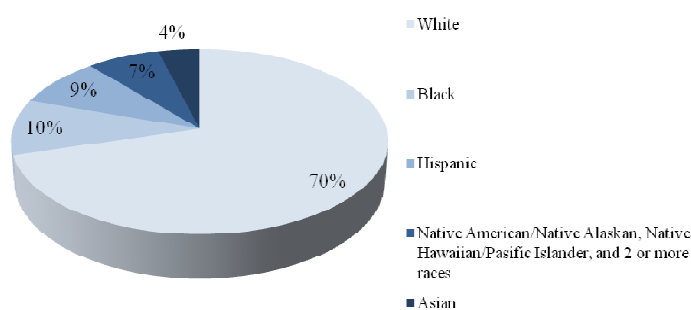


Figure 1. Enrollment by ethnicity for the school district in Northwest Arkansas.

3.2. School Setting

The demographic information provided in this session is based on the 2010-2011 school year (Leverett Elementary, 2010). The elementary school for the study has a total of 394 students. There are 206 male and 188 female students. The population consists of 246 White, 58 Hispanic, 45 Black, 39 Asian, 3 American Indian, 3 Pacific Islander (see Figure 2). There are 17 classes ranging from kindergarten through fifth grade. It consists of two classes of kindergarten, three classes of first grade, three classes of second grade, three classes of third grade, three classes of fourth grade, and three classes of fifth grade. There are two positions within the school that are held by certified teachers who specialize in gifted and talented. There is one counselor, one music teacher, one instructional assistant, one social worker, one reading interventionist, one math interventionist, one literacy coach, one technology teacher, one art teacher, one special education teacher, one ESL teacher, one speech interventionist, and one psychological exam coach. In special student programs, there are 218 or 56% free lunch students and 37 or 10%

reduced-price lunch students. There are 134 or 34% full pay lunch students. In the student population, there are 59 ESL, 45 SPED, and 6 migrant.

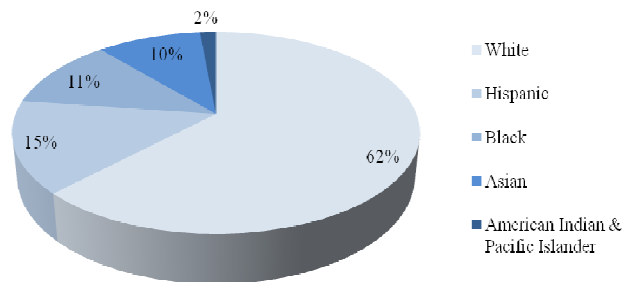


Figure 2. Students demographics by ethnicity for the elementary school.

Participants. The demographic information provided in this session is based on the 2010-2011 school year (Leverett Elementary, 2010). The intervention participants were a small reading group of a second-grade classroom, consisting of five students. There were four females and one male. There were 3 White and 2 Asian students (see Figure 3).

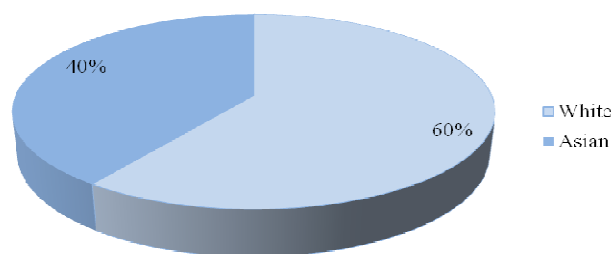


Figure 3. Demographics by ethnicity for students participating in intervention.

3.3. Confidentiality

Permission to conduct this study was granted by University of Arkansas Institutional Review Board, as well as the administration of the school where the study was conducted. Permission to participate in this study was obtained prior to the commencement of the project. A letter, along with an Informed Consent, was sent home with each student and a signature from the parent or guardian was required before data for that child was reported. The Informed Consent explained the purpose and procedures of the study. It also explained that participation was completely voluntary and that there was no reward or penalty for participating. It explained that the child could have withdrawn from the study at any time without penalty. All students as the participants returned the informed consents. Confidentiality was maintained and assured by the researcher through the establishment of a code. Each student was assigned a number at random to establish the code. All data were recorded anonymously using the code. Only the researcher had access to the code. Once the study was completed, the code was destroyed.

3.4. Data Collection

The study was designed to determine if systematic modeling of higher-order thinking and asking thoughtful questions requiring analytic talk promoting recall of a story, improved their ability to

understand text. During three weeks intervention, reading comprehension was determined through scores that were recorded daily and anecdotal records. The intervention was conducted with only five students in a small reading group within the classroom.

The total number of days for the intervention was eight days. The intervention was conducted for a total of eight days in the fourth through sixth week. It was conducted three days each week, thirty minutes each day in the fourth and fifth week. It was conducted two days, for thirty minutes each day, in the sixth week. There were four lessons involving interactive read alouds for this study. Each lesson was for one comprehension skill. Each lesson was conducted in two days. The comprehension skills were consisted of predicting, making connections, summarizing, and drawing conclusions.

Evaluation instruments. Participants were given the *Developmental Reading Assessment 2* (DRA2) on Comprehension Focus as a pretest to establish levels of comprehension. DRA2 on Comprehension Focus is an instrument for measuring how students understand the meaning of the text. There are two sets of DRA2. They are DRA2 Grades K-3 and DRA2 Grades 4-8. DRA2 Grades K-3 set provides assessment kit level A-40, with A being a non-reader. DRA2 Grades 4-8 set provides assessment kit level 20-80. DRA2 kit includes picture books, teacher observation guides, and student booklets for each level.

DRA2 starting level for the pretest was decided based on the assessment guideline. Based on the guideline, level 16 through 20 are the starting levels to do assessment for second grade students in September, the beginning of the year. Since the pretest was done in the middle of October, the researcher decided to start the level of DRA2 with level 18.

For the pretest, each student was first asked to read the beginning part of picture book level 18, up to certain sign based on the observation guide. It was to measure the student's oral reading fluency and accuracy. Based on the observation guide, when the student fails in either or both oral reading fluency and accuracy, a lower level should be given for the student to do the complete comprehension test. However, if student doesn't fail in either or both oral reading fluency and accuracy, higher levels of DRA2 should be attempted until finally the student fails. Then from the level that the student fails, the lower level from that should be used to attempt the complete comprehension test.

DRA2 provides an observation guide for the teacher to assess individual student's work on the student booklet. The student booklet is a worksheet that consists of questions and activities to assess student's comprehension on the picture book of a referred level.

The teacher's observation guide contains instruction, procedure, and a scoring sheet. The scoring sheet consists of categories of comprehension assessment. The categories vary for each level. Each category has four descriptions that represent student's work. The four descriptions range from the least to the most represented of the category. The least represented description of the category has 1 point. The most represented description of the category has 4 points. In between, 2 points is close to the least represented and 3 points is close to the most represented description of the category. The teacher gives the score of each comprehension category by choosing the most represented description of the student's work. The total comprehension score for each student is the total point for all comprehension categories that represent that student's work. The total point of each level varies. It depends on the number of categories in the referred level. Several of the levels have the maximum score of 24 since there are six comprehension categories in the assessment. If the maximum score of 24 applies, the student who gets total point of 6-10 means that the comprehension level is intervention. A total score of 11-16 means that the

comprehension level is instructional. A total score of 17-22 means that the comprehension level is independent. A total point of 23-24 means that the comprehension level is advanced.

Baseline data. In order to establish a baseline for students' comprehension, the Developmental Reading Assessment 2 (DRA2) on Comprehension Focus was given. This test was administered to each student individually before the commencement of the intervention. It was administered October 12, 2010 through October 26, 2010.

Other data collection methods. Data were collected during the intervention period to monitor and record students' understanding of the text. Data were collected in the form of daily scores, as well as by recording observed anecdotes related to understanding of text throughout the study. Data scores were recorded as students were given new books participated in interactive read alouds. The students were asked to participate in various activities that focused on enhancing their ability to comprehend text. A check system of check plus ($\checkmark+$), check ($\checkmark$), and check minus ($\checkmark-$) was used to determine daily scores. A score of check plus was recorded if a student was fully able to answer question(s) on the daily comprehension skill assessment posed. A score of check was recorded if a student was able to partially answer a question posed. A check minus was recorded if a student made many errors or did not attempt to answer questions posed. A check plus was worth 3 points, a check was worth 2 points, and a check minus was worth 1 point. Scores were recorded daily, then were organized and analyzed to determine results throughout the study.

Post data analysis. Scores for comprehension were established prior to the intervention and the effect was determined from the change in these scores after the intervention was implemented. In order to determine the effectiveness of interactive read alouds instruction on reading comprehension, a post assessment was given. Students were asked again to take DRA2 on Comprehension Focus. This test was given in the same manner as the pretest. The post-assessment results were examined and compared to baseline data. A dependent t-test, which was Paired Two Sample for Mean T-test, was conducted to determine if a significant difference existed between the pre- and post test scores among five students who received the intervention instruction. Anecdotal records were coded and analyzed to determine patterns and themes which appeared. Daily assessments, along with the pre and post assessments, and anecdotal records were carefully examined and analyzed to determine changes and trends, and then conclusions were drawn.

3.5. Intervention Strategies

During the course of this study, five students received interactive read alouds instruction for a total of eight days over three weeks. The intervention took place three days a week, thirty minutes each day in the fourth and fifth week. There was two days, thirty minutes each day in the sixth week. The interactive read alouds focused on comprehension skills in prediction, making connections, summarizing, and drawing conclusions. Each skill was taught for two days. Though each skill was taught separately in certain number of day, the use of the skills that had been taught was elaborated accumulatively during interactive read alouds activities. The first skill taught was prediction. The second skill taught was making connections. While the comprehension skill on making connections was taught, prediction skill was also elaborated on in the activities. The third skill taught was summarizing. While the comprehension skill on

summarizing was taught, prediction and making connections were also elaborated in the activities. The fourth skill taught was drawing conclusions. While the comprehension skill on drawing conclusions was taught, prediction, making connections, summarizing, and drawing conclusions were elaborated in the activities. The lesson from day to day was different based on the different comprehension skill concentration. The lessons used a different book for each skill concentration. The lesson followed recommended interactive read alouds strategies. The teaching context was for the students to actively listen and respond to an oral reading of a text involving systematic modeling of higher-order thinking questions and analytic talk to promote recall of a story. Students' assignments were given before, during, or after the interactive read alouds.

Week one. The first and second day in week one was for teaching predicting. There was only one book for the interactive read alouds activities in both days. The first part of the book was for the first day, and the rest was for the second day. During interactive read alouds activities, researcher gave higher-order thinking and thoughtful questions to lead discussion that applied comprehension skill in predicting. Individual assignments were given to evaluate individual ability in predicting the text. The third day in week one was for teaching making connections. There was only one book that was used to teach making connections. The third day in week one used the first part of the book to do discussion in answering higher-order thinking and thoughtful questions that applied comprehension skill in making connections. In the beginning before interactive read alouds, when the book cover was discussed, students were lead to use their predicting skill. Individual assignments were given to evaluate individual ability in making connections to the text.

Week two. The first day in week two was to continue teaching making connections. The same book was used with the one for teaching making connections in week one. The rest of the book was used to give the students higher-order thinking and thoughtful questions that applied comprehension skill in making connection. Individual assignments were given to evaluate individual ability in making connections to the text. The second and third day in week two was for teaching summarizing. A chapter book was used to give the students thoughtful questions that applied comprehension skill in summarizing. Before interactive read alouds, when the book cover was discussed, students were lead to use their predicting skill. During the interactive read alouds to apply comprehension skill in summarizing, making connection skill was used several times in order for the students to apply what they learned before. In the second day of week two, after interactive read alouds intervention activities of the first chapter in the book, students were given homework to read the second and third chapter independently at home and make the summary. In the third day of week two, homework was discussed at the beginning of the intervention. Then it continued with interactive read alouds intervention activities by giving thoughtful questions that applied comprehension skill in summarizing, using the fourth chapter of the book. During the interactive read alouds to apply comprehension skill in summarizing, making connection skill was used several times in order for the students to apply what they learned before. Individual assignments were given to evaluate individual ability in summarizing. After the intervention was finished, students were given homework to read independently and make summary of the fifth chapter of the book.

Week three. The first and second day in week three was for teaching drawing conclusions. In the first day of week three, homework was discussed at the beginning of the intervention. Then, it started to discuss a new chapter book for learning drawing conclusions. During the discussion on the book cover, students used predicting and making connections skills. During interactive

read alouds of the first chapter in the book, students several times were lead to use making connections and summarizing skills. In the end of interactive read alouds, students were given higher-order thinking and thoughtful questions that applied comprehension skill in drawing conclusions. After the intervention was finished, students were given homework to read independently and draw conclusions of the second through fifth chapter of the book. In the beginning of the second day in week three, there was homework discussion. At the last day, a new book was used. During the discussion on the book cover, students used predicting and making connections skills. Then, higher-order thinking and thoughtful questions were given to lead students in drawing conclusion. During interactive read alouds, several times students were also asked questions to make them apply their skills in making connection and summarizing. Individual assignments were given to evaluate individual ability in drawing conclusions.

3.6. Summary

This study on the effects of interactive read alouds on reading comprehension took place with five second-grade students at an elementary school in Northwest Arkansas. Three weeks of interactive read alouds instruction was included, where reading comprehension was measured before and after the implementation of this instruction. It had the potential to improve the reading comprehension skills of a small reading group of second-grade students. Chapter four discusses the results of the study.

RESULTS

The purpose of this chapter is to provide analyses of data collected for the study designed to address the research question, “Do interactive read alouds improve students’ reading comprehension in a second-grade classroom?” The purpose of the study was to investigate the effects of systematic modeling of higher-order thinking and asking thoughtful questions requiring analytic talk prompting children to recall a story, on their ability to understand what they read.

Five students in the second-grade from a local elementary participated in the study. Over the course of the three week intervention, students participated in daily interactive read alouds to improve reading comprehension. Daily scores for each comprehension skill were recorded throughout the study.

4.1. Baseline Data

The baseline data were established using the scores obtained from Developmental Reading Assessment 2 (DRA2). This test measures students’ ability in comprehending the text. DRA2 uses a leveled system to score the students. Since students’ reading comprehension achievement was different one to another, students’ DRA2 levels within the same second-grade were varied.

The results of DRA2 administered before the implementation of interactive read alouds indicated the reading level for each participant in the study. The data were collected between October 12, 2010 and October 26, 2010. Each participant was assessed individually and his or her reading level and comprehension score was calculated. Figure 4 illustrates the reading level and score for each of the participants. The minimum level was 38. The maximum level was 70. The range was 32. The average level was 49.2. The median was 40 and the mode was 38.

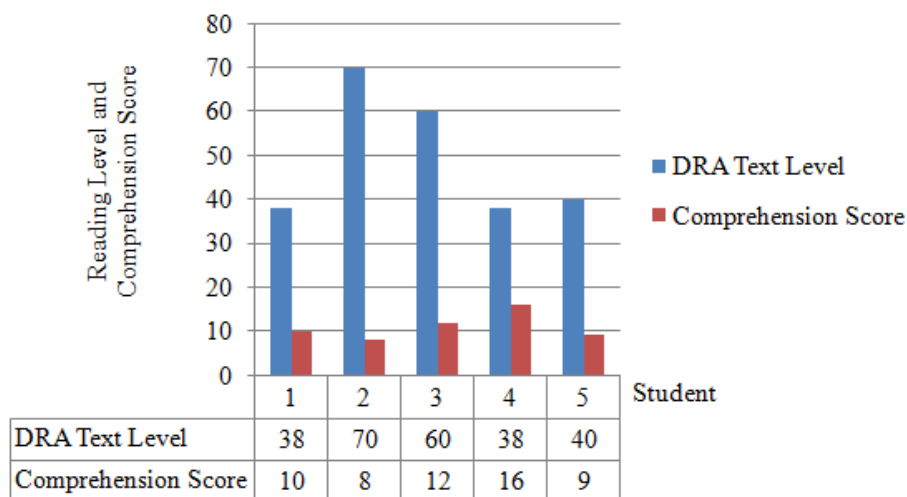


Figure 4. Reading comprehension pre-assessment level of DRA2.

Figure 5 illustrates the reading level and its score for each student. It also illustrates the maximum point the students could get within the reading assessment level they did. The blue line illustrates the percentage of the score the students got. The red line shows the maximum score for the level that students could get in their reading level assessment.

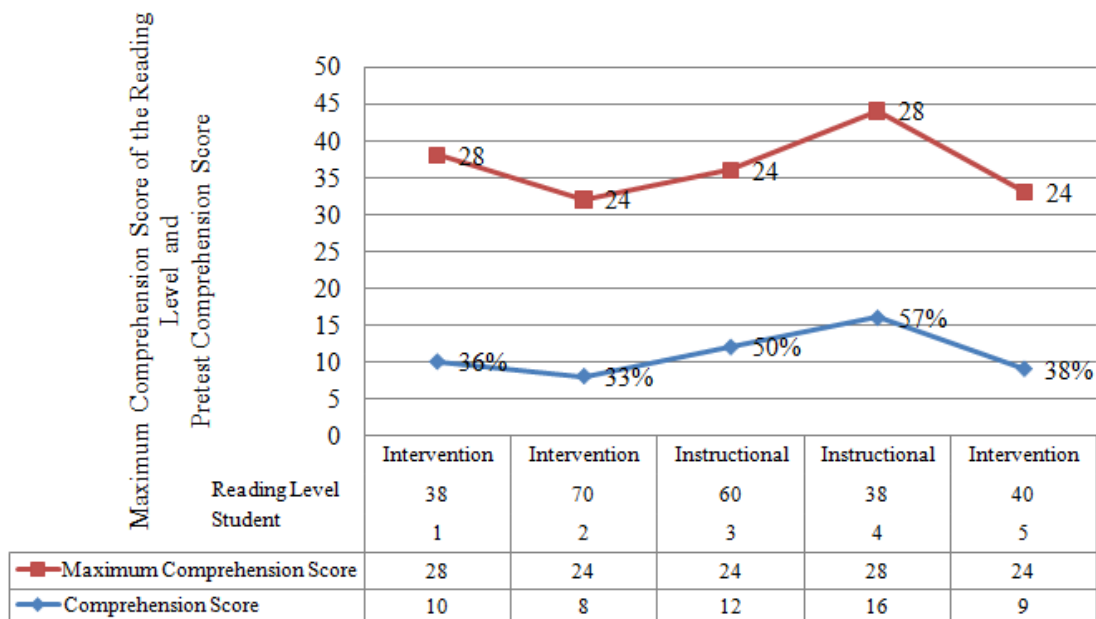


Figure 5. Reading comprehension pre-assessment score of DRA2.

All students scored above their expected second grade reading level. Two students scored on grade level in third grade. One student scored on grade level in fourth grade. One student scored on grade level in sixth grade. One student scored on grade level in seventh grade (see Figure 6).

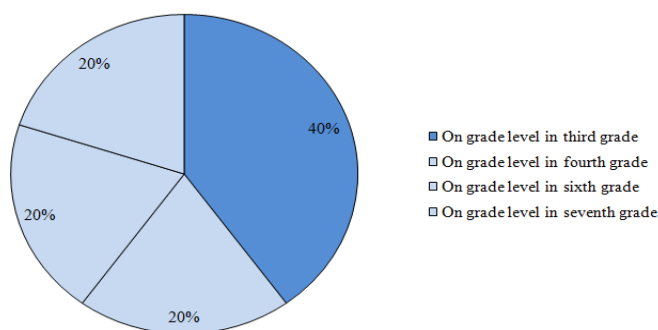


Figure 6. Categories of grade level achievement before the intervention.

4.2. During Intervention

The intervention was conducted for a total of eight days in the fourth to sixth week of study. It was three days, thirty minutes each day in the fourth and fifth week. There was two days, thirty minutes each day in the sixth week. The activities followed included comprehension skills in prediction, making connections, summarizing, and drawing conclusions. Each day, assignments were given to evaluate students' comprehension of the text. A check system of check plus ($\checkmark+$), check ($\checkmark$), and check minus ($\checkmark-$) was used to determine daily scores.

A check system of check plus ($\checkmark+$), check ($\checkmark$), and check minus ($\checkmark-$) was used to determine daily scores. A score of check plus was recorded if a student was fully able to answer question(s) on the daily comprehension skill assessment posed. A score of check was recorded if a student was able to partially answer a question posed. A check minus was recorded if a student made many errors or did not attempt to answer questions posed. A check plus was worth 3 points, a check was worth 2 points, and a check minus was worth 1 point. Scores were recorded daily then were organized and analyzed to determine results throughout the study.

Figure 7 illustrates the average daily scores of comprehension skills. The data shows that every average daily score increased in the second day the comprehension skill was taught. The average daily score for predicting in the first day was 2. It increased in the second day became 2.7. In day 3, the average daily score for making connections was 2.5. It increased in day 4 became 3. In day 5, the average daily score for summarizing skill was 2. It increased became 2.5 in day 6. The increase also happened to the average daily score for drawing conclusions from 2 in day 7 increased to 2.7 in day 8.

The scores show that the highest average was during the intervention of making connections. It had the average of 3. This average was the second day for making connections intervention. The lowest average score was 2 during predicting, summarizing, and drawing conclusion. This occurred during the first days when these skills were given during the intervention. The first intervention day for predicting was in day 1. The first intervention day for summarizing was day 3. The first intervention day for drawing conclusions was day 7.

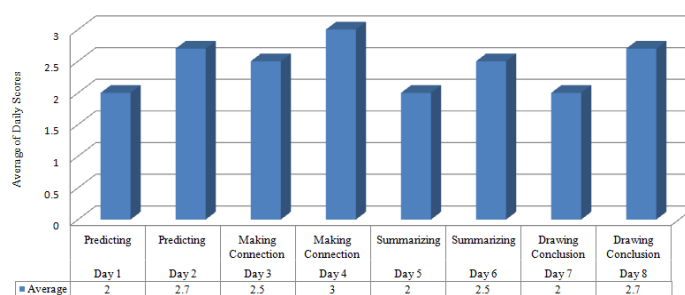
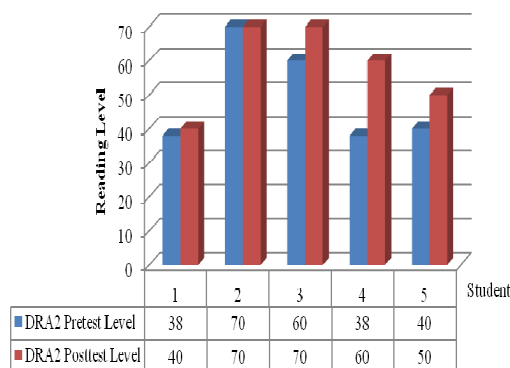


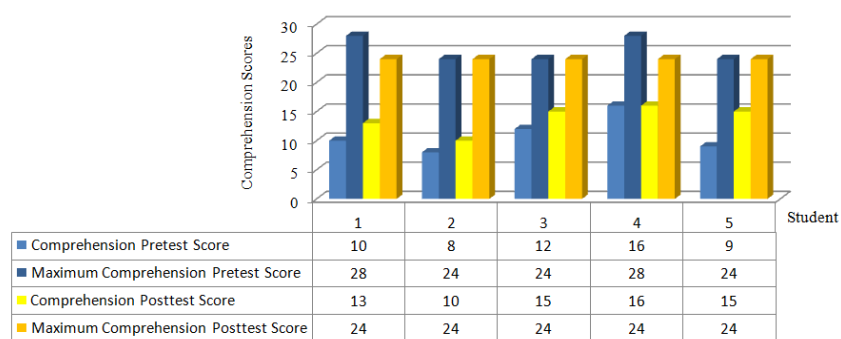
Figure 7. Average daily scores of comprehension skills.

4.3. Post Intervention

To determine if reciprocal teaching strategies impact reading comprehension for one group of second-grade students, they are given the *DRA2* as a posttest between November 29, 2010 and November 30, 2010. This was administered at the end of the intervention. Before the implementation, the minimum level text is 38, the maximum was 70, the range was 32, and the average was 49.2. The median was 40 and mode was 38. After the implementation of the intervention, the minimum *DRA2* level was 40, the maximum level was 70, the range was 30, and the average was 58. The median was 60 and the mode was 70. Students' posttest scores increased from the pretest scores (see Figure 8 for *DRA2* pretest and posttest reading level).

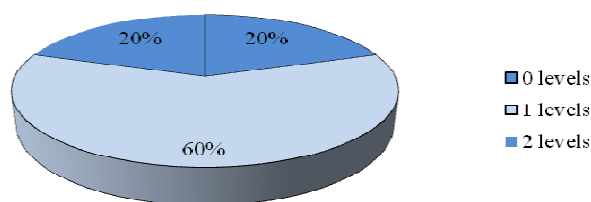
Figure 8. *DRA2* pretest and posttest reading level.

Comprehension scores were analyzed as the dependent variable of this study. Figure 9 shows *DRA2* individual comprehension pretest and posttest scores. Bars with lighter blue illustrate pretest comprehension scores of students. Bars with darker blue illustrate the maximum comprehension score that students could achieve within their pretest level assessment. Bars with lighter yellow illustrate posttest comprehension scores of students. Bars with darker yellow illustrate the maximum comprehension score that students could achieve within their posttest level assessment. It shows that every student's posttest comprehension score increased than the pretest comprehension score. Student 1 comprehension score increased from 10 in pretest to 13 in posttest. Student 2 comprehension score increased from 8 in pretest to 10 in posttest. Student 3 comprehension score increased from 12 in pretest to 15 in posttest. Student 4 comprehension score stayed in 16 for pretest and posttest. Student 5 comprehension score increased from 9 in pretest to 15 in posttest.

Figure 9. *DRA2* individual comprehension pretest and posttest scores.

4.4. Data Analysis

To determine if interactive read alouds impacted reading comprehension for a small group of second-grade students, pre and post intervention levels of *DRA2* were compared. After the implementation of the intervention, one student stayed in the same level, three students moved up 1 level, and one student moved up 2 levels (see Figure 10).

Figure 10. Percentage of *DRA2* levels moved up by the participants.

After determining that there was no outlier among the pretest and posttest scores, a paired sample t-test was conducted to determine if a significant difference existed between the pre- and post test comprehension scores. The result showed that there was a significant difference between pretest and posttest scores. These results were analyzed using a pair-samples t-test with an alpha level set at .05. This analysis revealed significant difference between the pre- and post-intervention scores, $t(5)=2.78$; $t\text{ Stat}=-2.89$; $p<0.04$. The mean increased 13.8 on the posttest scores which was a significant increase. The t-test results are presented in Table 1.

Table 1. t-Test Results for Pre- and Post- Intervention Scores.

Pretest		Posttest		<i>t</i>	<i>tStat</i>	<i>p</i>
N	Mean	N	Mean			
5	11	5	13.8	2.78	-2.89	0.04

Note: $p<0.05$ alpha level.

Results of the subgroups. Data were examined to determine if there were differences in comprehension scores based on language and gender.

Language. There were two ELL students and three non-ELL students. There was a difference in *DRA2* levels between ELL and non-ELL post intervention. ELL's moved up an average of 2 levels and non-ELL's moved up on average of 1 level (see Figure 11 and Figure 12).

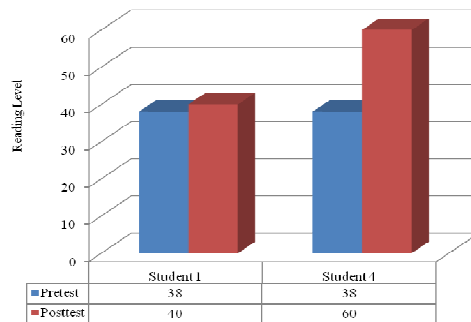


Figure 11. Pretest and posttest results of ELL students.

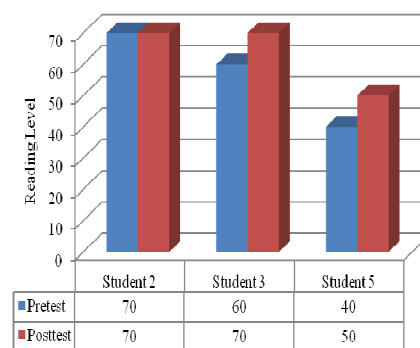


Figure 12. Pretest and posttest results of non-ELL students.

There was a difference in average of *DRA2* comprehension scores between ELL and non-ELL post intervention. The average of pretest comprehension scores for ELL students was 13. The average of pretest comprehension scores for non-ELL students was 9.7. The average of posttest comprehension scores for ELL students was 14, whereas non-ELL students 13.3 (see Figure 13).

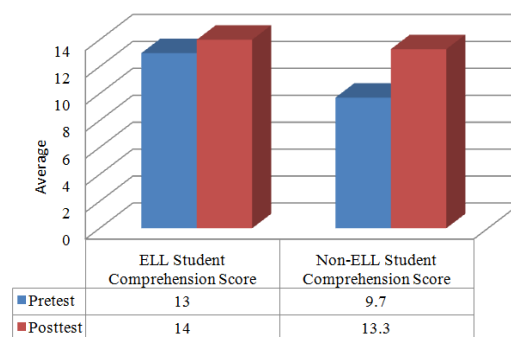


Figure 13. Pre- and post- intervention scores by English-language proficiency.

These results were analyzed using an unequal variances *t*-test with an alpha level set at .05. This analysis revealed a significant difference between the ELL and non-ELL scores, $t(2,3)=3.18$; t Stat=0.34; $p<0.75$. The mean difference was 0.67. The *t*-results are presented in Table 2.

Table 2. *t*-Test Results for ELL and Non-ELL Post Intervention Scores.

<u>ELL</u>		<u>Non-ELL</u>		<i>t</i>	<i>t</i> Stat	<i>p</i>
N	Mean	N	Mean			
2	13.3	3	14	3.18	0.34	0.75

Note: $p<0.05$ alpha level.

Gender. Reading comprehension of males and females were also examined. After comparing both pre and post intervention *DRA2* scores from both groups, it was determined that there was a slight difference in their reading comprehension levels. Males moved up on average of 1 level and females moved up an average of 1.7 levels. Figures 15 and Figure 16 show the pretest and posttest results of male and female participants.

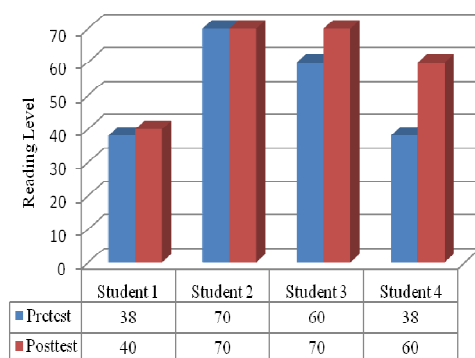


Figure 14. Pretest and posttest results of female students.

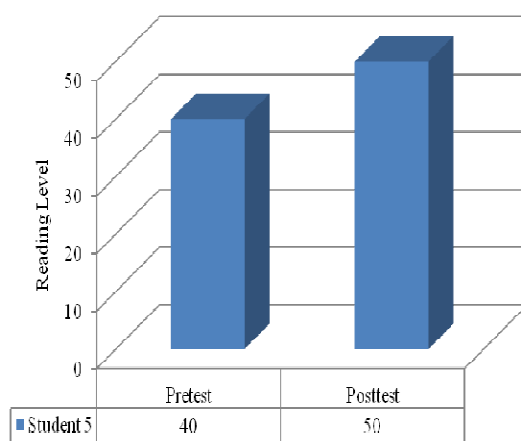


Figure 15. Pretest and posttest results of male students.

There was a difference in average of *DRA2* comprehension scores between male and female. The average of pretest comprehension scores for male students was 9. The average of pretest

comprehension scores for female students was 11.5. The average of posttest comprehension scores for male students was 15. The average of posttest comprehension scores for female students was 13.5 (see Figure 13).

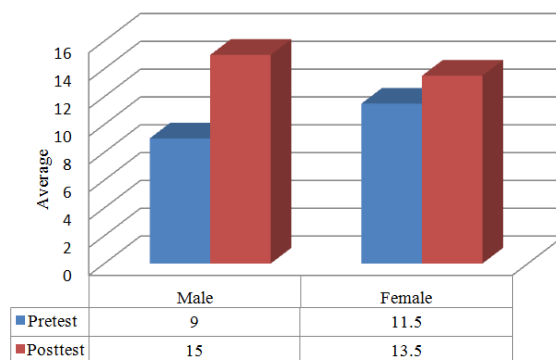


Figure 16. Pre- and post- intervention average scores by gender.

4.5. Anecdotal Records

Anecdotal records were recorded during the seven-week study, addressing the research question, “Do interactive read alouds improve students’ reading comprehension in a second-grade classroom?” Anecdotal records were from observations made of the students using interactive read alouds. Anecdotal records were from the researcher’s record and the result of interviews with the students. Observations were put into two categories, independence in using the strategies and frequency in using the strategies. The students in the study were observed every day throughout three weeks.

Throughout the intervention, students were observed gradually increasing their independence on using these strategies to increase their comprehension. Another record based on the researcher’s anecdotal record and students’ interview result showed that during interactive read alouds, gradually students used the strategy without the researcher’s request or prompt.

The students were starting to predict and clarify during interactive read alouds more frequently. They also started to use more strategies as the weeks progressed. At the beginning of the intervention, many students were not using the strategies. By the end, the students were using predicting, making connections, summarizing, and drawing conclusions alternatively during interactive read alouds.

With regards to gender, male student were not very engaged in the discussion in the beginning of the intervention. He only gave respond when he was asked. The student mentioned that it was because he didn’t feel comfortable of being the only male in the group. However, in the second week of the intervention, he started to actively engage in the discussion by asking questions and responding to the others’ ideas. In the last week of intervention, he became more active than several female students. Female students showed active engagement from the very beginning of the intervention. Among four female students, two students showed very active engagement. They actively responded to the questions almost all of the time. The other two female students showed only custom engagement. They answered and responded to the questions once to three times in an intervention.

With regards to language, during the intervention ELL students were at almost the same independence and frequency of engagement compared to non-ELL students. Both groups of

students used comprehension strategy independently and frequently during the intervention. There was a time when students didn't respond. However, being language learner didn't cause it happened. Instead, it was part of individual independent and frequent engagement towards the intervention activities.

Additional information was gathered during interview with students in their opinion about the intervention activities. There were two factors the students admitted to affect their focus on the intervention like the place of intervention and relation with other students in the intervention group.

4.6. Summary

This chapter has presented an analysis of all data collected for the purpose of measuring the effects of interactive read alouds on reading comprehension in a small group of second-grade students. Chapter five provides a discussion of the results, conclusions that can be drawn, limitations imposed on the research, implications, and recommendations for further study.

5. DISCUSSION

Research conducted by Markman (1977) and other experts (NICHD, 2000; Reutzel & Cooter, 2007; Fountas & Pinnell, 2006; Rapp et al., 2007) suggest that comprehension is critical to building reading success. They argue that using comprehension strategies enables students to understand the whole meaning of text. However, others (Durkin, 1978; Markman, 1977; Dewitz et al., 2009; Onofrey and Theurer, 2007) posit that teachers not only do not teach comprehension strategies, but many do not know how to explicitly teach comprehension so that students fully understand what they read. Studies (Ceprano, 2010; Pantaleo, 2007; Fisher et al., 2004) and suggestions by experts (Hoyt, 2007; Tompkins, 2009; Mcgee and Schickedanz, 2007) indicate that interactive read alouds are an effective strategy to develop reading comprehension. Based on the studies and suggestions from experts, this study was designed to examine the effects of interactive read alouds to develop reading comprehension in a small group of second-grade students. The study was designed to determine if systematic modeling of higher-order thinking and asking thoughtful questions requiring analytic talk promoting recall of a story, improved their ability to understand text.

This study was designed to address the research question, "Do interactive read alouds improve students' reading comprehension in a second-grade classroom?" The results of the present study suggested that interactive read alouds improved these five second-grade students' reading comprehension. The results were obtained by comparing the *DRA2* pretest and posttest as well as the anecdotal record.

DRA2 pretest and posttest scores on comprehension revealed that the implementation of the intervention had a positive effect. After the implementation of the intervention, one student stayed in the same level, three students moved up 1 level, and one student moved up 2 levels. The minimum reading level moved from 38 in the pretest to 40 in the posttest. The maximum reading level in the pretest was 70. In the posttest, the maximum reading level was still 70. The results of pretest and posttest revealed that the average reading level of the participants moved from 49.2 to 58. The range for the reading level moved from 32 in the pretest to 30 in the posttest. The average of comprehension score improved from 11 in the pretest to 13.8 in the

posttest. The median was 40 and mode was 38 in pretest. The posttest showed the median was 60 and mode was 70.

Posttest scores were significantly higher than pretest scores. A paired samples t-test with an alpha level set at .05 revealed that comprehension scores increased significantly from the beginning of the study to the end of the study.

Scores were also noted with regards to gender. The average for male reading level increased from level 40 in pretest to 50 in posttest. The average for female reading level increased from level 51.5 in pretest to 60 in posttest. After comparing both pre and post intervention *DRA2* scores from both groups, it was determined that there was a slight difference in their reading comprehension levels. Males moved up on average of 1 level and females moved up an average of 1.7 levels. Although average comprehension scores of male's posttest was higher than female, female reading level was higher than male.

With regards to English-language proficiency, the average reading level for ELL participants improved from level 38 in pretest to 40 in posttest. The average reading level for non-ELL improved from level 60 in pretest to 63.3 in posttest. ELL's moved up an average of 2 levels and non-ELL's moved up on average of 1 level.

Anecdotal records revealed that this instructional approach enabled students to use the comprehension strategies more independently and more frequently as the study progressed. With regards to gender, male student were not very engaged in the discussion in the beginning of the intervention. In the last week of intervention, he became more active than most of the female students. Female students showed active engagement from the very beginning of the intervention. They actively responded to the questions almost all of the time. With regards to language, during the intervention ELL students were at almost the same independence and frequency of engagement compared to non-ELL students. Both groups of students used comprehension strategy independently and frequently during the intervention.

The results from the pretest and posttest, as well as the anecdotal records results indicated that there was an increase in the participants' comprehension using the strategies given from the beginning to the end of the intervention.

5.1. Conclusion

Based on the results of the present study, it appears that interactive read alouds increased these students comprehension. These results are similar to the experts' opinion that explained teachers would be able to teach comprehension by giving and modeling clear comprehension strategies to understand text (NICHD, 2000; Hoyt, 2007; Fountas & Pinnell, 2006). The female participants maintained higher averages than the male participants. Both genders made significant progress. However, females achieved slightly better than males. Both ELL and non-ELL participants significantly improved their ability. Based on the posttest scores non-ELL students seemed to benefit more from the intervention English language learning counterparts. The overall results suggest that the use of interactive read alouds was effective in increasing the students' reading comprehension.

5.2. Limitations

As with any study, there were factors over which the researcher had no control that may have affected the results of this study. Positive factors that may have influenced the results include additional classroom instruction, additional family intervention, and the students' natural

maturation, and the length of time between the test and intervention. Negative factors that may have influenced the results of the study include a subjective grading system, lack of time, and the setting for conducting the intervention.

During the intervention, there was additional instruction given in two ways. The participants also followed every day's class hour when the classroom teacher gave instruction for reading comprehension. Besides, participants mentioned that their parents helped them during their assigned independent reading and homework at home. Thus, they could have had additional comprehension instruction from their parents. In addition, it must also be mentioned that the participants' reading comprehension abilities naturally mature over time. Although this was a short time period, it is possible that natural maturation played a role in the increased ability to comprehend. It should also be noted that there was six days delay between the pretest and the beginning of the intervention which left open other variables that may have influenced comprehension.

Some factors may have had a negative impact on the comprehension scores. Participants' absences from instruction might have caused less understanding due to less practice on the comprehension strategies compared to other participants who attended the class. Lack of observation and instruction time and the condition of the place in conducting the intervention where students got many distractions might have negatively impacted to the results of the study.

The daily averages were obtained through a plus, check, minus system. The grading system was subjective and might reflect some bias on the part of the researcher. It was not known what direction or to what degree it may have influenced the results. It should also be noted with caution that this study and the results cannot be generalized outside of this study.

5.3. Implications

In light of current concern for increasing reading comprehension, this study provides implications for instructing second-grade students in similar schools and classrooms. According to the results of the present study, interactive read alouds was effective with a small group of second-grade students. It was designed using a systematic modeling of higher-order thinking and asking thoughtful questions requiring analytic talk promoting recall of a story to improve students' ability to understand text. The aspect of intervention that was effective was the teaching of one strategy at a time and mixing it when students had mastered all four strategies of predicting, making connections, summarizing, and making conclusion. This allowed the students to integrate one strategy before using multiple strategies at a time. The intervention was just as effective for improving reading comprehension of males as it was for females. The study was also effective for improving reading comprehension of ELL participants; however, it was slightly more effective for non-ELL participants. Anecdotal records revealed that comprehension strategies within the intervention allowed the students to be able to use and differentiate the use of the strategies while answering thoughtful questions requiring analytic talk promoting recall of a story to improve their ability to understand text. Conclusions of this study imply that interactive read alouds could be used in the classroom to improve students' reading comprehension.

5.4. Recommendations

In conclusion, overall implications from the present study suggest that some second-grade students can benefit from having interactive read alouds activities in the classroom. Because this

study showed that interactive read alouds positively increased this small reading group's reading comprehension, I would recommend that the instruction be used in and outside of second-grade classroom, the same pre- and post assessment be given, a supportive place that has minimal distraction to conduct the intervention, and longer instruction time is provided.

Not only should interactive read alouds be used in second-grade classroom, I recommend that it be used in all grades using different text based on the students' interest and reading level known from the pretest result. Observation is also needed to really understand one by one students' character to maintain the smooth instruction during the intervention. I would also recommend the same pretest and posttest be given for its complete measurement of students' reading ability that headed to the measurement of comprehension ability. Finally, the amount of time for each intervention time should be longer. I recommend one meeting should be given about an hour time allotment. It will be enough to read one book thoroughly focusing on the introduction of one strategy at a time. An hour will also be enough when we want to apply the combination of more than one comprehension strategy at one book, after students comprehend one by one strategy.

5.5. Summary

The purpose of the study was to determine if systematic modeling of higher-order thinking and asking thoughtful questions requiring analytic talk promoting recall of a story through interactive read alouds, improved their ability to understand text. Predicting, making connections, summarizing, and making conclusion was taught to improve students' reading comprehension. After the intervention in implementing predicting, making connections, summarizing, and making conclusion was taught to improve students' reading comprehension, the results showed that interactive read alouds improved students' ability in reading comprehension.

ACKNOWLEDGMENT

The author is thankful to USAID that sponsor the education, AED staff that support the process, Dr. Eilers as the academic advisor, Dr. Beasley and Dr. Lincoln as thesis committee, school teachers and principal where the study was conducted, and support from family and opa.

REFERENCES

- ADE Data Center. (2010). Arkansas Department of Education: ADE Data Center. <http://adedata.arkansas.gov/>
- Beaver, J. M. (2006). Teacher guide DRA2: Developmental reading assessment. Parsippany, NJ: Celebration Press Pearson Learning Group.
- Ceprano, M. A. (2010). Examining the benefits of interactive read-alouds on young children's vocabulary development: Pre-Service teachers as researchers. *Journal of Inquiry & Action in Education*, 3(2), 1-14.
- Dadey, D. & Jones, M. T. (1995). Triplet trouble and the runaway reindeer. New York, NY. Scholastic Inc.
- dePaola, T. (1989). The art lesson. New York, NY: G. P. Putnam's Sons.
- Dewitz, P., Jones, J., & Leahy, S. (2009). Comprehension strategy instruction in core reading programs. *Reading Research Quarterly*, 44(2), 102-126.
- Durkin, Dolores. (1978/1979). What classroom observations reveal about reading comprehension instruction. *Reading Research Quarterly*, 14(4), 481-533. doi:10.1598/RRQ.14.4.2

- Fisher, D., Flood, J., Lapp, D., & Frey, N. (2004). Interactive read-alouds: Is there a common set of implementation practices? *The Reading Teacher*, 58(1), 8-17. doi: 10.1598/RT.58.1.1
- Fountas, I. C., & Pinnell, G. S. (2006). *Teaching for comprehending and fluency: Thinking, talking, and writing about reading, K-8*. Portsmouth, NH: Heinemann.
- Hoyt, L. (2007). *Guide to interactive read-alouds 2-3*. Portsmouth, NH: Firsthand Heinemann.
- Kline, S. (1992). *Horrible Harry and the kickball wedding*. New York, NY: Scholastic Inc.
- Leverett Elementary School. (2010). Student demographics [Data file].
- Markman, E. M. (1977). Realizing that you don't understand: A preliminary investigation. *Child Development*, 48(3), 986-992.
- Sendak, M. (1991). *Where the wild things are*. New York, NY: Harper Collins.
- Mcgee, L. M., & Schickedanz, J. A. (2007). Repeated interactive read-aloud in preschool and kindergarten. *The Reading Teacher*, 60(8), 742-751. doi: 10.1598/RT.60.8.4.
- National Reading Panel. (2000). *Report of the National Reading Panel: Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implication for reading instruction: Reports of the subgroups*. Washington, DC: U.S. Government Printing Office.
- Onofrey, K.A., & Theurer, J. L. (2007). What's a teacher to do: Suggestions for comprehension strategy instruction. *The Reading Teacher*, 60(7), 681-684.
- Pantaleo, S. (2007). Interthinking: Young children using language to think collectively during interactive read-alouds. *Early Childhood Education Journal*, 34(6), 439-447. doi:10.1007/s10643-007-0154-y.
- Rapp, D. N., Van den Broek, P., McMaster, K., Kendeou, P., & Espin, C. A. (2007). Higher-order comprehension processes in struggling readers: A perspective for research and intervention. *Scientific Studies of Reading*, 11(4), 289-312.
- Reutzel, D. R., & Cooter, R. B. (2007). *Strategies for reading assessment and instruction: Helping every child succeed*. Upper Saddle River, NJ: Pearson Merrill/Prentice Hall.
- Rupley, W. H., Blair, T. R., & Nichols, W. D. (2009). Effective reading instruction for struggling readers: The role of direct/explicit teaching. *Reading & Writing Quarterly*, 25(2/3), 125-138.
- Tompkins, G. E. (2009). *Language arts: Patterns of Practice* (7th ed.). Upper Saddle River, NJ: Pearson.
- Wiesner, D. (1991). *Tuesday*. New York, NY: Clarion Books.