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How do student responses develop in second grade reading conferences

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HOW DO STUDENT RESPONSES DEVELOP IN SECOND GRADE READING CONFERENCES

by

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A Thesis

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Dedications

I would like to dedicate this manuscript to my parents and JD. Thank you for supporting me through the completion of this program and throughout my college career.

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I would like to express my gratitude to the students and administration at the study site for allowing this study to take place. Also, thank you to my colleagues within the Masters of Reading program for their endless support and guidance.

Abstract

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2016-2017
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The purpose of this investigation was to track the development of student responses during individual reading conferences in second grade. Data was kept over a two-week period and tracked through individual student reading conferences, student jots during reading, reading logs and anecdotal notes. Throughout the study, the student responses developed through the use of question stems and prompts. Through the use of self-selected text and holding student accountable for the reading, the students remained engaged. The structure of the conference helped to build on students' strengths and provide a teaching point in order for the students to practice a skill independently.

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Chapter 1

Introduction

The most powerful component of my teaching career has been my love of reading, which I share with my students every day. It is my goal to cultivate a love of reading in my classroom and I do so by sharing my reading experiences. Every day I wait at my classroom door for the arrival of my second grade reading group. As they travel down the hallway with their red book bins and smiling faces, I think about how much they have grown as readers and students since the first day they entered my classroom. As they walk into the classroom they are greeted by the bright colors and coziness of a reading classroom. There is a kidney shaped table, comfortable reading chairs and two large bulletin boards. There are books of all levels and interests in book bins on the shelf ready for the students to read. There are colorful posters and anchor charts around the room to help students during their reading. It was my goal for the students to come to a warm learning environment that motivates them to read, especially independently.

My second grade reading group was pulled out of the classroom for extra support in reading where I met with them for thirty minutes. This time was a mixture of guided reading of books at their instructional level and coached independent reading at books at their independent level. Throughout the 2016/17 school year, I strived to create reading lessons centered on a differentiated approach, as each reader brings something different to each book. This was the first year that I incorporated independent reading conferences into my second grade reading group. My goal for independent reading conferences was to see the transfer of the skills I was teaching them in guided reading move to their independent reading books. I hoped that with the incorporation of independent reading conferences the students would progress quickly through reading levels and grow as

learners and readers. As I started reading conferencing with my second graders this year, I specifically wanted track how their responses during the conferences developed over time.

Purpose Statement

The purpose of the study was to document the development of student responses during one-on-one reading conferences at their independent reading level. My study is significant in that it is based around conferring, which has been an area my district would like to see used throughout the grade levels in both reading and writing. In my teaching role as a Basic Skills reading teacher, I used data and differentiation to drive my reading instruction. One way to do this is by holding a reading conference with a student during independent reading to support each student's growth and independence.

In order to develop my understanding of reading conferences, I read empirical research, textbooks, journals, and other sources surrounding reading conferences and independent reading. I began noticing commons themes when searching about independent reading such as giving students choice, engagement and motivation, engaging students in conversation, and strategy instruction. Choice in independent reading is one of the key factors in keeping students motivated and engaged when reading on their own. One qualitative study by Davis (2010) the effects on students-centered instruction and skill-based instruction in a second grade classroom were explored. Davis found that students "valued the ability to make choices about the content and context of their reading" (Davis, 2010, pg. 65). Davis mentioned that the participants in the study noted that their experiences with literacy instruction were directly impacted by choice (Davis, 2010, pg. 65). I recognized that choice was an important component in

independent reading and when doing my own research I will incorporate choice to help keep students engaged in their books. Since my reading room did not contain the same amount of books as the classroom libraries, I worked with the classroom teachers to make sure students brought their book bins to my reading group every day. I also checked to make sure their book bins were updated weekly. The students were given time in their classroom to choose books on their independent reading level. The classroom teacher made sure the students were choosing the correct leveled books and closely monitored the self-selection process. Student self-selection of books was a very important component in order for independent reading conferences to be meaningful for the students.

Since I have a variety of reading levels within my small reading group, I wanted to make my time with the students as effective as possible. I wanted to make sure that each student received appropriate reading support and transferred the skills when reading independently. Conferencing is a time to teach the students specifically what they need in order to grow as readers. Individualized teaching points are incorporated during the conference to help push the reader to a new level. In a yearlong qualitative study, Sanden (2012) explored how highly effective teachers implement and understand independent reading in their classrooms. Teachers from the study utilized the independent reading time not only as a time for students to read but also as a time to integrate literacy instruction. Sanden found that when reading skills and strategies were implemented during independent reading and teachers saw success in reading growth. In my own research, I incorporated the skills and strategies the students individually needed in order to become skilled readers and held them accountable for the reading through

conferencing. First, students jotted down their thoughts on sticky notes using prompts and guiding questions. Then, the title of books and anecdotal notes were recorded on a teacher log sheet to monitor the number of books read and student responses. Lastly, students engaged in one-on-one book discussions during the conference in order to be held accountable for their reading.

Statement of Research Problem and Question

The purpose of the study is to document the development of student responses during one-on-one reading conferences at their independent reading level. My goal is to understand how student responses develop after time spent in daily one-on-one independent reading conferences. My guiding questions will include: How did student choice during independent reading keep students motivated and engaged? How did incorporating independent reading conferences in reading groups help students responses develop in reading? What types of questions/prompts evoke deeper responses to reading? How do students interpret feedback during conferences? How does the structure of the reading conference affect student responses to reading?

Story of the Question

Last year, when meeting with guided reading groups, I noticed that the students I was assigned to work with for thirty minutes were on a variety of reading levels. Typically, the students who required supplemental reading instruction meet with their classroom teacher for guided reading and then come to my classroom for another dose of guided reading. They are selected at the end of the previous school year and they are grouped on similar levels. When those students come to me in September, I rarely have a group where all five or six students are on the same guided reading level. Additionally, I

found that the students would often move reading levels faster than others and some would even catch up to the benchmark requirement for reading at the beginning of the school year. Therefore in September, I had students on multiple reading levels within a small guided reading group.

Multi-levels within a guided reading group was a problem that I needed to quickly solve. I wanted to find a way to support students in my reading group at their levels so they could become independent readers and thinkers. Throughout my experiences, I also found that students were not able to hold onto the skills that were taught when reading on their own. I was seeing this across the grade levels but especially within my second-grade reading group. In second grade, I am aware that the students make tremendous amounts of growth during the year. However, I wanted to make sure that the students were secure in their skills when they were reading independently as well.

In 2016 when I read *Conferring with Readers* by Jennifer Serravallo and Gravity Goldberg, (2007) the text immediately sparked my interest in reading conferences. The book was a comprehensive guide that showed how to determine what readers have learned and what they still need to practice. The book explained how to confer with readers and how "checking in" with them weekly helped guide students on their journey towards independence. The authors suggested explicit instructional methods and real-life examples for reading conferences. There were transcripts of actual reading conferences and examples of how the teacher could push the students to the next reading level. A portion of the text described the responsiveness to the conference where the teacher had to incorporate flexible teaching strategies. I read the book cover to cover in only a few days. I added the author on Twitter and have chatted with her online asking questions and

listening to her webinars. Conferring with readers felt like the perfect way to plan to foster each student's growth and independence as a reader. I was eager to start conversations with students about books in order to deepen their thinking and responses. I knew that my second-grade reading group would be a perfect grade level to start my conferences with. Before getting started with conferences, I had a conversation with one of our district's elementary supervisors. The supervisor has extensive knowledge about conferring and thought it would be an effective strategy to incorporate within my reading groups. With support from administration, I was even more excited to begin conferences in the upcoming school year.

During the summer of 2016, I began planning on how I could incorporate reading conferences within my thirty minutes guided reading groups. I did not want to give up teaching guided reading completely as it is an essential strategy for supporting students at their instructional level. However, I was determined to find time to incorporate a chance for the students to be independent with the skills taught. This was a challenge for me to plan in the beginning and it took a lot some trial and error. First, I knew time would be my biggest concern. Since my reading groups only meet for thirty minutes, I had to either split up my time or designate certain days for guided reading and independent reading conferences. My goal was to make sure I was giving students enough time in their instructional and independent levels. I learned that I would need to try out what would work best when I had actual students in the classroom.

When my students in my second-grade reading group came to me in September they were reading in a range of three-five months below their grade level reading requirement. I knew that guided reading instruction was necessary. Just as I expected, the

students were on a variety of levels. I had two students reading at level F, one student reading at level G, two students reading at level H and another student reading at level I. I started off with an intensive four days of guided reading rotations and one day devoted to independent reading with conferences. I quickly realized that my days of guided reading and independent reading were shifting, and I wanted to start checking in daily with the students. I noticed that a flexible balance started to form and it was driven off what the students needed.

Towards the end of September, I found that independent reading worked well at the beginning of the class when the students first walked in. I would greet the students at the door and then they would quickly sit down, find a cozy spot, choose a book from their book bin and begin reading. I would then move around the room and conference with the students individually for about three to five minutes. After I met with one or two of the students, I would then start my guided reading group rotation. I felt like I was making the most out of the time spent with my students every day. Once I had a good instructional plan and routine in place, my original problem popped back into my head. I began to wonder if these newly incorporated independent reading conferences were helping the students develop their response to reading. I wondered if the students were able to transfer the skills they were taught in guided reading into their independent reading books. Using teacher research, I planned on tracking the development of student responses in one-on-one reading conferences.

Organization of Thesis

The remainder of this paper is a qualitative study about my research question. Chapter two discusses a review of literature about the benefits of independent reading

conferences by examining independent reading through student choice, the development of individualized instruction in the reading conference and the benefits of student accountability during reading conferences. Chapter three describes the design and context of the study, which includes my plan for implementation, facts about the community, school, classroom, and students. Chapter four reviews the data and research and analyzes the findings of the study. Chapter five presents the conclusions based off of the research, limitations, and suggestions for further research in the field surrounding the development of responses in reading conferences.

Chapter 2

Literature Review

> I am so enthusiastic about reading, so joyful about books, so willing to share my opinions and my reading experiences that my students are swept up in my love of books and want to feel it for themselves. (Miller, 2010, p. 106)

As new school years begins, teachers across the country set reading goals for students in hopes for them to become strong independent readers. Through support and guidance in the classroom students are given the opportunity to feel successful with books. Teachers create opportunities in the classroom for students to read independently and provide time to act as a mentor reader for them as they grow. One-to-one independent reading conferences, which allow teachers to check in with students about their independent reading progress, are taking place in the classroom. During conferences, students have the opportunity to share their ideas and build reading engagement through discussions with the teacher. Reading conferences are also a time for purposeful instruction that will help the students grow and hold onto skills that they need to foster independence. Chapter two discusses a review of literature about the benefits of independent reading conferences by examining independent reading through student choice, the development of individualized instruction in the reading conference and student accountability during reading conferences. The first section examines the role of student choice through the lens of motivation and engagement. The next section outlines the teacher role of creating individualized instruction is explored in the reading

conference. Finally, the student role in the reading conference and the benefits of holding students accountable is examined.

Examining Independent Reading Through Student Choice

Readers need to be given materials on their correct independent reading levels but also materials that appeal to their interests. Student choice is important during independent reading as it helps the students stay motivated and engaged (Fountas & Pinnell, 2001). In a survey study (Kasten & Wilfong, 2007) of over 1,000 students in grades 3-12 from two Ohio school districts, students were asked questions about how they felt about independent reading, what encouraged and discouraged them from reading as well as their habits as independent readers. Through their study, Kasten & Wilfong noted that the best way for teachers to gain information about their students' habits was to engage with them through dialogue. Through the feedback teachers acquire, they will essentially learn more about the students. In order to find out just how engaged and motivated students were during this learning time, the researchers found the best way was to simply ask the students (Kasten & Wilfong, 2007, p.2). Two separate surveys (2007) were given to the students, one on literacy strategies used in school and the other survey on the value of independent reading in the classroom, reading preferences, reading role models and reading enjoyment. The researchers concluded that it was especially important for students who do not have a passion for reading yet to be motivated through self-selected student book choice. Kasten and Wilfong (2007) concluded that elementary students themselves rated *Sustained Silent Reading* as the top strategy and found it most useful in the classroom. In this survey, *Sustained Silent Reading* meant being able to select their own reading material reading and read independently. Students enjoyed being

able to select a book of their own choice and have time to read independently. It was also noted that elementary students enjoy being able to talk about the book they read at some point during the day.

In order for students to be meaningfully engaged with a book choice, they need to see literacy as having some sort of substance that relates to their own lives. The authors state that if teachers are struggling identifying what motivates their students to learn, one way to figure this out is to simply ask the students to choose. Once teachers understand what motivates a student to read, they can emphasize student's strengths and areas of improvement. In Davis' study (2010), the researcher explored the effects on students-centered instruction and skill-based instruction in a second grade classroom. Similar to Kasten and Wilfong's (2007) findings, Davis found that students "valued the ability to make choices about the content and context of their reading" (Davis, 2010, p. 65). Davis concluded that the participants in the study noticed their experiences with literacy instruction were directly impacted by choice.

Student choice has been increasingly found during independent reading time and the benefits of choice are being explored in real classroom by teacher researchers. In one two-year study, a high school English teacher named Dickerson (2015) investigated if student choice during independent reading would help increase independent reading in students' lives. The study took place in an urban Charter School located in Philadelphia. Dickerson wanted to collect data on an independent reading program used in their school called the "Reading Zone." At first, Dickerson found it challenging to ask the students to read independently. The researcher realized that in order to get students more invested in their learning they needed to self-select text based on interest. Therefore, Dickerson

conducted a teacher research study where students participated in the "Reading Zone." Dickerson dedicated time at the beginning of her class for choice independent reading (Dickerson, 2015, p. 2). It was important for this time to be an uninterrupted time where they could read free of any distractions like bathroom breaks or doing other class work. After reading, the students would track their progress on a reading log including the date, minutes read and number of pages read. As time went on, Dickerson incorporated a reader's notebook to track their thinking during this reading time. Extrinsic motivation through a sticker chart motivated students to finish books that they started reading.

Dickerson (2015) found that incorporating student choice into independent reading yielded some interesting student responses. Dickerson gathered comments from her 2014-2015 classes on their overall feelings about reading. One student responded "English class isn't as boring, Reading Zone opens up your mind and prepares you for the day's lesson" while another student said, "I noticed that I've been reading more instead of watching TV" (Dickerson, 2015, p. 6). These students identified themselves as readers by having the opportunity to select their own reading material. Dickerson concluded that there was an overall increase in reading appreciation. Similarly to what Kasten and Wilfong (2012) and Davis (2010) quoted in their study about students valuing student choice, Dickerson concluded that students have a clear reading appreciation and find reading useful when they were involved in the choice process and given time to read independently.

Many studies have investigated the use of student choice during independent reading in the classroom. In a yearlong qualitative study, Sandon (2012) explored how highly effective teachers implement and understand independent reading in their

classrooms. Sandon mentioned that among the teachers in the study, many of them had a desire to "empower students' choices while monitoring their decision making" (Sandon, 2012, p. 167). The teacher participants all held a dual belief in "providing students with opportunities to choose books of interest to them while at the same time expecting students to spend their time with texts at an appropriate reading level" (Sandon, 2012, p. 167). Teachers found that students became most successful when someone checked in with a student about their book choice and monitored their selections.

In addition, Serravallo and Goldberg (2007) pointed out that reading instruction should allowed students to choose their own books that they wanted to read on their appropriate levels. Serravallo and Goldberg (2007) suggested the need for students to choose just-right books when incorporating choice in the classroom. The authors suggested that independent reading time should not be spent searching for books, rather a time for reading (Serravallo & Goldberg, 2007). Overall, Dickerson (2015), Kasten & Wilfong (2007), Sandon (2012), and Serravallo & Goldberg (2007) pointed out the importance of student choice and how it lead to students becoming more engaged with the text and more likely to stay focused and enjoy in their reading. The research reviewed indicated that student choice during independent reading time could have positive effects of both engagement and motivation to learn.

Individualized Instruction in Reading Conferences

Independent reading conferences are a time for the teacher to meet individually with a student to discuss the text the self-selected text the student is reading. Teachers also use this time to teach the student specifically what they need in order to grow as readers. Individualized teaching points can be incorporated during the conference to help

push the reader to a new level. Sandon (2012) described that while all of the teachers in her study valued reading time, a connection to literacy instruction and independent reading was an area of true commitment for the highly qualified teachers. Teachers from the study utilized the independent reading time not only as a time for students to read but also as a time to integrate literacy instruction.

In a smaller scale qualitative study (Parr & Maguiness, 2005), three teachers collaborated with Maguiness as colleague-researchers to develop what they termed a "conversation model for use in SSR" (p. 99). The group of three teachers from different content areas worked with a small group of 9-year-old reluctant readers and implemented the instructional conversations. The project took place in New Zealand in a school with middle socioeconomic rating. The study developed and tried an instructional conversation model to support the students during their Sustained Silent Reading (SSR) practice. The researchers brought a component of conversation to a reading practice that previously required little student/teacher communication. Parr & Maguiness (2005) studied who was speaking during the conversations. They realized that a balance of the talk existed between the student and teacher. The student and teacher took turns balancing out the conversation leaving adequate time for the student response.

Within these instructional conversations, teachers moved away from traditional questioning scripts and engaged in an actual conversation with the students. Students and teachers shared their prior knowledge and personal experiences in reading during the conversations. These instructional conversations about reading led for a nice segue into instructional teaching points. For example, during a conversation with a student, a teacher named Helen asked the student if they had ever read the blurb on the back on a book.

Helen used this conversation as a teaching point to point out a strategy in which reading the back tells you what the story will be about (Parr & Maguiness, 2005). Similarly, during a reading conference, teachers can ignite engagement and motivation to read by being a role model for reading and brining that piece into the conference.

Before any of the instructional conversations started, all of the students were considered reluctant readers. However, by the end of the year two made improvements, two were reluctant and most students stated that they liked sharing their reading experiences (Parr & Maguiness, 2005). The implementation of the instructional conversations in Sustained Silent Reading was found valuable and enjoyable for teachers who participated in this study. Teachers noted that they learned a great deal about their students as readers. Students developed an understanding that when reading books there can be an element of social conversation about the text (Parr & Maguiness, 2005). Both Parr and Maguiness (2005) and Kasten and Wilfong (2012) indicated the benefits of sharing reading experiences with students inside reading conferences as a way to instruct and boost engagement.

Individualized conferences can lead to conversations about the reading process and offer specific teaching points within the reading conference. Serravallo and Goldberg (2007) suggested that reading conferences are a time to explicitly teach students reading strategies and to match instruction to the individual reader. The authors described reading conferences as "one-to-one work with a student in which instruction is individualized to support her strengths and help to push her to the edge of what she's just beginning to be able to do" (Serravallo & Goldberg, 2007, p. 9). In addition, during the reading conference, Serravallo & Goldberg mentioned it was of equal importance for students to

use strategies independently and with confidence. Therefore, many individualized reading conferences can build upon a previously skill that has already been taught.

Student Accountability During Reading Conferences

One component of independent reading is holding reading conferences where students have the opportunities to engage in purposeful measures that hold them accountable for the reading. There are multiple opportunities for teachers to hold students accountable during independent reading conferences by centering the conference on strategies that could be applied to independent reading. In Sandon's study (2012) centered on independent reading, the emphasis the highly qualified teachers put on holding students accountable during their reading helped readers grow and reflect. During one observation of a second grade teacher named Naomi, the teacher had the students write a description about a character from the book they were reading. As the students read independently, Naomi would prompt the students to reread to gather more information. The students would then share their responses with a peer while Naomi gave feedback and prompted the students to reflect more about their character (2012). Sandon (2012) also mentioned that other successful measures of accountability in these classrooms were reading logs, story summaries, reader response, and anecdotal records (p. 170).

Kelley and Clausen-Grace (2006) conducted a study on how to hold disengaged readers accountable during independent reading as well as what the role of the teacher is during this time. The authors mentioned that when intentional instruction took place, where they held students accountable for what they read, they saw student growth. It was during this study that the teacher realized the power of holding students accountable

during independent reading, through reflecting and responding to the text using a process they called R5, which stood for Read, Relax, Reflect, Respond, and Rap (Kelley & Clausen-Grace, 2006). For example, three days a week the students spent 10-25 minutes relaxing and reading their self-selected text. After reading, the students spent about five minutes reflecting and responding by recording book information on a reading log. The students wrote down the date, title of the book, author, genre as well as a short response about the text (2006). Included in the short response section, there were several prompts listed. The prompts that were chosen for the students helped them to reflect on the specific skills they were working on in their classroom (2006). Next, the students shared their responses with a partner, which motivated the students to put effort into their responses. The teacher researchers found that after using this R5 process during independent reading, which held students accountable for the reading, student growth in their independent goals increased substantially.

In a continued search on holding students accountable during independent reading, I found throughout research that teacher presence plays a role in the accountability. In Dickerson's study (2015), the teacher-researcher developed strong connections with the students due to her presence during independent reading time. The students were aware that the teacher would be sitting near them, conferencing and or checking in with them at some point. Because of this presence, students also felt the need to actually read during independent reading. There was less time for them to be disengaged when they knew the teacher was around. Kelley and Clausen-Grace (2006) mentioned that when the students realized someone was noticing and watching them they got back into reading their book. This moment provided the teacher time to do on-the-

spot conferences to help students choose the right book or provide them with support in a reading conference.

Teachers can hold students accountable in a reading conference by collecting and analyzing the work they produce during reading, reading logs, and through their presence. Serravallo and Goldberg (2007) confirmed that student thinking should be visible during independent reading conferences. Similar to Sandon (2012) suggestions, Serravallo and Goldberg (2007) suggested using books logs, post-it notes, and reader's response notebooks to hold students accountable during a conference. "Students can write questions, comments, reactions and retellings on a Post-it note. (Serravallo & Goldberg, 2007, p. 23). Students can jot down their responses and stick it on the page where they had that particular thought. This way, teachers could quickly assess what the students were thinking while reading and it gave the teacher good starting point for where to begin the reading conference. Accountability during independent reading time not only makes sure the students are actually reading the text but it provides teachers with useful information to help guide the reading conference.

Conclusion

In conclusion, upon the review of the literature, much of the qualitative teacher research available today does not surround reading conferences but rather independent reading through the lenses of student choice, individualized instruction and accountability during independent reading. I used these lenses to draw conclusion about reading conferences in research. I feel that my study will add to the research surrounding independent reading conferences in the elementary school classroom. By giving students the power of choice, teachers are encouraging students to become independent learners

and thinkers. Teachers can incorporate choice in addition to the use the one-on-one accountable reading conference time to develop student responses and comprehension of the text through individualized instruction that is tailored to their needs.

Chapter 3

Context

The school site for this teacher research study was an elementary school located in southern New Jersey. The population of the town at the time of the 2010 United States Census was 48,599 people, with 17,287 households and 13,328 families living in the community. The racial makeup of the town is 87.70% White, 5.82% African American, 0.11% Native American, 3.78% Asian, .02% Pacific Islander and 1.72% from two or more races. Hispanics and Latinos of any race were 3.65% the population.

The United States Census Bureau's 2006-2010 American Community Survey showed that the median household income was $79,017 and the medium family income was $94,585. In the community, about 2.6% of families and 3.9% of the population were below the poverty line, including 5.3% of those under the age of 18. There were 17,287 households, of which 34.3% had children under the age of 18 living with them.

School

The elementary school study site had approximately 526 students in grades one through five. When looking at students by groups of males and females, there were 52% females and 48% males. The diversity breakdown of the school was 81% White, 8% African American, 4% Asian or Pacific Islander, 4% Hispanic, and 3% two or more races. There were 23% of the students who receive free or reduced-price lunch program.

The school site employed 50 full time teachers and 10 part-time teachers. In the classroom, the teacher student ratio was about 11:1. When looking at the academic results on the recent 2015 Partnership for Assessment of Readiness for College and Careers

(PARCC) state assessment, 44% of third graders were proficient or better, 32% of fourth graders were proficient or better, and 41% were proficient or better overall.

The school district's mission statement stated that all students would be given the opportunity to attain the knowledge and skills necessary to become responsible, self-directed, and civic-minded citizens. There were four goals that the district has in place to promote student achievement in the classroom. These goals consisted of closing the achievement gap, using differentiated instruction to provide the least restricted environment, optimizing teaching through increased use of technology, and keeping staff communication with parents as a high priority.

Classroom

This study took place in my second grade basic skills reading classroom. Six students received Basic Skills Instruction, which consisted of supplemental reading instruction. This differentiated approach was designed to give students extra support in reading to improve academic success. The Basic Skills reading program is Title I funded, and the students must qualify for the program based on specific criteria selected by the school district. The students were pulled out of the classroom five days a week from 11:00-11:30am.

The Basic Skills reading classroom was a 12 x 12 room located in the back hallway of the school. The room was conjoined with a school wide reading computer room, Fast ForWord, separated by a partition. I was in-charge of the Fast ForWord program, which runs throughout the school day with the help of a teacher assistant. In the Basic Skills reading classroom, there was a whiteboard with a kidney shaped table and seven chairs. The front of the room housed a document camera, projector, and a teacher

workstation. There were comfortable reading crate chairs and a wide variety of leveled books on bookshelves and in book bins. On the large partition divider of the classroom, there were two colorful bulletin boards. One bulletin board was covered with posters of the school wide phonics program. The other bulletin board had student work and current anchor charts. Around the room, there were many motivational reading posters and other teacher created posters centered on reading. High quality children's literature like the *Mercy Watson* series by Kate DiCamillo and *Danny and the Dinosaur* by Syd Hoff were on display on the windowsill monthly to help motivate students to read new genres and series.

During the Basic Skills reading class, students participated in wide variety of literacy skills throughout the school year. As their teacher, I was responsible to move their guided reading levels in order for them to read at the benchmark level for second grade. In my second grade classes, I focused primarily on guided reading and a double dose of the phonics program, if necessary. The students did not receive a grade in the Basic Skills classroom since the work they did was supplemental to their reading grade. It was the responsibility of the Basic Skills teacher to keep track of students' reading levels using benchmark testing and progress monitoring tools throughout the school year.

Students

The students identified for the Basic Skills reading program were selected in the spring of the previous year. The students qualified for the program using specific criteria established by the school district. In the second grade, the students were selected on specific criteria such as their reading assessment scores on a school standardized assessment, instructional guided reading level, reading and writing grade, developmental

spelling assessment score, classroom teacher judgment, and the reading specialist judgment. The students received a certain number of points to qualify for the program. Once the students qualified for the Basic Skills reading program, they were grouped according to their instructional guided reading levels and placed into classrooms that received Basic Skills services. The class size for Basic Skills reading groups was kept on the smaller size with an average of seven to eight students in one group. Some groups may have less students depending on how many students qualified for services in a particular class.

For this study, I focused on one of my second grade Basic Skills reading groups. I worked with these six students five days a week for thirty minutes a day in the Basic Skills reading room. The group consisted of six students, four girls and two boys. The three girls and their parents/guardians consented to participate in this study. The three girls were named Jessica, Nicole and Grace and have been given pseudonyms for this study. I commonly referred to my Basic Skills reading group as "reading club." This was a term that I used and the students were familiar with. The students were excited to come to reading club as they often told me when they entered the classroom.

Nicole was an energetic 8-year-old who enjoyed spending time with her family and friends. She loved going to sleepovers and playing with her friends. Nicole liked to read books where animals talked and read about princesses in fairy tales. Her favorite time to read was at night with her family. She also loved to spend time in the town library choosing books to check out and bring home. Nicole was a very hard worker and was always willing to participate in class and discussions. Nicole came to second grade

reading three months below the grade level reading requirement. Her main issues in reading were in decoding.

Jessica was a 7-year-old and liked to play soccer. Jessica enjoyed reading books on an online reading computer program, which she completes almost every night, voluntarily. Individuals earn stickers in the Basic Skills reading class when they use the program at home. The sticker chart motivated Jessica to continue to read online at home. The computer program had incentives built in so the more books she read the more prizes she earned. This was Jessica's first year receiving Basic Skills reading support. Jessica came to second grade reading four months below the grade level reading requirement. Her main issues in reading were with comprehension of the text and decoding at her instructional level.

Grace was a reserved 7-year-old who liked to play soccer and enjoyed spending time with her friends and family. Grace often worked quickly to complete her reading and assignments. Grace was excited to start reading new books especially books in a series. Once she read the first book in a series she made it a point to read the next book until she finished the series. Grace came to second grade reading one month below the grade level reading requirement.

Research Design/Methodology

The purpose of this research study was to investigate how student responses to reading developed during one-on-one reading conferences in the second grade Basic Skills reading group. The following sub questions helped to guide my data collection: What types of questions/prompts evoke deeper responses to reading? How do students interpret feedback during conferences? How does the structure of the reading conference

affect student responses to reading? This area of teacher inquiry was based off of a real question that I wanted answered in my own classroom. Teacher research is completed by real classroom teachers in their own schools and classrooms. Teacher research allows teachers to examine inquiries from real problems or questions that arise within the classroom. For this teacher research study, the setting was in a natural classroom with real second grade students. Since reading conferences already occurred in my classroom, the data that I collected did not require the students to do any additional work in the classroom. The students who participated in the study will remain anonymous and were given pseudonyms to protect their identity. The framework for this study was qualitative meaning that it was centered on general topics where research could be described rather than predicted. The teacher research and data collection in this study was based off of close teacher observation of student work using book logs, anecdotal notes and transcriptions from conferences, therefore meeting the requirements of a qualitative study. The data was summarized into a narrative where I explained my findings and analyzed the data.

Procedure of Study

Using traditional qualitative methods, I documented what happened in my classroom through observations, anecdotal notes and audio recordings. The study focused on individual reading conferences with three students in my second grade Basic Skills reading group. Since the school year has already started and routines were in place, I built a strong rapport with the students. Through reading interest surveys and student talk, I got to know my students reading interests in the beginning of the school year. I constantly encouraged student choice in my classroom and assisted students when they were adding

books to their independent reading book bins in the classroom. I enjoyed introducing my students to books in a series in order to hook them to characters and authors. My goal was to help build positive experiences with books and expose the students to many genres throughout the school year.

Since this study took place in a natural classroom environment, I began by collecting observations of the growth/changes in student behaviors during the first five to seven minutes of my time spent with them in class. The students entered the classroom and immediately begin reading and rereading books in their book bins. The students self-selected the text they choose to read during this time. During this time, I moved from student to student engaging in conversations about the book and discussing their thoughts and responses. I posed questions that deepened their thinking about the text and gave them prompts to use while responding verbally or while jotting their responses on a sticky note. The prompts included:

- I wonder if…?
- Could it be that…?
- This makes me think…
- I'm realizing…
- This might be important because…
- The problem is_____. This is a problem because_____
- My character (says/does/thinks/feels)_____. This makes me think they are _____ (trait)."

The students had access to the prompts on a miniature sized anchor chart they keep in their book bin. There was also a large sized anchor chart with the prompts hanging in the

classroom. The students used the prompts while jotting about their books and when speaking about their book during the conference. I collected data during these reading conferences for two consecutive weeks.

Data Sources

Data was collected by using anecdotal notes taken during the conference, student reading logs, student responses to reading on sticky notes, and audio recordings of the conference. I met with each student for approximately three to five minutes. I rotated my conference schedule and met with two students a day. I kept detailed anecdotal notes during the conference which included the date of the conference took, the type of conference it was (individual or group), the title of text the student was reading, the page number the student was on, and what teaching point was discussed. The anecdotal notes were taken on an organized sheet so that I could quickly and efficiently record the information while talking to the student. Shorthand was used during the note taking process to save time. The anecdotal notes helped inform my teaching so I knew what areas I needed to focus on in the conference or the following conference. The notes also helped me to identify whole class trends where I could pull a strategy group to work on specific skills. The audio recordings helped me keep track of student responses during the conference. I listened to how students responded to the posed question or prompt.

Student reading logs were used as a data source. At the start of their reading, students wrote down the title of the book, the date, and the page number they started reading on. At the end of the independent reading time, the students wrote down the page number they stopped on. I used the reading log to hold students accountable for the reading since I did not meet with all the students in one day. I periodically reviewed the

reading logs to make sure the students completed books in a timely manner. I also reviewed student book selections to make sure the books matched their independent reading levels.

Since the students jotted their responses to reading down, I used their sticky notes as an additional data source. Students were required to jot down their response to reading on 3x3 inch sticky notes and place the sticky note in the text where they had their thought. I had the students read the sticky notes when I met with them or I quickly read over them myself, depending on the individual conference. I used the sticky notes to gauge how the responses developed throughout the study. In addition, I also used an audio device to record student responses during the conference. By recording their responses in the conference I was able to analyze the data accordingly. I recorded the entire three to five minute conference in order to examine the student responses to my questions and prompts. I also analyzed the structure of the conference and whether it impacted the student responses. I recorded at least one conference per student over the two-week study. Overall, the data collection provided opportunities to enhance the reading conference and evoke meaningful discussions.

Data Analysis

The data was analyzed by identifying similar themes that emerged throughout the study. Intensive reading of the data took place in order to find trends and common themes. Anecdotal notes were analyzed to determine skills and strategies that individuals needed to revisit. I analyzed the reading logs to make sure the students were actually reading since I knew that I would not be able to conference with every student daily. The reading log helped me keep track of the students' reading when I did not check in with

them. I also analyzed what types of books the students chose to read from the reading log. This helped me track their motivation and engagement as they self-selected books. Responses on sticky notes were analyzed to see how student responses developed and the audio recordings were used simultaneously to notice what questions or prompts were used to elicit deeper responses.

Chapter 4

Data Analysis

To explain the findings, I chose three students to observe throughout this study out of the six I saw daily. These three students were chosen based on permission to participate using a consent form signed from their parents/guardians. Since the framework of my study is qualitative, I compared my data sources and searched for similarities, differences, and common themes across the data. My data was collected through a variety of sources so combining the information and making sense of it was key to the interpretative process. When analyzing the data, trends began to emerge that helped to guide my analysis. This chapter will discuss the data as it was coded into three different trends. The data includes: student engagement, student responses to reading, and the structure of the conference.

Student Engagement

At the beginning of my teacher research study, one of the most important factors that I wanted to assess was how student responses developed in reading and the effectiveness of reading conferences. One of the themes that emerged quickly as a result of the data collection in this teacher research study was student engagement. The students were engaged throughout the conferencing time whether they were reading independently or conferencing with me, the teacher. I first noticed the trend of student engagement during the time the students spent independently reading. In this study, it was important for the students to have access to a wide variety of books at their independent level that they could self-select to read. In conjunction with their classroom teacher, the students regularly went shopping in their classroom library for books. The classroom teacher monitored the self-selection process closely. The students brought their red book bins

filled with the books every day to reading club in my classroom. The students read during the first seven minutes of class. This was the time that I would conference with the students so it was important to have the students engaged in books and reading. After observing the students during this time, I noted that the students had their eyes on the print for the majority of the time. They were only stopping to jot on their sticky notes. The students sat in a comfortable area on a seat with a cushion or whatever way felt comfortable for them and read.

Figure 1. Photo of Students Reading

When students had books that they self-selected they were engaged in the reading. They sat quietly in their area and read their books only stopping to jot down their thoughts.

Throughout this study, the students used reading logs to keep track of their independent reading. They wrote down the title of the book, the date, the page they started on and page they stopped on. Since I had the students reading for the first ten minutes, I did not want them to waste too much time filling in their logs but at the same time I wanted to hold them accountable for the reading. On their reading logs, I noted that students were reading a solid amount of pages and books during the time allotted. They also chose to read about their favorite characters such as *Danny and the Dinosaur* and read their favorite series such as *The Robin Hill School* series by Margaret McNamara. The students were able to finish books in about one to two days depending on the length of the text. At the conclusion of the study, the students had an average of ten to twelve books completed independently.

Another common trend related to student engagement was the desire to confer. The students had been conferencing with me since September and before this study I was not aware of their excitement to confer. I started to write down anecdotal notes of what the students were saying to me that was related to conferencing. I noted that the students had a desire to conference with me daily. Students would often say immediately when they walk in the room, "Are you conferencing with me today? You haven't checked in on my book yet" (Anecdotal Note Entry, November 28, 2016). I would reassure the students that I would meet with them soon. I would also make comments to boost excitement for a conference by saying, "I can't wait to hear about what happened at the end of your book.

Make sure to jot about it so we can discuss it" (Anecdotal Note Entry, November 29, 2016). I noted that from these comments that the students wanted individual time with the teacher to discuss their books. I was also letting them know that I was expecting them to respond to the reading by encouraging them to jot.

Student Responses to Reading

As the study began, one of my sub questions focused on what types of questions/prompts evoked deeper responses to reading. When I would pull up next to a student to conference, I would never really know where the conference would go. There was an element of responsiveness about the conference that was driven by student responses. In the conference, the conversation was often driven by what the students were thinking about while reading. Since the students were reading their self-selected books, some of which I had never read before, I needed to quickly note the reading behavior and then create a teaching point. The teaching point was often directed back to something that was taught within the guided reading lessons. Since the conferences ran only for a short three to five minutes, I knew that when I conferred with a student they needed to have something to tell me about their story. In order to hold students accountable for the reading and prepare them for discussion, the students jotted or wrote down responses to the reading on sticky notes. At the beginning of the research study, I often told the students to jot about what they learned the previous day, give them an example and send them off. When I conferred with a student I often noted the jots were meaningless or sometimes just random words copied out of the book. For example, when conferring with Jessica and Nicole in two separate conferences, I asked them both to tell me what they

were responding to when they wrote their jots. Jessica and Nicole both wrote down the exact words from the text.

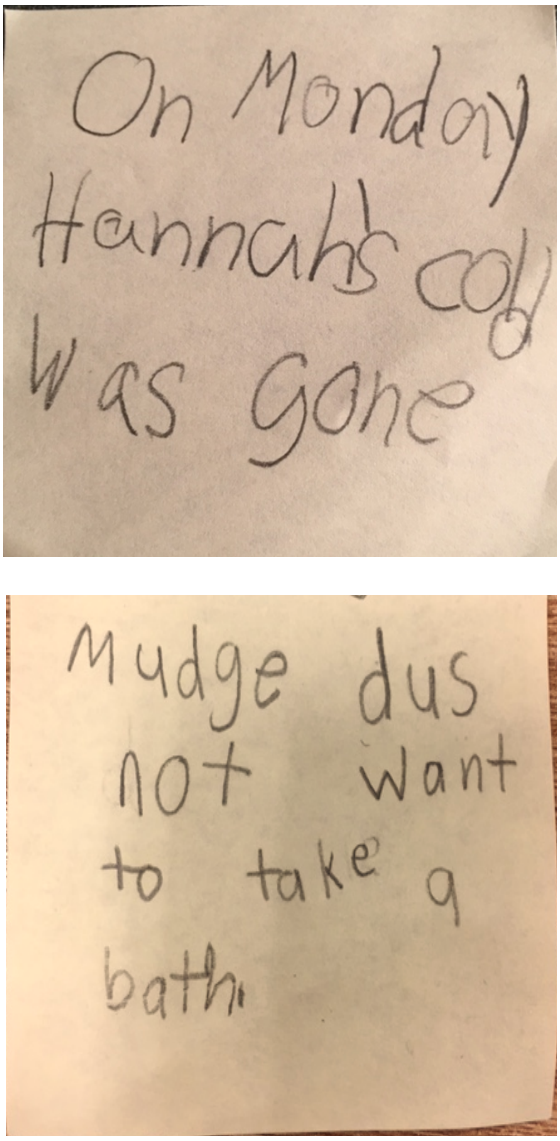

Figure 2. Jotting without Prompts

There was no substance to the student responses and they both were unable to explain what they wrote down on the sticky note. The jots had no meaning to the students

other than a direct statement from the text. When I asked the students to tell me more about the jot, they did not have much to say and seemed disengaged from the text. They only referred back to the specific page where they jotted. I even found it hard to keep the conference going when the students wrote their jots similarly to the ones in *Figure 2*. Jotting without Prompts. I tried to guide them toward what I expected to see on their sticky notes but I realized I did not provide them with a direct model to follow. If I did not tell the students what to jot about, the jots were often meaningless. Like the study from Kelley and Clausen-Grace (2006) suggested, disengaged students need to be held accountable for their reading and one way to do so is by implementing prompts for the students to help them reflect on the specific skills they were working on in their classroom. Since the students were in second grade, I realized they needed some sort of guidance during this independent reading time.

Question Stems and Prompts

As a result of on-the-spot data analysis at the beginning of my study, I immediately became aware that student jots, such as Jessica's and Nicole's, were often meaningless and were not developing even after conferencing with the students. I needed to enact something on the spot to help my students think deeper about the text. I decided to introduce and model question stems and prompts for the students to use when responding to reading. I compiled a list of question stems and prompts that surrounded the skills we had worked on since September such as asking questions, making predictions, identifying the problem, determining importance, and character traits. I really liked this idea because the students would have the opportunity to independently apply the skills they were previously taught. I wrote down the prompts on a large anchor chart

and hung it in the back of the classroom. I also made a miniature-sized version of the anchor chart and gave it to the students to keep in their book bins next to their sticky notes and pencils. After modeling in a strategy lesson how to use the chart and jot using the question stems and prompts, the students began trying this during the independent reading time. The students caught on rather quickly to using the prompts and required some assistance on expanding their responses.

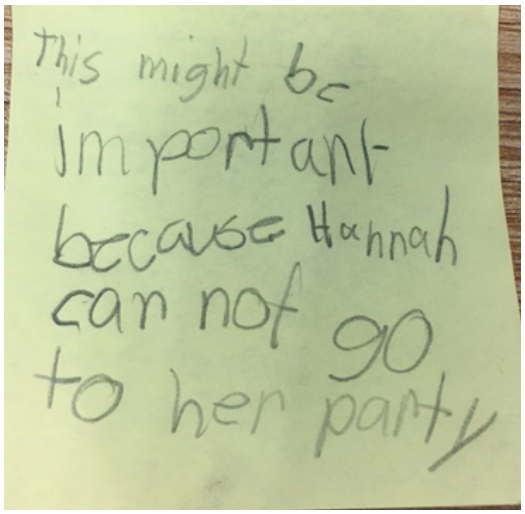

Figure 3. Student Jots with Prompts 1

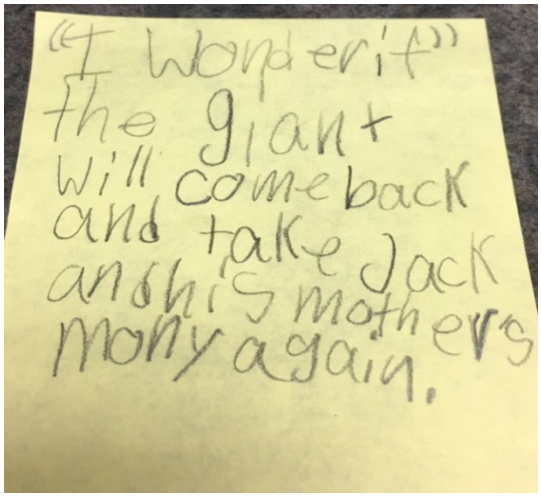

Figure 4. Student Jots with Prompts 2

I noted major improvements in student responses after the question stems and prompts were introduced. For example, Jessica who regularly jotted by copying words from the text responded well to the prompts. In the first jot in *Figure 3*. Student Jot with Prompts 1, Jessica's jots were more developed and provided me with teaching point to discuss in her conference. The students used the prompts and question stems to cite evidence from the story. Grace used the question stem, "I wonder if…?" in her jot in *Figure 4. Student Jot with Prompts 2* to ask a question about the text. I was able to see that she used the skill she was taught in the guided reading group, independently.

Some students still required extra prompting within the conference in order to push their thinking further. For example, in one of Nicole's conferences that I recorded, I asked her to jot about character traits using the prompt, "My character (says/does/thinks/feels)_____. This makes me think they are _____ (trait)" to help guide her response. I noticed that she was jotting about the main character in her book. Nicole used the character trait prompt from the anchor chart and her jot started to

show signs of mastering the skill. Based on her initial response, I inferred that she was beginning to use the skill independently but she needed some guidance to develop her response. I complimented Nicole on providing a response using the prompt and immediately asked her to tell me more. Nicole paused for a short period of time and then added to her response. I reminded myself to use wait time in order for her to think about my prompt. Nicole responded and I kept prompting her to tell me more. I guided her response by pushing her to think deeper about the character. Through responsive prompting during the conference, Nicole developed her original jot to a revised jot.

Nicole: Well, I did do a jot about Danny.

Teacher: Can you read your jot to me?

Nicole: Danny says, "Please pass the ketchup," this makes me think that Danny is nice.

Teacher: Good, tell me more.

Nicole: (Student pause) Well, I said that Danny is nice because he says please.

Teacher: Nice example, do you know what we call people who have really nice manners and say please?

Nicole: Nice manners?

Teacher: Good, have you ever heard the word polite before?

Nicole: Oh yea, polite.

Teacher: Can you add to your jot now?

Nicole: Student rereads jot: Danny said, "Please pass the ketchup," this tells me that Danny is polite.

Teacher: Because…

Nicole: He has good manners.

Nicole successfully used the provided prompt to help create a response on character traits. The prompt was incorporated into the conference as I coached her develop her response to the text even further. The prompt provided a teaching point that I used to tailor the instruction for this student to give her exactly what she needed in order to master the skill independently.

Structure of the Conference: Building on Strengths

Another area that emerged as a trend in my data analysis was the structure of the conference, which helped the students interpret feedback and develop responses through building upon their strengths. The conferences were structured to last only three to five minutes so they needed to run efficiently. The structure of the conference began like a conversation. I pulled up next to the students asked them how it was going? Next, I wove in a compliment to give the reader in order to provide them a piece of positive feedback. I built upon the students' strengths, which I gathered from their jots or from previous anecdotal notes. By starting the conference like a conversation and giving the students a compliment, it helped to build up students' strengths and provided a teaching point. The teaching point often included modeling of the skill in order to have the students try it out independently. I noticed that the students were interpreting the feedback well during the conferences when using this structure. They were also applying what I was teaching them independently in their books. For example, in one conference with Jessica, a teaching point on identifying the problem the main character faces in the book was discussed. I modeled how to do this, leaving the student with my example on a sticky note. I told the student to continue to try this skill when she reads. The next time that I met with Jessica,

I noticed that she identified the problem that main character faced. I complimented her on doing this independently and centered the conference on building upon this skill.

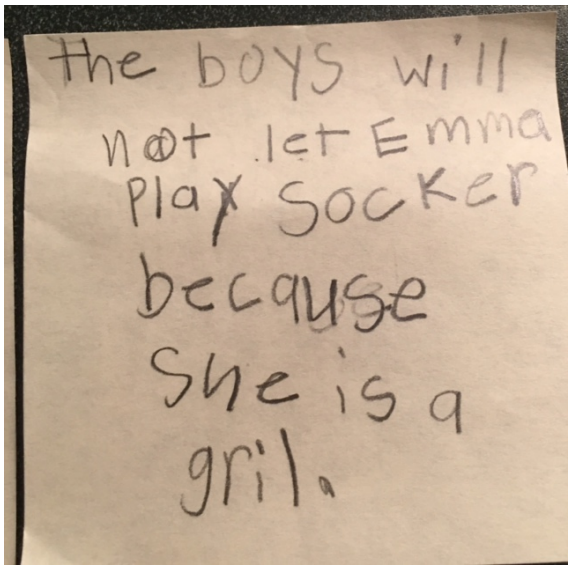

Figure 5. Jotting about a Skill

Jessica was able to identify the problem and give an example from the text to explain. She was able to speak about her jot and identify the problem the character faced in the story and reason the problem occurred. Jessica followed the model I gave her in the previous conference but she applied the skill on her own in a new book.

Another example of students using the structure of the conference to build upon their strengths was during a conference with Grace. Grace was reading a fractured tale of the classic story of the *Three Little Pigs*. In Grace's conference, I quickly gathered information from her sticky note and noticed a teaching point. Grace used the question stem, "Could it be that…" to make a prediction about the text and placed it in the text.

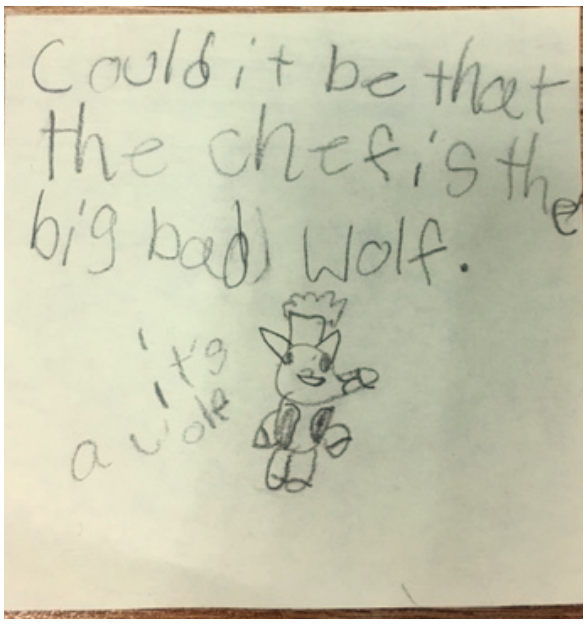

Figure 6. Building on Strengths Jot

I complimented Grace on using the prompt and coming up with her own prediction. When I looked to see where she placed the sticky note in the text I noticed that it was on the following page. Grace had jotted about a prediction after she had read what had happened. I wanted to double check that my thought was correct so I asked Grace during our conversation. She confirmed that she jotted after she read that the big bad wolf was actually the chef. I realized that it was not a prediction and I thought for a moment what teaching point I could weave in. I was grateful for the conversation piece built into the conference because otherwise I would have thought she made that prediction before she read the text. I realized that I had to back up in the text and ask Grace what she thinks will happen next. Since she already knew what happened, I had to dive deeper into the skill in order to push her thinking and expand her knowledge about predictions. I decided to teach the strategy of noticing patterns in the character's behavior to allow you to predict how he will act in the future.

Teacher: Were you able to predict it was going to be the wolf before you saw the picture on the next page?

Grace: I didn't think that it was going to be the wolf since the wolf was at the store.

Teacher: Remember when we talked about noticing patterns good readers notice the patterns about how our character acts?

Grace: Like when we read about Peter!

Teacher: Yes, exactly. Well good readers notice how a character acts which helps them predict what might happen in the future. Did you notice any patterns earlier in the text about how the wolf was acting?

Grace: When the pigs went shopping the wolf saw them and dressed up like the store clerk when they bought food for their dinner.

Teacher: Great example, did you start to say to yourself "there he goes again!"

Grace: (Students smiles) Yea, I did.

Teacher: So when the wolf suggested that he knew a great chef that the pigs could use to help cook their stew, we could say "there he goes again!" because we noticed the pattern of our character. We could predict that he might show up to the pig's house as the chef since he dressed up as the store clerk in the supermarket. As you continue reading this book use this pattern to help make predictions.

Grace: Okay!

Teacher: Since this was a really good jot, I want to see you add something to end

of it to let me know that you noticed the pattern in the character, which helped you to predict.

Grace: (Student writes on sticky note) "Could it be that the chef is the big bad wolf because he dressed up like the store clerk and will dress up like the chef to go to their house to eat them."

In this conference with Grace, I used what she already wrote down to develop her knowledge about a skill. Since I only had a short amount of time to spend in the conference, I needed to revisit a strategy that she would understand and be able to interpret to grow as a reader and develop her responses. I chose to revisit a strategy that we practiced earlier in the year where I used the book, *Peter's Chair* by Ezra Jack Keats to teach predicting by identify patterns in the character. By conversing with Grace and connecting the teaching point back to something that we already practiced, she was able to revise her original prediction and add on to her jot with my support. The structure of this conference allowed Grace to develop her response while reading this story. Like Parr & Maguiness (2005) who noted that a balance of the talk had to exist between the student and teacher during independent reading time, I also noticed the importance of the conversation. If I had not discussed this jot with Grace, I would have thought that she mastered the skill independently.

Overall, this study directed my attention to three trends that emerged as a result of my data collection and analysis: student engagement, student responses to reading, and the structure of the conference by building upon strengths. Chapter five of this study discusses an overall summary, conclusions of this study, limitations as well as implications for the field of research.

Chapter 5

Summary

At the conclusion of my research, I was left with new information about my students and their reading habits during reading conferences. Students enjoyed the conferring experience and were engaged throughout the process. By providing students with books they wanted to read was very powerful. I observed that the students were engaged in the books that they self-selected for their book bins during independent reading time. I also noted that students were eager to confer with me about their books. They enjoyed the personal time to have the teacher's attention and talk about a book that they find interesting.

My success with reading conferences has spread throughout the grade levels. Teachers that I work with heard about my study and were curious to learn more about reading conferences. I suggested coming into a third grade teacher's classroom during the last fifteen minutes of her independent reading block to confer with readers. I have found that even this short amount of time spent in the classroom makes an impact on readers.

Conclusions

As a result of the data collection and analysis I was able to draw conclusions based off of the trends of data. In the area of student engagement, it can be concluded that through self-selection of student text, the students kept their eyes reading during the independent reading time. The students were excited to read books by their favorite authors and books written about their favorite characters. It was also evident that students were engaged in the text because on their reading logs they were able to read and complete books in a timely manner. At the conclusion of the study, the students had an average of ten to twelve books completed independently. I concluded that as a result of

choice and self-selection of the books the students stayed focused and had a desire to read.

I also concluded through the data analysis that students had a desire to conference with me daily. From informal conversations with the students, they expressed their desire to meet with me to discuss their book. They wanted me to listen to what happened to a character or how a problem was solved. I would encourage them to jot in order to hold onto their excitement until I met with them. Through conferencing, I was able to hold the students accountable for the text and make them aware that I was expecting a response to the reading.

At the beginning of the study, I was sending students off and giving them the freedom to jot about something we previous learned. I did not provide much structure for the jotting. After conferring with the students, I quickly learned that they needed some sort of structure because they were jotting about meaningless information. There was no substance to the responses and students were unable to explain what they wrote down on the sticky note. It was almost as if they were writing things down just to write. I wanted meaning attached to the jots so I introduced the question stems and prompts. The students relied on the prompts to help guide their responses. After analyzing student responses on sticky notes after the question stems and prompts were introduced, I noted major improvement in student responses. Students were using the prompts and showing evidence that their thinking about the story was deepening. The prompts were also giving students practice with previously taught skills that they could apply to their reading. Through this engagement, accountability and structure of the conference students were able to develop their responses to reading.

Limitations

In order to further the results of the development of student responses in reading conferences more time is needed. This study was limited to a two-week period because of deadlines of a college course. This research study was at the beginning stage of discovering how the students' responses were developing through the reading conference over time. I would like to see if over time the students would begin to internalize the skills and write about them in a meaningful way without the prompts and question stems.

Another limitation was the amount of participation in the study. Three out of six students participated in my teacher research study. I would have liked to analyze and include the data of my entire class within my teacher research. Due to lack of participation, my data analysis was limited to half the class. The students who did not participate had different attitudes about reading than the students in this study. It would have been interesting to include the entire class into the data analysis.

Implications for the Field

Other researches could conduct their own research centered on independent reading conferences in the classroom. They could stretch out the study for a longer period of time in order to see how the responses to reading develop. During my review of the literature surrounding conferring, I noted that conferring with readers is an area that has not been widely explored throughout empirical research. I would like to see this area of reading develop as time goes on as I find it helpful to students growth and independence in reading. Since many teachers do not have time to conduct their own research, teachers could take the initiative to start a book club centered on reading conferences. Book clubs are a great way to learn about a new topic and discuss thoughts and reactions with peers.

Overall, by having the opportunity to reflect on my own teaching practice through teacher research has not only broaden my knowledge as an educator but has opened up my mind creating even more inquires surrounding my classroom and students.

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