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ABSTRACT

A study examined the amount of time instructional level and remedial readers in second grade were engaged in reading connected text during an entire school day. Subjects were six instructional and six remedial readers who were observed in six different schools. Time engaged in reading connected text was defined as students' eyes following several sentences of connected text reading orally or silently. The median number of minutes engaged in reading connected text was between 32 and 33 minutes. Differences in the amount of time observed between the two groups of readers did not fall into a consistent pattern. In three schools instructional readers read more and in three schools remedial readers read more. (Contains 14 references; classroom observation notes and a range of reading times, with two figures, are appended.) (Author/CR)

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ED 416 446

Running head: COMPARISON OF TIME ON PRINT BETWEEN INSTRUCTIONAL

Comparison of Time on Print Between  
 Instructional Level and Remedial Readers in Second Grade  
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## Abstract

The purpose of this study was to measure and compare the amount of time instructional level and remedial readers in second grade were engaged in reading connected text during an entire school day. Six instructional and six remedial readers were observed in six different schools. Time engaged in reading connected text was defined as students' eyes following several sentences of connected text reading orally or silently. The median number of minutes engaged in reading connected text was between 32 and 33 minutes. Differences in the amount of time observed between the two groups of readers did not fall into a consistent pattern. In three schools instructional readers read more; in three schools remedial readers read more.

## Comparison of Time on Print Between Instructional Level and Remedial Readers in Second Grade

Studies have shown a strong correlation between actual time engaged in reading print and reading achievement. (Allington, 1977, 1980; Morris, 1979; Anderson, Hiebert, Scott and Wilkinson, 1985; Taylor, 1990) Further, studies have shown that poor readers experience less time engaged in reading print than good readers which correlates to lower reading achievement. (Allington 1977, 1980, 1983; Morris, 1979). This phenomenon of the good readers making ever increasing gains in reading achievement as they practice more and more actual text reading, while poor readers remain poor readers as they continue to receive less practice in actual text reading has been referred to as the “Matthew Effect” in reading. This term, paraphrased as the rich getting richer and the poor getting poorer, originates from the Gospel of Matthew in the Bible (Stanovich, 1986).

A review of the literature concerning the amount of time students spent reading connected text did not reveal any studies that had measured the total amount of time students spent reading connected text in a whole school day as our study has done. We did find literature that measured certain categories of reading times. We classified the literature into three categories: (a) Studies which examined the amount of time spent reading connected text during reading instruction; (b) studies which measured the number of minutes spent in independent silent reading; (c) studies which compared the percentage of engaged reading instruction time (including reading of connected text) to the total allocation of time for reading instruction.

Principle studies of the first type were conducted by Richard Allington and Darrell Morris. Research done by Richard Allington (1977, 1980) focused on the comparison of number of words read in context by good readers compared to poor readers during reading instruction. In an informal survey of remedial sessions he noted a range of 24 to 110, mean of 43, words was

read in context by each student (Allington, 1977). He also noted that skill instruction prevailed during these sessions. In a formalized study comparing good and poor readers in classroom reading groups in 24 first and second grade classes, data collectors found that "... good readers read on the average twice as many words per session as poor readers" (Allington, 1980, p.7). A mean of 539 words were read in the good reader group, and a mean of 237 in the poor reader group (Allington, 1980).

Allington (1983) described qualitative differences in the reading instruction provided to good and poor readers. Good readers were observed to spend a greater percentage of their time reading actual text and discussing the meaning of what they had read. Poor readers were observed to cover less text, to read more orally, and to have received more emphasis from the teacher on accurate decoding of words than discussing the meaning. Regarding the poor readers, Allington posed the question, "If in a typical week of instruction, students only encounter 150 to 500 words in context one has to ask: How they ever gonna get good?" (Allington, 1977, p. 58). He suggested using such techniques as multiple rereadings, read-alongs in person or with tapes, choral and echo reading, and independent silent reading as ways to increase poor readers' direct interaction with text and still provide needed support (Allington, 1980).

Darrell Morris (1979) drew similar conclusions to those of Allington in his study. Using an analogy of a little outer space person watching children in reading circles interact with "dense scribble" (connected text), better readers were found to spend about 10.5 minutes reading connected text, while poor readers spent about 3.5 minutes reading connected text. The remedial student in the observation received an additional 30 minutes of instruction during which he was observed to "seldom interact with the dense scribbles". Thus, the remedial session was described as time devoted mainly to skills instruction rather than reading text. Morris concluded that the neediest readers were receiving the least amount of actual practice reading authentic text. Like

Allington, he asked the question, "How can a child who is experiencing difficulty with a complex task like learning to read be expected to succeed with so little practice?" (Morris, 1979, p. 499).

Morris (Graham Lecture, 1997) continued to express concern about addressing the special needs of the approximately 25 percent of readers who need remedial intervention. Morris founded First Steps, a remedial tutorial program, and is a strong proponent of using one-on-one tutorials such as Book Buddies and Reading Recovery to help remedial students improve their reading. Nevertheless, he is concerned that these interventions alone, have not and will not close the reading achievement gap for remedial readers. He is concerned that this group of readers could drown under the latest trends in reading instruction which seek to do away with controlled vocabulary, ability grouping and teaching phonics separately from context. He cautions classroom teachers against wholesale acceptance of the new trends for these readers, suggesting that they continue to plan classroom reading instruction to meet the special needs of the remedial reader. For example, he suggests that some use of older basals with controlled vocabulary could still benefit remedial readers.

A variety of studies examined the effectiveness of time spent in independent silent reading (Anderson et al, 1985; Leinhardt, Zigmond and Cooley, 1981; Wilkinson, Wardrop, and Anderson, 1988; Taylor, Frye, and Maruyama, 1990; Krashen, 1993). Anderson et al (1985) reported an estimate of silent reading time for primary grades as 7 or 8 minutes per day increasing to an average of 15 minutes per day in the middle grades. They recommended that silent reading, whether in or out of school, should be a minimum of two hours per week by the time students are in third and fourth grades. Krashen (1993) reported finding that 93 percent, or 38 out of 41, free voluntary reading programs were effective in improving students' reading growth.

The study by Taylor et al (1990) included a review of literature which reported silent reading times ranging from 8 to 15 minutes, similar to the range of times reported by Anderson et

al (1985). Specifically, she cited Greenwood, Delquadi and Hall (1981) as reporting 15 minutes per day for fourth grade students; Ysseldyke and Algozzine (1982-83) as reporting 8 minutes per day for second, third and fourth grade students; and Kurth and Kurth (1987) as reporting 10 minutes of silent reading out of a daily reading period for first, third, and fifth grade students.

The purpose of the Taylor et al (1990) study was to evaluate the relationship between silent reading and positive growth in reading achievement. One hundred ninety-five students in fifth and sixth grades kept reading logs of time engaged in silent reading at home and at school. These readers were mostly average and above average readers as measured by scores on standard reading achievement tests. Findings of the study supported the idea that silent reading time benefited reading achievement at school, but a similar correlation was not found in relation to time spent reading at home. The study suggested that further study would be helpful to specifically examine the relationship between poor readers, silent reading, and reading growth.

The study by Leinhardt et al (1981) examined reading instruction for 105 students in 11 self-contained, primary grade classrooms for learning disabled students over two years. This study reported an average time spent in silent reading of 14 minutes per day, with the qualifier that some students spent no time at all actually reading during this time. In the concluding remarks of the study the statement is made, "First, it seems clear that one strategy for improving reading instruction would be to increase the amount of time students spend reading (preferably reading silently)" (Leinhardt et al, 1981, p. 357). More broadly though, this study reports that it is chiefly student behaviors during instruction that influence student learning. The study suggests that if teachers structure the learning environment to influence how students use the time, more reading time could be gained, leading to growth in reading achievement.

Although the Leinhardt et al (1981) study was far more comprehensive than just considering pros and cons of silent reading, according to Wilkinson et al (1988), the Leinhardt et

al (1981) study is frequently cited as empirical evidence for a positive correlation between increased silent reading and growth in reading achievement. Wilkinson et al (1988) reanalyzed the Leinhardt et al (1981) data controlling for entry level reading ability, and concluded that, “When entry-level abilities were more adequately controlled, silent reading no longer showed a significant effect on post test reading performance” (Wilkinson et al, 1988, p. 127).

Borg (1980) and Guthrie (1980) focused on measuring reading time in a different way. They compared allocated instruction time to engaged student learning time. Guthrie (1980) observed reading activities which included oral and silent reading in the second and fifth grades. He factored in whether the materials used in the instruction were appropriate in difficulty to the needs of the readers. His findings were that the best reading achievement correlates with the highest amount of student learning time, working in materials of appropriate difficulty.

The purpose of this study was twofold: (a) to find out how much time instructional level and remedial level readers in second grade spent reading connected text in the course of an entire school day; and (b) to determine if there was a difference between the amount of time instructional level and remedial readers spent reading connected text. We predicted that we would find remedial students spending more time reading text because: (a) time spent in remedial instruction is supplemental to time spent in classroom reading instruction; and (b) current practice in remedial instruction suggests that a strong component of reading connected text should be included, decreasing the earlier emphasis on practicing isolated skills.

## Method

### Participants

The participants for this study were 12 second graders from 6 different classrooms in 6 different elementary schools. We decided to use second graders for two reasons: (a) by second grade there is less emphasis on decoding skills for most readers and more emphasis on reading



connected text; and (b) remedial programs are still in place for students who need remedial intervention. Three schools were located in a county school division and 3 were from a city school division in a Mid-Atlantic state. Participants consisted of 6 instructional level readers and 6 remedial readers. In each of the 6 schools, teachers identified one remedial and one instructional level reader to be the subjects of observation for our study. The individual students were not told that they were being observed. However, the teacher informed the whole class that we were present to observe all the activities of a second grade class throughout the entire day, including activities in other classrooms.

We defined instructional level readers as students who were reading on grade level and who were not in special education. We defined remedial readers as students who received intervention from at least one remedial program on a regular basis and who were not in special education.

### Materials

We used two stopwatches to keep track of the cumulative number of minutes that the student read connected text during the day. In addition, we kept track of the actual time from the classroom clock in order to note starting and stopping times of classroom activities. We used a notebook to make anecdotal notes describing the activities with particular attention to behavior and materials related to reading activities.

### Procedure

For each school visit, we arrived at the classroom before school started. Using our definitions of instructional and remedial readers, the teacher advised us which students we could observe for the day. In each school, we alternated which one of us would observe the instructional level reader and which one of us would observe the remedial reader. Arriving before class began also gave us a chance to review with the teacher how to explain our presence in the

classroom for the day. We did not intend for the students to know that we were specifically observing their minutes of reading as it might have affected their performance.

We each positioned ourselves in the classroom so we could observe the actions of our particular student as subtly as possible throughout the day. When the remedial student went to his or her intervention program, one of us (the one observing the remedial student for the day) followed.

We differentiated between reading related activities and actual reading of connected text. For example, reading related activities included word study, writing activities, discussions about reading, and worksheets. Our definition of reading connected text was that the students' eyes were following at least several sentences of connected text, orally or silently, at any time during the school day. This could include sustained silent reading, round robin reading, reading during reading group, buddy reading, and reading informational passages on worksheets. Non-examples included teacher read alouds, reading worksheet instructions, and not following text during oral reading by classmates or during silent reading.

## Results

Results are examined from both a quantitative and a qualitative standpoint. Appendix B, Figure 1, and Figure 2 illustrate the quantitative results. In Appendix B the number of reading minutes of the twelve participants was ranked from lowest to highest. The median number of minutes read by an individual student was between 32 and 33 minutes.

Figures 1 and 2 illustrate the comparison of the number of minutes that instructional level and remedial readers spent reading connected text during a full day in school. School A (Figure 1) was represented separately because it was an atypical observation. Due to the fact that schools had been closed for inclement weather on Valentines Day, the Valentines party was rescheduled to the date of our observation. The party replaced a sizable portion of regular reading instruction

that day. Furthermore, we were unable to obtain an observation of the remedial student in the remedial setting because the Title 1 teacher was absent, and the class was canceled.

Figure 2 shows the comparison of reading times between instructional and remedial readers in Schools B through F. Reading times for the instructional readers ranged from a low of 22 minutes at School E to a high of 40 minutes at School B. The times for remedial readers ranged from a low of 14 minutes at School E, to a high of 45 minutes at School B.

Overall (including findings for School A), these data did not indicate a consistent difference in the number of minutes spent reading connected text between instructional and remedial readers. In three schools, A, D, and E, the instructional level readers spent more time engaged in reading print than the remedial readers, and in three schools, B, C, and F, the remedial students spent more time engaged in reading print than the instructional readers.

Due to the wide variation in the reading instruction at the different schools, we decided to analyze the results on a qualitative basis. We examined the data from each school separately. We also made some cross comparisons between schools in order to analyze ways in which reading minutes differed between instructional and remedial readers.

#### School A

Figure 1 depicts the comparison of time observed between the instructional and remedial reader at School A. As previously noted, due to the absence of the Title 1 teacher, we did not observe the remedial student in a remedial program. The teacher told us that the remedial pull-out normally occurs during reading workshop. We retained the comparative data about the students at School A because it was informative despite the atypical schedule.

We thought it was notable that the times for the instructional and remedial reader were about the same, 15 and 12 minutes respectively. It was our observation that the instructional reader, with more opportunity to do independent reading, read for 6 minutes that day, while the

remedial reader, with less opportunity, accomplished 5 minutes of independent reading. The reason for the difference in opportunity to read independently depended on when each student was finished with other school work. When other work was completed, students were free to read independently, either alone or with a partner.

#### School B

At School B the instructional level reader read for 40 minutes while the remedial reader read for 45 minutes. These are the highest number of minutes in all of the observations. During regular instruction, both the remedial and instructional readers received one-on-one attention from the classroom teacher. The teacher worked with the instructional reader for about 16 minutes. Approximately 6 of the 16 minutes consisted of having the student read to the teacher from a chapter book. The teacher asked the student questions about the content of the reading and then had the student continue reading and writing independently. With the remedial student, the teacher spent approximately 12 of the 15 minutes of instruction having the student read aloud from a basal reader and a trade book. Thus, the instructional reader received more independent reading time, and the remedial student received more teacher supported reading time.

The remedial intervention was a Title 1 small group session with a teacher/student ratio of 1:5. This session did not remove the student from regular classroom reading instruction, and there was a strong component of reading connected text during the session. The remedial student was reading text in a round robin fashion for approximately 19 minutes of the 30 minute session. The teacher stopped for mini-phonics lessons during the reading of the stories.

Another factor affecting the minutes in this observation was that both the instructional and remedial reader had an opportunity to read to kindergartners. The instructional reader practiced and then read to the kindergartner for about 10 minutes; and the remedial reader practiced and read to the kindergartner for about 14 minutes. The remedial reader was observed to

be very diligent in rehearsing for this reading. The story chosen was the one from the basal reader which had been read earlier during reading instruction. This activity added minutes of text reading to each reader's total for the day.

#### School C

At School C the instructional reader read a total of 29 minutes, comparing very closely to the total of 32 minutes read by the remedial reader. Except for 8 to 10 minutes of reading in a social studies lesson in the afternoon, all of the reading for both students during this observation, occurred during their respective SOAR (Students Outstanding Achievement in Reading) classes. SOAR is a period of regular reading instruction which occurs on Monday, Wednesday and Friday, between 8:45 and 10:30 a.m., in which all second grade students are grouped homogeneously into separate reading classes with a teacher/student ratio of about 2:16.

Though we found that our two students read about the same number of minutes, and both participated in reading circle, word study, and independent silent reading, the instruction was specialized to meet their needs. For example, in reading circle the remedial students did some choral reading as well as discussion. The instructional students spent most of the time discussing the pages that had been assigned for silent reading. This was followed by some round robin reading and more discussion.

Another instructional differentiation occurred during independent silent reading. The minutes of silent reading for the instructional and remedial readers were comparable, 9 and 14 minutes respectively. However, they were reading in books of different levels of difficulty according to their individual reading levels. The remedial reader read from an easy level book entitled, Henry and Mudge and the Happy Cat. The instructional level reader read from a chapter book entitled, Werewolves Don't Go To Summer Camp.

## School D

At School D the instructional reader read 36 minutes, comparing closely to 33 minutes read by the remedial reader. However, the minutes were qualitatively different. The reading by the instructional level reader was mostly self-directed. This student spent about 14 minutes reading with a buddy, about 15 minutes reading to one of the data collectors, and about 7 minutes reading independently. In contrast, for the remedial student, 32 of the 33 reading minutes for the day occurred during a Book Buddies tutoring session. During this one-on-one session, out of a total of 50 minutes, the student was reading text for 32 minutes under the close guidance of the tutor. Book Buddies is a one-on-one remedial intervention program in which trained volunteers tutor students needing remedial reading intervention. The tutors follow a structured lesson plan, prescribed by a reading teacher which consists of rereading familiar text, word study, writing, and new reading.

After Book Buddies, the remedial student went directly to a Title 1 small group session. This 30 minute remedial session focused on a writing activity in which the students were supposed to write a retelling of a story. No reading took place during this session. We noted that both of the remedial interventions for this student took the place of classroom instruction, rather than supplementing it.

## School E

At School E the instructional reader read for 22 minutes, and the remedial reader read for 14 minutes. The lower totals in this observation could be a function of the fact that we were observing on a day that the students made puppets during classroom reading instruction time. The puppets were part of a unit activity on fairy tales in which the students, working in cooperative groups, had written their own fairy tale and converted it to a script to produce a puppet show.

For the instructional student, all of the 22 minutes of reading happened during sustained silent reading time. The remedial student also had this time available for silent reading, but did not use it as fully. It was a daily routine for this class to have a structured silent reading time in the morning for about 30 minutes. During this time, the student was supposed to summarize what they had read in a reading journal. The teacher circulated and held individual conferences with some of the students about their reading.

For the remedial student, most of the reading minutes occurred during SRA (Science Research Associates), a phonetically based remedial program that replaced Distar. The session lasted for about 30 minutes. It was a one-on-one session with a resource teacher and consisted of both phonics and reading text. The student read words from flash cards, read a story with a phonetically constructed text, and did a skill sheet. The session occurred while the rest of the class finished watching the video of the fairy tale, Snow Queen, and had discussion about it. In this case, the remedial time did not detract from silent reading time or from classroom reading instruction.

#### School F

School F had the second highest measures of reading time. The instructional reader read for 35 minutes, and the remedial reader read for 40 minutes. Both readers attended a word study group in the classroom. The remedial reader did not attend reading circle in the classroom, but the instructional reader did. Thus, the remedial program on this date was not supplemental to the classroom reading time.

For the remedial and instructional reader, it was noted that minutes of engaged reading time were affected by whether the reading was teacher-directed or self-directed. When the remedial reader worked one-on-one with the Book Buddy tutor, 34 minutes out of a 50 minute session were spent reading. When the remedial student was buddy reading with a partner outside

of the classroom, considerable time was spent in distraction. Out of a possible 30 minutes, only 4.5 minutes of reading occurred. Also, during an independent silent reading time in the classroom, the remedial student read only 1.5 minutes. This minute occurred immediately following redirection by the teacher. In contrast, the instructional reader was quite self-directed during silent reading times. Without specific teacher intervention, this student read for about 14 minutes.

### Cross Comparisons

We found it interesting to compare the buddy reading at School D with the buddy reading at School F. At School D, the instructional reader and partner read for 14 minutes. At School F, the remedial reader and partner read for 4.5 minutes. The instructional reader and buddy were focused on the task, while the remedial reader and buddy engaged in a great deal of off task behavior.

Another cross comparison we noted was that there was less range of difference in the amount of teacher-directed support needed by the instructional readers. For example, in Schools B, C, D, and F, the instructional readers made effective use of self-directed reading time. On the other hand, the remedial readers ranged from needing very close scaffolding and/or behavior monitoring from the teacher (Schools E and F) to being as capable of self-direction as the instructional readers as long as they were reading at their level of difficulty (Schools A, B, and C).

The remedial programs played a very significant role in determining the total reading times for the remedial readers. For example, in Schools D and F the minutes spent in Book Buddy sessions comprised most of the students' reading time for the whole day.

### Discussion

The purpose of our study was to measure how much time instructional level and remedial readers actually spent reading connected text during the school day and to see whether there was a difference between the two groups of readers. We predicted that we would find remedial readers



spending more time reading connected text because the time spent in remedial instruction would be supplemental to classroom reading instruction; and because current practice in remedial programs intentionally emphasizes reading text as a part of the lesson. Nevertheless, we did not find consistent differences between the amount of time remedial and instructional readers spent reading during the school day.

After conducting our study, we are inclined to interpret the Matthew Effect a little differently. While we strongly support the idea that students need plenty of practice reading actual text to improve their reading, we see other variables underlying the Matthew Effect that contribute to the reading achievement gap between good readers and poor readers.

From our results, we identified four factors that have an impact on making reading time effective:

1. Intervention programs that are supplemental to regular classroom instruction increase the amount of reading time for the remedial reader. School B is an example of where the remedial student attended a Title 1 session in addition to having a one-on-one reading session with the classroom teacher which increased the time on text.

2. Intervention programs that consist of a strong reading component rather than skill sheets give the student increased time reading connected text. In the Book Buddies tutoring sessions the remedial students spent a large portion of the sessions reading connected text (Schools D and F).

3. Differential instruction in the amount of support or independence given to the reader by the teacher according to the reader's individual needs makes effective use of reading time. An example of differentiation was evident at School B where the teacher provided close support for the remedial reader and gave the instructional student more independence. Another example was at School F where the remedial reader received close support from the Book Buddies tutor which

permitted a substantial amount of reading time. This contrasts with the 30 minute period in which the remedial student did not have direct teacher support and read for only 4.5 minutes with a partner.

4. The level of difficulty of the reading material contributes to effective use of the reading instruction time. For instance, at School C both readers read materials at their appropriate level of difficulty which allowed them to make effective use of reading minutes. When the book is at a student's appropriate level of difficulty, he or she does not waste time struggling through the book.

As a result of our observations, we have several recommendations regarding effective use of sustained silent reading time. Teachers must be certain that each student is reading and can read the book they have selected. Teachers and students can use the five finger rule as a means to assess whether or not the book is too difficult. If students miss more than five words on a page, they should choose an easier book. Teachers can require students to summarize their reading in a reading journal (School E). Also, teachers can conduct interviews with students from time to time about their reading and evaluate their comprehension of the book they are reading (School E).

Another recommendation resulting from our observation is that if a student needs a remedial intervention, it should ideally meet three conditions:

1. The intervention should supplement regular reading instruction provided by the classroom teacher.
2. The interventions should be one-on-one instruction or small group, if necessary.
3. Lesson plans for remedial sessions should place more emphasis on reading connected text than on skills instruction.

For further research, more studies need to be conducted to determine whether the median of 32 to 33 minutes for instructional and remedial students is enough time for students to read

during the school day. An amount of time optimal for reading growth may vary by grade level and individual reading level. Moreover, studies could be done to find ways to integrate more reading of connected text into content areas such as math, science, and social studies as another means of increasing students' time on text.

In conclusion, our study is a start in examining how much time instructional and remedial readers spend reading connected text during an entire school day. We have list four factors that influence the time spent in reading connected text. Based on our observations we have made some recommendations concerning the use of sustained silent reading and ideal conditions for remedial programs. We agree that time spent in reading connected text is essential to reading growth. Our study suggests, however, that it is not solely the number of minutes reading connected text which make a difference in the effective use of reading time but how the minutes are influenced by the underlying variables we have enumerated in this study.

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## Appendix A

SCHOOL A  
Instructional Reader

February 17, 1997

Note: Due to inclement weather on Valentine's Day, February 14, schools were closed. Therefore, Valentine parties and exchange of valentines were postponed until today. This meant that the routine of instruction was changed considerably for the day. In particular, the activity in reading groups did not include all the usual routine related to reading. Also, the Title 1 teacher was absent today, so the remedial student was not observed in a remedial program.

Classroom ObservationsIndividual Observations

8:00	Children arriving		
8:10	Directions re: word sort and valentines		
8:15	Pledge of Allegiance and announcements	8:14	Reading Valentine
		8:20	Word sort, reads words to partner
		8:25	Math flash cards
8:29	Calendar time (whole class) Integrated with math thinking		
8:43	Word sort journals for spelling tests	8:45	Spelling test: op/ot
8:53	ABC order (whole class) Based on names of classmates	8:53	ABC work page
9:00	P.E.		
9:40	Snack and ABC sheet cont'd		
10:00	Whole class. Teacher explains reading assignment - to identify the verbs in the reading of the recipe		

10:10	Class divide into reading groups	10:10	Group reads recipe for (7 min) cupcakes. Each has copy; take turns reading, student follows along; select verb, underline it
10:25	Groups change	10:25	Mix baking ingredients for cupcakes
10:35	Free read allowed if finished with ABC paper		
10:40	Word sort groups	10:40	Word sort group with teacher New words. Cut/Sort. Sentences for homework
11:10	Whole class for math Math facts review Make graph with candy hearts Subtraction practice sheet Each one to show teacher graph and answer questions re: >, <, = When all work finished can choose free read alone or with partner	11:37	Free reads from a basal book. (6 min) Visits others. Changes to a Big Book. Tells teacher looking for a partner.
11:55	Lunch		
12:25	Read Aloud - Valentine story		
12:35	Whole class activity  Comprehension Worksheet re: jungle and animals Read paragraph silently Follow as teacher reads Answer questions in full sentences	12:35	Comprehension worksheet (2 min) Read as directed by teacher.
1:00	Valentine Party Made crayon muffins Passed out Valentines to each other		

Refreshments

Recess

End of day routine

TOTAL READING  
MINUTES = 15

SCHOOL A  
Remedial Reader

February 17, 1997

Note: The remedial reader did not have Title 1 today because the Title 1 teacher was absent.

Classroom Observations

Individual Observations

8:00 Word sort. Pledge of Allegiance and moment of silence.

8:10 Student worked for 23 seconds on word sort of op words. Delete from clock because this is not reading connected text.

Teacher introduces data collectors to class. Teacher mentioned that we are watching them read, but they should not speed read.

8:24 Stop watch at two minutes. Delete from time total.

8:43 Teacher instructs class to get out word sort journal.

8:51 End of spelling test.

8:46 Took spelling test

8:52 Worksheet. Put words in alphabetical order. Put classmates names in order.

10:00 Aide and teacher worked with students in small groups. They underlined action words on recipe.

10:00 At times, student colored while supposed to be reading during recipe reading. Student's eyes wandered.

10:42 Class met in word sort groups.

10:00 Stopwatch at 2.00. Delete this from clock because it is not reading connected text.



10:22 Stopwatch at 6 minutes and 49 seconds.

10:37 Student works on ABC worksheet.

10:42: Student met in group. They sorted words that end in ob, and og. There was a "trash pile" for words that do not fit the criteria. Teacher went over meaning of the words. Assignment: sort words.

Homework: write 10 sentences. Student reads the sort to the aide. Put words in word study journal. Student started on 10 sentences.

Math: Make a graph of hearts

After math, student reads to self until lunch time. Another student reads to observed student.

Lunch

Student goes to lunch.

Teacher read aloud after lunch

Stopwatch at 12 minutes and 27 seconds.

12:32 Teacher explained and reads paragraph. Stopped the stopwatch when they did the second side of the sheet on writing comprehension questions. Stopped clock at 14 minutes and 23 seconds.

1:00 Valentines Day party. Students read names and passed out cards. They read valentines

1:32 Reset clock. Stopwatch at 14 minutes and 48 seconds

Recess

Delete 6 minutes and 11 seconds for reading of the valentines. This is not connected text

End of day routine

TOTAL READING  
MINUTES = 12

SCHOOL B  
Instructional Reader

March 7, 1997

Note: Teacher has five to six reading groups.

Classroom Observations

8:41 Sharing and listening time.  
A student read aloud a story that  
the he/she had written.

8:48 Board work on words that have  
ing ending  
ring, ringing  
swing, swinging  
watch, watching,  
walk  
talk  
Students had to add the ing ending

8:52 End of board work

8:52 Teacher read worksheet on  
Kenya

8:55 Kenya sheet

Individual Observations

8:05 Student did reading related  
worksheet.

8:08 Student did synonym sheet.  
Teacher reads it aloud.

8:17 Student read silently during  
announcements. Stopped stop watch  
for pledge

8:28 Stop watch at 10 minutes and 3  
seconds

During the reading of the Kenya sheet,  
the student followed with eyes. Stopwatch  
at 11 minutes and 11 seconds. Student  
stopped following. Student followed.  
Stop clock at 11 minutes and 27  
seconds.

9:12 Student wrote with clipboard.  
Student does board work.

9:14 Stopwatch at 11 minutes and 27 seconds. Student cleaned desk.

9:18 Student worked in Kenya book. Student drew coat of arms. Stopwatch at 11 minutes and 52 seconds. Subtract 25 seconds because I think the student was looking at the book to find a picture of a coat of arms. Stopwatch at 11:59. Delete 7 seconds.

9:29 Student worked one-on-one with classroom teacher in reading

9:35 Student worked with teacher and discussed the book. Classroom teacher asked student questions about the chapter.

Stopwatch at 17 minutes and 33 seconds.

9:45 End reading with teacher.

Stopwatch at 17 minutes and 53 seconds. Student read and wrote.

9:48 Student read and copied down text from a book.

10:03 Student finished Kenya folder. Student did not have snack. Student read a chapter book instead.

10:27 Teacher reads with group. Two students read Tom Sawyer aloud.

10:29 Some students ate snack and others read.

10:12 Clock stopped at 26 minutes and 53 seconds.

10:34 Six boys play money card game.

10:13 Another student helped the observed student do a word search

10:36 Teacher worked with student in morning work. They worked in Kenya journal.

10:16 Student played card game.

10:37 Teacher worked with student.

10:38 Teacher went over morning work.

Student asked teacher for permission to get snack. Student ate snack.

10:40 Correct morning work (synonym worksheet). Teacher read sentence and asked students for answer.

10:46 Teacher continued to go over morning work (check the word search)

Student did word search.

10:55 Students got ready for math. About half of the class went to another teacher for math.

11:00 Worked with money in math.

Student stayed in classroom teacher's room for math.

11:35 End math

11:52 Got ready for lunch

12:30 Movie: The Mountain Gorillas: The Gentle Giants

12:37 Note: stop watch at 26 minutes and 53 seconds

12:45 Physical Education

1:17 Teacher read aloud to class.

1:32 Teacher ended reading aloud

1:32 Student read a book that he/she is going to read to kindergartners. Student talks out loud. Student started reading right away.

1:37 Note: stop watch at 32 minutes and 40 seconds. Student drew a picture.

1:57 Student reads to kindergartners

Note: stop watch at 36 minutes and 25 seconds. Delete 5 seconds for finger error.

2:15 Class joined on rug and plays hang man with teacher.

2:07 Clock stopped at 40 minutes and 32 seconds.

End of day

TOTAL READING  
MINUTES = 40

SCHOOL B  
Remedial reader

March 7, 1997

Classroom Observations

Individual Observations

8:00 Students arriving

8:05 Synonym worksheet  
Teacher gives directions

8:15 Language worksheet, making words by adding letters in front

8:20 Pledge, Moment of Silence  
Announcements

8:25 Weather report, student job

8:35 Whole class gathers  
Introduce visitors  
Student shares story he has written.

8:45 Whole class lesson on adding "ing". Directions re: ing assignment

8:55 Whole class - Kenya study  
teacher reads aloud from Kenya

8:55 Not following text. Has hand raised most of this time.

- information sheet, students follow along. Asks comprehension questions, look at maps. Instructions for assignment in Kenya journal.
- 9:10 Dismiss to work individually
- 9:15 Reading groups begin
- 9:15 Meets 1:1 with teacher.  
(12 min) Reviews word list in back of basal. (Sun and Shadow)  
Reads story in trade book.
- 9:30 Next reading group
- 9:30 Returns to seat, works on Kenya and “ing” assignment
- 10:00 Reading groups/independent and partner reading/journals/word work
- 10:10 High school students arrive. Take some students as reading partners.
- Reading groups and reading activities continue.
- 10:25 To Title 1 Class, Small group 1:5  
(19 min) Words in bags, recognition and stickers.  
Oral round robin reading:  
Student following along, takes turn reading. Just Grandma and Me, Just a Mess.  
Teacher stops within text for mini-phonics lessons
- 10:55 Math groups  
Counting pennies/calculators  
Estimating/graphing
- 10:55 Return to homeroom

11:40 Recess, followed by lunch

12:30 Kenya video (World of Nature)  
Gorillas - Gentle Giants

12:45 P.E.

1:15 Read Aloud  
Continuing in chapter book

1:32 Students select books and practice  
read to prepare for Kindergarten

1:55 Kindergarten arrives  
Share Kenya facts  
Partner reading with Kindergartners

2:10 Kindergarten leaves

1:32 Practices story from basal  
and another story  
(14 min)

1:55 Reads to little partner

TOTAL READING  
MINUTES = 45

SCHOOL C  
Instructional Reader

March 10, 1997

Classroom Observations

Individual Observations

8:30 Taking attendance  
Pg. of English assigned  
Journal writing

8:50 Students change classes for  
reading SOAR  
Homogeneous groupings  
across grade level

9:05 Status of the class:  
Students report what book,  
what page.

8:50 Different room, 2 teachers  
Ratio 2:16  
Whole group lesson on  
making comparisons  
What's alike, what's different

9:05 Werewolves Don't Go To  
Summer Camp - Ch. 5

9:10	Silent reading assignments given for required book	9:10 (9 min)	Reads silently <u>Little's Go To School</u> assigned pages; Back to Werewolves, Ch. 5&6
9:15	Reading circles/word study groups/some 1:1 work. First group of readers in circle read orally and discussed.	9:37	Reading circle. Review and discuss new reading in Little's.
		9:45 (11 min)	Round robin oral reading, student follows along. Discuss the new reading/ story map.
		10:12	Word study group ar/or words Read park from dictionary.
		10:40	Return to homeroom
10:40	Snack/bathroom		
10:55	Math lesson: regrouped Subtraction lesson with teacher.		
11:20	Independent practice		
12:00	Lunch. Brought to room. A student reads to class.		
	P.E.		
1:05	Read Scholastic News about Pandas. Whole class reads. Discussion. Do activity re: map key together	1:05 (8 min)	Student reads along. Text read orally, round robin style
1:30	English, pg 126 from morning Trade papers to check Past/present tense		



- 2:00 Computer Lab  
Writing assignment about  
"My Weekend"
- 2:55 Announcements/Recess  
Ready for home

TOTAL READING  
MINUTES = 29

SCHOOL C  
Remedial Reader

March 10, 1997

Classroom Observations

- 8:43-
- 8:47 Worked in English  
book and journal

SOAR (Students Outstanding  
Achievement in Reading) Program

Individual Observations

8:54 SOAR (Students Outstanding  
Achievement in Reading). Note: A  
substitute teacher was present for  
the SOAR group for the remedial student.  
Word sort.

8:57-  
9:10 Student took spelling test.

9:12 Small group of students (including  
observed student) left with another  
instructor. As a review, the instructor had  
students look at the pictures and read  
the title of a story. The instructor asked  
the students questions.

9:14 Choral reading in small group.  
Instructor paused to ask questions.  
Instructor asked students to read to  
themselves. Teacher asked observed student  
where he or she was reading. The story is  
called Not as Wise as you Suppose.

9:23 Stop watch at 5 minutes and 19  
seconds.

Instructor held observed student back.  
Instructor wanted student to read one page from the story. The rest of the group went back to the SOAR group.

9:33 Clock stopped at 7 minutes and 12 seconds

Teacher passed out word sheet and students cut out words.

9:50-

9:56 Student put envelopes away.

9:56 Student cut out second sheet of words. Word study continued.

10:00 Student wrote in notebook. Student did a sort of words in journal

10:07 Student reads silently Henry and Mudge and the Happy Cat.

10:23 Student ends sustained silent reading.

10:23 Student stared off and put envelopes in rubber band.

Stop watch at 21 minutes and 26 seconds.

10:24 Student put head on desk.

10:25 Student got up, went to blackboard and sat back down.

10:30 Stopwatch at 21 minutes and 26 seconds

10:57 Math

10:57 Student went out of room with small group and aide for math.

Special/Lunch

Note: during lunch, a student reads aloud to the class.

1:05 Whole class discussion in Scholastic News on pandas. Different students took turns reading aloud.

1:15 Stop watch at 25 minutes and 53 seconds. Student read and wrote.

1:32 Stop watch at 31 minutes and 56 seconds.

1:32 English

1:35-

1:42 English/reading related (not added to stopwatch)

1:57 Class went to computer lab.

1:57 Student worked on computer.

Recess

End of day

TOTAL READING  
MINUTES = 32

Discussion with classroom teacher: Students had SOAR (Students Outstanding Achievement in Reading) on Mondays, Wednesdays, and Fridays. Teachers meet once a month to discuss the SOAR placement of students. The students in the SOAR groups change. Groups usually do not change until nine weeks. On Tuesdays and Thursdays, students do writing and reading in their homeroom. On Tuesdays and Thursdays, this classroom teacher does plenty of oral reading. The classroom teacher taught most of the same students for both first and second grade. Last year, the school did not have SOAR. Each homeroom had their own teacher for reading. They would break into three or four groups.

SCHOOL D  
Instructional Reader

March 11, 1997

Classroom Observations

8:54 Students met in circle

9:12 Some other students  
read and ate snack.

Individual Observations

8:36 Student wrote in journal

8:56 Clock at 1 minute and 33 seconds.  
Student in reading group with classroom  
teacher. Teacher gave students 3 choices  
of the book they read. Teacher broke up  
the group. Student reads Snaggle Doodle.

9:00 Reading related

9:10 Student resumes reading Snaggle  
Doodle with partner. They took  
turns reading to each other

9:20 Stop watch at 15 minutes and  
10 seconds.

9:22 Student read Fox on the Job to  
data collector. Student got up for tissue and  
something in backpack. Got snack. Student  
asked data collector if he/she could read  
another chapter. Data collector said sure.

9:37 Stop watch at 29 minutes and 56  
seconds. Student had snack, book open.

9:39 Student continued reading to self out  
loud. Delete 5 seconds. Student talked with a  
friend.

9:50 Stop watch at 35 minutes and 55  
seconds. Student went to another room for  
discovery.

9:55 Student played Subtraction Bingo  
with same reading partner.

10:14 In discovery, observed student and partner play with money and coupons.

10:22 Stop watch at 35 minutes and 55 seconds.

10:24 Reading Related  
Classroom teacher reads aloud  
The Gift of the Nile. Pay attention to characters. In small groups, students will act out. Start reading at 10:29. Teacher asks question (not timed).

Story map. Teacher underlined characters in story map.

11:00 Students worked in groups

11:15 Teacher evaluated activity.  
Teacher asked students to raise their hand if they thought it was challenging.

11:30-  
12:00 Music

12:00-  
12:30 Lunch

12:30-  
1:00 Recess  
1:07 Class meeting

1:12 Math: Egyptian number system

Aide read aloud Clever Tom and the Leprechaun.

End of day

TOTAL READING  
MINUTES = 36



10:45 Whole class: Teacher writes graphic organizer of story in quadrants on overhead, drawing input from students about order of events.

Focus moment

Teacher explains assignment.  
Cooperative groups to dramatize story in 4 parts.

11:15 Children work on plays.  
Teacher models some ideas.

11:25 Music class

11:50 Lunch/Recess

11:50 Student brought independent reading book to lunch but did not read in it.

1:03 Return homeroom.  
Circle time/class meeting about an issue

1:12 Math lesson. Whole class re: Egyptian numbering system place values.

1:25 Math - independent work  
Convert numbers to Egyptian symbols using understanding of place value

2:10 Teacher had to go to a meeting.  
To prepare them for substitute:  
Take magic time machine to ancient Egypt, draw what you see, think about details.  
Finish math assignment

2:53 Read aloud with substitute  
Pack up for home

TOTAL READING  
MINUTES = 33

SCHOOL E  
Instructional Reader

March 20, 1997

Classroom Observations

Individual Observations

8:15 Silent reading time

8:15 Silently reading  
Writes reading response  
(22.5 min) Summarizing reading  
Teacher confers with him  
about his book

8:45 End Sustained Silent Reading  
Timer goes off

8:45 End Silent Reading Time

8:48 Finish Snow Queen video  
(Part of fairy tale unit)  
Class discussion, elements of  
fairy tales

9:10 Whole class - Math lesson  
Calendar time  
Teaches multiplication as repeated  
addition using beans and cups

9:40 End whole group math  
To math seat assignment

10:10 P.E.

10:40 Snacks, Indoor recess - free choice

11:05 Whole class directions:  
Make fairy tale into scripts  
Do spelling word word find  
Other unfinished work

11:10 Reading groups begin

11:10 Checking unfinished work

11:15 Word find - short/long o

11:29 Finished with everything.



His group had already finished writing their fairy tale and had made it into a script. Their story is called Penguin Prince.

11:30 His groups works on making large cardboard puppets for acting out fairy tale. Drew in pencil. Painted puppet penguin.

Lunch/Recess

1:45 Return from lunch

1:47 Read Aloud - whole group

2:05 Writing journals

2:05 Writing list of birthday wishes

2:20 Share time

2:25 End of day routine  
Raffle drawing  
Homework  
Pack up

TOTAL READING  
MINUTES = 22.5  
March 20, 1997

SCHOOL E  
Remedial Reader

Classroom Observations

Individual Observations

8:00 Sustained Silent Reading

Student looked at book for about 30 seconds. Student put head down on desk. Student thumbed through book. Student played with paper in journal. Knocked over scissors. Poked eraser with pencil. Student wrote during moment of silence. Student wrote in reading log. Student got a book at 8:32 am.

Student went to remediation program SRA - Reading Mastery Program (Science Research Associates). This is a phonetics based program. It replaced Distar. Program used in first and second grade. Instructor picked student up from class. Teacher said the observed student has made wonderful progress.

Teacher pointed to words, and student reads them aloud. Start clock at 5 minutes and 16 seconds. Stopped clock at about 6 minutes and 35 seconds. Add about two seconds. Note: delete 1 minute and 19 seconds. It is not connected text.

Student reads from book. Teacher held up fingers to show errors. Teacher asked student questions. Teacher asks him to look at picture cues. Story is "Sid Sends a Con to the Farm" from Reading Mastery Level 2 Fast Cycle Book 2. The story studied long vowels and short vowels.

Teacher asked student if he/she knows what a con is.

Teacher charted mistakes on wall. Five errors today.

Teacher had worksheet for student. Student read it aloud and filled in the blanks.

Stopwatch at 13 minutes and 20 seconds. Note: data collector dropped stop watch and is not certain if it reset. Data collector went by 13 minute and 20 seconds time.

At end of session, student read briefly to data collector from a first grade book. This is the second year that the student has

been in the program.

Stopwatch at 14 minutes and 57 seconds.

9:03 Student returned to classroom

Class discussed a fairy tale. Teacher asked class for the setting

9:10 Math

Calendar (students joined teacher on floor around the "share chair").

Discussion on multiplication and how it is repeated addition. Students went back to desks and open to pages 291-292.

Physical Education

Recess

11:05 Started Language Arts block. Students joined teacher on floor around the "share chair" Students instructed to work on a puppet show Students's tasks written on board under "Today's Jobs"

1. Fairy tale scripts
2. Spelling
3. Unfinished Work (Math, Fairy tales, Venn Diagrams.

Teacher did spelling groups while the rest of the class did seat work

Stop watch at 14 minutes and 57 seconds

11:15 Reading Related. Student did a word hunt/crossword puzzle and asks data collector for help.

11:29 End of word search. Not finished.

11:29 Student worked on making a puppet.

12:41 Reading Related. Student did word hunt/crossword puzzle.

12:45 End

Lunch

1:48-

2:05 Aide read aloud to class

2:05 Writing workshop, unfinished work

2:11 Student sat down to write. Student drew a picture in journal.

End of Day

TOTAL READING  
MINUTES = 14

School F  
Instructional Reader

March 24, 1997

Classroom Observations

Individual Observations

8:34 Student wrote in notebook. Student wrote words down 2 times each.

Written on Board

- \* 1. Word Study/Sorts - Wait for aide
- \* 2. Journal 5 sentences/colored pictures topics: thunder storms, rainbows, clouds, rabbits, Easter eggs.
- \* 3. Dictionary: Name, 3-24-97, gnu, grackle, gibbon
- 4. Linkletters - 5 words study words
- 5. Buddy read a ledge book. Do a book report
- 6. Puzzle - 2 students (working quietly!)
- 7. picture drawn of headset
- 8. 2 centers or 4 cards
- 9. Draw/color/name/3 sentences
- 10. Free choice
- \* what students have to do to get recess

8:53 Classroom teacher went over work on board. Students read what was on board aloud.

Note: instructional and remedial student are in the same reading group (however, the remedial student had an intervention program during the classroom reading group on this day).

Teacher called word study groups.

Aide called reading groups. They read Cloudy With A Chance of Meatballs. Round robin oral reading.

Classroom teacher had another word study group.

Aide had reading group while other students did seat work.

9:04 Student did seat work. Student wrote about Easter.

9:14 Student went to word study in classroom. Classroom teacher asked if anyone sees patterns in the words. Teacher calls on different students to read words aloud. Teacher asked students if there were words that they do not know. They played the riddle game with words from word sorts. Student handed out word sorts. End word study at 9:33.

9:35 Student returned to desk and works on Easter story.

Student drew Easter picture in journal.

9:53 Student met in reading group with aide. It consisted of student and 5 others. The aide told them that they were going to read a book about squirrels. Squirrels by Brian Wildsmith. Aide asked them what they already know about squirrels. Aide asked them if there is any thing they would really want to know about squirrels. Students shared squirrel stories. Observed student was the first to read aloud. Student read again later. Student read again. (Note: other data collector left at about 10:12 to observe remedial student).

10:15 Stopwatch at 13 minutes and 57 seconds.

10:19 Stopwatch at 16 minutes and 31 seconds.

Aide asked students to flip through book and find favorite illustration. They explain why and describe the picture. Note: data collector is not sure if student was reading or looking at pictures.

Reading group assignment 2 projects

1. 6 questions at bottom and word find at top.

2. Art project

Create a picture in the same style of this artist (blended, messy).

10:25 Stopwatch at 16 minutes and 31 seconds. End of reading group.

Student went back and does seat work. Student used a dictionary.

10:35 Student (not observed student) read to data collector.

10:39 Classroom teacher gave spelling test at round table.

10:43 Stopwatch at 17 minutes and 4 seconds.

10:45 Student finished dictionary work. Student did squirrel sheet.

10:46 Classroom teacher gave spelling tests, student listened to head phones (as part of board work), and others did seat work. Room was quiet. Students on task.

About 10:55 data collector gives spelling test to a student (not observed student).

Teacher did work check.

11:00 Student worked on squirrel project.

11:05 Stopwatch at 17 minutes and 4 seconds.

11:06 Student did word sort - cut, sort. LinkLetters.  
Student did word sort  
Back to LinkLetters.

11:17 Student finished sorts. Students brought them up to classroom teacher. Student read words to teacher.

11:20 Student did linkletters with another student on floor. Student had to form 5 of the spelling words with letters.

11:23 Stopwatch reset. Went by 17 minutes and 4 seconds time.

11:27 Teacher checked his word (dictionary). Teacher checked linkletters.

11:31 Student got a puzzle.

Lunch/Recess

12:40 Class returned

Student got a book to read. Delete 5 seconds. Note: clock reset at 12:44 PM. Student read. Reset clock at 12:44 PM. Add 8 minutes and 20 seconds to clock. Add about 3 minutes and 30 seconds

12:54 Student stopped reading.

Student read for 11 minutes and 50 seconds.

Students wrote down their reading time on a card. Most students wrote down 12:40 as their starting time. Class figured out mathematically how much the class read. 12:40-12:53. Class came up with 13 minutes.

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I calculated 11 minutes and 50 seconds for observed student.

12:55 Switched classrooms for math.  
Observed student went to another room.

Page 81 of math book. Read word problem out loud. Students did pages by themselves. Room quiet.

Math teacher discussed homework (at approximately 1:37).

1:45 End math

Teacher instructed everyone who had had a book to add 8 minutes to their reading card.

1:50 Science  
Teacher passed a can to students. They rub edge. They counted to five and passed it on. Passed out weather folders. Teacher asked what word they would use to describe can. Students put ice in can. Another student filled it with water. Did anyone have any predictions? Students gave predictions.

2:10 Worksheet called "Is There Water in Air"?

2:17 Put in water folder. Lined up for music

12:55 Stopwatch at 8 minutes and 20 seconds. Add 3 minutes and 30 seconds.

Student worked in group to do a logic problem. Reading occurred. Add about 3 minutes and 6 seconds.

Student worked on dot-to-dot.

After math, student read silently after classroom teacher complimented another student for adding silent reading minutes.

Data collector calculated 3 minutes and 1 second of silent reading.

2:32 Stopwatch at 3 minutes and 1 second.



2:45 Returned to room

2:46 Stopwatch at 3 minutes and 1 second

End of day

TOTAL READING  
MINUTES = 35

SCHOOL F  
Remedial Reader

March 24, 1997

Classroom Observations

Individual Observations

8:20 Students arriving

8:25 Assignment on board

8:30 Jobs for day

8:45 Teacher reviews board work  
instructions in detail  
Word study/Journal  
Read/Book report/  
Link letters

8:50 Called on to read a sentence  
from the board.

9:00 Begin Word study/Reading/  
Seat work groups  
Group 1 reads with teacher  
assistant  
Cloudy with a Chance of  
Meatballs. Take turns read and  
discuss.

9:13 Goes to word study group with  
classroom teacher. New words  
are "ight" and single g's

9:30 Second reading group, Same book

9:33 Dismissed from word study one  
student at a time

9:35 Blue word study group

9:35 Seat work  
Gets a drink, gets a pencil,  
writes something, gets up and  
throws it away

9:47 End blue word study

9:50 3rd Reading group  
Squirrels

9:55 Teacher taking inventory  
of student activity

9:55 Finish journal entry. Start  
dictionary. Gets a supply of  
markers ready. Goes to show  
teacher. "Good job" on  
dictionary.

10:00 Enrichment pull-out

10:10 To Book Buddy session  
1:1 with Tutor, Coordinator  
circulates among sessions.  
#1 Reads Princess and Wise  
Woman  
#2 Reads Fox Lives Here  
Wants to skip pages says  
hates reading  
#3 Reads Two Good Friends  
(34 min) Tutor read/child read  
Seems to relax more when  
following, not reading  
Writing  
Word study - short/long a & i  
Word sort, write words in  
journal.  
#4 Reads new book: Lobster  
Fishing. Shared reading. Lots  
of movement when word is  
difficult; listens well when  
following along.

- |       |           |  |                          |
|-------|-----------|--|--------------------------|
|       | 11:00     | End Book Buddy Session   |                          |
|       | 11:05     | Buddy reading. Two students go to hallway to buddy read  |                          |
|       | (4.5 min) | <u>Home for a Bunny</u> . Read a minute together.  |                          |
|       |           | Other student goes to restroom, back to class for tissue, back to class for book report form, back to class for different book, goes to get a drink. This student back to room for shorter book. |                          |
|       |           | <u>Stop that Rabbit</u> . Read a little, filled in book report form.   |                          |
|       | 11:35     | Students return to room  |                          |
| 11:37 |           | Class prepares for lunch   |                          |
| 11:45 |           | Lunch/Recess   |                          |
| 12:40 |           | Independent Reading Time<br>Students have reading minute card to self-monitor  |                          |
|       | 12:40     | Independent Reading<br>Selects <u>Home for a Bunny</u> again.  |                          |
|       | (1.5 min) | Changes book for <u>Stop that Rabbit</u> . Under desk turning pages. Teacher talks to her. Reads a little.   |                          |
| 12:54 |           | Return to home seats   | 12:54 End Silent Reading |
| 12:55 |           | Regrouping for Math<br>Variety of activities<br>Jelly bean graph<br>Add/subtract bunny puzzle<br>Pots of gold, adding money<br>Problem solving cards   |                          |
|       | 1:15      | Working word problem   |                          |
|       | 1:28      | Writing fact families  |                          |

- 1:30 Jelly bean graph
- 1:36 Finished with graph, just walking around
  
- 1:45 End Math time  
Homeroom students return
  
- 1:50 Science lesson - whole class  
Predictions/observations re:  
empty can/can with ice and water  
Answer questions on work sheet
  
- 2:20 Music class
  
- 2:45 Return to homeroom  
End of day routine

TOTAL READING  
MINUTES = 40

Discussion with teacher at School F

The teacher uses novels three days a week and basals two days a week. Sometimes the class does buddy reading. In a unit study, they do more whole class reading and use a science book. They switch reading groups throughout the year. The classroom teacher gives plenty of credit to Book Buddies for rising the remedial student (as well as another student) to level seven. The remedial student came in on a level four of Reading Recovery. Now the student is on level seven.

Parent tutors come to the school four days a week, and they receive training by the classroom teacher. Another program that the school has is the Accelerated Reader Program. Students read a book and then go to the computer to answer comprehension questions. If students make a one hundred percent, they get candy. The program is for all reading levels.

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Appendix B

Range of reading times for Schools A through F.

12

14

15

22

29

32 Median

33

35

36

40

40

45

Figure 1. Minutes second grade students at School A engaged in reading print during the school day.

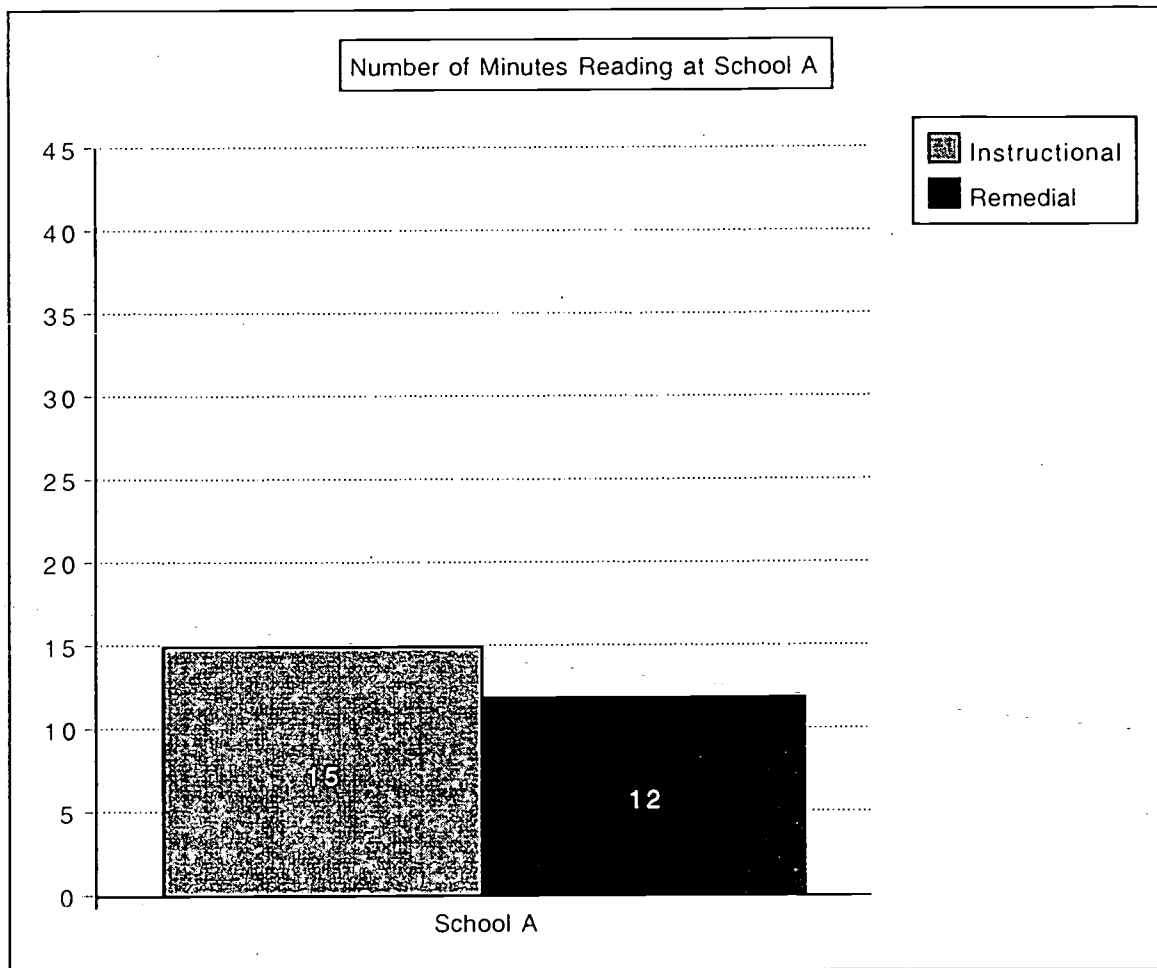
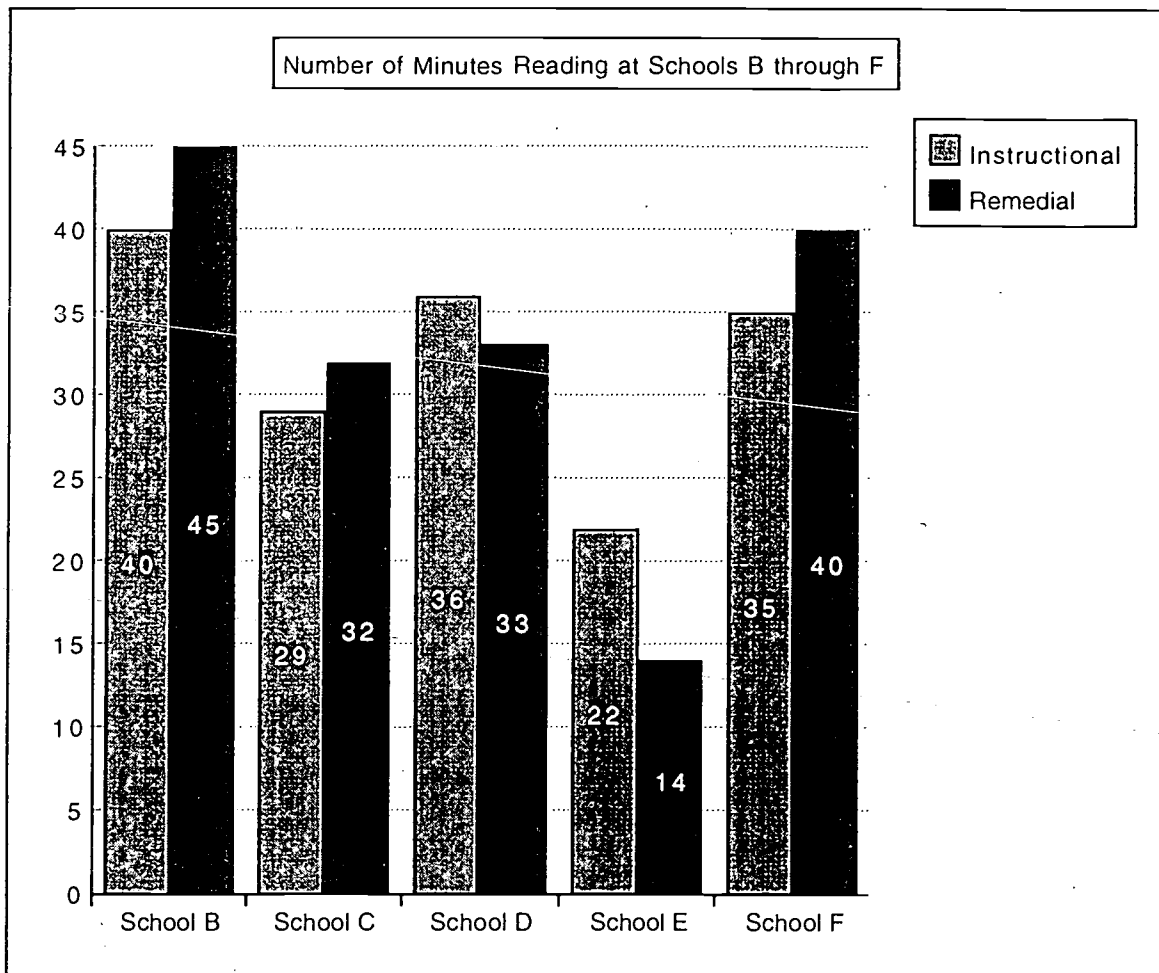


Figure 2. Minutes second grade students at Schools B through F engaged in reading print during the school day.



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