

## Leveled Reading vs. Whole Group Reading

With Effects on Literacy and Behavior

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April 16, 2009

## The Problem...

Students are on so many different reading levels, so I thought that if I leveled reading by ability... behavior problems and reading abilities would improve.

I placed my Kindergartners in groups depending on reading abilities, hoping this would improve:

behavior  
reading comprehension  
participation  
attentiveness  
attitude

## Background

What does the research say...

- Small group instruction was superior to both whole class and individual instruction. (Ukrainetz , 2009)
- Regular classroom instruction is not considered sufficient for weaker learners, but its presence may reduce the amount of time needed in supplementary intervention. (Ukrainetz , 2009)
- Leveled group kindergarten provides more time for letters, vocabulary stories, journal writing and plays. (Australian Journal of Early Childhood)

## More Research

- Kindergarten children who are likely to be at high risk for reading difficulties can benefit from explicit instruction embedded within shared book reading that promotes enhancement of fundamental literary skills. (Adams, 1990)
- Repeated Interactive Read Alouds, systematic method of reading aloud allows teachers to scaffold children's understanding of book reading, model strategies for making inferences and asking questions while teaching vocabulary concepts. These techniques have shown to be effective in increasing children's engagement understanding and appreciation of literacy. (McGee, 2007)

## Question

What are the effects of leveled reading on student achievement?

Will leveled groups improve behavior thus improving reading and writing achievement in the classroom?

## Method

### PARTICIPANTS

Skyler, Brooklyn, Nate, and Zac (moved)  
Caucasian  
Medium – Low socio economic backgrounds  
3 Boys / 1 Girl

Leveled Monday and Friday / 8:20 – 8:40 (Harcourt Series)  
Mixed Tuesday, Wednesday and Thursday / 10:00 – 10:20 (Letterland)

Class consisted of 20 students total focusing on the 4 students listed above.

### Areas of focus:

- Segmenting
- Blending
- Decoding
- Comprehension
- Overall behavior issues.

### Instructions

- Word wall review / played Sparkle Game
- Read level books by groups of 6 or 7 per 3 small groups... Focusing on concept of word, counting site words, and comprehension.
- Site word rings (partner)
- Picture book for motivating creative writing
- Modeled writing after collaborating with children
- Producing 2 sentences in journals

### Data Collection

- Anecdotal Records
- Writing Samples
- K-2 Assessment Packet
- DIBELS Scores
- Yes No Graph for Self Assessment

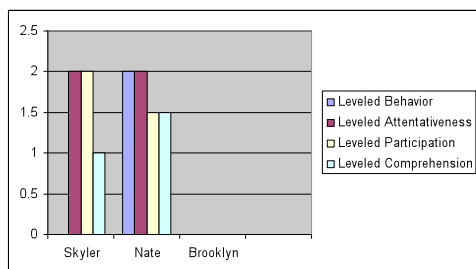
### Data Analysis

- Writing samples kept in journals
- Pre Post K-2 Assessments
- Notes taken during observation of each lesson taught in those 2 days each week
- Story retell

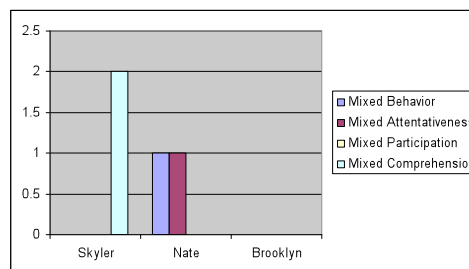
### Conference Notes

- 1-1 on writing samples with verbal feedback
- 1-1 reading of leveled books
- 1-1 site recognition
- Discuss behavior improvements




### Leveled Group (12 pt. increase)



### Mixed Group (4 pt. increase)



## Do you like Leveled Reading Groups?

	YES	NO
Skyler		
Nate		
Brooklyn		

## Future Directions

- Continue with leveled reading groups dividing into small groups of 6-7 each.
- Use behavior plan with Skyler, but keep expectations same on assessments monitoring whole group Mixed levels vs. Leveled reading whole groups.
- Focus on attitude/attribute one at a time...too much data to condense at one time.

## References

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