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UMI®
AN EXPLORATION OF EXPERT READING TEACHERS' BELIEFS AND INSTRUCTIONAL PRACTICES RELATED TO CHILDREN'S LITERATURE AND READING DEVELOPMENT

DISSERTATION

Presented in Partial Fulfillment of the Requirements for the Degree Doctor of Philosophy in the Graduate School of The Ohio State University

By

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ABSTRACT

New views and theories of learning and instruction have contributed to the conception of reading and reading process. Children's literature plays a strong and positive role in influencing children's reading development in this learning and reading process.

Theories and studies show that there has been a growing tendency toward literature-based reading programs where teachers create a meaningful learning environment through the use of children's books. With the shift to literature-based programs, changes occurred in many ways, especially in the roles of both teachers and children; both teachers and children become active learners, who involve themselves in various activities and projects leading to meaningful learning and reading.

Studies of children's literature and reading development, however, show that the implementation of literature-based programs has been a concern for advocates of children's literature that demand more studies on theories and beliefs about learning and reading, successful implementation approaches and techniques, and teachers' and children's roles in literature-based classrooms.

This study was implemented to increase our understanding of teachers' perspectives and behavior in a literacy program based on children's literature. It focused
on what expert reading teachers believe about children’s literature and reading, how they use children’s literature in their instructional practices to improve their students’ reading, and what impact children’s literature makes on children’s reading development.

Three expert reading teachers from three literature-based schools were the participants of this study. Data collection methods for the research questions were observations of teachers and students, interviews with teachers, questionnaire for teachers and videotaping of instructional practices. These teachers, who were studied over eleven months, provided literacy instruction within varied contexts.

Analysis of the data indicated that there were remarkable similarities among the three teachers who taught in different schools and had little contact with each other, that teachers had strong beliefs that were consistent with practice, a finding that is contradictory to some studies of theory versus practice and that teachers presented similar beliefs, that they had their own ways of implementing their practices and that students’ responses and reactions positively toward children’s literature and reading activities.

This study contributes to the aspect of social constructivism in literature-based reading program in which expert reading teachers implement their instructional practices in the light of social constructivism and their constructed beliefs. The question of how they have come to the understanding of the importance of children’s literature in instructional activities might draw the attention to the possible professional development needs and inquiries in education area.
Dedicated to My Angel

Kim Schreiber
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Children’s Literature

Reading

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CHAPTER 1

INTRODUCTION

“Look in a book and you will see
words and magic mystery.

Look in a book and you will find
sense and nonsense of every kind.

Look in a book and you will know
all the things that can help you grow” (Ivy Eastwick).

These words show how important books can be in children’s lives. Consistent with this idea, Huck, Hepler, Hickman and Kiefer (1997) describe four purposes of children’s literature: 1) children enjoy reading and discover delight in books; 2) they interpret literature, which enriches their inner lives; 3) they can naturally link what they are reading to their own lives; 4) they develop literacy awareness through books; they learn to appreciate a wide range of literature; and, 5) through wide and in-depth reading, they develop fluency and appreciation. Children’s literature brings pleasure to many children. “It helps them escape from undesirable situations, stimulates their imaginations, helps them learn from vicarious experiences and promote understanding of themselves and others”(Stewig 1988, cited in Funk & Funk, 1992, p. 40).
Over the years, the use of literature has become the cornerstone of literacy instruction in many elementary classrooms. Many researchers, educators and parents believe that children's literature plays an important role in children's literacy and offers many benefits to children in their literacy learning (Clay, 1991; Daoke, 1995; Galda, Cullinan & Strickland, 1993; Holdoway, 1979). Among the benefits to children in their learning is the facilitation of language development (Chomsky, 1972). Chomsky (1972) believes that children's exposure positively influences their language development. Moreover, children's literature helps vocabulary development (Cohen, 1968). Children's literature creates a natural context in which language skills such as vocabulary and syntax can positively be increased. Nagy, Herman and Anderson (1985) believe that reading natural texts helps children increase their word knowledge. Cullinan (1989) agrees that children develop their language and literacy skills through oral reading and read aloud as well. Cullinan (1990, cited in Moss, 1990) states that "children learn from the language they hear: it makes sense that the richer the language environment, the richer the language learning" (p. 20).

Children's literature provides lifelong motivation for reading. "Being able to read literature is one basic reason for becoming literate and for making reading a lifelong habit." (Galda & Cullinan, 1991, p. 534). According to Teale and Martinez (1988), one key experience for fostering reading development in young children is interaction with books. Teacher storybook reading is an excellent way to get young children interacting with books so that they will learn to read. By reading stories aloud in the classroom, teachers provide children access to the meanings inside the covers of the books.
Manarino-Leggett (1995) claims that reading stories aloud expands children's imagination, helps them hear the printed language, and develops their critical thinking.

The findings of many research studies show that children's literature is the most powerful way for children to learn to read (e.g. Cazden, 1981; Holdoway, 1979). Durkin (1970) has explained that ability to read "does not sprout in a vacuum" (p. 6). Reading instruction is essential in this process. The goal of reading instruction is improvement in a child's ability to read. Evidence of improvement may include increase in word identification skills, in the ability to explain the meaning of unfamiliar words, or in the ability to use letters and sounds or punctuation. Reading instruction is focused on such skills but also involves other issues. When the reading teacher displays a rich choice of vocabulary in her own speech, exposes students to the various activities of reading, helps them access sources such as children's literature, and makes these sources functional and beneficial for them, the teacher is providing a foundation of knowledge that contributes to reading improvement. Teachers should have broad concepts of instruction that include various instructional methods and materials. According to Durkin (1970), reading instruction requires teachers to identify children's needs and help them to advance in their reading ability by planning instruction in relation to these needs. Research shows that using children's literature is a very effective way to meet children's needs as readers and reading instruction has been greatly influenced by these findings (Frew, 1990; Galda and Cullinan, 1991; Hiebert and Colt, 1989; Huck, 1977; McGee, 1992; McGee and Tompkins, 1995).

Given the powerful contribution of children's literature to reading instruction, it has made sense to educators to design reading instruction to take maximum advantage of
this great resource. Accordingly, reading instruction has changed and the roles of reading teachers have changed as well. In addition, new reading programs have emerged.

Researchers, educators and teachers have implemented literature-based reading programs in schools; and researchers and educators continue to design literature-based programs for elementary school classrooms.

Zarillo (1989) defines literature-based teaching as "instructional practices and student activities, using novels, informational books, short stories, plays and poems" (p. 22). Routman (2000) lists various materials associated with literature as labels, fantasy, fiction, non-fiction, picture books, folk tales and predictable books. In literature-based instruction, teachers and students engage with a variety of literature selections across genres. They use children's books as the basis for their teaching. Scharer (1992) advocates literature-based reading instruction that includes high quality children's books as the core instructional tools to support reading development and achievement. Morrow and Gambrel (2000) summarized the characteristics of literature-based reading programs, as: (1) a knowledgeable teacher as a facilitator, (2) a rich reading environment which provides social interaction, and (3) a wide range of materials including various types of children's books (see also Galda, Cullinan and Strickland, 1993).

Teachers and researchers have attempted to find the best ways to implement literature-based programs; however, some questions have been raised about how literature-based programs are implemented by teachers. An area of concern is how reading teachers use children's literature in the elementary schools. One of the areas in which researchers are interested is teachers' beliefs about reading and children's literature. In one of these studies, Scharer (1992) showed how teachers implement
literature-based instruction and how their beliefs change as they move from basal reading programs to literature-based programs. Lehman, Freeman and Allen (1994) have focused on the beliefs and practices of elementary school teachers. The other important area for researchers and educators is how teachers put these beliefs into practice (Galda & Cullinan, 1991; Hiebert & Colt, 1989; Scharer, 1992; Zancanella, 1991; Zarillo, 1989).

Other researchers have explored how children learn through children's literature and how they react to literature-based instruction (Fuhler, 1990; Galda, Cullinan and Strickland, 1993; Huck, 1977; Meloth, Book, Putnam, & Sivan, 1989; Mills and Clyde, 1991). Yet, very few studies have been conducted on the beliefs and practices of a reading teacher who is efficient in teaching reading through children's literature and how these beliefs and practices influence the way teachers provide effective reading instruction. In short, we need more information to show how expert literature-based reading teachers use children's literature in classrooms as well as the impact their instruction has on students and how teachers' beliefs and theories operate as factors in the instructional context.

Although assumptions are made concerning how beliefs affect teaching, few studies have focused on beliefs and methods as separate elements. In this study, I will seek evidence to reveal how expert reading teachers use children's literature in classroom reading instruction, how their beliefs influence their instructional practices, and how instruction affects reading development. This study will provide insights into the dynamics of these expert teachers' beliefs and practice as well as the relationship between these beliefs and practices, and children's responses.
Purpose of the Study and Research Questions

I utilized a social constructivist framework to explore the belief systems and practices of expert reading teachers who are using children's literature in their literacy instruction of first graders.

The following questions were addressed in the research:

1. What is the knowledge and belief structure underlying the practice of expert teachers who teach through literature?
   a. What do expert reading teachers believe about the value of using children's literature to help first grade children learn to read?
   b. What are the expert reading teachers' theories of reading process, language development, reading instruction and children's literature?
   c. What do expert reading teachers understand about the role of children's literature in reading development?
   d. How have expert reading teachers arrived at an understanding of the value of children's literature in children's reading development?

2. What are the characteristics of instruction in the classrooms of expert teachers of first graders who use literature to teach reading?
   a. What are the characteristics of reading teachers' lesson design using children's literature?
   b. What are the characteristics of teacher behavior?
   c. How do children respond to literature-based instruction?
3. What are the relationships between teachers’ knowledge and beliefs about reading instruction and their classroom practice?
   a. To what extent do lesson plans represent what expert reading teachers say they believe?
   b. To what extent do instructional practices represent expert reading teachers’ beliefs?
   c. What are the interrelationships between children’s responses and teachers’ beliefs?

Definitions of Terms

The following definitions will be used for terms in this study.

**Expert Reading Teacher**

There are numerous definitions of expertise in reading instruction. According to Berliner (1988), expert teachers “have an intuitive grasp of a situation and seem to sense in non-analytic, nondeliberative ways the appropriate response to make” (p. 5). These teachers consistently have a positive impact on their students’ literacy learning. The specific definition of expertise for the purpose of this study is explained in the methods chapter of this study.

**Literature-based instruction**

Literature-based instruction refers to instructional practices and activities through trade books; such as poems, picture books, and novels (Zarillo, 1989). In literature-based classrooms, children have many choices in their reading materials. Teachers use different activities to best utilize children’s literature. Children’s literature may be used in all curricular areas (Huck, 1992).
Children's responses and reactions

Children’s responses and reactions refer to “any outward sign of that inner activity, something said or done that reveals a reader’s thoughts and feelings about literature” (Huck, Hepler, & Hickman, 1997, p. 54). This study will observe children’s attitudes toward teaching reading and children’s literature as revealed by their words and actions.

Characteristic

A “characteristic” is defined as “a special and easily recognized quality of someone or something” (Longman Active Study Dictionary, p. 94). Distinctive, specific and typical ways of instruction can be explained as characteristics of instruction.

Beliefs

A belief system represents “a teacher’s informed philosophy or world views” (Vacca, Vacca and Gove, 2000, p. 4). Basically, beliefs are formed by the tentative theories that a teacher holds through observation and experience.

Theories

A teacher’s theories are a set of principles, knowledge, and systematic views gained through the personal and professional experiences on which teachers base their methods and instructional practices.

Literature-based reading programs

Literature-based programs are instruction designs within which instructional practices and students activities are implemented through literature including books, novels, short stories, magazines, plays and poems.
Instructional techniques and practices

Within any instructional approach teachers use a variety of techniques for helping children learn. Questioning, drama, discussion are examples of the techniques a teacher uses in her instructions.

Explicit/direct instruction

Direct instruction is a systematic and planned way of teaching through explanation, modeling, demonstration, thinking aloud and reflecting, practices that allow children to be gradually independent learner and reader (Heilman, Blair & Rupley, 2002; Vacca et al. 2000).

Reading

Reading is a complex process. There are various definitions of reading. The definition of reading in this study is best explained with Clay (1991)’s definition: “within the directional constraints of the printer’s code verbal and perceptual behavior are purposefully directed in some integrated way to the problem of extracting a sequence of cues from a text to yield a meaningful and specific communication” (p. 243). The definition of reading in this study includes decoding, understanding the meaning, spelling, attitudes and behaviors.

Reading strategies

Reading strategies are “in-the-head” cognitive actions that the reader applies (often unconsciously) to construct meaning before during and after reading. Reading strategies may be evidences in systematically applied behaviors (Heilman et al., 2002).
Reading development

Reading development is "the course of change in an individual’s reading processes from their emergence to the more mature skills and abilities of the competent reader" (Harris & Hodges, 1995, p. 208).

Reading achievement

Reading achievement is a level of reading ability at which an individual is estimated to be functioning” (Harris et al., 1995, p. 208).

Drama

Drama is an instructional activity in which students act out a performance based on a story written by students or adapted from a storybook.

Shared reading

Shared reading is an instructional technique as well as a literacy event in which the children and teacher engage in choral reading of a common text.

Read aloud

Read aloud involves the teacher reading books to children in a small group setting or whole class setting.

Independent reading

Independent reading is a literacy event in which children read books and materials of mostly their own choice in a sustained period of time to practice reading strategies as well as for enjoyment.

Literacy activities

Literacy activities are literacy events in which children are engaged in reading, writing, speaking and listening using any type of materials (such as newspapers, picture
books, rhyme activities and any print materials). I will utilize a social constructivist framework in this study; the discussion and information below will provide the basis for the study. I will also discuss the results and interpret outcomes in the frame of constructivist theory.

Conceptual Framework: View of Constructivist Language Learning Theory

I conducted and discussed this study in the context of the social constructivist view of learning. The key idea of learning as social process surrounds the social constructivist theory to which the leading researchers such as Vygotsky, Piaget, Bruner and Dewey have contributed with their research and work. Their work is presented here as essential information and the basis of this study. Detailed research on their views in this chapter complements the understanding of the nature of this study, the reviewed literature, results and discussion of this study. Language learning theories, the definition of constructivism, social constructivism, constructivist theorists' perspectives and the relation of these theories to children's literature and reading will enlighten and enrich the understanding of the basis of this study.

Constructivism is defined as "the view that emphasizes the active role of the learner in building understanding and making sense of information" (Woolfolk, 1998, p. 346). Fosnot (1996) claims that constructivism is a psychological theory of learning that is a interpretive, recursive, building process caused by active learners who interact with the physical and social world. The social constructivist perspective refers to "the interdependence of social and individual processes in the co-construction of knowledge" (p. 345). It is opposed to the view of the knowledge gaining process as an individual act.
Learning and understanding comes about through social and cultural activities, a process of conceptual development.

Fosnot (1989) defines four principles of constructivism:

1. "Knowledge consists of past constructions" (p. 19). The logic itself is constructed through interaction with our environment and through making sense of the experiences, all of which leads to development.

2. Piaget's accommodation and assimilation are the two connected processes in constructivism. Assimilation is the framework for interpreting and organizing of information. When there is insufficiency in assimilation, accommodation takes place to develop higher-level theory to include and embrace the available information. As a result, we either adapt or alter our old concepts.

3. Learning in constructivism is not a mechanical process; on the contrary it is a process of invention. To be able to build and develop construction, learners experience the knowledge and new information by questioning, researching, imagining, investigating and inventing.

4. "Meaningful learning occurs through reflection and resolution of cognitive conflict" (p. 20).

Constructivist perspectives are grounded in the work and research of Piaget, Vygotsky, Bruner and Dewey. The question of how a child learns a language has been a concern of the theorists, educators, and teachers for decades. Doake (1995) explains old and new assumptions of language learning; "new" reflects constructivism. According to Doake (1995), the teaching approaches we select are based on what we know about how children learn. The old assumptions include the premise that actual reading and writing
start at school and that home is the minor help in creating literacy. New assumption affirms that “learning to read and write starts as soon as children are immersed in written language as part of their daily interactions with the world around them” (p. 77). Doake himself had been reading books to his son from his birth. His son responded positively and became a fluent and eager reader.

According to old assumptions, learning to read and write is a “derived learning process, ability to speak and listen to one's language, and something that has to be taught rather than learned through the self-directed efforts of the learner” (Daoke, p. 83), whereas new perspectives assume that learning to read and write are natural processes. Children learn to read and to write in the many of the same ways they learn to speak and to listen (Goodman, 1992). While old assumptions claim that reading and writing should be taught separately and in small steps (Daoke, 1995), in the new assumption it is believed that children can learn to read and write as an integrated process and through meaningful reading and writing whole texts.

The old perspective that children should have the period of reading readiness before they learn to read does not exist in the new beliefs. Instead, reading and writing emerge from literacy activities such as hearing stories read aloud. Speaking and listening start from the birth as children hear and participate in conversation, nursery rhymes or reading stories. The assumption that young children should be corrected rather than allowed to experiment has been replaced by a perspective that experimentation is fundamental to literacy learning. When children do not learn to read and write, factors within children or characteristics of their families were believed to be the cause. Most educators, however, believe that teaching methods, curriculum, and individual needs are
crucial factors in children’s achievement. Old perspectives rest on “objective” measures such as standardized tests as the evidence of students’ achievement. Proponents of new perspectives contend that evaluation should be “informal, ongoing, interactive, process oriented and based on observation” (Daoke, p. 114). Finally, old views assume that the teacher should decide what, when and how children should learn. New views, on the other hand, hold the belief that children should be responsible of their own learning, especially their literacy learning.

The Views of Constructivist Theorists

Constructivist theorists such as Piaget, Vygotsky, Dewey, and Rogoff have discussed how children learn reading, writing, speaking and listening—language learning as well as how they learn best. In this study, I present each theorist’s perspective to provide information on how each of them has contributed to the theory of language learning.

Piaget tried to uncover the thinking processes of children. His cognitive theory emphasized the interaction of the learner and the environment. A child learns by interacting with physical and social surroundings and learning is a developmental process. Children acquire new concepts by experiencing and interacting in new situations (Farris, 1993). Piaget demonstrated that the child is “an active constructor of knowledge” (Mason and Sinha, 1993, p. 140) and observes and theorizes about his environment. To Piaget (1979, cited in Richard-Amato, 1996), the processes of learning and mental development are independent of each other. “Learning utilizes development but does not shape its course” (p. 38). He also believed that children actively construct knowledge through interactions with the environment. He described how children construct the
concepts, how their concepts change and how they construct concepts differently from adults.

Vygotsky’s social constructivist perspective has had an important impact on our understanding of language learning. In his theory, Vygotsky stressed “society” as the determiner of development (p. 39). Vygotsky described children as active constructors of their language and literacy learning. According to him, the biological model of development does not explain sociocultural forms of behavior. He also opposed the idea of waiting for children to gain certain developmental levels.

Vygotsky’s theory features multiple ways to learn language. He distinguished two kinds of development: natural and cultural (Axel, 1997; Mason and Sinha, 1993). Vygotsky explained learning as a cultural aspect: “Cultural development arises from the use of symbols to solve problems through the use of speech and actions involving more abstract representations” (Mason and Sinha, 1993, p. 142). Vygotsky proposed four stages in cultural development: 1) the natural development level by which the child has attention, interest and memory limitation; 2) the stage when the child develops word use with the help of adults; 3) the stage when words have instrumental functions for the child; and 4) “the transition from external to internal speech” (p. 142). The four stages can be obtained only through interaction.

Vygotsky also explained that through interaction the individual progresses from “actual developmental level to potential developmental level” (cited in Richard-Amato, 1997, p. 38). The Zone of Proximal Development is “the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in
collaboration with peers" (Vygotsky, cited in Cazden, 1997, p. 303). According to Vygotsky (1978, cited in Mason and Sinha, 1993), "learning awakens a variety of internal developmental processes that are able to operate only when the child is interacting with people in his environment and in cooperation with his peers. Once these processes are internalized, they become part of the child’s independent developmental achievement" (p. 141).

John Dewey also brought a valuable perspective to theories of learning. According to Dewey (1916), a child learns and gets meaning by using his hands, eyes and ears. Learning starts at birth as the child acquires knowledge through the senses. He engages in purposeful behavior and learns from the experiences. "An ounce of experience is better than a ton of theory simply because it is only in experience that any theory has vital and verifiable significance" (p. 109). Children learn through experiences; but mere activity does not constitute experience; it must also involve change. According to Dewey, experience is an active rather than passive affair and not primarily cognitive.

Dewey defined thinking as an educative experience. The idea that we learn by doing explains the necessity of authentic activities in school. Learning a language is meaningful and purposeful because it involves human communications. Dewey’s pragmatic philosophy assumes that there are no end products. Each goal is a way to a new goal and a new concept. Dewey’s philosophy on education is very much compatible with what we know about language learning in terms of integrating listening, speaking, reading, and writing.

Rogoff (1995, 1998) argued that children should be involved in the activities of their community through interacting with other children and adults in collaboration. She
brought up three concepts in sociocultural activity; apprenticeship, guided participation and participatory appropriation. She claimed that individuals are active by participating in culturally organized activity. They learn by interacting with each other not only “face to face” but also through “side by side” joint participation with guided participation as the interpersonal process through which people are involved in sociocultural activity.

Participatory appropriation is the personal process by which (through engagement in an activity), individuals change and handle a later situation in ways prepared by their own participation in the previous situation. Language learning for young children can take the idea of participation and interaction with others in the sociocultural activities. Learning is meaningful when it is shared through interaction. Rogoff also explained the use of the mediated approach; with the help of adults, such as teachers, children can be guided to participate in new activities. Adults are their models. Children imitate their teachers while using target language, which helps children involve in language learning.

**Social Constructivist Learning Theories and Children’s Literature**

In light the discussion of theorists and researchers mentioned above, it can be claimed that a literature-based program involves constructivist learning and teaching in the following ways:

1. Goodman (1970, cited in Huck, 1977) described the reading process as a search for meaning. Children search and construct meaning through speech. (Hiebert, 1990). Based on Vygotsky’s theories about learning, researchers and educators have claimed that children’s literature provides authenticity and meaningful contents that help children talk and discuss books.
2. Since the theory argues that meaning is constructed through talk, social interaction among children and the teacher in the classroom create the atmosphere in which children read and listen to stories, share the interpretations of stories with the others, construct meaning, and "restructure views" (Hiebert, 1990, p. 502).

3. With the help of children's literature, children experience meaningful interaction in the classroom. They are involved in reading as an active learning process through children's books in a social and cooperative class environment.

4. Viewed through a sociocultural lens, a child is not seen as an empty vessel that should be filled with knowledge by the teacher (Raphael & Au, 1998). Children come to the classroom setting with a rich background of experience, interests and motivations that influence their involvement in their learning, reading and interacting, constructing and reconstructing of meaning. Children's literature can provide them opportunity and motivation to construct meaning and nourish their views by bridging their existing knowledge with the new information through interaction with books and with their peers in the classroom. The facts that children's interests and needs are taken into consideration in literature-based programs and that they are given choices in their selections of books and projects helps them take part in meaningful learning and life-long reading.
Scope and Limitations of the Study

This study explores the expert reading teachers' beliefs and instructional practices in using children's literature as well as the effects of their beliefs and practices on children's reading development. Through observation, interview, field notes and videotaping, data were gathered from three expert reading teachers in literature-based classrooms. This study enlightens researchers, educators and administrators on how children's literature can be implemented by expert reading teachers who implement effective reading instructions utilizing children's literature. This study may provide models for other reading teachers and educators who are advocates of children's literature and literature-based programs.

There are several limitations of this study. One limitation is that although "each case study may provide rich insights into a specific situation, it is difficult to generalize case studies as a whole" (Heald & Yin, 1975, cited in Eisner and Peshkin, 1990, p. 122). The number of the participants and their students in this study limits the ability to generalize the results to other reading teachers in different schools. Moreover participants were not selected randomly, which also limits the generalizability of this study. A second limitation is that the researcher of this study naturally brings biases to the research during data analysis and interpretations through her own theory and knowledge.

Summary

Theories and studies show that there has been a growing tendency toward literature-based reading programs where teachers create meaningful learning environments through the use of children's books. With the shift to literature-based programs, the roles of both teachers and children have been changed too. Both teachers
and children become active learners who involve themselves in various activities and projects leading to meaningful learning and reading.

Studies of children's literature and reading development also show that the implementation of literature-based programs has been a concern for advocates of children's literature, demanding more research on theories and beliefs about learning and reading, successful implementation approaches and techniques, and teachers' and children's roles in literature-based classrooms.

The conception of learning and reading has been gradually changing in alignment with new views and theories of learning and instruction. In this learning and reading process, children's literature plays a strong role in influencing children's reading development positively. Along with many functions of literature such as joy in reading, exploration of feelings, and creativity and imagination, children's literature serves as a powerful tool that will help children not only to be good readers but also to be life-long readers in their meaningful worlds.
CHAPTER 2

LITERATURE REVIEW

Introduction

The review of literature contributes an important base to this study by providing the current status of knowledge derived from research on children’s literature, reading, and teachers’ beliefs and practices. This chapter begins a description of the evolution of children’s literature and the history of the shift from basal reading programs to literature-based programs. A comparison of basal reading and literature-based reading approaches establish the argument as to why the importance of and interest in literature-based programs have been growing. The last part of the review includes studies on literature-based programs as well as studies related to teachers’ beliefs and instructional practices.

Shift from Basal Reading to Literature-Based Programs

For many years, basal reading programs have dominated the classroom. There was a turning point in the 1980s, with the influence of whole language philosophy. Many schools made a transition from basal reading to literature based programs. (Cullinan, 1992; Goodman, 1992; Holland & Hall, 1989; Lehman and Sorensen, 1995; Ruddell, 1992; and, Shannon, 1989)
*Basal Reading*

The National Commission Report, *Becoming a Nation of Readers* (1991) describes basal programs as follows:

“Basal reading programs are complete packages of teaching materials. They provide an entire reading curriculum, instructional strategies for teaching reading (through teaching manuals), and practice exercises (through workbook and skill sheets). Basal reading programs are organized by grade level with most programs beginning at kindergarten and continuing through the eighth grade. An entire basal reading program would make a stack of books and papers four feet high” (Wood and O'Donnel, p. 101).

In traditional classrooms, basal instruction focuses on phonics and decoding of words by breaking words into pieces with specific sounds and then reassembling the words. (Fuhler, 1990). In basal programs, reading, writing, speaking and listening are studied and practiced independently. Each has its own separate activities. The students in the classroom are divided into groups according to their ability to read accurately and to do written assignments. Students are provided with texts along with work sheets and additional materials such as written assignments and tests. Materials and additional work sheets aim to provide students practice with vocabulary, which is repeated in their books and worksheets. They complete their workbooks by filling in the blanks. In some basal programs students may check their answers from the board and hand in their assignments. Materials are provided for students according to their grade levels. Books and materials are organized to be at "grade level". The students explicitly practice letter-sound correspondence. The teacher’s guidebook for teachers is also main part of basal reading programs.
The Classroom Setting in Basal Reading Programs

Rasinski and DeFord (1988) observed three first-grade classrooms. They compared traditional classroom settings and reading activities with basal program and literature-based classroom. Students in basal-based classroom worked at their desks or in learning center areas. The teacher was responsible for checking students' work and directing large and small group activities. Access to materials in the classroom was more restricted for children. A structured classroom design was provided both to the students and the teacher. The prescribed instruction and basal materials seemed to restrict flexibility in the classroom.

Many educators prefer a basal approach because a basal makes it easier to conduct instruction and assess student work. Basal reading teaching is also seen as providing evidence which shows that schools are really teaching, because standardized test results in basal reading programs are easy to see (Holland & Hall, 1989).

The Teacher's Role in a Basal Reading Program

Basal reading teachers plan their teaching by using a teacher's manual that describes what and how to teach the subject. They direct the activities and organize small and large groups. They may assign worksheets and check them regularly. In reading activities, the teacher helps children expand vocabulary, pronounce words, and practice reading. Shannon (1990) states that according to basal advocates basals are considered the sources of effective reading lessons; explicit directions are provided in the guided book. Therefore, basals may be considered as the "core" of reading programs. Shannon claims that since the responsibility is on the prescribed textbooks prepared for the
teachers and the students in basal program, neither teachers nor students are given the opportunity to be creative, take risks or think critically.

Basal programs are often described as "traditional basals", and they have received a great deal of criticism because of controlling manuals, explicit instruction, and isolated vocabulary learning (Darkin, 1981; Chall, 1983). Criticism exists that when adopted by school districts, the typical basal program controls the reading dynamics that surround teachers, learners and the language (Goodman, Shannon, Freeman & Murphy, 1988). However, in more recent times, researchers and educators have been reconstructing and revising the content of basal programs (Hoffman et al. 1994; McCallum, 1988). Hoffman et al. (2000) conducted a study to provide information about what yesterday's and today's reading instruction practices. They conducted survey of a national sample of elementary classroom teachers, building administrators and district administrators. Their results revealed some similarities as well as differences between reading instruction in the 1960s and today. One of the similarities is providing explicit instruction in phonic analysis. Differences are that today's teachers have more professional training, and to adapt balanced or eclectic perspectives instead of strong skill-based emphasis in the past. In addition, today's reading programs focus on both basal and trade books. An emergent literacy perspective has replaced the reading readiness view and syntactic phonics has taken the place of analytic phonics. Moreover, alternative reading assessments have started to be implemented. Baumann et al. (1998) claim that today teachers consider and tend to adopt literature based basal as opposed to traditional skill based or basal programs. Even though today's basals seem to be reconstructed and revised to be more
current, criticisms are still on the agenda of today's reading instruction: and, in response to the federal agenda, basals may be moving back to a more traditional mode.

As a result of a range of studies on better methods of teaching reading as well as gathering different perspectives from researchers and educators, many new instructional approaches have emerged. Vacca, Vacca and Gove (2000, p. 51) summarized instructional approaches positioned on a continuum from skills-based including basals to whole language:

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<th>Skills Perspectives</th>
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<td>Phonics</td>
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<td>Basal Reading</td>
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<td>Language Experience</td>
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<td>Integrated Language Arts</td>
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<td>Literature-Based</td>
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<td>Technology-Based</td>
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Whole Language Perspectives

These instructional approaches have similarities and differences in their principles, theories, methods and materials; however, the fact that basal reading and whole language or literature-based approaches appear to be at opposite poles has stimulated research and debate about what they are and how they are implemented. Literature-based and whole language approaches, the "opposite pole" from basal and phonics programs are described and discussed below.
Literature-Based Programs

Recognizing reading as a complex process that involves the integration of many skills and competencies has prompted many changes in literacy instruction, one being that process has become more important than product (Wood & O'Donnell, 1991). New understandings about literacy acquisition resulted in criticisms of basal reading programs and led to a new focus on the process of developing readers. In 1991, the National Reading Research Center established new criteria for what a competent reader should be able to do. These criteria were:

1. "Motivated to read voluntarily for pleasure and information,
2. Able to use multiple skills strategically to read and understand independently,
3. Able to use background information to gain knowledge from new material then transfer and apply it to new contexts, and

Good literature-based programs are designed to meet the above criteria. The opportunities that literature-based programs provide for teachers and educators have initiated the direction of teaching and learning toward literature-based programs.

Literature-based programs offer effective alternatives to the traditional basal reading approach (Roos & Huggins, 1990). Reading a variety of children's literature provides children many benefits. By responding to literature, students improve themselves as readers and writers. Literature helps students increase their knowledge and sense of culture. Through children's literature, students think critically and become creative learners. Furthermore, their positive attitudes increase as readers and writers,

In literature-based programs, students are actively involved in an integrated range of reading, listening, speaking and writing. Reading a variety of children's literature provides children many benefits. According to Lehman & Sorensen (1995), in literature-based programs, students are involved in every aspect of reading—enjoying, sharing and responding to literature. Literature-based reading programs give children opportunity to self-select materials and books, read their own pace, and respond to them in individual and personal ways (Zarillo, 1989). Children's literature provides meaningful and challenging activities (Huck, Hepler, Hickman and Kiefer, 1997) that help children develop their creativity, for example, through writing stories, acting in plays and discussing books (Zarillo, 1989).

Classroom Setting in Literature-Based Programs

The foundation of literature-based reading programs is high quality children's literature in various genres. Children read these trade books extensively. The variety, quality and large quantity of books in the classroom setting provide opportunities for children and be responsible in their reading development. A classroom with a rich collection of books and other reading materials is intended to provide motivating environment for children. A whole language and literature-based classroom is organized in a way that children can work together or alone of different times. The teacher has created accessible areas in the classroom to give children freedom to move independently during parts of the day. Children’s work is exhibited on the walls or in any convenient place in the classroom, which shows appreciation of the work of children. Children have
access to resources, materials and the teacher. Students take charge of their own learning and learn to be independent readers, creators and critical thinkers.

Teacher's Role in Literature-Based Programs

The literature-based reading teacher can be seen as facilitator rather than director. The teacher helps children interact with books and activities and provides rich-environment with books and other print materials that are both interesting to children and supportive of their language needs. Routman (2000) views the roles of a whole language and literature-based teacher as those of "learner, scholar, mentor, communicator, leader, researcher, political activist and role model for kindness" (p. 1-2), which are all part of being a teacher in programs where the teacher are given the opportunity to take charge of their teaching and learning. In literature based-programs teachers see themselves as researchers who have the basic understanding of language children and reading instruction. Teachers see themselves as coaches, facilitators, guides, decision makers and providers. Goodman (1986) brings another role to the teacher in both whole language and literature-based classroom as "a professional kid-watcher," indicating that it is very important to be able to see what students need and what they are interested in. Teachers also help students learn to take responsibility for their learning and become independent learners and readers.

Whole Language Approach in Literature-Based Programs

Zarillo (1989) believes that three issues influenced movement towards literature-based reading: the role of quality children's literature, the advocacy for whole language approach, and professional teachers who would rather be decision makers than follow the teacher's guides of basal materials in their reading programs.
Whole language approach has common characteristics and ways of supporting students that are similar to a literature-based approach. However, not all the literature-based programs are whole language. Since many literature-based programs are consistent with the philosophy and practices of whole language, this study presents and discusses whole language and literature-based instruction in concert. The findings of this study contribute to the understanding of the nature and the philosophy of the literature-based approach and its relation to the whole language approach. It also provides information about the emergence of literature-based programs and the role of whole language in literature-based approach.

Various definitions of whole language have been stated by researchers and educators. "Whole language integrates the holistic, psychological research of Piaget, Vygotsky, and schema theorists with the social, functional, linguistic research of Michael Halliday" (Goodman, 1989, p. 207). Goodman (1986) claims "whole language supported by four humanistic-scientific pillars has a strong theory of learning, a theory of language, a basic view of teaching and the role of teachers and a language-centered view of curriculum" (p. 26). Goodman (1989) includes that "whole language redefines reading and writing as processes for making sense out of and through written language. It unifies and integrates oral and written language development with development of thinking and building knowledge" (p. 1).

Edelsky, Altwerger, and Flores (1991) define whole language as "a professional theory, an explicit theory in practice. It is neither theory divorced from practice nor practice that is blind to its own theory. It is the teacher-stated beliefs, the character of classroom interaction, and the teacher’s and students’ underlying intentions, the
deliberately theory driven practice—not simply the behaviors—that make a classroom whole language” (p. 7). Slaughter (1988) agrees that in whole language classrooms “students are learning to read by reading, learning to write by writing, and otherwise are engaged in meaning-centered, integrated language arts activities” (p. 30).

Whole language is called a “meaning-making philosophy” (Ruddell, 1992). According to Ruddell, whole language is “much more than a method of literacy” (p. 360). “It is a curricular philosophy, which is integrative and inquiry centered. It integrates development of language, thinking and content onto a dual curriculum in which knowledge is built at the same time as thought and language are built” (Ruddell, 1992, p. 359). Although definitions for whole language vary, all the definitions stated above underline the theories and beliefs that whole language constitutes.

K. Goodman (1986) is creator and the strong advocate of whole language teaching. According to Goodman;

1. “Language learning is easy when it is whole, real and relevant”; when it is presented in a context; it makes sense and becomes functional.

2. “Language is both personal and social”. Language is learned with the need to communicate along with constructing from outside toward the norms of the society.

3. Language development occurs in the context of authentic speech and literacy events in which children learn through language and about language.

4. Both language development and literacy are empowering by letting learners own the process by making the decisions about when to use and what for.
5. "Language learning is learning how to mean"; making sense of the world through society and culture.

6. "Language development is a holistic personal social achievement" (p. 26)

Goodman’s theory (1986, 1989) presents a view of language learning as whole. When children have opportunity to have real language experiences, they will see the words, phrases and sentences in context, which will help them see the meaning of purpose of written language. These real language classroom experiences should occur in both reading and writing since they are considered as “dynamic and constructive processes” (p.28). Teaching in whole language is based on constructivist principles as well as on respect and self-confidence in teachers’ decision-making. Whole language teachers are professionals who know how to use their scientific knowledge of learning processes in their instructional approaches. They know their students well. They take on the role of facilitator, supporter, and monitor instead of being the sole controller of learning in the classroom. In the whole language approach, curriculum is integrated, providing for learners to work according their interests, and allowing authentic experiences to occur. “Speaking, listening, writing and reading are all happening in the context of the explorations of the world of things, events, ideas and experiences” (Goodman, 1986, p. 30). Moreover, this integrated curriculum creates natural contexts in which ownership of learning and constructive, higher order thinking skills occur.

Whole language does not provide pre-determined recipes for teaching practices; however, there are some key strategies that whole language teachers share. The researchers, Daniels, Zemelman and Bizar (1999) list the following:
• using of children’s literature and trade books;
• reading aloud daily;
• providing independent reading writing activities;
• organizing literacy activities in thematic units;
• focusing on higher order thinking skills;
• providing multiple cuing systems;
• holding teacher-student conferences;
• having students work in collaborative groups and group activities;
• demonstrating teacher writing as a process;
• encouraging early writing with developmental spelling;
• teaching grammar in students own writing;
• coaching and modeling teacher’s role in correcting errors;
• focusing on self-assessment;
• encouraging parents’ involvement in home work literacy activities; and,
• modeling of literacy as a process

These strategies, mostly or partly, represent a description of whole language in the classroom.

**Criticism of whole language approach.**

Whole language contradicts the skill-based approach. These two contrasts raised again skill-based approach “the great debate” (Chall, 1967), causing polarization of whole language or skill-based advocate. From the tug-of-war between advocates, questions, concerns and criticisms of both whole language and skill-based approaches have emerged.

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Pearson (1989) who approves of many characteristics of whole language has also stated "concerns leading to miscommunication between groups and individuals" (p. 237). Whole language approach advocates authenticity as a main component of the philosophy of instruction. Pearson claims that ideal real worlds can lead to exciting applications of authentic reading and writing; however, the real world is not already ideal. In the real world such applications might not naturally occur.

Pearson's second concern is that whole language advocates are looking for a complete revolution, a complete and sudden change instead of slow and gradual adaptation. Sudden change tends to cause separatism, and the implementation of new practice becomes overwhelming. According to Person, the idea that basals and tests can simply be removed is one of the more naïve aspects of the whole language view of change. Publishing markets are very powerful; they will continue to promote basals until better tools replace them.

Another concern is the elitism that whole language unintentionally might create. Pearson believes that whole language programs may not reach to non-mainstream backgrounds. Lisa Delpit's (1988) research on black children learning in whole language approach explains how whole language might not be successful for non-mainstream background.

Delpit (1988) examined "the culture of power" in the debate over process-oriented versus skill-oriented writing instruction. "Power code" of white reduces black children's access to learning because many black children do not grow up an environment where process oriented approaches are implemented and appreciated. Many black children expect explicit instruction, which fundamentally conflicts with whole
language philosophy. If they can't get any direct instruction, they might feel that “there are secrets being kept, the time is being wasted, and the teacher is abdicating his or her duty to teach” (p. 28). Delpit is concerned that children of color might not benefit from whole language; however, she is not an advocate of the basic skills approach either, where the teacher can be “the only expert in the classroom” (p. 288) and can silence and “disempower” (p. 288) children. Delpit believes that writing for real purposes will let students understand that their voices are very important in their own learning process; therefore, the need is for both codes to exist in learning environment. For example, a combination of direct instruction through mini lessons along with student-centered activities may provide the best opportunity for all learners in the classroom.

Dudley-Marling and Fire (1997) discussed another aspect of whole language—the political stance within it. They claim that whole language classrooms positively produce democracy and justice by letting various voices represented in the classroom. For them, however, literate experiences in the classroom can be interpreted and practiced in various ways. The whole language approach encourages storybook reading at school and at home; this, in turn, empowers literacy development. But, emphasis on home reading may exclude disadvantaged students from non-middle class homes who are “non-storybook literate” (p. 255) or who have different literacy experiences at home. In this sense, the whole language might actually encourage oppressive political practices if it is not implemented effectively. Dudley-Marling and Fine (1997) agree with Delpit (1988) that explicit instruction, along with encouraging reader’s role in meaning-making, might be more beneficial to disadvantaged and special need learners.
Mather (1992) argues that whole language instruction might not be useful for some special needs learners such as beginning readers who are at risk for reading failure, learning disabled students, weaker beginning readers in general, and students with reading difficulties such as English as a second language students. She claims that empirical research has failed to show that whole language instruction is beneficial for at risk children.

Presley and Rankin (1994) agree with Mather and claim that in whole language environment, at-risk and lower achieving students might fail to acquire the skills for fluent reading of text. Nicholson (1991) and Nicholson et al. (1991) found reading words in context (a tenet of whole language) helps poor readers more than better readers; however, relying heavily on meaning cues may inhibit poor readers’ development of phonological and syntax analysis skills. So, claims that both regular and special education students benefit from whole language instruction might be wrong.

Another major concern is the problematic interpretation and implementation of whole language (Dudley-Marling & Dippo 1991; Pearson, 1989; Presley and Rankin, 1994). Presley and Rankin (1994) claim that various types of definitions and interpretations might lend to a great range in the characteristics of practices. This variety makes it difficult to design studies to evaluate the effectiveness of whole language. In addition there has been a general discussion of the conventional methods that have been popularly used as a tool for evaluating the effectiveness of reading methods.

Dudley-Marling and Dippo (1991) agree that conflicting and contradictory practices have been the results of various interpretations of whole language. For Dudley-Marling and Dippo (1991), one of the main results is the lack of explicit instruction and
direction in whole language. They believe that students need support in their literacy development through explicit instruction.

Pressley and Rankin (1994) insist that explicit instruction is essential. They believe that phonemic awareness can be developed through explicit instruction on how sounds interact with print. Explicit instruction requires extensive and systematic teaching, which seems the antithesis of whole language.

Foorman (1995) reviewed research on beginning reading instruction and discussed code oriented versus whole language approaches. Her review of research and discussion favored explicit instruction in teaching reading. She claimed that explicit instruction is essential in helping learners understand the alphabetic code and that whole language does not provide this essential element. She also claimed that explicit instruction in alphabetic coding can be provided through hands-on activities, within the meaningful context of children's literature rather than through worksheets and teacher-directed drills. Foorman favors systematic and explicit spelling instruction agreeing with Spiegel (1992) who states "learning is more likely to occur if students know what the learning tasks are and if teachers specifically teach them" (p. 40). Foorman also believes systematic teaching is an essential part of an effective reading program.

*Similarities and differences between whole language and literature-based reading programs.*

Many criticisms of basal reading programs draw attention to two directions in literacy education: (1) the growth of literature-based reading instruction, (2) the development of the whole language philosophy. Both of these movements have
influenced this research. These two models are different in many ways; yet there is also congruence between them.

Both the whole language approach and literature based-reading have grown from the root of a constructivist view of learning and teaching. The constructivist theories of Vygotsky, Piaget, Halliday, underlie both whole language and literature-based approaches. Ruddell (1992) and Cambourne (1987) summarize the basic ideas as the following:

1. Children are hypothesis testers,
2. Children can make sense of the world,
3. They need active language interaction, which should be provided at home and school,
4. Oral and written language acquisition is parallel and interactive in development,
5. They are directly related to and interactive with literacy acquisition and development,
6. Children are engaged in language through the print and their own writing,
7. Meaningful demonstrations of language in action are necessary,
8. Language should be used for real purposes,
9. Feedback is an important and necessary issue for children.

Feedback encourages learners to see where they are and how they can help themselves to make progress.

These constructivist beliefs provide a foundation for both models. In both whole language and literature-based reading, teachers serve as facilitators rather than controlling
the learning. A teacher is also a good monitor and a model. Teachers do not use scripted materials; they involve students in reading and writing activities within a natural literacy environment.

Despite the common philosophical base, there are some significant differences between whole language and literature-based approaches (Bottomley, Truscott, Marinak, & Henk, 1999; Daniels, Zemelman, & Bizar, 1999; Huck, 1996; Short, 1999; Thelen, 1995). While whole language centers on a broad range of experiences within which language teaching is embedded, literature-based instruction places greater emphasis on children's literature as the major teaching tool. Reading and writing skills are also taught through the use of children's literature, and there is an emphasis on connecting between reading and writing. While children's choosing books is characteristic of whole language, literature-based instruction teachers may select many books for children for whole group or small group instruction (although some student choice is still valued). Literature-based instruction does not involve texts that are especially written for reading instruction and that have controlled vocabulary. Instead teachers select the texts from authentic works of literature. Literature-based teachers might use direct instruction as needed to explain how language works. They also may use tests. Compared to whole language, overall, literature-based classrooms tend to be more structured and teacher-directed. Literature-based instruction provides opportunity to learn about literature as well as presenting direct support for children's reading development.

Whole language, on the other hand, is a philosophy, that permeates teaching and learning. The whole language teacher tends to have a broader application of the constructivist theory. Whole language teachers tend not to use direct instruction but
prefer that children control their own learning. Whole language instruction emphasizes
time for discovery, exploration, development, and children's ownership of learning.
Whole language teachers tend to let children self-select their books for reading and
choose their own topics to read and write about. Whole language teachers tend to use
authentic tasks such as journals and authentic evaluation such as portfolios. In whole
language classrooms, broad themes are built into the curriculum with the integration of
all skills. Whole language programs utilize children's literature and real books as well as
"sets of books" created for reading instruction, which might not be authentic children's
literature. These "sets of books" that have predictable patterns help children learn to read
in their early stages.

These similarities and differences show that a teacher could have a literature-
based classroom that has some resemblance to whole language classrooms; conversely, a
teacher could have a whole language classroom that utilizes literature. In this research, I
have investigated the work of teachers who combine elements of literature-based reading
instruction with a whole language philosophy. This combination is represented in the
writing of Regie Routman (1991, 2000), Gail Tompkins (2001), and Carol Avery Forseth
(1993).

Comparison of the Effects of Basal Reading and Literature-Based Program

In the 1980s, as the literature-based programs started gaining importance, many
studies were conducted to show its efficacy in language arts teaching and learning.
Qualitative studies, comparing literature-based and basal approaches, have been
published since 1983 (Pamphlet, 1994), most of which show that the literature-based
method resulted in higher reading achievement and more positive attitudes toward
reading than did the basal approaches. In 1968, Cohen studied a reading program in which 130 second grade students were taught with basal systems. She compared these students with 155 children taught through selected children's literature. Teachers read aloud to students in experimental group and children were also given the opportunity to read whenever they wanted. Books were extended through meaningful activities. Reading and vocabulary tests showed significant increase in students' achievement favoring the experimental group (literature-based).

Eldredge and Butterfield (1986) conducted a study comparing approaches to reading instruction. Five experimental approaches to reading instruction, two of which were the variations of literature-based programs, were compared. Subjects for the study are 1149 second graders in 50 classrooms. Subjects were grouped homogeneously (poor and good readers together), and heterogeneously (only poor or good readers). The first group, grouped homogeneously, used a basal reading with a special decoding system. The second group, grouped heterogeneously, used a basal reading approach. The third group, grouped heterogeneously, used a basal reading and a special decoding system. The last two groups used literature-based approaches. These five experimental programs with their control groups were compared. Three experimental programs showed significant gains over the traditional programs. Furthermore, these five experimental groups were compared against each other. The result revealed that twenty statistically significant differences were identified; fourteen of these were in favor of literature programs that were supplemented with the special decoding instruction. Statistical analysis of the effects of materials, grouping, and decoding on achievement and interest in reading showed positive effects for the use of children's literature in teaching children to read.
Groups taught in literature-based programs were more likely to have interest in reading, and in participating discussions than those in basal programs.

The other comparison study of literature-based and basal reading programs was conducted by Roser, Hoffman, and Farest (1990). The aim of the study was to investigate the effectiveness of literature-based reading instruction. Six of the 26 elementary schools in Brownsville, Texas, were involved. The study involved kindergarten, first and second grade classrooms, and 78 teachers. These schools were selected based on low test scores on the state’s mandated test of basic skills. The researchers brought literature into the classroom; they used grant money to buy 1000 children’s literature books. They organized these books into literature units to permit the researchers to offer a variety of books, rich literary environments and responsive and voluntary reading. They shared books with students and encouraged them to read independently and in groups. The six schools in which the literature-based methods were used were compared with schools using traditional methods. The researchers used various data collection techniques to monitor implementation and to evaluate the effects of participation for teachers and students. Their analysis showed that five schools made statistically significant higher scores on the mandated test of basic skills. Among these five schools, three were the participants of literature-reading programs. They found that the literature-based reading program was more effective and useful than the traditional reading method. They also concluded that literature-based programs could be implemented successfully and students’ responses to these programs seem very positive.
Comparison of the Effects of Basal Reading and Whole Language Approach

A comparison study between the whole language approach and basal reading approach was conducted by Reutzel and Cooter (1990). First-grade children from four classrooms in suburban communities were selected as the subjects for this study. Fifty-three first-grade children were in two whole language classrooms where the students were exposed to a print rich classroom environment with shared, independent, and guided reading activities. Thirty-eight first graders were in two basal reading classrooms where they were taught with directed reading lessons. The results showed that achievement in reading scores, vocabulary and comprehension was statistically greater in whole language classes than in the basal reading classrooms; therefore, the results favored whole language teaching.

Cantrell (1999) examined the effects of literacy instruction on primary students’ reading and writing achievement. Eight teachers and 41 students were the subjects of the study. Reading and writing achievement of the students in classrooms in which teachers implemented recommended literature-based literacy practices to a high degree were compared with achievement of students in classrooms in which teachers implemented the practices to lesser degree. “High degree” was defined as using a variety of instructional materials, (primarily children’s literature); involving students in read aloud, independent reading, and small group discussion of trade books; as well as reading and writing poetry in response to literature. “Lesser degree” referred to teaching with commercial materials such as basal readers or workbooks. Students of teachers who implemented literature-based reading practices to a high degree significantly outperformed students whose teachers used basal readers and workbooks. Although there was no difference between
groups in terms of word analysis, high implementers' students scored higher than those of low implementers in reading comprehension, spelling and language mechanics.

Summary

Whole language and literature-based approaches are popular nationwide and appear to continue to influence practice. As studies show how effective whole language and literature-based approaches are and indicate promise for engaging students, they will be preferred to basal reading or traditional approaches. The researchers concluded by drawing attention to how students respond and react in these literature environments. Students' positive attitudes toward reading children's books encourage growth in literacy and reading.

*Children's Responses and Reactions to Children's Literature and Reading Within a Literature-Based Approach*

Children of all ages listen, read and make sense of literature, which has the effect of involving them in literacy both directly or indirectly. As they respond to literature, children construct meaning through talking about writing, drawing or retelling. Studies of children's response to literature help researchers understand how they construct meaning from what they are reading. Teachers use children's responses as evidence that they are learning from children's literature (Cullinan & Strickland, 1986).

Children of different ages respond to children's literature in different ways. Their responses reflect their ages and experience (Huck et. al., 1997). Other dimensions also affect their responses, for example, cognitive development, concept of story, gender, social and environmental influences. For very young children, experience with literature is highly social. They use their bodies as they respond. When they reflect on books, they
may talk about and even retell the story (Hepler & Hickman, 1982). According to Applebee (1978, cited in Hickman, 1981), children in middle childhood give their personal responses as attributes of the story itself. Older subjects begin to summarize and categorize stories. When children come to adolescence, they become more analytic and form generalizations about literature.

Knipping and Andre (1988) studied six first graders' responses to a literature-based literacy strategy. In their research literature study groups were a part of the reading routine. Three mornings a week children came together to read and discuss books. Before reading they discussed their expectations for the books, their reasons for choosing them, prior experiences with the book, or other versions of the story. Then the teacher, Andre, invited the children to read the book together with her. After the choral reading group members shared their favorite parts. To help them consider the book from a different perspective, Andre asked the children to complete literature projects. Children chose from a variety of projects such as writing their own versions of the book, doing an audiotape for the listening center, making a poster or bookmark to advertise the book, or preparing to read the book to another class (which involved reading the book again). These activities continued throughout the whole year, during which Andre gained skill in helping children communicate their responses to the literature. The researchers, Knipping and Andre, observed children in these activities, documented their responses, and recorded the study group discussions in field notes and periodically on audiotape. What the researchers observed throughout the year was remarkable. The responses were overwhelmingly positive. For example, a child remarked that he liked the book because he could read it. Children grew in confidence as readers.
According to Knipping and Andre (1988), predictable language patterns in texts helped to support the young readers. Many children continued to enjoy predictable texts throughout the year. The researchers noted that children carefully observed the illustrations in the books, noticed the match between the illustrations and the story itself, could make sense of the pictures with the words and the story, were able to observe more abstract similarities among books, could compare the stories, and could comment on stories. When children were doing their literature projects, they consulted reference materials for additional information. They were eager to read other books for their projects. Moreover, researchers’ observations showed that children made connections between their own experiences and the stories in the books. For example, one of the children was asked to write about something that Ten Little Bears called to mind. The child chose the picture of the bear flying in an airplane as the story reminded him of leaving his aunt when his family left Africa to come to the USA. This example demonstrates how children made sense of the books by connecting them to their past experiences. The children also noticed various patterns in the literature. For example, one of the children commented that in the Ten Little Bears book they keep subtracting bears. The other child noticed that in the book they keep repeating all the food. Moreover, the children noticed print conventions such as exclamation points. Children realized that the author was saying something unusual there.

The researchers noted that children revealed their abilities to notice details, hypotheses and make inferences at several levels of sophistication. They could respond critically to literature. First graders were able to explain their opinions. They compared plots, linked story themes and characters to their lives, noted details and patterns and
made inferences. These literacy behaviors are evidence that children learn from the
children’s literature in various ways: their language arts skills develop with the help of
children’s literature and their responses confirm what they are learning through children’s
literature.

Summary

Responses and reactions from students provide information about what is
happening in the classroom and how these approaches work for children. When they
enjoy reading and when they relate to reading in authentic contexts with authentic
materials and books, children feel more motivated to learn and to read. In addition, they
can see their own reading progress. The enjoyment of children’s literature helps children
want to achieve in reading. More studies on the effects of literature-based programs will
show how children’s reading abilities are developed with help of children’s literature.

Effects of Literature-Based Programs on Children’s Reading Progress

Other studies examined literature-based instruction and its effects on children.
One study conducted by Morrow (1992) sought to determine if a program that uses a
great deal of literature positively influenced the literacy achievement, use of literature,
and attitudes toward reading of children from diverse backgrounds. Children’s
comprehension was measured by oral and written story retellings. She examined
children’s ability to create well-formed story structures, their language and vocabulary
development, their performance on standardized reading tests, teachers and children’s
attitudes toward using literature in the reading program. She compared the performance
of children who had both home and school-based intervention with those who had only a
school-based intervention. Morrow stated the rationale for components in the literature-
based program. (1) The first component is the physical environment. With the appropriate arrangement in the classroom, literature-based programs can be more efficient and successful. A wide array of books and materials helps children become interested in reading more. 2) The second component is teacher-guided activities, which are very useful in motivating children in literacy learning. Guided by the teachers, children engage in reading behaviors, and learn more. 3) The third component is Independent Reading and Writing Periods (IRWP), which affect children positively in their learning process. For this study, a rich environment, guided literature activities and time for independent reading and writing were provided to children.

Morrow's study involved nine second-grade classrooms in two schools and included Black, White, Asian and Hispanic participants whose socio-economic status ranged from middle class to economically disadvantaged. There were three groups: 1) the control group; 2) the experimental group 1, which also had both school and home-based intervention; and, 3) the experimental group 2, which received the school-based intervention only. The researcher observed the classes and measured subjects according to three categories: 1) literacy achievements; 2) use of literature and; 3) attitudes toward reading and literature programs. The researcher found that children in the two experimental groups scored higher on reading tests than those in the control group and also used a greater variety of words in written story retellings than did the control group. This finding was interesting that scores on writing tests were higher than those on oral tests. There were no significant differences between two experimental groups, and the researcher concluded that there was no significant difference between the home-school
program and the school only program. She concluded that combining a literature program with basal instruction results in a great deal of improvement and success in literacy.

Studies that focus on how students progress in their reading enlighten educators and researchers as to how important children's books are as instructional tools in the classroom. Through children's literature, children are more willing to read and that results in greater reading progress.

Studies of children's reading achievement in literature-based programs provide more information in the value of literature-based programs. Some studies have focused on the effects of reading aloud on comprehension, questioning and oral language development. Feitelson et al. (1986) investigated the effects of story reading on disadvantaged first graders. Experimental and control classes were randomly selected from the same school. Children in the experimental group were read to in a whole class setting while children in control group engaged in their regular classroom activities, which include worksheets and work completion. The teachers in the control group continued reading once a week as they used to do. In terms of decoding, reading comprehension, and active use of language, children in the experimental group showed a statistically significant advantage. In this study, the researchers found that children in experimental class began to read on their own and were interested in buying storybooks and in libraries as well. The researchers concluded that hearing stories to read aloud provides children motivation and willingness to read and also positively contributes to their active use of language and overall story scheme.

Morrow (1984) examined how pre-and post-questioning and discussion of stories that were read aloud affect comprehension of kindergarten children. Subjects for the
study were 130 boys and 124 girls in 15 kindergarten classrooms located in urban and suburban school districts. Four groups were used: (1) The story structure treatment group received story structure questions and discussions. (2) The traditional treatment group received traditional questions and discussion. (3) The combined treatment group received a combination of both treatments. (4) The control group received no pre-or-post discussion. The combined treatment group made the greatest gains indicating that exposing children to organizing and remembering information about the content and the structure of a story can enhance their comprehension. The information is also helpful even when children are introduced to new materials.

Morrow (1985) conducted two studies that focused on the effects of retelling stories on young children’s comprehension, concept of story structure and oral language complexity. The first study explored whether the process of a retelling would enhance a child’s ability to answer structural questions and to answer literal, inferential and critical questions. This study revealed that the children needed frequent practice in retelling as well as guidance in learning how to retell. The second study examined whether practice and guidance in retelling stories would improve a child’s ability to answer structural and traditional comprehension questions about stories, and whether practice and guidance in retelling stories would increase the syntactic complexity of children’s oral language when retelling stories. The results showed that the experimental group did better than control group, which means that retelling stories is very useful in helping children’s answer “comprehension questions.”

Morrow, O’Conner and Smith, (1990) examined the effects of a storybook reading program on the literacy development of urban at risk children. Four experimental
and four control groups were used. Children were randomly assigned to classrooms. Children in the experimental groups followed a daily program of literature experiences that included reading for pleasure, story retelling, repeated readings of favorite stories, interactive story reading, recreational reading periods and others. Children in the control groups followed the prescribed reading program that included letter recognition and letter sound correspondences. Treatments were carried out for seven months. According to the results of pre-tests and post-tests, the experimental group performed better than the control groups on story retellings, attempted reading of favorite stories, comprehension tests and other measures. No significant differences between the groups were found on standardized reading readiness measures.

Oppelt (1991) described an integrated reading program that was developed and implemented to raise reading vocabulary and comprehension scores and reading attitudes in a fourth grade classroom. Twenty-three students in a classroom were used to implement the program. Pre-test and post-test for vocabulary and comprehension as well as all reading attitude survey test were used to analyze students' attitudes and achievement. The program consisted of a reading and writing workshop, within which reading aloud, reading silently, self-selection of reading materials, and process writing activities were used. The results showed that there was an increase in vocabulary and comprehension skills. The most noticeable improvement was in the students' attitudes toward reading. The researcher concluded that this program facilitated and increased learning achievement.

Block (1993) designed an instructional program to teach reading and thinking strategies through a literature-based curriculum. The researcher investigated the degree to
which strategy instruction increased students’ reading achievement as well as their critical thinking, self-esteem, and use of cognitive strategies. The subjects of the study were 32 teachers, 178 experimental group students and 174 control group students. Teachers were trained in thinking and reading comprehension strategies. Students in the experimental group chose children’s literature and applied the strategies as they read. The control group was not provided with strategy reading instruction. Posttests results in this study showed that experimental groups’ scores in reading comprehension were significantly higher than those of control groups. Furthermore, they outperformed control groups in transferring cognitive strategies, self esteem, creative and critical thinking.

Baumann, Hooten and White (1999) conducted a study to see how a literature strategies program affected students’ reading development. Students’ attitudes toward reading and literature were also observed. Their instructional program consisted of 42 lessons involving reading books to selected students. The program also utilized small group activities based on children’s literature. The researchers applied content analysis to lesson plans, filed notes and journal entries of students and teachers. Results indicated that the instructional program was successful. The students showed progress in comprehension skills and they could apply these skills across tasks and texts. Observations of their growing interest in books also showed that the literature-based reading instruction helps students becoming motivated as well as strategic readers.

Since research supports the use of children’s literature in reading programs, literature-based programs should be considered as an element in the curriculum design. Students in literature-based and whole language programs show progress not only in their positive attitudes toward reading and books but also in their reading achievement.
though there is evidence of the positive results of literature-based programs, there is still concern about how this type of instruction has been interpreted and implemented by reading teachers. Some studies have provided information about teachers’ attitudes and beliefs and how these are related to success in instruction.

Teachers’ Beliefs and Practices about Children’s Literature and Reading

Teachers teach in different ways and they hold different beliefs and perspectives (Richards, Gipe & Thompson, 1987). Their instructional practices are strongly affected by their beliefs and theories whether consciously or unconsciously (Deford, 1985; Harste & Burke, 1977). Therefore, in order to enlighten educators and teachers many studies have been conducted about what teachers’ beliefs and philosophies are about reading instruction, the role of children’s literature, what their instructional practices are, how they interpret and implement literature-based programs, what process they experience in the shift from traditional approaches to literature-based or whole language programs, and what congruence they have shown between their beliefs and practices.

A study conducted by Richards et al. (1987) focused on the origins of teachers’ beliefs about good reading instruction. Two hundred twenty five primary teachers were given questionnaires, developed by DeFord (1979), to obtain their beliefs regarding three instructional emphases: graphophonics, skills and whole language. They found that teacher’s experiences, what they learned in college and in training, the numbers of college courses they took and the variety of grades they taught were the determiners of what they believed about good reading instruction.

Walmsley (1992) examined the philosophies and practices of elementary school teachers who taught reading through children’s literature. The researcher interviewed
participants who were 74 school personnel (46 classroom teachers, 15 remedial and special education specialists, 5 school librarians and 8 administrators) chosen from 6 elementary schools in urban, suburban and rural areas in New York. The participants were asked about the role and purpose of literature in the elementary curriculum, the kinds of books they use in teaching reading, how they teach literature and how they treat better and poorer readers. The interviews showed that neither elementary teachers nor supervisors and administrators had an identifiable instructional philosophy for the teaching of literature. In this study teachers talked about how they fitted literature into their curriculum by naming instructional practices such as reading aloud and independent reading. The respondents did not mention introducing new authors, new topics or different genres of children's literature. The researcher concluded that teachers might lack the knowledge of the connection of the literature and reading, and pedagogical purposes of instructional activities such as reading aloud. Further studies in this area might help to provide more information about the philosophies and practices of reading instruction and the role of children's literature.

The growing interest in the use of children's literature in reading has influenced the development of literature-based programs. Studies have been conducted to present how literature-based programs have been interpreted and implemented. Zarillo (1989) studied the various ways literature-based reading teachers have interpreted the approach. He conducted in-depth case studies involving five elementary teachers who are effective in reading teaching. Later he also chose an additional 18 teachers to expand the study. His purpose was to explore the way literature was used, how teachers taught with literature, and what activities children were involved in. In order to gather the data, he
used ethnographic techniques. He interviewed administrators, teachers and students using unstructured questions. He observed classes and took field notes. Other data sources were the pieces of writing and drawing of students.

The objective of the study was to categorize teachers’ interpretations of literature-based reading. Among this group of teachers, Zarillo (1989) found three different interpretations of the reading process and the role of children’s literature. The first group of teachers believed that the reading process develops through use. Children learn to read by reading; therefore, language arts should be integrated in the elementary curriculum. The second group believed that literature should be used instead of textbooks but still held the belief that reading should be a separate subject to be taught for the sake of mastering of series skills. The third group appeared to integrate both philosophies; their teaching was a combination of skills lessons and whole language activities. He also identified three interpretations of literature-based reading, which were; (1) the core book, (2) the literature unit, and (3) self-selection/self-pacing. Zarillo concluded that the effectiveness of literature-based programs is related to the successful implementation by teachers who are allowed to design their reading programs and to develop curriculum and activities in cooperation with the other teachers.

Allen, Freeman, Lahmen and Scharer (1995) conducted a very interesting study focused on what teachers think about the use of literature in their classrooms. The researchers chose a recognized picture storybook and investigated how teachers used this children’s literature book in their classrooms. They aimed to gather answers to three questions: “What would you want children to take away from this book? What questions would you use to stimulate discussion of the story? How would you help these children
revisit this book?” The researchers observed that even though teachers were positive about the book and were willing to use it in their instructional practices, they seemed to choose approaches that were typically included within a basal literacy framework (such as eliciting the main idea and obtaining specific information). The teachers ignored the literary aspects of the book and any author discussion. The researchers also found out that the teachers were focusing on students’ literacy skills rather than developing their understanding of literature itself.

Researchers have also examined transitions in teachers’ beliefs and practices; for example, many transitions have occurred as teachers changed from basal to literature-based approaches. Sierra and Combs (1990) described the experiences of two first-grade teachers who were making transitions from basal reading to a more holistic approach. By changing their materials and working with big books and children’s literature, teachers were taking steps toward implementing a whole language approach and literature-based reading instruction. Based on their observations of students and teachers, the researchers concluded that the transition process is very slow and contradictions between beliefs and practices are part of the transition. The researchers found out that in this transition both teachers incorporated new teaching approaches; however, they also maintained some aspects of the basal tradition that they were used to practice. The more teachers become familiar to the new teaching approaches and their new materials, the better they were able to see the effectiveness of such materials as well as the new approaches such as whole language. Researchers concluded with the assurance of the teachers that “when we begin to tune into ourselves and our children, new directions slowly become clearer (p. 126).
Scharer (1992) also explored changes in teachers and classrooms during implementation of literature-based reading instruction. She aimed to find out what motivated teachers to increase their use of literature. She gathered data through interviews, discussions and classroom observations. Five teachers of grade 1, 3, 5, 6 and disability class were the participants in the study. Teachers were provided help through in-service sessions, conferences and provision of different books and materials. Teachers reported that they did not have enough knowledge about children's literature and reading, organizational strategies and instructional planning. The most important findings in this study were that four classrooms showed a decrease in the use of basal reading and an important increase in the use of trade books through read-aloud sessions, silent reading, book discussions and thematic planning. Other findings were increases in selection of books by students, group projects and the use of assessment techniques such as running records, observations and portfolios. Scharer (1992) concluded that the change occurred in teachers' instructional decisions from reliance on a manual to the use of observations to inform teaching.

Some researchers have focused on teachers' conceptions and beliefs of reading instruction, teaching practices and the relationship between them. Duffy's study (1977, cited in Meloth, Book, Putnam, & Sivan, 1989) revealed relationships between teachers' concepts of reading and their practice. Ten teachers from three states were selected through obtained data from instruments and interviews. Data were obtained from interviews and observation of each teacher's instructional practices. He found that half of the participating teachers' beliefs and concepts were consistent with their practices; the
other half, however, experienced conflict between in their stated beliefs and practices in
teaching reading.

Buike and Duffy (1979) continued the study, mentioned above, on if conceptual
schema influence instructional practice. They conducted this study with a new set of
thirteen mid-Michigan teachers who were selected based on the types of schools they
were working and their reported practices. They used the same observational techniques
and audio taped interviews. The researchers found that teachers in this study had multiple
conceptions of reading. In most cases, teachers' observed behavior reflected their
statements. However, non-reading conceptions such as classroom management,
expectations of students, the role of feedback, and attitudes toward children were more
strongly stated conceptions. The researchers concluded that there is no linear relationship
between teachers' reading beliefs and instructional decision-making. The teachers'
conceptions of reading are more influential in their practices when dominated by non-
reading conceptions.

Richardson, Anders, Tidwell and Lloyd (1991) examined the relationship between
teachers' beliefs and practices in reading comprehension instruction. Thirty-nine teachers
of grade 4, 5, and 6 were chosen and predictions from their teaching practices were
obtained from their belief interviews. Researchers concluded that beliefs of teachers were
related to their practices in the teaching of reading comprehension; however, an in-depth
case study showed that teacher's beliefs were not consistent with her practice. With this
case study the researchers suggest that this teacher was in the process of changing beliefs
and practices, but, "that the changes in beliefs were preceding changes in practices" (p.
579).
Along with the general conceptions about reading instruction, researchers also focused on what teachers believe about children’s literature, reading and instructional practices. Significant research demonstrated that teachers are in favor of using children’s literature in their classrooms. Their instructional practices, however, are based on a more structured framework than their stated beliefs would indicate. In 1990, Lehman, Allen and Freeman investigated teachers’ views of the role of children’s literature, their implementation of literature-based programs and the relationship between the teachers’ perceptions and instructional practices in literature-based programs. The researchers developed a two-part questionnaire. One of the questionnaires was modeled after the Theoretical Orientation to Reading Profile, TORP, (DeFord, 1979), and the second component was adapted after an instrument to survey practices in writing instruction (Freeman, 1989). This modified questionnaire was given to 350 elementary teachers, 192 of which were returned. The analysis showed that most teachers agreed with some of the beliefs and practices explained in the questionnaire. They believed that teachers should develop their own literature-based programs, that children’s literature should be the primary component of a reading program and that teaching critical thinking skills is another important part of teaching. Their answers varied as to teaching widely, using a variety of books, and conducting in-depth study of one book.

In terms of beliefs and practices, the teachers exhibited differences based on their experiences. Teachers in the urban areas showed more confidence in teaching reading through a literature-based program than did those in rural areas. Most teachers also reported that students had positive attitudes toward reading. Half of the respondents claimed that they grouped students flexibly according to reading ability or students’
interests. They also mentioned that they chose their materials according to students’ interests and literary quality rather than district mandates or skill-based books. The researchers found that teachers’ beliefs were congruent with their practices regarding literature-based reading instruction. Researchers suggest that teachers’ practices can positively be improved with more self-awareness about their beliefs.

Scharer, Freeman, Lehman and Allen (1992) addressed the same questions mentioned in the Lehman, Allen and Freeman’ study. They focused on teachers’ beliefs and practices and the relationship between the two. They administered the same questionnaires, which were modeled on the TORP (DeFord, 1979) and an instrument to survey practices in writing instruction (Freeman, 1989). The researchers observed and interviewed randomly selected 9 teachers from the total number of 350 respondents used by Lehman, Allen and Freeman (1990). The results of both qualitative and quantitative research showed that most teachers believe that children’s literature should be an important component of the reading program; however, they haven’t changed their stance toward reading instruction but rather supported the literature-based program by adopting their basal reading instruction. The results showed that teachers seem to focus more on how literature supports other curricular areas such as literacy than on the elements of literature, the wholeness of text and the craft of the writer in reading instruction.

Lehman, Freeman and Allen (1994) conducted another study focusing on teachers’ beliefs, their practices and the relationship between the two literature-based programs. They surveyed teachers to gather information about perceptions and practices. A two-part questionnaire was designed as a survey instrument and sent to a sample of 1,000 teachers in Ohio. Participants were selected from stratified random sample of
diverse types; 350 teachers completed the survey. The second phase of the study was in classrooms. Through observation, and interviews, the researchers obtained data about teachers’ understandings of children’s literature, how they make instructional decisions, and how they assess children’s growth. The results of the survey showed that although they agree that children’s literature is useful for children’s reading development, that it should be the major part of elementary reading programs, and that children should be taught critically, be read aloud and be provided independent reading time, large numbers of teachers were undecided whether a structured curriculum should exist for literature. The researchers found that although teachers had various interpretations of literature-based instruction, they tended to define literature-based reading as the use of materials and resources rather than a theoretical orientation toward literature. The researchers also reported that some practices could be predicted by the measured beliefs such as time for students’ independent reading, the role of basal reader in the classroom, resources used by teachers and conferences as assessment techniques. Results of the in-depth interview and observations indicated that teachers favored basal reading and they tended to use a basal reading structure. The researchers discovered that the teaching location (suburban and urban verses rural and small cities), correlated with teachers’ beliefs about the need for structure. Suburban teachers showed confidence about developing their own literature-based programs, and had more experience with literature-based teaching with support from their districts and nearby universities.

Altieri (1998) also contributed to the studies, showing inconsistencies between beliefs and practices. Altieri observed a first-grade teacher who was implementing a newly adopted literature-based reading series. She spent the entire year observing the
teacher one day a week as a participant observer. Interview results revealed that the teacher was very positive about using children's literature for reading instruction; however, the researcher noted that even though the teacher had changed her methods and beliefs of teaching reading, she modified the materials and taught reading in the basal reading framework.

As it is mentioned earlier, the beliefs and theories of teachers are important factors in their teaching. Children's success and development is influenced by what teachers believe and what they implement in the teaching-learning process (Mills & Clyde, 1991). Mills and Clyde (1991) discussed how teachers' beliefs could make a difference in students' success as readers and writers. They conducted a case study of one student who was transferred from a school with a structured reading program to one with whole language. Their study provided evidence that the belief systems of a teacher made an impact on this student's performance as a reader and as an individual. The student's teacher in the previous school reported that he was immature, that he had short attention and that he performed poorly in assigned task with poor motor skills; however, the teacher in his current classroom found him very smart, happy and helpful. In this current classroom the student was exposed to different learning opportunities, one of which was working with books. He engaged in story reading on various topics and in meaningful and contextual writing. In this classroom, the student made a significant progress in reading as well as in completing tasks. The researchers concluded that the beliefs and theories that teachers hold influence the progress on attitudes of students. Furthermore, the instructional practices, which were consistent with beliefs and practices of the teacher, had a positive impact on the student's progress in reading-writing development.
Summary

Most studies provide support for the importance of children’s literature in reading development and progress. Because of the salient role of children’s literature, programs have been developed to take advantage of the positive affects of children’s literature in reading development. Implementing successful literature-based programs is the key to successful results; therefore, it is very important to draw attention to what teachers believe about theories about reading and literature-based and how they implement such programs in the classrooms.

Summary

A growing body of research shows that literature-based instruction has been a strong alternative to basal reading. Researchers and educators have been conducting studies to learn best ways to teach reading to children. A strong theoretical base has been established and the effectiveness of children’s literature and literature-based programs has been suggested by many studies. The challenge, however, seems to be the implementation of literature-based programs, in which teachers play the key role. What teachers believe about children’s literature and reading determines how they use children’s literature in the classroom. Knowledge about the theory of learning and reading may help them better implement literature-based programs.
CHAPTER 3

METHODOLOGY

Introduction

This research focused on the beliefs and practices of expert reading teachers who were using children's literature to teach reading in the first grade. I, as the researcher of this study, also examined the relationship among teachers' knowledge and beliefs about reading instruction, their classroom practice, and children's reactions and responses. Descriptive case studies were employed to provide in-depth information to explore these characteristics and interrelationships. Furthermore, qualitative data collection from various sources on three cases provided multiple case studies, which allowed cross-case analysis.

This chapter is organized in the following way: First a rationale for the research methodology is discussed. Second, the research design and procedures, including data collection and analysis techniques, are described in detail. The researcher's role is also presented. The pilot study is explained. A discussion of trustworthiness and ethics ends this chapter.
Rationale for Research Methodology

Our understanding of the value of children's literature in reading programs in elementary schools is increasing rapidly. Since many educators, researchers and administrators have come to understand that children’s literature has a significant impact on students' learning to read, the focus of research has eventually turned to how teachers use children’s literature in their reading classes to enhance children’s development of a reading process. (Galda & Cullinan, 1991; Hiebert & Colt, 1989; Scharer, 1992; Walmsley, 1992; Zancanella, 1991; Zarillo, 1989). Researchers are now conducting studies that shed more light on how teachers teach reading through children’s literature and how it impacts children’s reading development. Many of these recent studies are qualitative because of researchers’ desire for in-depth information on group or individual perceptions (Denzin & Lincoln, 1994; Goodwin & Goodwin, 1996). “Qualitative data provide depth and detail” (Patton, 1980). Patton (1985) clearly describes qualitative research as

An effort to understand situations in their uniqueness as part of a particular context and the interactions there. This understanding is an and in itself, so that it is not attempting to predict what may happen in the future necessarily, but to understand the nature of that setting-what it means for participants to be in that setting, what their lives are like, what is going on for them, what their meanings are, what the world looks like in that particular setting-and in the analysis to be able to communicate that faithfully to others who are interested in that setting. The analysis strives for depth of understanding. (p. 1)

Bogdan and Biklen (1992) suggest that research questions focusing on the exploration of knowledge and belief structures, on instructional practices and on the relationship between those two elements can be best investigated in a descriptive and detailed way. Since “qualitative research is a particular tradition in social science that fundamentally depends on watching people in their own territory and interacting with
them in their own language" (Kirk & Miller, 1996, cited in Goodwin and Goodwin, p. 19), the approach used in this study builds an interactive bridge between the researcher/reader, and the teachers and children. According to Denzin and Lincoln (1994), qualitative research is multimethod in focus, involving an interpretive, naturalistic approach to its subject matter. Moreover, Bogdan and Biklen (1992) describe five different characteristics of qualitative research that help explain why the choice of qualitative approach is the most appropriate approach for my study.

1. "Qualitative research has the natural setting as the direct source of data and the researcher is the key instrument" (p. 27). Bogdan and Biklen (1992) observe that no matter what tools the researcher uses to obtain data, the study is conducted in a particular setting because the context itself is the salient part of the study. Moreover, the researcher's insights as the key instrument shed light on what occurs in the setting. In my study, observing teachers' practices and the involvement of children in reading activities required qualitative methods. The natural setting allowed me to observe human behavior.

2. "Qualitative research is descriptive" (p. 28). Words and pictures, not numbers constitute the data and provide details such as gestures, environment, atmosphere, interaction and conversations happening in the setting. As Patton (1990) says, being close to the setting and the people being studied helps researchers to understand what really goes on in the setting with the people. Direct quotations from participants in a study allow the researcher and readers to capture perspectives from their lives and to deepen understanding through description of situations, people, interactions and behaviors.

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To obtain the thick description needed to answer my research questions I used interviews, field notes, videotaped observations, videotape session interviews and other documents. The rich data provided a clear perspective, and better understanding of all the events and interpretations.

3. "Qualitative researchers are concerned with process rather than simply with outcomes or products" (p. 28). An examination of process shows the researcher how an event or situation evolves, develops or changes which provides a dynamic view of the whole picture. Peshkin (1993) has explained that understanding the processes by which a life or classroom takes on its particular character provides understanding of something of value.

I did not include pre-test or post-test activities but instead focused on the process by observing teachers and students in the classroom over time with the goal of rereading the characteristics of the interaction between them and dynamics among them.

4. "Qualitative researchers tend to analyze their data inductively" (p. 29); the aim is not to prove or disprove any hypothesis. In my study, research questions were addressed by interacting with teachers and students in context in order to construct the whole picture.

5. "Meaning' is of essential concern to the qualitative approach" (p. 29). The responsibility of the qualitative researcher is to “understand the meaning people have constructed, that is, how they make sense of their world and the experiences they have in the world” (Merriam, 1998, p. 6). The perspectives of participants can be revealed through observation by the researcher. In my study, providing many viewpoints by different means such as interview, videotape, field notes and questionnaire, allowed for better understanding of the situation.
The Research Design: An Overview

The qualitative methods employed to prepare case studies of three grade one elementary teachers in this study provided in-depth information that can contribute to our understanding of children's literature and reading development. A small number of case studies have focused on teachers' beliefs and practices and the relationship between them (Altieri, 1998; Lehman, Allen & Freeman, 1990; Scharer, 1992; Scharer & Peters, 1996); however, to my knowledge, no studies have examined the dynamics of expert teachers' beliefs, practices, the impact of these beliefs on the practices, children's reactions and responses to these practices, and the relationship between teachers' beliefs and practices.

Case studies are appropriate for my research foci for a number of reasons: Merriam (1988) describes case research as "the ideal design for understanding and interpreting observations of educational phenomena" (p.2). Yin (1994) also agrees that "the case study allows an investigation to retain the holistic and meaningful characteristics of real life events" (p. 3) happening in a classroom setting in which students and the teacher are involved. Rosman and Rallis (1998), moreover, observe, "case studies are explorations of a single entity or phenomenon taken from a class" (p. 70). Therefore, providing the details helps readers comprehend the complexity of the situation.

Rosman and Rallis (1998) also claim that "case studies are descriptive, holistic, heuristic and inductive" (p. 70). The descriptive and heuristic approach provides a thick description, which helps readers to see their own perspectives and the researcher's interpretation. Merriam (1998) adds, "heuristic case studies illuminate the reader's
understanding of the phenomenon being studied and bring about the discovery of the new meaning, extend the reader’s experience, or confirm what is known” (p. 30).

In this case study, I gained insights and understanding of the knowledge and beliefs of expert reading teachers, reading development of children and the role of children’s literature. Data were gathered through observations, questionnaires, interviews and videotapes of the actual reading instruction. Analyzing data from three cases required multiple case methods. These three cases provided different perspectives across cases since “the more cases included in the study and the greater the variations across the cases, the more compelling the interpretations likely to be” (Merriem 1998, p. 40). Furthermore, multiple cases increase the validity and the stability of the findings (Miles & Huberman, 1994). Using a different site for each case also increased the variety of perspectives. A rich description of each site, included in Chapter 4, provides evidence that meaning construction is related to context.

One of the limitations of case studies is that they cannot be generalized to broader contexts. The researcher’s reflection of her background, and perspectives are inevitable in the reporting of data presented. Thick description, with the researcher’s interpretation, illuminates readers and helps them connect their own perspectives with the interpretation of the researcher. As Stake (1978) claims, “case studies will often be the preferred method of research because they may be epistemologically in harmony with the reader’s experience and thus to that person a natural basis for generalization” (p. 5). Therefore, generalization of this study rests with the readers’ experiences and connections with the in depth information and description in the study.
Selection of the Research Site

The research questions for this study demanded research sites with specific qualifications. As I intended to observe expert teachers who use children’s literature, the schools that were chosen had to have literature-based reading programs. For this study, I chose three teachers from three different schools where such programs were implemented.

Multiple sites with three different teachers have contributed different perspectives to this study as discussed earlier. The table below gives brief information about the schools in this study.

<table>
<thead>
<tr>
<th></th>
<th>Teacher T</th>
<th>Teacher J</th>
<th>Teacher P</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>School A</td>
<td>School B</td>
<td>School C</td>
</tr>
<tr>
<td>Setting</td>
<td>Suburban/urban</td>
<td>Suburban</td>
<td>Suburban</td>
</tr>
<tr>
<td>Grade</td>
<td>First/Second Grade (Multi-age)</td>
<td>First/Second Grade (Multi-age)</td>
<td>First Grade (First-grade only)</td>
</tr>
<tr>
<td>Reading curriculum</td>
<td>Literature-based</td>
<td>Literature-based</td>
<td>Literature-based</td>
</tr>
</tbody>
</table>

Table 3.1: Teachers and school settings

There were many possible research sites, three of which were chosen for my study. Permission to conduct this study was obtained from Columbus Public Schools central office and from the principals of these schools. Schools that have a literature-based reading curriculum were determined based on the information gathered from Ohio
Department of Education in Columbus and also discussed with the professors who were involved in this study and who were familiar with the research sites. Furthermore, I made trips to these schools to get more information and to observe the programs being used in these schools. I also held informal meetings with the principals of the schools and with potential teachers for my study. Based on information obtained by all these means, three schools were chosen for my study.

All these three schools are public schools with literature-based reading programs. School A Alternative School and School C Alternative Elementary School are in Columbus district and School B Elementary School is located in Grove City district of Columbus. Teaching in all three of these schools is based on the philosophy that children are independent learners. While strong teacher guidance is provided, environments are “student centered.” Classroom environments are constructed to encourage mutual respects and cultural understanding. These schools are informal, with multi-age groupings (except first-graders in one school) and flexible scheduling. They are also the members of the Literacy Collaborative, a project of Ohio State University, which provides an instructional framework focusing on reading and literature-based instruction. Detailed information about each school is presented in Chapter Four.

Participants

The primary participants in this study were teachers and students.

Teachers

I worked with three first grade reading teachers from three different elementary schools that focused on an extensive use of children’s literature. These teachers are defined as experts by their principals who used the criteria below to select them. Expert
and success was an aspect of the principal’s decision or choice in this study. There was no format that is directly linked to staff achievement via test scores in the selection of these expert teachers. That was not the purpose of the study. The purpose of the study was to examine the beliefs and practices of teachers who were considered to be experts in their professional community.

Expert reading teachers in this study were defined as effective reading teachers who successfully utilize children’s literature in their reading programs and thus provide the environment that supports children in their reading development. (Zarillo, 1986; Shannon, 1987). For the purposes of this study, an expert reading teacher was identified through the following means:

- the teacher’s teaching experience in reading instruction through children’s literature;
- overall quality of student reading and writing exhibited in the classroom;
- test results of children’s reading skill;
- guidance of the principal of the school; and,
- guidance of the reading specialist in the school. (Zarillo, 1986).

Given the literature-based parameter, an expert reading teacher exhibited the following additional characteristics. The expert teacher in a literature-based reading program:

- has at least three years of experience in teaching reading through children’s literature;
- is consistently and continually learning and adapting new approaches and instructional methods in teaching reading through children’s literature;
• is able to use a variety of reading materials such as fiction, non-fiction, picture books, poetry, nursery rhymes, magazines, newspapers, instructional tools and various print materials effectively;

• is one who reads educational journals, magazines and up-to-date information on reading and children's literature to maintain an awareness of new approaches;

• assumes that all children can learn with good instruction children and can flourish as readers and writers; and,

• provides a classroom in which children show by their behavior that they are eager and tend to read and respond positively to reading activities related to children’s literature.

The criteria explained above were discussed with the principals of the schools. Since the principals had observed these teachers in the classroom, this discussion helped to determine the possible first/second grade teachers recommended for the study. Before I started data gathering, conversation with these three teachers confirmed their suitability for the research and their willingness to take part in the study. Table 3.2 below gives brief information about the teacher participants in this study.
<table>
<thead>
<tr>
<th></th>
<th>Teacher T</th>
<th>Teacher J</th>
<th>Teacher P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>33</td>
<td>34</td>
<td>51</td>
</tr>
<tr>
<td>Degrees received</td>
<td>BS in Elementary Education</td>
<td>BS in Elementary Education</td>
<td>BS in Elementary Education</td>
</tr>
<tr>
<td></td>
<td>MA in children’s literature with focus on language development</td>
<td>MA in Children’s Literature</td>
<td>MA in Science Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ph. D (continuing) in Elementary Education</td>
</tr>
<tr>
<td>Years of experience in teaching elementary schools</td>
<td>12 years</td>
<td>11 years</td>
<td>26 years</td>
</tr>
<tr>
<td>Years of experience with children’s literature in literature-based program</td>
<td>12 years</td>
<td>4 years</td>
<td>13 years</td>
</tr>
<tr>
<td>Years of experience in teaching first-grade (or with second grade multiage) level</td>
<td>8 years</td>
<td>10 years</td>
<td>12 years</td>
</tr>
</tbody>
</table>

Table 3.2: The profiles of teacher participants

Before I started conducting the study, these expert teachers were all informed of what my study was about, what I was focusing on, and what I was trying to find. Their permission to participate was also obtained. So that I could be selective in my observations, these expert teachers agreed to inform me as to the children’s books they would use in their reading sessions and what instructional practices they would choose. Before observations, these teachers provided me their lesson plans; this information helped me to observe and to make sense of the activities implemented in the classroom.
I collected my data through observations, most of which were videotaped, questionnaires, interviews, and videotaped session interviews. I videotaped teachers' specific instructional practices as they were using children's literature in reading instruction. Related to videotaped sessions, at a scheduled time I had a conversation with each teacher about how she chose the technique, how she planned the activity, and what she thought when she implemented the activity. I also administered a questionnaire to these three teachers to obtain more information about their beliefs and practices. These expert teachers were also interviewed about specific practices and their beliefs. A time period table of observations and interviews is in the data collection section of this chapter. The selection of these three teachers made it possible to draw comparisons across cases in terms of the teachers' beliefs, uses of children's literature and responses of the children.

Students

My informants in this study are all first graders in classes of these selected teachers. I observed students' responses to provide answer to one of research questions. Their responds and reactions were observed; however, no students' work or tests were collected.

I specifically chose first graders to observe their initial reading, decoding and their fluency stage or beginning level, explained below.

Patterns of reading development stages have been studied and discussed for a long time (Clay, 1979; Chall, 1996; and Leslie and Simpson, 1997). Stages mentioned in these studies are not discrete and fixed. Patterns of these stages serve as representative characteristics of continuum of learning. Chall's comprehensive reading development
stages comprise four stages in which characteristics and masteries were explained according to different groups of ages and grades. These stages are: "pseudo-reading" for pre-school of ages six months to six years, "initial reading and decoding" as stage two for grade one and beginning grade two of ages six and seven; "confirmation and fluency stage" for grades two to three of ages seven and eight; and, "reading for learning the new" of grades four to eight of ages nine to twelve. Some of these characteristics that are associated with stage one for grade one and two, the grades which this study focuses on, are beginning to recognize words, reading simple text with high frequency words, voice-print matching, and using letter-sound relationship.

Leslie and Simpson (1997) have provided a chart in which developmental patterns of reading acquisition are explained according to grade levels. According to this chart there are six developmental reading stages: emergent reading, transitional reading, beginning reading, advanced beginning reading, consolidating reading and accomplished reading. Emergent readers generally focus on pictures, do pretend reading and begin to scribble and draw. Pre-school and kindergarten students are generally assumed to be in this phase of developmental. Transitional and beginning readers start shifting their attention to making sense of print. They develop a voice/print match, develop phonemic awareness, begin to use some cues to self-correct, begin to spell, focus on meaning, expand sight word knowledge and start figuring out words from letters. Although "each child’s reading will progress with its unique pattern enveloping various strategies and knowledge" (Leslie and Simpson, 1997, p. 31), characteristics of these stages are mostly observed in first graders; therefore, focusing on first-graders allowed the researcher to be able to see how expert reading teachers provide materials and teaching methods to help
children start their actual reading activities through children’s literature. Moreover, how much progress children make with the help of children’s literature can more easily be observed among young children because their behaviors are more overt and they are rapidly taking on new concepts. I also wanted to see how these emergent readers move through the transitional and into the beginning developmental reading stage.

As a researcher, I wasn’t involved in prescribing lessons or manipulating instruction, but I observed children’s responses and reactions to existing instructional activities through their participations to the activities and their progress in terms of reading development.

Two of the teachers in the study taught first/second graders grouped as multi age classes. Students of one teacher were first graders only. The class of each teacher was composed of both female and male students from diverse backgrounds. One elementary school tended to have more black students than white students. Detailed information about student participants is presented in Chapter 4.

The Role of the Researcher

A researcher has the responsibility to present to the outside world the dynamics of what is happening inside the context of the study. A qualitative researcher gathers information by employing different techniques, methods, instruments and tools, and presents information in words. The qualitative researchers’ roles are described as “the complete participant, the participant as observer, the observer as participant and the complete observer (Adler & Adler, 1994, p. 379). Each role requires different behavior in order to obtain the data. As the researcher of this study, I served as “the participant as observer.”
A participant observer collects data through being part of a social setting where she can observe the patterns of behavior (Glesne, 1999) and the dynamics of the setting with students and the teacher. The researcher in the role of participant observer not only shares the life and the activities of the setting but also brings the insider view of the setting to the study (Patton, 1990).

To be able to reach the aim of my study, I took varied roles within participation observation technique. One of the requirements of my study was to discuss the reading sessions with the participants, the teachers of three classes. For that reason, I videotaped selected reading session that the participant and I would watch together and discuss their instructional practices in detail. I remained a passive observer while videotaping the reading sessions; however, during independent reading activities, I became involved in the activities with the students and interacted with these expert teachers. I was open to any questions or discussion raised by either students or these expert teachers. I also had informal conversations with students and teachers. In taking field notes, I was available to be involved in the activities with teachers and students.

In order to capture the typical interaction in the setting I tried to be as unobtrusive as much as possible by interacting in a natural way with students and the teacher in the setting and by minimizing the effects of the camera and videotaping on children. The fact that the these expert teachers were videotaped many times in previous studies conducted in their classrooms helped me to create a natural and typical atmosphere.

By being a participant observer, I was able to experience the real setting with real people in it.

Because he sees and hears the people he studies in many situations of the kind that normally occur for them, rather than just in an isolated and formal interview,
he builds an ever-growing fund of impressions, many of them at the subliminal level, which give him an extensive base for the interpretation and analytic use of any particular datum. This wealth of information and impression sensitizes him to subtleties which might pass unnoticed in an interview and forces him to raise continually new and different questions, which he brings to and tries to answer in succeeding observations. (Becker and Geer, 1970, cited in Patton, 1990, p. 37)

Participant observation provides many opportunities to the study; however, it also has limitations. Two main criticisms of observational research are validity (subjective interpretation of situations) and reliability (generalizability of the results to larger population) (Adler & Adler, 1994). To overcome these weaknesses and enhance the validity and the reliability of this study, I used multiple sources such as lesson plans, interviews, videotaping and videotape discussion interviews. I triangulated the information through member checks and peer debriefing, which are discussed in the section on trustworthiness. Furthermore, the detailed description and the depth of the study provided accurate insights in understanding observed behavior and my own perspectives.

*Rapport between the Teachers and the Researcher*

Lather (1986) indicates the importance of reciprocity as a “give and take and a mutual negotiation of meaning and power” (p. 263) Reciprocity plays an important role in getting rich data. According to Lather (1986), by “moving from the status of stranger to a friend, the researcher is able to gather personal knowledge from subjects more easily” (p. 263). These expert teachers were willing to participate in the study, which motivated me to make the connection with the teachers and to create an atmosphere in which they felt comfortable talking and discussing the issues with me. Building rapport between the researcher and the participants required time, but teachers’ familiarity with the study provided for a more balanced relationship. Also engaging in activities with the
students as another learner helped them accept me as a natural part of setting and they became accustomed to my presence.

I interviewed these expert teachers in a way that “what they say, their knowledge, experiences, attitudes and feelings are important” (Patton, 1990, p. 317). Since “rapport is built on the ability to convey empathy and understanding without judgment” (Patton, 1990, p. 316), the questions in the interview facilitated “the establishment of rapport through mutual understanding” (p. 316) and respect. Rapport played an important role during the data-gathering period. Before the data collection these teachers were unknown to me, and their willingness to be part of this study provided for honest and non-judgmental information. During the data collection process, a respectful friendship grew between the teachers and me. I provided a comfortable atmosphere where natural conversation could occur. These teachers seemed to enjoy the opportunity to be a part of the study and provided sufficient time for the research. This balance made the research more credible.

Data Collection

“The constructionist (and constructivist) position tells us that the socially situated researcher creates, through interaction, the realities that constitute the places where empirical materials are collected and analyzed. In such sites, the interpretive practices of qualitative research are implemented. These practices are methods and techniques for producing empirical materials” (Denzin & Lincoln, 1994, p. 353). The design of the research emerged from “the conceptual framework and research questions” (Merriam, 1998, p. 136), which this research addressed. The table below provides overview of the data design.

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**Research Questions**

1. What is the knowledge and belief structure underlying the practice of expert teachers who teach through literature?
2. What are the characteristics of instruction in the first-grade classrooms of expert teachers who use literature to teach reading?
3. What are the relationships between teachers' knowledge and beliefs about reading instruction and their classroom practice?

**Conceptual framework**

- Social constructivism
- Literacy development
- Reading development
- Reading instruction
- Reading strategies

**Methods**

- Multiple Case Study

**Site**

- Three elementary schools
- Literature based programs
- One first-grade classroom from each school

**Data Sources**

- Observations (total of 69 observations)
- Interviews (total of 25 interviews)
- Videotaped observations (38 out of 69 observations)
- Videotaped observation interviews (12 interviews out of 21)
- Questionnaire (1 for each teacher)
- Documents (teachers' lesson plans, extension activity copies and documents about teacher practice-no students' work collected)

Table 3.3: Overview of data design

The literature search showed that researchers have different methods for different kinds of studies. All qualitative researchers design their studies in four kinds of core methods to gather information:

1. Participation in the setting;
2. Direct observation;
3. In-depth-interviewing; and
In the light of these core data gathering methods, the following section describes data gathering in detail in my study.

**Data Sources**

The following sources for the data are described in this section.

**Participant Observation in the Setting**

Participant observation demands first-hand involvement in the social world so that the researcher can see and begin to experience reality (Marshall & Rossman, 1995). According to Adler and Adler (1994), “Researchers must actively witness the phenomena they are studying in action” (p. 378). To be able to observe the action in the setting, I spent observation time everyday in one of the schools (sometimes two school visits in one day) in the classrooms. Duration of my observation depended on the reading activities’ observed in these classrooms.

These teachers informed me about their reading session times, the books they used, and, the schedule for their reading sessions. Thus, I could schedule my time for the reading sessions only, and could select a variety of activities for videotaping. Decisions about whether to use videotaping or field notes were made based on the type of session to be observed. I observed three teachers, Teacher T, Teacher J and Teacher P, who were in three different schools in three different areas of Columbus; therefore, the schedule of observations in three classrooms was also based on teachers’ convenience, researcher’s time, daily schedules for all the teachers, and the kinds of instructional activities planned by the teachers. Briefly, I had twenty-one observations of Teacher T’s class. (Twelve of the observations were videotaped). Twenty-seven observations were conducted in
Teacher J's class, fourteen videotaped. I had twenty-one observations in Teacher P's class, twelve videotaped.

Being participant-observer in the classrooms of these three expert teachers was productive in many ways. These expert teachers and I had the shared setting and dynamics during the observation, which provided for rapport and mutual understanding as well as the common ground in the discussions of teaching and learning. Observation also helped me to add more questions to my half-structured interview questions (Appendix B), which was in June 2000-January 2001. The discussion and informal conversations about the reading activities in the shared setting helped me to see different perspectives in terms of evaluating unstructured questions about the videotaped activities. In short, participant observation provided shared information that was discussed in the interviews of these teachers.

During observations, I tried to choose a wide variety of instructional activities in order to see these expert teachers' practices in different contexts, for example, guided reading, whole class reading, book discussions, small group activities, and games as reading activities. Before reading activities, I looked at the text materials to be used so I could make sense of the activities, teachers' actions and students' responses.

**Interviewing**

Interviewing is one of salient sources of case study data collection. It involves purposeful conversations between the researcher(s) and the participant(s) to elicit information (Bogdan & Biglen, 1992; Marriam, 1988; 1998). Patton (1990) situates the purpose of interviewing as

"To find out what is and on someone else's mind. We interview people to find out from them those things we cannot directly observe...the fact of the matter is that
we cannot observe everything. We cannot observe feelings, thoughts, and intentions. We cannot observe behaviors that took place at some previous point in time. We cannot observe situations that preclude the presence of an observer. We cannot observe how people have organized the world and the meaning they attach to what goes on in the world. We have to ask people questions about those things. The purpose of the interviewing, then, is to allow us to enter into the other person’s perspective. Qualitative interviewing begins with the assumption that the perspective of others is meaningful, knowable and able to be made explicit” (p. 278).

In this study, interviews played an important role in the information gathering. Individual interviews were conducted to gain insight about each teacher’s beliefs, her view of her instructional practices, and her perspectives on children’s reading development through experiencing children’s literature.

Fontana and Frey (1994) claim that different types of interviewing are effective and appropriate in different situations. In my study, I used a semi-structured method to gather data. Structured interviewing refers to pre-established questions that confine the interviewee to those questions only, which facilitates data coding. Unstructured interviewing helps the researcher elicit details by allowing the interviewee to talk about feelings and express him/herself freely. Also in an unstructured interview, the researcher is more likely to pay attention to gestures. Both types have advantages and disadvantages.

In this study I used semi-structured interviewing, which includes both pre-established questions and informal, open-ended questions (Appendix B). In that way, I asked questions that were well established and well organized based on the pilot study conducted prior to the actual research. The semi-structured interview in this study provided “codable data to explain behavior within pre-established categories” and also provided understanding of “the complex behavior without prior categorization that may limit the field of inquiry” (Fontana & Frey, 1994, p. 366).
I asked previously established questions (twenty seven questions in different question forms such as Likert type and multiple choice) to obtain information about teachers' beliefs and perspectives on their instructional practices and how they saw students as learners and readers (Appendix A). These established questions provided different perspectives for both the researcher and the teachers, which, in turn, led to additional questions in the interviews with these teachers. This questionnaire was conducted after school year, August 2000.

Individual videotaped session interviews using open-ended questions were conducted to obtain information specifically about these expert teachers' instructional practices. My conversation with these teachers focused on their behavior during various kinds of instructional practices as well as why they chose these practices. The information from videotaped sessions' interviews helped me to understand their decisions, reasons, perspectives, and beliefs. Both types of interviews provided meaningful information in probing the teachers' thought and minds.

All interviews were audio taped and transcribed. Interviews lasted from 60 to 90 minutes. To minimize the time between the videotaped sessions and interviews about them, these sessions were given priority time in interviews. The interviews with pre-established questions were administered at the end of the day and lasted 30 to 60 minutes. All the transcribed interview data along with field notes and transcribed videotaped observations were entered into NUD*IST software for analysis.
**Videotaping**

Selected observations of different instructional practices were recorded with the video camera. I was informed about the kinds of reading sessions before the observations, and then videotaped selected activities to assure variety.

Instructional practices are defined as methods, activities and tools that teachers use in the classroom for their teaching-learning purposes (Zarillo, 1989). In reading, some instructional practices are silent reading, read-aloud, discussion, story reading, story telling and story retelling. All these different activities were recorded on videotape to provide rich examples for interviews.

All these videotaped reading activities were transcribed. In the process of transcription, I took notes on possible questions to help in guiding the interviews. Decisions on videotaping and interviewing helped to capture the dynamics of: 1) what the teachers did, 2) why they performed as they did; and, 3) what their detailed insights about their beliefs and instructional activities were. Observing how children reacted and responded on the tape also provided insights as to children's response to teachers' practices and literature-based activities.

The video camera is a technological innovation that helps to increase the quality of field observations and the utility of the observational records (Patton, 1990). The main concern of videotaping, however, is the unnatural effect on the subjects. To capture the natural teaching-learning atmosphere, I used the video at the beginning to help students and teacher get used to the camera in their activities. During this process the students asked questions and showed interest in the camera. Eventually, the students paid less attention to me with my camera or with my note taking and I was able to start actual
videotaping of the reading sessions. These expert teachers had previous experiences with videotaping and classroom research, so artificiality and self-consciousness were not a concern for the study.

All selected observations were videotaped, transcribed and transferred to NUD*IST program for the analysis.

**Documents**

According to Hodder (1994), documents include diaries, memos, letters, field notes and so on. In this study, lesson plans, instructional activities, field notes, and worksheets were gathered as documents throughout the data gathering period.

One of the aims of this study was to determine whether these teachers' instructions were represented in their lesson plans and to reveal the extent to which lesson plans represented what expert reading teachers believed. Lesson plans also helped me to gather information prior to actual observation of reading activities.

Papers, worksheets and activity sheets were occasionally gathered during and after observations in order to be in the flow of the observation and to understand the reading activity fully. They provided detailed information for the observations and facilitated connection from the warm-up activity to follow-up activities in the observations. Furthermore, they also supported the detailed transcriptions of the observations.

**Instruments**

A questionnaire (Appendix A, conducted in August 2000), interview questions (Appendix B, conducted between June, 2000-January, 2001) and open-ended interview questions for videotaped observations (Conducted June, 2000 to January, 2001) were the
instruments for my study. The questionnaire, which is adapted from the questionnaire used by Lehman, Freeman and Allen (1994), was revised by adding questions and statements that emerged from the pilot study and grounded survey. The revised questionnaire had two parts: These two parts focused on 1) statements on teachers’ beliefs; 2) statements on instructional practices and 3) statements of teachers’ observation of the impact of children’s literature to children’s reading. In the first part a Likert Scale was used to measure responses from “strongly agree” to “strongly disagree” ranging from 1 to 5. Part two was organized as multiple choices.

Interview questions, adapted from Lehman, Freeman and Allen (1994), included four sections: (1) teacher’s knowledge and understanding about literature; (2) teacher’s instructional decisions and practices; (3) the assessment of children’s growth; and, (4) demographic information. Interview questions also provided information about these expert teachers’ beliefs, practices and students’ responses and reactions. Open-ended interview questions for videotaped observations emerged from each session and determined the flow of the interview. These instruments provided multiple evidence and sources allowed triangulation of the data to support the credibility of the study. The results of data collection are discussed in Chapter Four and Chapter Five.

Pilot Study

“Qualitative research design decisions parallel the warm up, exercise, and cool down periods of dance. Just as dance mirrors and creates life, so to do research designs adapt, change, and mold the very phenomena they are intended to examine” (Janesick, 1994, p. 201). “The exercise” was to conduct a pilot study to “refine my data collection plans with respect to both content of the data and the procedures to be followed” (Yin,
Conducting the pilot study facilitated the research in many ways. For example, it provided such as revision of interview questions and questionnaire as well as the design of the study itself. It also helped to see how analysis might work including coding and using Qualitative analysis software, NUD*IST for the data analysis.

For the pilot study, I conducted interviews and observations in a preschool in Columbus, Ohio. I interviewed one teacher who, according to the principal, is an effective reading teacher. The teacher had prior experience in using children's literature in the classroom. I observed her class when she taught children's literature. After transcribing the interview, I evaluated the questionnaire based on the grounded survey. I also tested the interview questions to determine whether they were appropriate and efficient to obtain the answers to my research questions. I administered the questionnaire to be able to obtain feedback about the statements. The appropriateness of interview questions was also confirmed.

*Organization of the Study*

Data collection was organized into two blocks of time: from March to June 2000 for observations and videotaping in the schools and from June 2000 to January 2001 for videotape discussion interviews, general interviews, and questionnaire administration. In the meantime transcriptions were completed. Table 3.4 below indicates the time period table of observations and interviews.
<table>
<thead>
<tr>
<th></th>
<th>Teacher T</th>
<th>Teacher J</th>
<th>Teacher P</th>
</tr>
</thead>
<tbody>
<tr>
<td>March</td>
<td>Initial interview</td>
<td>Initial interview</td>
<td>Initial interview</td>
</tr>
<tr>
<td></td>
<td>4 videotaping</td>
<td>5 videotaping</td>
<td>3 videotaping</td>
</tr>
<tr>
<td></td>
<td>2 observations</td>
<td>4 videotaping</td>
<td>2 observations</td>
</tr>
<tr>
<td>April</td>
<td>5 videotaping</td>
<td>6 videotaping</td>
<td>5 videotaping</td>
</tr>
<tr>
<td></td>
<td>4 observations</td>
<td>5 observations</td>
<td>5 observations</td>
</tr>
<tr>
<td>May</td>
<td>3 videotaping</td>
<td>3 videotaping</td>
<td>4 videotaping</td>
</tr>
<tr>
<td></td>
<td>2 observations</td>
<td>3 observations</td>
<td>1 observations</td>
</tr>
<tr>
<td>June</td>
<td>1 observation</td>
<td>1 observation</td>
<td>1 observation</td>
</tr>
<tr>
<td>Total</td>
<td>21 observations</td>
<td>27 observations</td>
<td>21 observations</td>
</tr>
</tbody>
</table>

Table 3.4: Time period table of observation and initial interviews

Starting from July, 2000, videotaped sessions interviews were conducted with each teacher. In the interview priority was given to discussion of the videotaped sessions so that the time between videotaping and interviews about them was as short as possible in order to capture currency and freshness. The general organization of the time sequence in collecting data was determined in the beginning of data collection; however, specific time divisions were reorganized to be convenient for these expert teachers.

From March, 2000, to June, 2000, observations were conducted in the teachers’ classrooms in three different schools. Selected observations were videotaped. According to teachers’ weekly and daily plans, I traveled among the schools to observe different reading activities that incorporated children’s literature. Before each observation, the negotiation with the teacher occurred in the selection of the observation to be videotaped.
At the end of each session there were general conversations and further plans were made for continuing data collection.

Each observation lasted as long as the reading activity. Follow-up activities or related activities were also observed and videotaped as part of data collection. The types of instructional practices observed and the children's books used in these practices are as follows for each teacher:

Teacher T

Read aloud - 9 observations
- *Carl Goes to Day Care* by Alexandra Day (1993)
- *A Treeful of Pigs* by Arnold Lobel (1979), A (videotaped)
- *Jack and the Bean Tree* by Gail E. Haley (1986) (videotaped)
- *Wilfred Gordon MacDonald Partridge* by Mem (1985) Fox (videotaped)
- *Jack and the Beanstalk* by Steven Kellogg (1991) (videotaped)

Guided reading - 2 observations
- *There Is A Hippopotamus Under My Bed* by Mike Thaler (videotaped)
- *Let Me In* by Sunshine Book Collection (videotaped)

Quiet Reading - 5 observations (2 observations videotaped)

Chapter book shared reading - 3 observations
- *Stories from Wayside School* by Louis Sachar
- *Charlie and the Great Glass Elevator* by Roald Dahl
- *George's Marvelous Medicine* by Roald Dahl (videotaped)

Book discussion session - 1 observation (videotaped)

Game - 1 observation
- Based on *Old Mc Donald Had a Farm*

Teacher J

Read aloud - 12 observations
- Shared reading of students’ story from writing activities (videotaped)
- *Rosie’s Walk* by Pat Hutchins (1968) (videotaped)

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Little Blue Little Yellow by Leo Lionni (1995) (videotaped)
The Biggest House in the World by Leo Lionni (1987)
treasury of favorite stories with an introduction by Bruno Bettelhem
Poem reading - Jelly Bean Soup
A Flea Story by Leo Lionni (1977)
The Grey Lady and Strawberry Snatcher by Molly Bang (1980) (videotaped)
Arthur's Eyes by Mark Brown (1979) (videotaped)
Down By the Bay by Alan Daniel (1990) (videotaped)

Guided reading - 5 observations
One to one reading
Chapter book guided reading
Pat a cake - poem reading (videotaped)
Little Boy Blue by Mother Goose (poem reading) (videotaped)
Happy Birthday Sam by Pat Hutchins (1978) (videotaped)

Quiet Reading - 4 observations (2 observations videotaped)

Chapter book shared reading - 4 observations
The Boxcar Children (the soccer mystery) by Gertrude Chandler Warner (1980) (videotaped)

Book discussion session - 1 observation

Game - 1 observation
Word game - Bingo

Teacher P

Read aloud - 8 observations
Deep In the Forest by Brinton Turkle (1987) (videotaped)
Recipe reading (videotaped)
Cactus Hotel by Brenda Z. Guiberson (1991) (videotaped)
Easter Eggs-poem reading (videotaped)
City Storm by Rebel Williams
Good Home by Houghton Mifflin Literacy Readers (videotaped)

Frog and Toad together by Arnold Lobel
Frederick by Leo Lionni

Guided reading - 4 observations
Frog and Toad Together by Arnold Lobel (videotaped)
Students' choices of books from their bookbags (videotaped)
The Cat by Gillian Packers (videotaped)
The Tale Of the Old Cactus by Jean Warren-adapted from Carlos Discovers Change (videotaped)

Quiet Reading – 4 observations (2 observations videotaped)

Chapter book shared reading – 2 observations
  Ghost Town at Sundown by Mary Pope Osborne (1997) (videotaped)

Book discussion session – 1 observation

Game – 2 observations
  Word and vocabulary games

An initial interview with each teacher provided general information about the school district, the reading program, classroom organization, and book selection.

Interviews of videotaped observations were held with each teacher in the school setting or in the home. The interview questions were open-ended and emerged from the interview itself based on the instructional practice. The interview was designed to reveal:

1) the reason of the choice of the book;
2) the reason of the choice of the instructional practice;
3) the reason of the coaching children the way they did;
4) what was taught during activity and the reason;
5) how they did know what to do with different children;
6) how they decided what/when to teach and strategy teaching choices; and,
7) how they nurtured students in the development of a reading process.

These questions enabled these expert teachers to present their thinking before, during and after teaching.

The pre-determined interview was conducted starting from June, 2000. Half structured interview questions are provided in Appendix B. Although the interview

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questions were expanded in the flow of the conversation, the main questions in the interview were successfully asked and discussed. Interviews were scheduled based upon the convenience of these teachers and was finished in January, 2001. Interviews were also transcribed during second block of ongoing data collection.

The questionnaire was administered to these teachers during the pre-determined interview time blocks to get information about their beliefs, instructional practices, and views of students' responses and reactions. The results of the questionnaire provided information for triangulation and may be found in Chapter 4 and Chapter 5.

Data Analysis

"Analyzing and interpreting qualitative data is the process of systematically organizing the interview transcripts, field notes, and other materials you have collected; bringing meaning to them so that they tell a coherent story; and writing it all up so that others can read what you have learned. It entails organizing these materials into chunks (analysis) and bringing meaning to those chunks (interpretation)” (Rossman & Rallis, 1998, p. 171). Thus, data analysis informs readers with facts and existing collected materials in hand. These collected materials vary from observations to interviews based on what the researcher is looking for through this research.

My study consisted of field notes, videotaped observation notes, interviews, questionnaire and teachers' work such as lesson plans. Interviews, videotape discussion interviews and videotaped observations were transcribed. Field notes were revisited and reorganized carefully. All the transcriptions and field notes were entered into NUD*IST (Richards & Richards, 1994)
There are various ways of discovering, exploring and making meaning of data (Miles & Huberman, 1994). To be able to make sense from the data, however, researchers need to manage the unstructured information and, put it into meaningful order by categorizing and creating ideas systematically. One of the tools to use in making meaning is qualitative analysis software. Among those software programs, I chose to use NUD*IST-Non-numerical Unstructured Data Indexing Searching and Theorizing software program.

NUD*IST provides coding and facilitates the data analysis with its code-and retrieve system. NUD*IST has two main systems: a document system that holds textual level data about documents and an index system that allows researchers to create and manipulate concepts, and to keep and explore the ideas. Furthermore, the search system in NUD*IST helps in searching document texts and codes and facilitates exploring patterns and themes. Since my data consisted of approximately 500 pages of interviews and field notes, NUD*IST help to manage the data in a very systematic and effective way.

The software program provided a management system; however, the coding and interpreting the data remained with the researcher. As a researcher, I was responsible of entering the data, categorizing, coding, retrieving, searching, combining, and making meaning and interpreting of the information. Before entering the data into the software, I read the data several times, jotted down emergent themes, and made notes about organizations and the content of the data. All these notes and thoughts were entered into NUD*IST to facilitate organization. Analysis and meaning construction from the data occurred through “long hours of careful work, going over notes, organizing the data,
looking for pattern, checking for emergent patterns against the data, cross validating data sources and findings and making linkages among the various parts of the data and the emergent dimension of the analysis" (Patton, 1990, p. 379).

Data collection and analysis is a “simultaneous activity” (Merriam, 1988, p. 119). Analysis starts in collecting the documents, reading them, having insights, rereading them, and revolving in and around the data. Because of interactive nature of data collection, analysis and reporting, the process is inductive (Merriam, 1998). This inductive process provided various insights and helped me to see the data from different perspectives. Different categories, subcategories and codes emerged inductively from examination of the data. Although my research questions and the focus of my study determined general categories, the specific codes and categories emerged inductively through the process of ongoing analysis. The idea of grounded theory (Glaser & Strauss, 1967 provided several codes and sub codes and conceptual links among these categories were generated from the data inductively.

Coding

Computer-aided qualitative analysis requires coding or indexing of the data. As Rossman and Rallis (1998) state, “coding is the formal representation of analytic thinking” (p.180). Coding is analyzing (Miles & Huberman, 1994) and codes are the tools for the analysis process. Miles and Huberman (1994) indicate that

Codes are tags or labels for assigning units of meaning to the descriptive or inferential information compiled during a study. Codes usually are attached to chunks of varying size-words, phrases, sentences or whole paragraphs connected or unconnected to a specific setting. (p. 56)
The purpose of coding is to break up the data into parts and dive into these simpler pieces to formulate and refine ideas, questions and interpretations (Coffey & Atkinson, 1996). There are different ways of coding. In this study, I used the inductive coding technique (Strauss & Jorbin, 1990). All data were read and coded simultaneously by hand and in NUD*IST.

Familiarity and practice with coding and using the NUD*IST program through the pilot study helped in understanding coding and organization, resulted in better coding and confidence in interpreting and discussing my results. For my pilot study, I interviewed, observed and took field notes. I used NUD*IST computer software for the analysis. I entered the data and coded. Rossman and Rallis (1998) say that planning to code data more than once stimulates insights, generates new categories and collapses the existing categories. I came up with twelve codes for my pilot study. A sample of coding categories of my pilot study is shown in the table 3.5 below.

<table>
<thead>
<tr>
<th>Category</th>
<th>Explanation</th>
<th>Example sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age level of children</td>
<td>Statements that refer to the age of the children in preschool, kindergarten and elementary school</td>
<td>This is a mixed age grouping. Some people call it “family grouping”. Some people call it “multi-level grouping”. That means we put children of various ages and levels together.</td>
</tr>
<tr>
<td>Literacy events</td>
<td>Encountering prints events that are related to literacy learning (print awareness events)</td>
<td>Children wrote a book to their teacher about how to take care of a baby. They meant every word and they were so proud that they have all these ideas about taking care of a baby.</td>
</tr>
</tbody>
</table>

Table 3.5: Coding categories of the pilot study (Continued)
<table>
<thead>
<tr>
<th>Category</th>
<th>Explanation</th>
<th>Example sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional way of teaching</td>
<td>The ways that the teacher viewed traditional teaching approaches</td>
<td>We are not doing rote learning. We are not having them repeat things and do drill and flash card.</td>
</tr>
<tr>
<td>Benefits and values of children's literature</td>
<td>What children's literature offers to children in terms of learning</td>
<td>It makes sense to them and they care about print. It serves a purpose for them</td>
</tr>
<tr>
<td>Reading</td>
<td>Statements that show children's reading activities and reading skill indication</td>
<td>On the other table some kids were learning how to make pizza. They looked at the recipe book as if they knew how to read.</td>
</tr>
<tr>
<td>Writing</td>
<td>Statements that show children's writing activities and writing skill indication</td>
<td>In stories over in the writing area, we put the pictures of the animals; for example, they could write an actual story about animals.</td>
</tr>
<tr>
<td>Teacher's literacy activities</td>
<td>Classroom literacy activities that the teacher uses and that involve children's literature</td>
<td>The teacher puts her finger on the picture and then the word itself and told children to “whistle” the word twice.</td>
</tr>
<tr>
<td>Interaction</td>
<td>Statements that show interaction between children-teacher-children</td>
<td>Children learn from each other more with the help of books and activities from children's literature.</td>
</tr>
<tr>
<td>Learning through play</td>
<td>Statements that indicate the learning process of children through play</td>
<td>Some kids played with blocks. One of the kids played with some tools.</td>
</tr>
<tr>
<td>Speaking</td>
<td>Children’s performance in speaking skill</td>
<td>When they tell their own stories, the others ask questions about their stories, which motivated them to read and listen to children’s books.</td>
</tr>
<tr>
<td>Materials</td>
<td>Teacher’s and children’s materials used in their literacy learning</td>
<td>We have wonderful books and libraries have lots and lots of books.</td>
</tr>
</tbody>
</table>
In the process of the pilot study, I refined the techniques for this study. I read all the data various times and codes emerged from the data simultaneously. Texts of the data were coded as sentences or paragraphs based on what was needed. These codes were kept as free codes. Then, they were imported into an index tree in the NUD*IST program, which allowed me to organize codes into general codes and sub codes. The index tree also helped me to see all the codes with their definitions, memos and any annotations and to be able to see the whole coding picture of my study. By the end of coding, 27 codes and 74 sub codes had emerged. These codes were not the same codes with the codes in pilot study. The data was approximately 500 pages and I read them for three times. I went back to the data and the NUD*IST program various times and new codes and subcodes emerged. The codes were emerged inductively. Table 3.6 below shows a sample of one code with its sub codes. A sample of coded field note in the NUD*IST program is presented in Appendix D. A sample of one code with its texts is presented in Appendix E. The list of codes and the code system is presented in Appendix F.
This diagram created using Inspiration® by Inspiration Software®, Inc.

Table 3.6: A sample of one code

The software program also allowed me to do searches to find the codes and also to perform cross-case analysis through matrix, table, tree display and report files. These results may be found in Chapter 4 and 5.

Trustworthiness, Ethics and Politics

Trustworthiness in qualitative research requires two criteria:

1. Does the study conform the standards for acceptable and compatible practice?
2. Has it been ethically conducted with sensitivity to the politics of the topic and setting?

These questions allow readers to investigate the research process and outcomes for the credibility of the study, which requires a close look at research questions, the theoretical framework, and the specific procedures for data collection and analysis (Maykut & Morehouse, 1994). A rich data and detailed report contributes to the credibility of the study along with some aspects of research processes, which are prolonged engagement, peer debriefing, member checks, and triangulation. They are presented below as the contributors to the credibility for this research. The discussion of ethics and politics follows the discussion of aspects of credibility. Ethics and politics in a study are also crucial components in presenting the data ethically and in a politically appropriate way.

Prolonged Engagement

The eleven-month data collection in this research was divided as: (1) five intense months as a participant observation in the site with both students and teacher participants; and (2) six months with the teacher participants. This involvement at the site with both teacher and student participants established rapport, built trust and overcame any effects of misinformation through investment of sufficient time by understanding the context, the culture, and the participants (Lincoln & Guba, 1985; Guba & Lincoln, 1989).

Peer Debriefing

Throughout the study, a doctoral candidate in the Ohio State University (OSU) and a graduate of the OSU, currently working as an associate professor in a university in Ohio, who experienced the same process in conducting his study served as peer debriefers through “sharing ideas about procedures and logistics in the field to get advice.
and check dependability of ways of proceeding and it can involve sharing evolving attempts at describing and analyzing qualitative data to achieve some kind of consensual validation” (Schwandt, 1997, p. 113). I met ten times with the doctoral candidate to discuss the data collection and analysis. We read each other’s writings as she was in the process of collecting, analyzing and writing her dissertation. I also discussed my study with the OSU graduate through e-mail, face-to-face meetings and phone calls. Both debriefers helped me to view the study and the procedures from different angles and contributed different perspectives to the study. Furthermore, the courses, specifically a qualitative research course, provided in depth information about the data design, data collection and analysis. The use and experience of NUD*IST program for my study was also introduced through these courses in the university.

Member Checks

Using member checks is an important procedure that provides verification of one’s findings (Schwandt, 1997). Guba and Lincoln (1989) stated that member checks give the researcher a chance “to correct errors of facts or errors of interpretation” (p. 239). Verification and correction of errors were obtained through formal and informal member checks in the study. Categories and codes emerged from the data and were shared with these expert teachers individually. In order to elicit input for potential interpretation and drawing conclusions, the emergent themes and ideas were discussed with the teachers individually. Furthermore, the drafts of individual case studies were shared with each teacher to conform the accuracy of the case descriptions.
Triangulation

Triangulation is collecting and analyzing multiple data sources in order to substantiate and crosscheck emergent patterns (Erickson, 1986). Triangulation is an essential part of this study. Multiple sources are shown in the Table 3.7 below. These multiple sources provided evidence to the research to be “understood from various points of views and ways of knowing” (Maykut & Morehouse 1994, p. 146) and confirmed the credibility by “multiple measures of the same phenomena” (Yin, 1984, p. 97). These multiple sources not only confirmed the research itself but also validated each other.

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Table 3.7: Triangulation of this study
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Ethics

In a study, it is crucial for the researcher to operate ethically. The researchers are supposed to “make decisions according to a code of ethics” (Rossman & Rallis, 1998, p. 48). To assume privacy and confidentiality, the participants in my study remained anonymous. No real names were used in questionnaire, interviews, observations, field notes and documents. Instead, pseudo names were preferred. I provided consent forms from the participants, which shows they were willingly participating to the study. Sample forms are presented in Appendix D.

Politics

Politics is the salient part of a study that refers to the powers of government, schools, universities, and dissertation committees to determine appropriate methodologies (Rossman & Rallis, 1998). Politics is also considered as an important issue in my study. Before data collection, the appropriateness of the study and data collection design were discussed with the doctoral committee members of this study. Permissions were obtained from The Ohio State University, Department of Human Subject Resources, from selected schools for the study, selected teachers and the department of public schools administrators in Columbus, Ohio. Based on feedback to the design of data collection of the study by the committee members and the department of Human Subject Resources of Ohio State University, reevaluation and adjustments were applied.

Summary

In this chapter I discussed the rationale for the research methodology, research design and procedure, data collection and analysis techniques. The subjects for the study were three expert reading teachers from three different elementary schools that were
using literature-based programs for reading instruction. Students of these selected teachers were also observed to gain insight into their responses toward specific teaching practices. The instruments were a questionnaire, pre-determined and half-structured interview questions, and open-ended interviews of videotaped observations for these expert teachers. Videotaped observations and interviews of videotaped specific teaching practice provided in depth information to be able to see the dynamics of teaching and learning reading.

This study gathered information to illuminate how expert reading teachers effectively use children's literature for their teaching reading purposes. Results also show how these beliefs are important for their teaching practices. The observation of students' responses provides further information on how these beliefs and practices work for the students. The discussion of the dynamics of this process provides a bridge in the literature in terms of reading development and children's literature.
CHAPTER 4

RESULTS OF INDIVIDUAL CASE STUDIES

Introduction

This chapter focuses on the description of each case in detail. For the purpose of understanding cases within context, the site and the classroom descriptions are provided in the beginning section of each case. The research questions that guided this study were addressed through cross-case analysis in the reflection of derived data from field notes, interviews, videotaped observations interview and some documents. Discussion of research questions with cross-case analysis may be found in Chapter 5.

Case 1 Teacher T

Research Site

The School Setting

This study was conducted in three different schools, one of which is School A, the Informal Alternative School. Teacher T was one of the first grade teachers who participated in this study.

School A was located in East Columbus district. School A was an urban school attended by approximately 350 students each year. It was very close to The Ohio State University as well as to one of the main busy streets in Columbus. Mostly university students and middle-income class white and African American people inhibited the
neighborhood. Because it is an alternative that parents from across the district can choose, students of School A reside both inside and outside of the neighborhood.

School A, erected in 1908, and was one of the oldest schools in the Columbus district. The houses of residents surrounded the building. The building was a red brick structure with a small green area in front of it and a yard at the back of the building. Staff and visitor parking spaces were located both in front and in the back of the school. The backyard was a big space with a playground and equipment such as teeter-totters, slides, and swings. One of the corners in the backyard was reserved for a garden where children grew and took care of the plants. I was informed that students who needed to consider their behaviors and mistakes often were asked to reflect while sitting around this garden. It was a very peaceful atmosphere for students who needed to think about their problems or actions in the classroom.

School A was the first Junior High School in the United States. The administrators set up a plan for one year to separate younger children from the older ones. The plan was successful and other schools modeled after School A and the concept of junior high was accepted and implemented throughout states. Until 1929 the school served grades 7 through 9; then the junior high was moved to its present site on another street. School A was closed in 1975 and was reopened as an alternative school.

The school had thirteen classrooms, five of which were on the first floor and eight of which were on the second floor. A spacious gym was attached to the east side of the building. There was also one kitchen attached next to the gym, a general-purpose room, a library on the first floor, a teachers' room on the second floor, and a nurse's room on the first floor. There were also some small offices for different purposes in the building. The
walls and some specific areas served for the attractive display of the students’ work. Because of the small number of students attending the school, birthdays were also written on the white board attached to the principal’s office door where other students could see as they entered the school and walked down the hallway. Students’ work was also placed on the tables set up in front of the classes along the walls.

There were thirteen classrooms serving the school, four of which were first grade classes. The grade levels were assigned as multi-age groups, K-1, and grades 1-2, 2-3, 4-5 and grade 5. There were three 1-2 classrooms and one K-1 classroom in the school. Counting the 3 art teachers and 2 reading specialists, the staff consisted of 18 teachers. There was also a part-time librarian who served one day a week, arranging and managing the library, selecting and organizing the books, having conversations and small projects with the teachers, helping students select the books for home or for their independent reading, and also working and reading with children. The classrooms were designed and organized by the teachers at the beginning of each academic year. Materials and equipment were organized and placed by the teachers to be available to students and considering students’ needs. Every classroom had its own library, which had been created by the teacher and the students’ parents. Classroom libraries also served the needs of children for independent and other reading activities.

The school started its literature-based program in 1975 and had been involved in related projects and collaborative efforts throughout the ensuing years. The school was in a collaboration network with fifteen other schools in the district and the principal was very active in observing other schools, and having meetings with other principals. School A had its own mission statement indicating that:
We, the members of the School A Informal school community, believe that all children can achieve academic successes. We believe that all children enter school as active learners eager to continue the learning process by working with staff, other children, parents and volunteers. To this end we will provide opportunities where children learn by doing and by interacting with their environment. We will provide strong positive teacher guidance so those children can take responsibility for their own learning. We will provide opportunities for children to express their knowledge and talents through visual art, music and drama. We will provide an environment, which encourages mutual respect and cultural understanding. We believe that children learn best from people who are life-long learners. Therefore, we will continue providing opportunities for children and adults to learn simultaneously. (cited in school information pamphlet)

School A was in a partnership with The Ohio State University called the Literacy Collaborative project. Literacy Collaborative was described as:

A cooperative effort that involves individual schools, school districts, and university training centers representing a network of schools committed to the long term research and development that is needed to assure literacy success for all children. The Literacy Collaborative provides long-term professional development and systematic support for teachers who are helping children learn effective literacy skills and use literacy as a tool for learning. The overall goal of the Literacy collaborative is to significantly raise the level of literacy achievement for children across the elementary years. (Research Report, 1999, p. 1)
School A had been involved with Literacy Collaborative project for over a year and had made a 5-year commitment to the project. The school had a literacy coordinator who worked with the teachers and took an active role in the literacy activities. There were two Reading Recovery specialists who worked specific time periods in the school and implemented interventions when needed. School A was working with Reading Recovery to provide individualized lessons for the first grade students in the school who were having most difficulty learning to read and write. Recovery is: “An early intervention program for young readers who are experiencing difficulty in their first year of reading instructions. The program is designed to serve the lowest achieving readers in a first-grade class. In Reading Recovery, children receive individual daily lessons from a specially trained teacher” (Pinnell et al., 1990, p. 283).

The Reading Recovery specialist in School A worked with the students who are struggling with reading. She worked with students, one-on-one to teach them reading and reading strategies. She involved them in reading and writing activities through children’s books and various other materials.

School A also provided different enrichment activities such as monthly family book club, author visits, dance performances, visual arts exhibitions, etc. The Parent-Teacher Association in the school provided active parents who volunteered in the school activities. Furthermore, these parents read with students in the classrooms. Parents also sponsored events such as Book Fair or Language Clubs. The school also provided activities and projects for students where they could share their work through portfolios, performances or conferences, which was called “Celebrations of Learning”.

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School A served 30% African-American, 70% White and 1% non-citizens who had come from outside of the United States. Among all students, 33% were on free and reduced lunch. Most students were bused to the school and some parents also provided transportation to school. Students were free to share their work in their classrooms and in the school. Classrooms were designed to meet students' needs and accessibility.

Teacher T's Class

Students as Participants

There were 19 students in this classroom. Among those students 9 were male and 10 female; 11 of them were first graders and 8 were second graders, and 3 of them were African-American students. They were all American citizens and came from various socio-economic classes. The same teacher was teaching some of these students in their second year. One gifted child in the class was involved in the special program provided by the school and once a week the gifted child spent time away from his regular classroom settings in order to participate in this program. The Reading Recovery staff member (or reading tutor) served two children in the classroom who were "at-risk readers." The teacher observed and assessed the students and made decisions with the collaboration of the principal for the next year grade level students for the following year. The teacher's observations and assessment processes revealed that the reading abilities of children in the class varied. Four students were placed in lower reading level; five students were considered to be readers by the teacher.

The school library and the classroom library provided children’s books for students to read in their independent reading period. The teacher also provided books from the local public libraries or her own personal library at home. Students were also

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encouraged to bring in and share their own books in the classroom and with the teacher. The teacher sometimes chose books students bring to read aloud.

_**Classroom Setting**_

Teacher T’s classroom was designed at the beginning of the year to fit the available space in the room and the shape of the room. The physical arrangement reflected Teacher T’s personal understanding of the teaching and learning she wanted to happen in the classroom. Her organization provided for efficient implementation of instructional practices, met students’ needs, interests and created an accessible environment for both the teacher and the students. Teacher T said she chose this design because it was flexible, purposeful and served the purposes of teaching and learning in an efficient and effective way for the members of the classroom.

The classroom plan is displayed below in the Figure 1.
The classroom was on the first floor on the west side of the building overlooking to backyard and the playground. There were two doors at the opposite sides of the room; there was space in between the two doors for the tables to be set up for the students’ work display. When one entered the classroom from the South door, one could notice the whole wall on the left, which was designed for the students’ illustrated stories and artwork display. For example, on the day I videotaped the details of the classroom design, students’ illustrated stories along with their writings on papers covering the display wall.
and were also compiled as a book, the result of the collaboration of the students in the storybook writing process.

Further down in the middle, on the wall, there was a sink attached to the wall and the table next to the door and the supplies cupboard between the sink and the table. The cupboard was filled with baskets and boxes in which pencils, crayons, brushes, art supplies, shells, small cups and bowls, supplies such as paper, colored pencils, scissors, glue and Scotch tapes and various other types of materials. The front of sink provided space for children to work on their art projects on the table surrounding the back of the computers towards to the door.

Computers were placed next to the art table facing westward toward to backyard. In their independent activities students used computers to read books (in computer file formats such as on CDs), to search some subjects through the Internet, or to write. The teacher also used the computer to search for instructional materials. She downloaded any activity or materials she could use in the classroom. On the west side of the wall below the windows there were some cupboards for storing supplies. Students' papers, journals, writing works and portfolios were kept on these shelves in these cupboards. On the west side of the wall there was a large wooden terrace with stairs. This terrace was designed with pillows, tables and small chairs. Students read here or worked on their literacy activities. It had a cozy atmosphere, with home-style familiar furniture and surroundings. Underneath this cozy place there was a big table where students could work on a mosaic art project, gluing pieces of ceramic tile directly on the surface of the table. Next to this area, the teacher table with its drawers, a chair and the file cabinet were placed. A wall between the east side of the wall separated the classroom, leaving space for more cabinets.
and baskets along with hangers for students' bags and coats. On the classroom side of this wall there are two tables with small chairs for students.

On the northeast side of the wall next to the hallway close to the door was the reading area covered with ABC carpet. Around this carpet there were shelves full of children's books. Students chose books from this classroom library for quiet reading. There were approximately 150 books, categorized as fiction or non-fiction in the library. The teacher and the students gathered this collection throughout the years, with help from school resources. The district provided a certain amount of money for children's book purchase in the beginning of the year. The parents of the students also donated books to the classroom library.

There were always book exchanges with other classrooms to share different books. The children's literature books were displayed vertically on top of shelves to attract students' attention to the books. The teacher also displayed the books that she checked out from public libraries after she introduced them to students. On the carpet area students would choose their own spots and read their books either lying down or sitting next to the shelf. They were free to choose their position as long as they were reading. In front of the reading area, a big round table in the middle of the room was used for literacy activities. On the classroom walls between the two doors there was a student work display board and some other displays such as names with birthdays. Next to the art display board was a big word wall, which the teacher and students created in mini lessons. Students consulted this word wall as needed in reading, writing, and other language activities. The teacher also displayed the written rules, which students and the teacher created together in their discussions. Different kinds of paper supplements and
art pencils were provided to students on the shelves or in the cabinets placed in different spaces in the classroom.

*Professional History and Background of Teacher T*

Teacher T had been teaching in elementary schools for twelve years, eight of which were in first grade or multi-age (combination of first and second grades) classrooms. She had taught one year in reading intervention, one year in pre-school and two years in kindergartens.

Teacher T graduated from Ohio State University in 1990 and received her degree in Science Education. She was enrolled in a special teacher education program called EPIC (Educational Programs for Integrated Classrooms/Curriculum). This program promoted a language-based, integrated way of teaching with a strong foundation of teaching with a strong foundation in children's literature. Prospective teachers were expected to demonstrate knowledge of children's learning processes and language and literacy acquisition as well as how to design classroom programs with strong content, integrated with literacy instruction, and maximum opportunities of students to talk, read, and write. She started working as an elementary school teacher in Springfield in Ohio. She decided to pursue a Masters of Art degree at Ohio State University specializing in children's literature.

She had started working as an elementary school teacher in 1991 in Springfield and continued working as a teacher in South Western City schools. She had been teaching in School A since 1998.

Teacher T had been involved in projects, conferences, and academic studies through her teaching career. She participated LEADS programs—Literacy Education and
Diverse Setting, which is a one-year M.Ed. program consisting of a pre-service teaching cohort group and taught in the program as visiting teacher. She served as the consultant for Integrated Curriculum in the Elementary School Summer Institute, served as an Americorps mentor (AmeriCorps for Mathematics, Literacy, and Science provides tutorial support in kindergarten through grade three classrooms in chosen schools), and supervised student teachers in her classroom. She was the recipient of Moira McKenzie Grants given by the Literacy Connection and was the winner of South Western City Schools Ambassador. She was Professional Development Site Educator, and supervisor for a year. (Professional Development Schools work with the Collage of Education in Ohio State University to provide sites for the preparation and supervision of pre-service teachers.) She also served as a member in South Western City School District Math Assessment Committee in 1997. She was a board member of the Literacy Connection.

Teacher T was involved in academic research. She conducted action research project in her class and wrote a scholarly article published in one of the academic journals. Moreover, she implemented an action research project on process drama with a professor from Ohio State University. Her classroom has been the subject of study for several OSU dissertations. Teacher T also made various presentations at conferences such as Children's Literature Conference, Central Ohio Regional Professional Development Summer Assessment Series, Ohio Council of Teachers of English Language Arts Writing Conference, Americorp Conference, Drama Conference and other regional small conferences.

Teacher T was very enthusiastic about teaching reading through children's literature in her classroom. She has been advocate of children's literature throughout her
career. She was exposed to children's literature in her undergraduate work in college, with the focus of her undergraduate program. Although she had experienced using basal reading materials as a child, she had no experience teaching with this approach.

I have no experience with a basal program. I believe children learn to read through texts that engaging-if interest in them the teacher through knowledge of strategy and structure of texts can prompts students, to cue into various strategies on the mechanical (sound/symbol) level of reading. (Interview, December, 2000)

Teacher T continued her professional development through conferences and projects. Recently she had been focusing more on teaching reading through drama and children's literature.

Discussion of Teacher T's Role in the Classroom

Reading Programs and Plans of Teacher T in the Classroom

The Columbus district curriculum was used in the classroom. However, Teacher T was free to choose any books or any materials in her instructional practices. Children's books were the main materials for her reading program, and various kinds of books were provided for the students.

Yes, I have the freedom to choose any of the materials that I want as long as I cover the Benchmark curriculum. Now, that doesn't mean that the district will provide the materials. I might have to go and buy them on my own, but I have that freedom, yes. (Interview, July, 2000)

Teacher T had freedom in her instructional design as long as she covered the curriculum designed by the district. A major part of her reading program revolved around reading aloud to students.
Materials and Book Selection

Books were a very important part of Teacher T’s life. She likes reading and valued books for the instructional purposes. Her own selection of books was important to her as a reader. She had her favorites, one of which was *The Giver* (1993) by Lois Lowry. She stated that she likes this book because

> It is the images that evoke in my head, and the story that I create, and the way that I engage and feel as if I am part of the story and that I am with the character moving. (Interview, July, 2000)

Teacher T reported that she appreciates books, because they broaden her horizons and feed her inner sights and emotions. Her appreciation of books as a reader led her to appreciate teaching through children’s literature. When she was first asked what three children’s books she would choose as outstanding or what favorite books that she liked teaching and talking about it in the classroom, she had a hard time answering the question.

There are so many out there that it is hard to choose. I will have to come back to you on this question – I have to look through my library and really think about it – because of course, when I think of a book, and I think of the selection from a book, one of the very first pieces for me is the flavor of enjoyment – what you get from the book, and what it brings to you. (Interview, July, 2000)

After she thought about the question, she came up with some picture books she thought were “musts” for children.

I mean there are certainly some teaching books that come to my mind, repetitive texts, early-on that I would want to share with the children that I think are a must. *The Three Little Pigs*, which is the story of three little pigs, should be in the classroom. Because it is a building tale; it is a folktale; it is a retelling; it also has talking animals in it, which is not something typical. You know, like *The Napping House* – do you know that book by Audrey Wood that type of repetitive text – particularly early on – in a first second or even a K-1 classroom – that kind of play with languages, there is a
play in sound in there. The children enjoy the chant, rhyme and the pattern - and also - the sort of discussion that goes on - with - plus the way that the discussion that I know takes place through looking at the illustration change. And, Honey I love should be on the shelf too. These are so personal for me. There is a time in your life that you read something that makes a personal connection to you, and that becomes a favorite for you, and that is what you want to have for the children. (Interview, July, 2000)

Teacher T also considered authors important. She wanted her children to be familiar with some specific authors, such as picture book authors Mem Fox, Leo Leonni, Eric Karl, Lane Smith, Eloise Greenfield and chapter book authors such as Lois Lowry and Paul Fleshman. Teacher T stated that she found the way they represent ideas in the art and in writing was important for her. She wanted children to make these authors part of their lives.

Yes, we talk a lot about style and yes, I want children to begin, particularly with illustrators and the author and the text - to pick up on style and make links because that is the way I believe children grow in their understanding of literature is to make connections across books. Whether that be intertextual or life-to-text, text-to-life connections, whatever it is that they are linking - when they can link something, they can build upon their scaffolding and make new connections, so that is what I am looking for and that is why we are always talking about those themes that authors present or a style of illustration or perspective, you know - some authors always look at things through different perspective. (Interview, August, 2000)

Teacher T believed illustrations in the book to be very important and spent time drawing students’ attention to them and talking about them. According to her, a book is a whole piece of art and literature and students should be encouraged to regard it as such.

Teacher T reported that when she selects books for children to read or for any other instructional setting, she uses her own criteria. She looks at the whole book and how the elements of quality come together.
I look at the illustrations. I look at the text. I look at the language. I look at the way they work together, and how well the book is written. I look at the presentation of the illustration, and a lot of times when I read a book, certainly, I never read a book without having read it first - and now that I have taught for 10 years - I have this stack of books back in my mind where my first years every night I was reading. But particularly, when it is a new book, and I don't know the way that the shifts in the story take place, the shifts in the illustration take place, I will often tab it with a post-it note to bring forth the questions, but what I think is important and probably from the last dissertation study that I was a part of, was to have this knowledge base about literature so that as children brought forth questions, you could jump on the teachable moment to extend their thinking. (Interview, August, 2000)

She said that she always keeps these criteria in mind when choosing books around the content and thematic units they study and that she also selects books according to students' interest and needs.

When I go to the library I have a lot of different things in my mind. I am looking for a good 20 high quality mixed fiction non-fiction that are based around content area of study and the other things that are on the interest of students. (Interview, August, 2000)

According to her it is very important for students to be exposed to variety of literature from all genres. A specific book might be selected for the purpose of "introducing various themes in the book, dialects, regional or cultural differences, characteristic in writing that is apparent in the book that she wants to bring forward or sometimes for the purpose of building community." She considers the reading developmental level too when she chooses books for guided reading instructional practice; however she strongly believes that students should be encouraged to go beyond their levels.

I don't think we should be tied into levels. There are certainly some picture books that are very difficult to read for the first and the second graders, but also in that same sense, I don't think first and second graders should be underestimated about what they can handle in the language. They can handle some pretty sophisticated
discussions and some pretty sophisticated vocabulary. I think that is a line—that is where a teacher has to be knowledgeable. And different classes are different—just because a child is at a certain grade level, and I guess you look at a book and you think about—you know, is this appropriate for my children? Is this an area that we need to stretch ourselves in? Looking at children and assessing them through observation and all the various assessments that we have should guide your instruction guided by your assessment, which guides your instruction. It is circular—assessment/instruction. So I am always looking at them—seeing what they need—selecting on what they need—reading it—which stretches them again—looking at what they need again—so it is very cyclical. (Interview, August 2000)

She not only chose children’s books for read aloud activity but also for silent reading, which was a time where students chose books to read quietly or take home for parents’ reading to them. Furthermore, she chose for individual students because she knew each student’s weaknesses and strengths as well as their interests.

She read the title of the books that are left. Then she held one of the books and gave it to Linda (pseudonym) and said, “I thought of you when I saw this book and though that you might be interested in. I know that you like horses” (Field note, Book discussion, May, 2000).

Her purposes for selecting the level and the kinds of books were adjusted according to students’ developmental levels and the time of the year.

At the beginning of the year, I spend a lot of time reading books that will bring the class together and make them feel as one, and children that are working together on kindness and caring about one another. I am also selecting at the 1-2 level some repetitive texts and texts that are very language oriented so that children start to play with language and start to hear it and toy with it, and then I am also moving on into picture books that have a lot of deep meaning and bring feelings forth, and books that create good discussion. I mean, in my eyes, a really strong picture book will call for some reflection before, during and after they read aloud. So that is what I am looking for. (Interview, August 2000).
Teacher T viewed her goal for the purpose of selecting a good book as introducing them to a variety so that they would begin to appreciate and know what a good book is. She believed that if she modeled how to select good quality books, children would learn to choose their own books. Teacher T believed that she needed to engage children in the book through enjoyment. “If you don’t engage through enjoyment they are not going to engage in what the text or the illustration presents”.

Lesson Plans

Lesson plans were an important part of instruction. Teacher T prepared her lesson plans everyday using a format similar to that used by other teachers in the school. The format Teacher T used for planning is in Figure 2.

Teacher T
First Grade/Second Grade
School A Alternative Elementary

Date: 

Duty

8:45 Students arrive 
   Lunchcount /Attendance
   Quiet Reading/Journals/Reading and Writing Conferences
9:00 -11:00 LITERACY BLOCK
9:20 Clean-up
9:30 Meeting/Mini Lesson

Read Aloud________________________________________________________

10:10 Worktime/Guided Reading
10:50 Clean-up on Arts days
11:00 Arts Time/Worktime continued on non-arts days.
11:55 Prepare for lunch/Walk to Lunch
12:00 Lunch Recess

1:00 Read Aloud
1:20 Quiet Reading/Guided Reading  
1:50 Math Meeting  
2:15 Worktime  
3:10 Clean-up  
3:20 Meeting/Prepare for home  
3:25 Pick-ups dismissed  
3:30 Bus students dismissed

Figure 4.2: Teacher T’s lesson plan

Observations and videotapes indicated that Teacher T used her plan and also made notes on the sides of the paper. In the read aloud section in the plan she would write the name of the book and jot down what she planned to talk about, including some questions and the points she wanted to discuss with the children.

Early on in my teaching, the lesson plan had all of the details and it would also have questions that I wanted to ask, and I still do that with something if I have not had the experience before/if it is really new – like the drama work – I will write pages and pages of what is going to take place and script out questions that I want to ask and – because I haven’t done it before – when it is new for me, the lesson plan can be 5 or 6 pages long. However, I have done read aloud so many times now, and I know what I am looking at in the picture book that I don’t have a kid on page 6 I want to ask about – or what is the symbolism of the use of red – I don’t have to write these questions out because I have done those. However, I always read a book before I read it to the kids. (Interview, August, 2000)

Her plans were not detailed. She sometimes placed Post-it notes™ in the book to help her remember to draw attention to a specific page, text factor or illustration. She stated that she believes in teachable moments; however, she needs to be able to manage teachable moments.

You have to know a lot about the development of a story, of the movement of time, about the book itself and about the artwork. You just have to understand a lot of what authors we think they are trying to do. (Interview, August, 2000)
This year she started planning her introductions in guided reading sessions. She explained that she began by going through the information until it becomes established in her head. She wrote some thorough plans. After some time, when she found that she had used particular books for guided reading over and over, she found that she didn’t need to put quite as much time into planning; however, she still preplanned everything daily before she started her class.

Access to the Sources

Access to children's literature books.

To be able to provide children with various kinds of texts and genres of children’s books, Teacher T uses various sources including the school library and the school collection of children’s literature. Whenever Teacher T started a new theme, she pulled out appropriate children’s books and displayed them for students to examine. The classroom itself also had a core collection of quality books, although some were old. Teacher T selected children’s books based on her knowledge of children’s literature. She brought books from her own library at home, a collection that she had built through educational experiences and collaboration with other teachers and scholars.

Teacher T also took responsibility for choosing and ordering the books for the teachers’ book room, which provided another resource for teachers in the school. According to Teacher T, "the bookroom, in combination with the library, provides a pretty thoughtful selection of the books but I still need to go to Columbus Metropolitan Libraries to get what I need because the library here needs to be stronger."

Whenever she started a new theme or unit, she preferred to go to the public libraries, which provide variety of children’s book, some of which are newly published.
After introducing books, she displayed books on the shelves in the classroom for students. She often chose read aloud books from among this collection, negotiating with students while introducing the books. By bringing a variety of books from different sources into the classroom, she aimed to provide them “a variety of styles and a variety of points of view.”

For Teacher T, different resources provided a base for varied experiences. Along with children’s books, she brought different materials such as newspaper clippings, magazines and artifacts to support students’ experiences with literacy through different genres and authentic materials.

**Professional resources.**

When Teacher T was asked about her professional development, she preferred to talk first about the importance of theory in her teaching.

I think theory is very, very important. I think it is important to read on practical application and things that are just very useful in the classroom. But more than that, I probably really enjoy and get a lot out of theory – because theory really drives my thinking and what I do with children and what I attempt to do is always question myself – is this good for kids? And is it meaningful for children? We all have times that we are more activity-centered for children, but my goal is that it is always meaningful and purposeful for children, and if it is not, then it is not worth doing because we don’t have time to do things that aren’t extremely meaningful for children. (Interview, August, 2000)

She went on to discuss different professional books that she consulted whenever she needed. Her favorite authors of professional books are described here.
a lot of time reading is on oral language development and children’s social interaction through talk and children’s cognitive interaction through talk and I love reading Vivian Paley about this subject. (Interview, August 2000).

She explained that she has been focusing on some specific areas in her teaching.

For 4-5 years, I have been stretching myself in drama, and thinking about how children use literacy through drama – so I read a lot of Dorothy Heatcote and Brian Edminston, who is at Ohio State – I have been working with him on extending myself and understanding how I can use drama to take the literacy even further for some meaning and purpose. So, Vivian Paley is very important to me, and I have read everything of hers. (Interview, August, 2000)

She also mentioned that she liked and learned from The Meaning Makers by Gordon Wells; Observing the Language Learner by Jagger and Smith Burke, The Universal School House by James Moffett; The Courage to Teach by Parker Palmer. Her favorite authors are also Denny Taylor and Shirley Brice Heath. Teacher T explained that she reads all of Vivian Paley’s work and admires Paley because “she always looks at her learning as a teacher through how she affects the children through child’s eyes and she is very reflective in thinking about what a child does, how she causes that to happen and how she is responsible for making those changes in children. She is very reflective.”

Her professional development was linked not only to books but to Ohio State faculty members as well; for example, such as Pat Enciso, Martha King, Gay Su Pinnell and Brian Edminston. She has appreciated her conversations with them and consulted their books and articles as well.

Discussions with professionals and with my colleagues in the school, and reading professional books have been extremely valuable in building my philosophy of education and how I think kids best learn. So, it is a big circle for me. It is kind of wound up with all the avenues going in and out of it—of how my philosophy and thinking have confirmed. (Interview, August, 2000)
Discussion of Teacher T's Beliefs and Theories

In our interviews and discussions with Teacher T, she explained why it is important to base her teaching on theory:

The theory may not necessarily have been important to someone. I think it is extremely important that if you want to implement the strongest program, you need to have a strong knowledge on theory and practice. It is very important to know the theory and the philosophy behind what you are doing. (Interview, December, 2000)

Since the underlying theory of her work is very important for Teacher T, she detailed her own philosophy about teaching and learning. She commented that her philosophy defines her as a teacher and learner. She said that theory was easier for her to talk about when she first started to teach; however, her theories are more complicated now. She said that her theory emerges from her life: “My life experiences, all the theories and my experiences with these theories are evolving and at this moment my theory is who I am right now” (Interview, January, 2001).

Beliefs and Theories on Reading

She explained her theories and beliefs, stressing that she was explaining herself both as a teacher and learner too. She believes in social constructivism. According to her, reading is constructed socially and children should have the opportunity to learn from one another. Her claim is that “learning reading and being readers through reading.” This teacher believes that in the learning process, children should be in touch with their world and exposed to many kinds of reading. When children come to school they should practice reading in every possible way.
When she mentioned reading as a socially constructed activity, she referred to Rosenblatt's theory, which is called "transactional." Reading is "a transaction between the reader and the text" (Rosenblatt, 1978). Teacher T holds the beliefs that bringing text to life and life to text is very important in students' building a reading process. These connections are fostered through creating a social environment with quality books and providing good instruction to support growth in literacy.

Beliefs and Theories about Language Development

Literacy learning and teaching requires knowledge of language development. It seems that teacher T defines literacy as a continuum in which language development occurs. For her, literacy is very functional and expressive. She explained that we use literacy every day even driving down the street or at the grocery store. As a teacher, she attempts to build on that functional sense and move into ways to express themselves through reading, writing, oral language, songs, poetry, dance, in other words, using literacy across that integrated curriculum. She values play with language. Literacy permeates everything that children do in the classroom. She believes that holding a theory of language development opens a door that helps her to make sense of the process of literacy learning, which in turn results in a more meaningful teaching-learning process in the classroom.

Teacher T believes that "children grow at a developmental pace, and it is different for all kids." For some children, progression of learning is like "baby steps." Another child might move more quickly. So, their language development occurs at different rates and is influenced by interaction within and with their environment.
Beliefs and Theories about Children’s Literature

That teacher T is an advocate of children’s literature can be seen from examining her classroom design, her instructional practices and her beliefs about reading. Her theory of how people learn to read rests heavily on the belief that children learn through reading and motivates her to bring literature to children. According to her, “children’s literature motivates children to love reading to become lifelong readers”. She sees her own philosophy as consistent with the whole language approach, which is compatible with a literature-based program. Although she finds holding “purist” views frustrating because of the misuse and misunderstanding of the philosophy, she believes that interactive learning is a must for children. Interaction with children’s books creates meaning making as well as enjoyment by making sense of the world. She also believes that “putting a lot of good books on the shelf is the very small part of it.” Instruction in a literature-based program requires knowledge of how children learn and the best ways to teach them.

Teacher T defined her theory as based on a “whole language” philosophy that includes the teaching of phonics.

Yes, we do. We do teach phonics. We talk about words and sounds all the time, it is just embedded within the text study used in the classroom rather than to hand them a worksheet, which says here all pictures of words that begin with “sh”, write the word.

(Interview, December, 2000)

Phonics teaching is part of literacy, and it should not be part of children’s literature. She expressed her dissatisfaction with some teachers who use children’s literature as a tool for phonics teaching. For her, phonics teaching should occur in mini lessons, for example through their writing.
She was critical of the use of children's literature in reading instruction and stated her belief that when she chooses a high quality children’s literature, it is important that she uses it only for the sake of quality book reading and discussing about it. Providing “activities” based on high quality books such as *Where the Wild Things Are* by Sandak (1963, 1985) can take away from children’s deeply experiencing the meaning of the story.

The discussions, the conversations that we have around the content in that book, and the experiences that children have – are enough. They stand on their own, and to do something with it – to do a mural from it or to focus on it as activity centers – destroys what it means for children’s literature, and I am very, very passionate about that. Sometimes we should read quality books for experience, meaning and pleasure. (Interview, December, 2000)

*Beliefs and Theories on Reading Instruction*

Teacher T explained that her teaching of reading comes from her beliefs and theories and her reflections on whom she is as a teacher.

She defines good teaching as “knowing the content. When I say content, I mean content of everything such as how kids learn to read, or subject content of this week. Knowing them well helps you figure out what to do and how to do it.” She claimed that there is no one recipe for good teaching. The most important part of teaching is to be aware of all kinds of recipes and to use whichever is needed.

She defined reading instruction in literature-based programs as using good children’s literature for the purpose of reading development. Teacher T promoted three contexts for instruction: (1) guided reading, (2) reading aloud, and, (3) independent reading. Teacher T used all the instructional practices mentioned above by embedding different activities such as drama, role-play, discussion, retelling and writing. She
believes that using techniques such as brainstorming, questioning, and predicting are all alternates within instructional contexts.

According to her, theories and beliefs of reading instruction should be implemented in an interactive way within social context. The goal of reading instruction is to engage students in meaningful exposures within socially constructed environment. Teaching reading is "more about inquiry, exploration, and values."

**Grouping in guided reading.**

She was very careful about grouping children for reading and made this comment on flexible grouping.

I think flexible grouping is really important because what I don’t want to happen that the kids very quickly figure out who is the strongest reader in the classroom. They are so wise and they know so much more than teachers think about the social dynamics of the classroom and the way they constructed. But, I group always flexibly. I do assessments through observations. I usually decide on where the text level children are and I group children in small groups according to that text level. But there are other times that I mix it up I put a very strong reader with the group. There are times that we are having literature discussions and I group the kids differently. So, I really try hard not to have the groups be the same all the time so that children in various text levels can obtain strategies and content and the ways at looking at books and so we do it all together. (Interview, December, 2000)

Teacher T worked with children individually as well as in small groups and in the whole group. She observed children constantly because she believes that each child’s developmental level can be different; however, she aimed at making all of them good readers in every way.

I am trying to stretch each child from her zone in her individual level development. I don’t want to end up with the middle ground. I want every child to move forward and progress. So even the highest reader comes in my room I take further level and expect a lot more at the end through the process even though they already
above grade level. And certainly the kids that are lacking the strategies that I get them work through a text successfully. That's my goal to get them at in or above grade level and to get them interested in books and knowing how to talk about books and look at them and questioning what they are looking at both illustration and text and content all of it. They should use books and enjoy reading because if they don't enjoy reading then they are not going to do it outside of the walls of this room. They have to love it and that is really important to me. (Interview, December, 2000)

For Teacher T, the challenge in flexible grouping is to be able to manage the differences within a group. Teacher T stated a belief that good observation is necessary for guiding the group because children are working at different levels. For her, knowing students very well individually is a big step in working for the success of the individual student as well as the group.

I have framework visually in my mind that I know how a reader progresses and how a writer progresses. There are certain things that queue me in. I watched them. I watched for the fact that they are relying on semantics, syntactic, and graph phonemics. They are using strategies together for rereading. Kids are successful. If the kids are appealing to me to help and always looking up at me to double-check, I know that they are lacking confidence not trusting themselves as a reader so I have to work on that area. So I basically have a visual framework in my mind based on the developmental theory of a reader or writer. And as I read with kids, I observe and watch their behaviors, I kind of fit the kids into that schema in my head. So, if you walked in to my room right now and ask how this kid reads I can rattle off to you what the kid does what is his/her habits are as a reader, whether he/she enjoys reading, and the way he/she talks about books. I am not just looking at where this kid's level out at. I am looking at for example, when they are sorting through books do you have a kid who touches the book and read it or do you have a kid that stops and goes (Interview, July, 2000).

Good observation is an essential factor in effective guided reading instruction. Teacher T expressed the view that limiting children's learning of the mechanical factors of reading
is not part of guided reading and does not happen in her classroom. The aim of her observation was to see them in action while processing text

    I want to know what they can do visually. I want to know their creativity along with it, the imaginary response, what is going on, how they interacting with the text, how they are interacting with each other while they are interacting with the text. (Interview, December, 2000)

Whenever Teacher T formed groups for instruction, she had her own purposes that were consistent with her beliefs. For example, sometimes she included a stronger reader in the group because:

    I want a stronger reader to point out something. I usually do that in a literature discussion too. I want to get various points of view from a book. And I want the reader that is developmentally not as far along as the stretched reader to built and bounce off on one another. And certainly we have a lot to learn from one another. I want to value that. (Interview, December, 2000)

Her selection of books for guided reading was based on the needs and the interests of members of the group. She sometimes gave them a choice, but usually she had prepared a plan in her head already. She worked with specific groups of children to support their strong areas and address weak areas in their reading. A summary of Teacher T’s beliefs is presented in Table 4.1 below.
<table>
<thead>
<tr>
<th>Theoretical Area</th>
<th>Teacher beliefs</th>
</tr>
</thead>
</table>
| Development of Reading Process | *Children learn to read through reading.  
*Learning reading should be connected to the real life.  
*Real life experiences should be included in the teaching and learning in the classroom.  
*Quality books with good instruction provide and support growth of the reading process.  
*Reading process should occur within interaction in all ways in the classroom.  
*Life-long reading should be emphasized.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Language Development      | *Children grow in different ways and are always at different developmental levels.  
*Language development occurs through interaction.  
*Language development occurs at different rates for each child.  
*Oral language development is very important, and requires social interaction.  
*Children should be encouraged to go beyond their levels.  
*Reading teachers should have knowledge of language development as well as how children learn language.  
*Play with language should be valued for its learning potential.                                                                                                                                                                                                                                                                                                                                                                                                      |
| Children's Literature     | *Children literature should not be used only to provide activities.  
*Quality literature should be the basis for teaching literary understanding, the writers’, and illustrators’ crafts, and the pleasure and meaning of reading.  
*Children should be exposed to wide variety of children’s books from all genres.  
*Literature should be the primary components of a reading program.  
*Illustrations are clues and powerful tools for reading discussions and teachers should pay attention to how children construct meaning from pictures.                                                                                                                                                                                                                                                                                                                                                      |
| Reading Instruction       | *Phonics instruction should be through mini lessons.  
*Reading instruction should be implemented in an interactive way within a social context.  
*Child centered classrooms are very important in reading instruction.  
*Modeling is very important in helping children choose good quality books and learning to read outside of the classroom for their own learning and enjoyment.  
*Instruction should incorporate meaningful and purposeful reading.                                                                                                                                                                                                                                                                                                                                                                                                     |

Table 4.1: Teacher T's beliefs
Discussion of Instructional Practices

Teacher T implemented various instructional practices in her classroom. What she believed shaped what she did. I witnessed selected videotaped lessons and later discussed these videotaped observations with Teacher T. In this section, my observation and discussions with Teacher T will be presented. Before the sessions, The Table 4.2 below presents Teacher T’s beliefs about certain instructional practices, which may help to see the implementation of her instructional practices. Data were drawn from my observations, field notes and interviews.

<table>
<thead>
<tr>
<th>Context</th>
<th>Teacher T’s beliefs about instructional practices</th>
</tr>
</thead>
</table>
| Read Aloud    | *Reading aloud is essential.  
*It should be practiced several times each day.  
*It supports oral language development through discussions.  
*It provides a sense of story, and the structure of a story.  
*It brings attention to illustrations and help oral language development.  
*It provides development of vocabulary knowledge through variety of words including sophisticated and complex words presented in children’s literature.  
*It provides opportunity for students to connect the stories with real life experiences.  
*It provides sharing experiences, sharing knowledge and bringing prior knowledge of children through interaction and conversation. |
| Guided Reading| *Guided reading should be part of reading instruction.  
*It is beneficial for individual, pair or small group of students who need to work on specific areas.  
*It provides individual attention of the teacher for the student.  
*It provides children to share their reading strategies through their behaviors.  
*It helps teachers to know what reading strategies the children use and how they can provide different strategies.  
*It provides an opportunity for students to work on words, sentence structure or language rules. |

Table 4.2: Teacher T’s beliefs about instructional practices (Continued)
Table 4.2: Continued

<table>
<thead>
<tr>
<th>Independent Reading</th>
<th>*Independent reading should be provided daily for students.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>*It provides relaxed atmosphere for them to read their own way and own pace.</td>
</tr>
<tr>
<td></td>
<td>*It provides an opportunity for children to practice their reading strategies.</td>
</tr>
<tr>
<td></td>
<td>*It promotes reading habit.</td>
</tr>
<tr>
<td></td>
<td>*It provides independence to choose the books they want to read.</td>
</tr>
<tr>
<td></td>
<td>*It provides control in children’s reading and in solving words.</td>
</tr>
<tr>
<td></td>
<td>*It provides fluency through quiet reading.</td>
</tr>
</tbody>
</table>

*Teacher T's Reading Activities*

*Read aloud.*

As interview data revealed, Teacher T believes is that read aloud is an essential instructional practice and that students should be exposed to it. Teacher T read aloud to her class at least twice a day from selected high quality children’s books. When she chose books from the libraries or from her own collection at home, she kept her criteria of selection quality books in mind. She selected read aloud book based on “the quality of the book, based on the text, based on the illustration, based on how they work together, based on what is presented in the book and how well the book is written.”

I observed eight read aloud sessions during the course of the data collection. The names of the books are presented in Methodology section. One of the read aloud activities observed was for the district-required assessment of reading.

During my first observation, she read *A Treeful of Pigs* by Arnold Lobel. Teacher T chose this book because the theme of the week was about livestock. The book is about a husband who is very lazy and the wife has to take care of the house and pigs.
I have read a lot of non-fiction about the livestock and I wanted to read this non-fiction related to the animals that we were discussing so that they can relate that week's subject. It is a very fun book and also it has an interesting twist on gender, male and female, which I wanted them to think about it as well. (Interview, December, 2000)

Teacher T started read aloud by putting the skin of the sheep on the chair. In the discussion prior to reading she showed it to children. As she grew up in a farm she was familiar with pigs. She wanted to share this information with them and presented the subject of animals with this authentic material.

Before Teacher T started reading the book she spent at least 15 minutes to talk about it. She tended to use discussion first in all her instructional contexts. According to her, discussion before starting reading the book is very beneficial for children.

Discussion means that meaning is constructed all around the book. I wanted them to use every little aspect of what is in that book to help them read it and to help them know about, to make the connections and help them make meaning. Children learn from each other and discussion serves for that purpose too. (Interview, December, 2000)

Discussion produced “teachable” moments for Teacher T. Even though she planned the subjects and illustration she needed to draw to students' attention, she experienced different teachable moments that required adjustment in instruction. She used a general schedule that provided for setting up the reading and discussing of the book, and providing a follow-up activity at the end. She preferred discussion in every stage of reading but specifically at the beginning and at the end of the text reading. She opened discussions any time that children want to contribute unless she had some specific purposes. She believed that by interacting with the text and others, children make meaning throughout the book.
If you asked the kids to wait till the end it will be lost because when children are making connections they need to verbalize. So if you wait till the end the kids will say I don't remember. When a child says something in the discussion, it can make a link for another child to generate the conversation about the book. (Interview, December, 2000)

In most of Teacher T’s read aloud sessions, as well as the one observed here, she opened discussion and let children create the environment for discussion by showing the illustration or any specific part. She waited after reading some pages to make sure that she was providing enough time and opportunity for children to talk about the book and share their ideas with the rest of the class.

In this session, in the middle of discussion, she showed another picture book with photographs as illustrations and made some comments on the book. Bringing different genres to instructional reading contexts was a very important goal of her instruction. Therefore, she featured this non-fiction book with different illustrations (photographs) to provide perspectives and examples. Here, her purpose was to help them gather different ideas from the photographs and illustrations. Another purpose was to model what to notice about books, how to look at them, how to compare them and how to talk about them.

The non-fiction book provided opportunity for children to see the photographs of the pigs. Teacher T showed the book and the pictures and started sharing her experiences as to how pigs were raised. Students started commenting on pigs and comparing them with other animals. Students also contributed to the sharing by talking about their own experiences. Teacher T attentively listened to children’s accounts of their experiences and made comments on them. She was making sure that everybody who wanted to share
her/his experiences was taking her/his turn. It was important for children’s reading development because,

the process of reading and connection is about text to life and life to text and each reader bring their own experiences to a text. And it is important that children use past experiences and prior knowledge to build on stories they are reading and match them. I want them to do cross text discussion and analysis too. I want intertextual connection use stories to build knowledge about stories. So, I want them to take everything they have in their bag of reading and reading development. (Interview, December, 2000)

While they were talking about these two books and comparing them, the teacher mentioned that the book was a non-fiction book. One of the students asked what a non-fiction book was.

Adam forgot what non-fiction book is. Adam, do you remember what fiction is? (Observation, May, 2000)

The teacher then turned to the class and asked whether they remembered. After eliciting information from children, she explained the differences in details by showing them some examples of fiction and non-fiction books. Teacher T claimed that this formal explanation was necessary because

I think it needs to be thrown out. You know that this time these three children might get it and next time those three kids might understand. It is laying out and showing them again and again the difference between fiction and non-fiction. It is also important to show them what these genres carry and how all these different genres develop. (Interview, December, 2000)

Teacher T exposed children to the differences between fiction and non-fiction by using a lot of examples.

I start discussion on what they noticed in this book, which is different from the other. They usually synthesize that one book is factual and one book is imaginative story. In this age level that is pretty much how they separate out. For non-fiction piece they can go to find real information. It can also be a non-fiction story.

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Fiction contains fictitious stories; however, you can also obtain factual information from fiction as well. We talked about these two kinds from some different angles over and over. I introduce those terms in the first day when I introduce the bookshelf. In the very first week of the school we do have tours in the room. I sit with them and I talk about how to do book care, how to take a book off the shelf, how to put a book back on the shelf, non-fiction books with blue tapes on and fiction books with red tapes on. (Interview, December, 2000)

Before she started reading the book, she said, “This is one of the books that your eyes have to search the illustrations.” She held the book and showed the back and the front covers to the students.

I wanted to show them why illustrator decided to make this border at the end cover and there are no pigs there. That represents part of the story and I wanted them to make prediction about what is going to happen at the end. (Interview, December, 2000)

Teacher T used this prediction technique in every read aloud activity. She specifically “set them up” for prediction to “drive their thinking.”

I want them to be thinking about and construct. They project, they construct and choose. They could narrow it and they could think about what could be next. Moreover, it captures them to keep going in engaging the story and the book.

Discussions of illustrations were an important part of her instruction in read-aloud and she spent a great deal of time on this activity. When children started talking about illustrations the teacher posed questions to move them toward further discussions and further predictions. For her, illustrations served various purposes. She believes that illustration is the notion of semiotics that we need to be reading each other watching each other and using everything available to read. Illustrations are sign systems. We need to read everything around us. If I ask the kids for example to look at the expression on the picture of the person, they describe it and contribute to the story.
Illustrations construct the mood and feeling and story. (Interview, January, 2001)

In the following observations, I had the opportunity to see Teacher T read aloud using three different versions of the same fairy tale (Jack and The Beanstalk) by Steven Kellogg, Gail Haley and John Howe. She chose three different versions of the same book because she wanted children to be familiar with the different versions and see how authors and illustrators vary their approaches to familiar tales. It was important for Teacher T to show children different techniques. Comparing books provides to them the experience of cross text analysis.

The Columbus district curriculum is used in the classroom; however, Teacher T is free to choose any books or any materials in her instructional practices, including read aloud. In the first read aloud session teacher T started with Kellogg’s version. Before she started talking about the Kellogg version she wanted students to list all the Jack tales they knew. As they talked, Teacher T wrote the names of the Jack tales on the board and discussed their themes. This discussion elicited children’s prior knowledge of the tales. She showed all the Jack tale versions that she brought from the library. They discussed the characters in each Jack tale. She then picked up the Kellogg version from the pile and explained that this is her all time favorite. Teacher T later explained that she wanted to make a connection with children and to let them know that she has her own favorite choices and she thought this model would help children have the confidence to talk about their developing preferences as readers.

Teacher T introduced the book and explained they would visit the library today. She wanted them to find other versions of Jack tales. She stated her goal as helping them
learn to analyze and evaluate books. Before reading, she modeled how to sort out books, and what to look for in choosing a book.

Teacher T chose the Kellogg version because of “the loaded and detailed illustrations.” The illustrations in Howe’s version are very different from the Kellogg’s version. Haley’s version represents Appalachian area that has Appalachian language style in the text. Haley’s version provides a multicultural perspective to the students. With these three versions, by Kellogg, Haley and Howe, children were exposed to different illustrations as well as different kinds of language. In these three observations, Teacher T engaged children in a discussion, comparing and contrasting these books from various perspectives.

While reading the Kellogg’s version, Teacher T wanted children to get closer so they would not miss any details in the illustrations. She then asked if this were the kind of book they might want to look at and read over and over again. She wanted children to appreciate the quality illustrations and be motivated to revisit it.

With quality books we need to work with them over and over again because of the detailed illustrations. I wanted my children to revisit and read the book multiple times to gather different perspective each time. Kellogg’s version such an incredibly crafted tale that it needs to be read aloud and at the same time they need to take this book on their own during quiet reading or with somebody else. (Interview, January, 2001)

All versions have the rhythmic language and Teacher T recognized this rhythm in her oral interpretation. Her reading not only captured children’s attention but also got them engaged in the story.

I am just diving into this a lot it should be a shared experience. If I am doing in this way please join me. We can do it together and make it more powerful. (Interview, January, 2001)
Teacher T did not prepare a detailed plan for this lesson because she knew what she was going to focus on and had used this book many times previously.

For example, the picture of the woman in the tales invites children to the talk about “how do you feel”, “what does the author want you to feel”, what did they use to make you feel like that”. I wrote a post it note but I marked it mentally in my brain and it stuck there. And, I knew beforehand how I would play out the language. (Interview, January, 2001)

In all 3 versions, Teacher T used questioning to get students engaged in the discussion. For her, questioning is an essential tool in creating atmosphere for discussion. Her questions must not only help students think critically but also help them learn to ask their own questions.

If you are questioning, kids are questioning and I sometimes have to give up one of my questions so that I can get theirs. (Interview, January, 2001)

In one of the read aloud sessions, two students came to the teacher and showed the rest of the class their discovery. Kevin showed that the dog was the same dog illustrated in the Kellogg’s other books. The teacher was impressed with this good observation. Teacher T invited students to share their thinking about books.

I think it is important for children to see each other as teachers. They are all in there together. They have to feel the power of what is going on and if I didn’t let them talk then I wouldn’t learn. Discussion during the reading or at the beginning of reading doesn’t take away any aesthetic experience because children need to be in the moment of questioning. You can’t ask them to hold their ideas or questions until the end. (Interview, January, 2001)

At the end of one of the read aloud sessions using Jack tales, Teacher T used drama to extend understanding and asked the children to advise her on selecting a role.
In interviews, Teacher T has explained that drama is an instructional area in which she is “stretching” herself. She described drama as setting a context within which children play with language, create story and see themselves in other people’s worlds.

The charts below summarize discussions during read alouds of 3 versions of Jack and the Beanstalk.

<table>
<thead>
<tr>
<th>Author</th>
<th>ILLUSTRATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kellogg</td>
<td>Kellogg used watercolor painting with a lot of details and lines. The expressions on the faces of the characters are focused. Full-double page illustration is used and the text is presented in the box on each page covered a small space on the illustrated pages. Illustrations are bright, colorful and detailed. The giant is an animal character with nose like a pork, yellow bright eyes like a wolf’s and with big teeth and horn. The plot in every text on every page was illustrated big and detailed. The match between what is told and what is illustrated exists.</td>
</tr>
<tr>
<td>Howe</td>
<td>Howe used watercolor paintings as well. The colors are chosen as dim and dark. The lines are sharp and distinct- not interlined between them. The text is also presented in the box on each page covering half page on double page illustrations. On the bottom of each box where the text is presented the part of story is illustrated as well. The illustration in the text box is consistent with the full-page illustrations and they follow each other and complete each other as part of the story. The giants were drawn big covering whole page in most cases. The giant is in an old man character with big teeth rather than an animal character of giant looking.</td>
</tr>
</tbody>
</table>

Table 4.3: Comparison of three books by three different authors (Continued)
<table>
<thead>
<tr>
<th>Author</th>
<th>ILLUSTRATIONS</th>
<th>LANGUAGE</th>
<th>CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Haley</td>
<td>Haley used paintings on wood. She used one third of pages for the text-not presented in a box or frame-and used the rest of each full page for illustrations. She used more contrasting and non-earth colors such as red, pink, orange. She drew the giant in animal character with big long ears and long teeth. The shades of the objects and characters provided movement in the illustrations. Each full-page illustration carries the main topic of each text.</td>
<td>Kellogg used short text with simple and common words. The language structure is laid out simple and sentences are shorter than the other two books. He used repetitions such as “Jack is walked along, he walked along and he walked along…” “Ogre” is the only word that the teacher explained to children while reading the book. Children made sense of the story both from the text and the illustrations.</td>
<td>Kellogg chose his language more appropriate for lower graders. The characters are well developed. The theme is conveyed through both language and text. The stereotyped image of the traditional housewife is presented here as in other versions. Giant’s wife cooks and cleans for her husband.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Howe used longer text and longer sentences. However, the words are simple and common that children could understand and followed the story with simple descriptions. The language has more descriptive words than Kellogg’s and has also more dialogues.</td>
<td>Howe’s version seems more appropriate older kids. His illustrations and texts go together well. Characters are presented well. He used repetitions as well. Howe and Kellogg used the same repetitions in “Fe, Fi, Fo, Fum, I smell the blood of an English man. Be he alive or be he dead, I will grind his bones to make my bread.” His version also sounds more serious than others.</td>
</tr>
</tbody>
</table>
Table 4.3: Continued

<table>
<thead>
<tr>
<th>Author</th>
<th>CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Haley</td>
<td>Haley’s version is told with Appalachian dialect. The culture and a dialect are conveyed in this book. Children need more information and explanation about the dialects, words and culture as well. Intended age levels can be 3rd grades like in Howe’s version. It seems interesting for kids since they don’t hear this dialect in their daily lives. The places, characters and objects were portrayed well in both text and illustrations. The repetitious sentence is different from Kellogg’s and Howe’s. In this story, Jack has a brother and a father who were sent to war. However, in Kellogg’s and Howe’s versions, Jack is the only son and they live together alone.</td>
</tr>
</tbody>
</table>

Teacher actions and students’ behaviors during read aloud sessions are summarized in Table 4.4.

<table>
<thead>
<tr>
<th>KELLOGG VERSION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher Actions</strong></td>
</tr>
<tr>
<td>*Teacher T introduced Jack tales by asking children the names of the books of Jack tales. She did brainstorming. She used every book of Jack tales and used a questioning technique to bring their background knowledge to bear.</td>
</tr>
<tr>
<td>*She informed the children that fairy tales and folk tales are good places to figure out how stories work and how to become better writers. She got closer to the students and said they need to feel comfy in their places because this is the book that they don’t want to miss.</td>
</tr>
<tr>
<td>*She wanted the students to repeat what she said to draw their attention to this important point. The teacher praised the student and appreciated her attention.</td>
</tr>
</tbody>
</table>

Table 4.4: Teacher Actions and Students’ behaviors in three versions of Jack and the Beanstalk

(Continued)
Table 4.4: Continued

<table>
<thead>
<tr>
<th>Teacher Actions</th>
<th>Student Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Teacher T went on to explain that they might not see all the details in this session. She wanted to make sure that they would examine the book closely by themselves or with a friend. (Revisiting the quality book)</td>
<td>*A student was asking her friend to look at the book together after the class.</td>
</tr>
<tr>
<td>* She opened the book and showed the illustrations.</td>
<td>*A student raised his hand and he said he noticed something. The teacher asked him what he noticed. The student said the dog is the same dog in the book he read before. He informed the class that the author also wrote Pinkerton stories.</td>
</tr>
<tr>
<td>* Teacher T praised him saying “what an observation!” She, then, informed the students that Steven Kellogg puts his dog in all his stories and Pinkerton is a good dog.</td>
<td>*The students made some comments and shared their reading experiences of Pinkerton stories.</td>
</tr>
<tr>
<td>* Teacher T asked the difference between fairy tales and folk tales. She aimed to build up information about genres.</td>
<td>*One student said “magic” and students commented on magic words and repetitions.</td>
</tr>
<tr>
<td>* The teacher talked about drawing and painting styles by giving examples from Leo Leoni and asked about students’ styles.</td>
<td>*One of the students said she had her own drawing and illustrating style too.</td>
</tr>
<tr>
<td>* The teacher was reading by imitating the voices of the characters.</td>
<td>*The students were all looking at her while she was reading and imitating.</td>
</tr>
<tr>
<td>* The teacher asked about the feeling of Jack’s mom by pointing the face of the mom in the illustrations.</td>
<td>*The students discussed about how Jack’s mom feels.</td>
</tr>
<tr>
<td>* The teacher asked about each page and let them make some guesses what is coming next.</td>
<td>*The students all joined making their guesses. Some of them made up the whole story.</td>
</tr>
<tr>
<td>* The teacher imitated the rhyming part.</td>
<td>*The students joined the teacher and at the end they seemed to memorize it.</td>
</tr>
<tr>
<td>* The teacher asked one of the words (ogre) if the students knew it.</td>
<td>*Some students explained the word.</td>
</tr>
</tbody>
</table>

Continued
Table 4.4: Continued

<table>
<thead>
<tr>
<th>KELLOGG VERSION</th>
<th>HOWE VERSION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher Actions</strong></td>
<td><strong>Student Behaviors</strong></td>
</tr>
<tr>
<td>The teacher asked why author used this word.</td>
<td><em>One of the students said it is boring using the same word all the time.</em></td>
</tr>
<tr>
<td>The teacher explained that the author chose different words because it is more exciting if you change the words and add a variety of action words.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Teacher Actions</strong></td>
<td><strong>Student Behaviors</strong></td>
</tr>
<tr>
<td>The teacher asked what makes a good book</td>
<td>Most of the students raised their hands and in turn stated their opinions.</td>
</tr>
<tr>
<td>She let students compare the Kellogg version with Howe by drawing their attention to illustrations and the story in both books.</td>
<td>The students talked about illustrations, the differences between them and the expressions of the characters, the way the story illustrated, personalities of the characters lay out by these two authors, etc.</td>
</tr>
<tr>
<td>The teacher pointed out some illustrations and asked what illustrator wanted them to feel or what the author/illustrator is trying to do here.</td>
<td>The students raised their hands and answered her questions. They discussed and referred to other illustrations in the books as well.</td>
</tr>
<tr>
<td>The teacher asked if they remember what will happen next from the story in Kellogg’s version.</td>
<td>Most of them remembered with the rhyming sentence.</td>
</tr>
<tr>
<td>The teacher asked about the instrument harp.</td>
<td><em>One of the students, who plays instruments, answered this question by giving more information about harp.</em></td>
</tr>
<tr>
<td>The teacher asked what they thought if Jack didn’t chop down the beanstalk.</td>
<td>Students made up their own versions with this hypothesis.</td>
</tr>
<tr>
<td>The teacher asked about their general comments about the comparison of illustrations.</td>
<td>The students commented that the pictures in Kellogg’s book are more detailed. Howe’s version was missing some details in the story in terms of illustrations.</td>
</tr>
<tr>
<td>The teacher stood up and showed one of the pages taking students’ attention to the perspective in the illustration.</td>
<td>Some of the students came very close to see the perspective the teacher was talking in the illustration.</td>
</tr>
</tbody>
</table>
Table 4.4: Continued

<table>
<thead>
<tr>
<th>HOWE VERSION</th>
<th></th>
<th>HALEY VERSION</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Actions</td>
<td>Student Behaviors</td>
<td>Teacher Actions</td>
<td>Student Behaviors</td>
</tr>
<tr>
<td>*The teacher asked a lot of questions throughout the story about characters, Jack’s actions and “what if” questions.</td>
<td>*The students seemed involved in the story and the illustrations. They answered questions and made some comments by raising their hands or sometimes among their friends.</td>
<td>*The teacher introduced Haley’s version and wanted them to compare (how they are similar and different) this version with Kellogg’s and Howe’s version throughout reading.</td>
<td>*Some of the students brought Kellogg’s and Howe version to the reading area and started looking at them.</td>
</tr>
<tr>
<td>*The teacher said that she would be the giant’s wife and asked if they would like her to be an angry wife or sad wife and where the wife should be - at home or in Jack’s place.</td>
<td>*The students were willing to take roles. They role-played with the teacher. The rest of the class watched them.</td>
<td>*The teacher drew students’ attention to the covers of these three books and wanted to discuss with the students.</td>
<td>*One of the students commented that Jack is on the cover of all three books.</td>
</tr>
<tr>
<td>*The teacher asked if Jack were American, African-American or Indian.</td>
<td>*Students looked at the cover and made some comments.</td>
<td>*The teacher asked where the setting is.</td>
<td>*One of the students answered that it is in California because of the palm trees, near the ocean. The other students made some other comments.</td>
</tr>
<tr>
<td>*The teacher explained the setting after she read the text. She talked about Appalachian mountains as setting.</td>
<td>*One of the students said the setting is in Kentucky.</td>
<td>*The teacher explained different areas in United States. The teacher reminded them that the other story they read had the same dialect. She gave information about the author.</td>
<td>*The students listened and asked about the specific words in the story.</td>
</tr>
<tr>
<td>*The teacher explained some words by giving examples. One of the examples was about her. She explained many words by giving examples, asking questions and encouraging their guesses and predictions</td>
<td>*The students listened and made some comments about those words and gave some examples about what they heard and experienced about Appalachian people.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Continued

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Table 4.4: Continued

<table>
<thead>
<tr>
<th>Teacher Actions</th>
<th>Student Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>*At the end of the reading she asked about how they feel about this book/version.</td>
<td>*Some students said they liked it and some students showed their dislikes. They talked about illustrations and the story.</td>
</tr>
<tr>
<td>*The teacher encouraged them about what they think. She added that it is okay if you don't like the book. The teacher asked them to draw their own illustrations of the story and Jack and the giant and explained that everybody has his won imagination, creativity and style.</td>
<td>*The students talked about what they thought and wanted to role-play as well. Some students chose to do drama and some of them wrote their own versions and illustrated them.</td>
</tr>
</tbody>
</table>

Table 4.5 below shows instructional techniques that Teacher T used in her read aloud of Jack tales.

<table>
<thead>
<tr>
<th>Instructional Techniques</th>
<th>Kellogg</th>
<th>Howe</th>
<th>Haley</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questioning</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Expressive reading</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Prediction</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Discussion</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Drama</td>
<td>____</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Rewriting</td>
<td>____</td>
<td>____</td>
<td>X</td>
</tr>
<tr>
<td>Retelling</td>
<td>____</td>
<td>____</td>
<td>X</td>
</tr>
</tbody>
</table>

Table 4.5: Teacher T's instructional Techniques in Jack tales

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Other read aloud sessions.

*Wilfred Gordon MacDonald Partridge* by Mem Fox was another book chosen by Teacher T because, as she said, the message is very gentle and it presents social issues to children. Teacher T decided not to prepare any follow-up to her reading of this book.

The experience is so strong that I don’t want to take away that from children. It should stand on its own.

Another reason Teacher T selected the book was the illustrations. The illustrator, Julie Vivas, used a watercolor technique in the book. He drew the characters of the story funny and the pictures were big and covered the pages. During the session, Teacher T spent a lot of time talking about watercolor art in the book. She also elicited the names of the other illustrators who are well known for their use of watercolor and of books where watercolor was used. Children shared their opinions about this art technique. Teacher T tended to talk about illustrations art media during read aloud sessions because she wanted children to be exposed to and become sensitive to art, which conveys meaning and represents the meaning of the text in different ways. Experiences with different media and artistic styles will expand students' knowledge and creativity, which is reflected in their drawings. Teacher T encouraged students to illustrate their sentences and stories using different art techniques. Students shared their work with classmates as well as with other students in the school as they displayed their work on the wall or in other display areas.

*The Napping House* by Audrey Wood was one of Teacher T’s favorite stories. She described this book as “must” for children. She used this book many times over the year and viewed it as one of her best choices for read aloud.
Meaning combined in illustration and the text in Napping House is presented such a way that the power of it takes children right into the story. I would have to have this book in the room as a teaching tool. There is a play with language and sound in there. The children enjoy the chant, rhyme and the pattern. It is comical, playful and also language rich. It is very joyous and it is a lot of fun.

Teacher T asked children to define a cumulative tale, eliciting the information to help them generalize their knowledge of the many tales to which they had been exposed. Teacher T had discussed other cumulative tales with the children and reminded them of the characteristics of cumulative tales. The teacher stated that cumulative tales are so enjoyable that children become engaged in the story right away.

Teacher T discussed the illustrations before she started to read the book. She drew children's attention to the end pages, which are in contrasting colors. She wanted them to think about why these end pages might be so different. She explained that illustrators usually convey meaning in the end pages. During reading, Teacher T was open to any comments and discussion. One of the students initiated the discussion by relating her experience with sleepwalking. The boy in the story was sleepwalking and this student made a connection with her own life. Then, Teacher T shared her own story about sleepwalking. Teacher T later stated that this discussion was a good experience for students because one of them initiated the discussion, a behavior she encourages. The contribution of the teacher's own story made her one of those who have stories to share, which led to the building of a community in which personal stories are valued. Children in the class listened to each other and shared the flow of interaction and communication.

Simple chapter books for beginning readers are also used as read alouds as well as quiet reading selections. Teacher T does not read lengthy chapter books at the beginning.
of the year, but may start reading longer books by April. When she read chapter books, she made it clear that she expected listening and comprehension from students.

I observed three chapter book sessions from two different books. Teacher T generally summarized the chapters before she started reading. She also used questioning to provide evidence about how much children remembered. During reading, she asked questions but was also careful about not to break the flow of the long story.

The read aloud sessions allowed me to see how Teacher T used her read aloud practices. She chose the same tales but different authors, which were beneficial to see the comparisons, which she conducted in the class and the students' responses to these sessions.

Guided Reading.

Guided reading is an important instructional practice for Teacher T. She sees that it helps her to work with individual students, to work on their weaknesses and strengths, to provide reading strategies and to stretch them from their developmental zones and move them further. Guided reading is designed to support children's development of reading strategies. For Teacher T, it is not only "presenting strategy but also pulling strategies from the kids." Children can demonstrate through behaviors the strategies they control so that Teacher T can "build up strategies that they can use whenever they need."

I observed two different guided reading lessons. The books selected were; (1) There Is A Hippopotamus Under My Bed by Mike Thaler, (2) Let Me In by Sunshine Book Collection. The teacher commented that she does not consider these books to be quality children's literature but that she selected them because the text level was right for the groups.
Teacher T planned her guided reading sessions in her head attending to what individual children in the group need to learn. In the Let Me In session, students practiced using rhyme. In the other session, Teacher T directed students’ attention to features of chapter books such the table of content and index. She encouraged discussions before starting to read the book.

In both guided reading lessons, reading strategies were a focus of the lesson. Teacher T preferred to watch students’ behaviors as evidence of the strategies they were using. She also introduced different strategies to children in the group so that they could get benefit from the variety in their reading. Teacher T took anecdotal notes of students’ behaviors during reading.

This is how I get to know my kids as readers. I value their strategies they are good at but I also provide them other strategies that they might want to try to use. (Interview, January, 2001)

Teacher T generally tried to determine the kinds of strategies students used in the guided reading sessions. For example, one of the students in the group in one of the sessions could read the word “hippopotamus,” and Teacher T asked how she figured it out. This teacher reported that “getting into their minds” is a way to find evidence of children’s use of reading strategies.

It works on two levels for me. That works for me to know about the child and that works for me to know what children as a whole do. This is how I observe development. My understanding observing development is paying attention to that-like- “oh he did it that way”. Maybe that’s something that we all need to think about. (January, 2001)

In the observations, I witnessed different types of reading behaviors for the different texts. She listed various strategies that she uses in the guided reading practices.
Oh, there are just so many. There is everything from looking at the illustrations to getting the mouth ready for the beginning sounds. Leaving the word out, comparing it out to now why am I pretending and playing off the comprehension key to looking at the pattern of the word – I mean the list of strategies - a focus on a word. But there is the prompting strategy – you question them if you want them to pay attention to the word or what you see them doing – like re-reading. You see a kid re-reading – that is a strategy – strategy that they are using to get through text and to build – because they are re-reading to build meaning so that they keep that meaning going as they are coming to a more difficult word. That is a strategy. (Interview, January, 2001)

She went on to explain that there are many different strategies. The important thing for her is to support the development of strategies that work for individual students.

In the guided reading session of “Let Me In,” Pam wanted to stop reading.

The teacher said let’s talk about it. The teacher asked why she wanted to stop. Pam said it is hard to read. The teacher explained and added that Pam felt frustrated and she could understand because sometimes she (the teacher) gets frustrated too. The teacher asked Maria (pseudonyms) if she got frustrated too. Maria said no. The teacher then asked Maria what they could do to get frustrated. She also asked Maria for her suggestions. The teacher then asked if she could pair them up other readers, does it help? Pam said yes. The teacher then asked whom she would like to read with. Pam chose the teacher to read with. The teacher accepted it and let the students leave their books on the corner so that the teacher can read the book with Pam. Then, the students left to finish other works. (Observation, May 2000)

Teacher T explained

If I see a child getting frustrated while reading, she pays attention to that because I don’t want that child to shut her down. To prevent children to close themselves in attempting to read I negotiate and solve the problem together with the child. (Interview, December 2000)

In summary, guided reading for Teacher T was an important part of her instruction where she focused on teaching of strategy behaviors, and observation about
students' strengths and weaknesses to move them further. In the two guided reading
sessions that I observed she used some strategies. Selected data related to strategy
behaviors of students and Teacher T is presented in Table 4.6.

<table>
<thead>
<tr>
<th>Strategy Name</th>
<th>Teacher’s behavior</th>
<th>Students’ responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Picture clue</td>
<td>SETTING: There is a Hippopotamus under my Bed. Guided Reading Observation, May 25, 2000. The students can not read the word “hippopotamus” in the title. EXCERPT: The teacher, then, instructed that they will look through the book especially pictures. The teacher asked why they would look at the illustrations. A student from the group answered as “to see what is about”. Another student said, “Sometimes the pictures help us read the words.” Another student made a comment on the titles. The teacher added that sometimes long or short words in the title help us figure out what the book is about. She commented that she is glad the student brought up the subject of long or short words. The teacher wanted them to look at the title of the book. She asked if it is long or short word. The students answered that it is a long word. The teacher emphasized that it is a very long word.</td>
<td>Then, one of the students tried to close half of the word and showed the teacher. Another student grabbed the book and looked at the title and said the word “hippopotamus.” The teacher asked how she knew it. The student said the picture of the hippo helped her. The teacher then added that the pictures could be very helpful.</td>
</tr>
<tr>
<td>Picture-text transfer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meaning of a sentence-rereading</td>
<td>SETTING: There is a Hippopotamus under my Bed. Guided Reading Observation, May 25, 2000. EXCERPT: One student came to the word that she couldn’t read. The teacher asked what she needed to do in that situation. Another student answered reread. The teacher said, “let’s look at together.” They started reading from the beginning of that page.</td>
<td>This time the student read the word.</td>
</tr>
</tbody>
</table>

Table 4.6: Some Reading strategies, Teacher T's behaviors and students' responses.

(Continued)
<table>
<thead>
<tr>
<th>Strategy Name</th>
<th>Teacher’s behavior</th>
<th>Students’ responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter-Sound Relationship</td>
<td>SETTING: Guided Reading Observation, Let Me In. May 25, 2000. EXCERPT: Marla started reading and the teacher pointed out the words and followed it when she was reading. When Marla tried to read the third title she couldn’t pronounce the word “sky.” (The title is: the sky is falling). The teacher explained that sometimes “y” makes “i” sound. The student then read the word as “ski.” The teacher explained again that sometimes “y” makes “i (e)” sound. The teacher wanted her to read the title and to see if it makes sense.</td>
<td>Marla started reading and waited in the word “falling.” In the meantime, the teacher pointed out the word falling in the other student’s book and drew her attention to the word. She then went back to Marla and waited her to pronounce the word. Marla tried twice and figured the word out and read correctly.</td>
</tr>
<tr>
<td>Using Rhyming</td>
<td>SETTING: Guided Reading Observation, Let Me In. May 25, 2000. EXCERPT: The teacher and the students opened the page of this story. The teacher asked who the characters are in this story. The student (Jordan) answered that the chick and the rooster. The teacher then wanted them to look at the chick’s name. She asked what the chick’s name is. The teacher wanted them to put their fingers on the yellow word. She showed herself by putting her finger on the chick’s name. The teacher helped them to read the words/chick’s name (chick lick). The teacher explained that the words should rhyme. The teacher then asked them to read the second one. All of them put their fingers and tried to find out the second names. The student (Jordan) read the first one and waited in the second word. The word is “Hen Len.” The teacher wanted her to change the beginning sound of the second word and make the rhyme.</td>
<td>The teacher waited her to figure out. The teacher wrote the word “pen” on the board and asked Jordan to read it and try to make the rhyme again. Jordan read the word.</td>
</tr>
</tbody>
</table>
### Table 4.6: Continued

<table>
<thead>
<tr>
<th>Strategy Name</th>
<th>Teacher’s behavior</th>
<th>Students’ responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sound out</td>
<td><strong>SETTING: There is a Hippopotamus under my Bed.</strong> Guided Reading Observation, May 25, 2000. EXCERPT: The teacher read the sentence that one student read wrong in her first reading. Instead of “tried” the student read as “tied” in her first reading. The teacher read the sentence by saying tie and students said it doesn’t make sense. So the teacher explained how the student (Brianna Martin, the second Brianna) went back and reread and corrected. The teacher then asked why it is instead of “tied”, it is “tried.” One student said because it doesn’t make sense. The teacher praised her and asked about the sounds in both words. She then took her small white board and wanted them to look at what she is writing. She wrote the word “tied” and asked what is “tied” missing. And then she wrote the word “tried” by sounded out (by stressing on “r” sound. One student said “r” is missing in the first one. The teacher continued writing another word under the second word. She explained that if she switched the letters and then wrote the word “tired.” She wanted them to look at the words. She pronounced each word one by one by stressing on the sound that made the difference among the words.</td>
<td>The students said the words with her. The teacher commented on how these words look alike. The teacher underlined the vowels and consonants. She explained that in “tried” word, “tr” is consonant clusters. She showed the vowels too. She then went back to the sentence and tried every word and asked each time if it makes sense. The students read the right sentence at the end.</td>
</tr>
</tbody>
</table>

In the interview, Teacher T explained that she used many strategy behaviors to model to students. I have not observed her using some strategy behaviors such as “chunking,” “up-front word information,” or “initial letter.” She mentioned in the interviews that she used various strategies including chunking and other strategy behaviors.
Independent reading.

Teacher T had independent reading sessions twice in a day because she believes that "children need to have quiet time with books." During quiet reading time, she observed students’ book selection, how they read quietly, and how they behaved as independent readers.

Students’ book choices were important for Teacher T. During my observation, children chose books from the classroom bookshelf and found their own spots to read, either with a partner or on their own. Teacher T made herself available for children for consultation when they needed. Teacher T also worked with students individually in quiet time, when she observed them.

I observed them in their quiet time. I wanted to know who they are as independent learners and readers. I wanted to know what they prefer to do as independent readers. (Interview, September, 2000)

In their silent reading some students chose chapter books and some preferred picture books. In one of the observations I saw Teacher T reading with one of the students. Two more students joined them and listened to their reading. Teacher T tried to engage these students in the reading as well. She was prompting for students’ use of reading strategies and also questioning them to think about their reading.

Children have a choice to join in the conversation. If they prefer just watching, this is another way to learn too. (Interview, September, 2000)

During Independent reading, I observed that children were choosing books and reading in their own selected places. In their community building meetings, Teacher T taught them the procedures for behavior during quiet time.

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You cannot have this point at the beginning. It is community building. We model for them about how to choose, how to take of the book and how to be a quiet reading reader. We will do the same thing everyday and okay we are going to have quiet reading now. What are the things that you do when you are reading quietly? You got three books you choose a spot and you stay seated and you read. We model that we sit there and do that day after day. We won't get up and conference with kids until they have that down. Because if they don't have it down we get up start conferencing we will loose them and they won’t be reading. We are just setting up structure for them. (Interview, September, 2000)

Teacher T always found quiet reading blocks very useful in helping children develop the habits related to being lifelong readers.

*Mini lessons.*

Mini lessons provide an opportunity to focus on specific principle that applies to both reading and writing. Teacher T used mini lessons in her classroom to teach students about letters, sounds, and how words work.

I will focus on something specific the kids need to grow in or be introduced to not necessarily might be something they haven’t been introduced to yet. And that mini lesson time is also a time when we do word study when we do list of words together and talk about sometimes I use diagraphic to the kids. But we might do words to begin with “ch.” We might have the words that have a long “a.” We might talk about doubling the consonant and adding “ing” list of words generated together so that can see how words are composed and broken apart. (Interview, September, 2000)

Teacher T said that she and the students created the word wall in mini lessons. Now, whenever students need to look at sound or spelling they might go to word wall and consult. Teacher T indicated that her mini lessons help children to understand sounds, letters and words so that they can begin to see patterns and understand written language.

In one of the mini lessons, Teacher T worked with a student on her writing. They read the story the students wrote. Then, they worked on spellings of the words she
couldn't spell correct. They looked at the clusters and how they sounded by sounding them out. Teacher T was showing the student by explaining and by showing her mouth shapes. They also worked on how some sounds were written. She, then, asked the students to write the story and hung it on the wall.

Mini lessons were useful for Teacher T to work on the language structure and spelling.

*Book Discussion.*

From interview evidence, it is clear that book discussion is a very instructional practice for Teacher T. She used discussion in every reading activity across instructional contexts. She also devoted some reading sessions solely to introducing and talking about books of different genres on that week’s theme. Her goal was to expose students to different choices for read aloud and independent reading and to get feedback for her read-aloud choices.

When Teacher T started a new theme, she would typically go to the library to get a collection of books and introduce the books to students to let them know what was available.

I want them to think about the books when I introduce them and then I put the books out and listen to what they are saying about the books. We go from there our planning about the experiences too.

I observed one discussion session in, which she used read aloud to introduce the books she had gathered from the public library and brought to the classroom for reading activities. In the session, students were talking about the books that Teacher T was showing. The teacher used questioning to elicit information that would help her determine what students knew and were learning. My observations indicated that these
children were familiar with multicultural books, different genres, different themes, different art techniques and media. Teacher T discussed the books she introduced and helped students talk about books, compare them, share their experiences, and make connections to the other books they knew.

In Table 4.7, I provide a summary of students' and teacher's behaviors in these instructional contexts.

<table>
<thead>
<tr>
<th>Context</th>
<th>Teacher behavior</th>
<th>Students behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read Aloud</td>
<td>*Read expressively *Select books *Raise questions *Provide topics of discussion *Draw attention to specific situations</td>
<td>*Watch *Listen *Respond *Observe *Discuss *(sometimes) Choose books</td>
</tr>
<tr>
<td>Guided Reading</td>
<td>*Observe *Select books *Introduce texts *Teach for strategies *Elicit information from students as to their understandings *Watch their behaviors for their strategies</td>
<td>*Follow the teacher's directions *Listen *Read *(sometimes) Consult with teacher and the partner in some cases *Show how they figure out the word or right pronunciation or spelling</td>
</tr>
<tr>
<td>Quiet Reading</td>
<td>*Observe *Consult *Be available for students' questions *Motivate students to choose and read *Help students choose when it is asked</td>
<td>*Select book *Select partner when they want *Select spots to sit down and read *Consult with the teacher</td>
</tr>
</tbody>
</table>

Table 4.7: Sum-up chart of students' and the teacher's behaviors in instructional contexts.

(Continued)
Table 4.7: Continued

<table>
<thead>
<tr>
<th>Context</th>
<th>Teacher behavior</th>
<th>Students behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mini Lessons</strong></td>
<td><em>Use writing</em> <em>Explain games</em> <em>Teach sound-letter relationship through their writing</em> <em>Teach spelling rules</em> <em>Create a word wall</em> <em>Hang the lists on the wall for further consultations</em></td>
<td><em>Listen</em> <em>Correct spelling in their writing</em> <em>Look at the rules that the teacher explains</em> <em>Help the teacher create the word wall or example list of words, and spellings</em></td>
</tr>
<tr>
<td><strong>Literature Study</strong></td>
<td><em>Draw attention to illustrations, author's craft</em> <em>Talk about illustrations in terms of design, media, end pages, pictorial content, point of views, expressions, and feelings</em> <em>Show/talk about story structures such as beginning, middle and end</em> <em>Give factual information such as types of genres</em></td>
<td><em>Participate in discussions</em> <em>State points of view, opinions and feelings about the characters or the book</em> <em>Create stories with beginning, middle and end</em> <em>Illustrate the stories that they write</em></td>
</tr>
</tbody>
</table>

**Teacher T’s Behavior in Reading Instruction**

Below is the table in which codes from the analysis and excerpts from the observations and interviews are presented to see how Teacher T’s behavior in the classroom.
Table 4.8: Excerpts from observations and interviews on Teacher T’s behaviors (Continued)

<table>
<thead>
<tr>
<th>Codes</th>
<th>Teacher T</th>
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</thead>
<tbody>
<tr>
<td><strong>Decision sharing</strong></td>
<td>SETTING A: Teacher T showed two books to students to choose for read aloud. She gave information about summary sections of the books before she started reading. EXCERPT A: Teacher T showed the two books that she was holding in her lap. She said she could read one of the books to them but she wanted to give them a choice. She read them the titles and the authors of the books. One of them was written by Helen Oxenbury and called “The Great Big Enormous Turnip” and the other book was written by Ann McGovern and called “Too Much Noise.” She explained them these books were old favorites of hers. She explained that she had planned to read both of them today but the testing in the morning took all the time from reading session. She would read one of the books to them today and she wanted them to choose the text for read-aloud. She explained that they would have to choose the book based on the title and the illustration on the cover. She asked if these elements gave them a very informed choice. Students said “no” simultaneously. The teacher then showed the inside of the book to give them a better idea about the book. She opened the inside cover and showed the writing on the side of the book. She explained that this is a summary and asked if it gave them better information about the story. She explained that if they read the summary of the story they might find out if they are more interested. She said she would read the summaries. (Observation, May 11&lt;sup&gt;th&lt;/sup&gt; 2000, Read Aloud, Too Much Noise by Ann McGovern).</td>
</tr>
<tr>
<td><strong>Negotiation</strong></td>
<td>SETTING B: The teacher called two students for guided reading. While reading, one of the students realized she had difficulties reading some words. She stopped reading. The teacher saw it and said this book might be hard for her. EXCERPT B: The teacher said, “Let’s talk about it.” The teacher asked why Pam (the student) wanted to stop. Pam said, “It is hard to read.” The teacher explained and added that Pam felt frustrated, which she could understand because sometimes she (the teacher) gets frustrated too. The teacher asked Maria if she got frustrated. Maria said “No.” The teacher then asked Pam what they could do not to get frustrated. She also asked Maria for her suggestions. The teacher then asked if she could pair them up with other readers. “Does it help?” she asked. Pam said, “Yes.” The teacher then asked whom she would like to read with. Pam chose the teacher. The teacher accepted it and let the students leave their books on the corner so that the teacher could read the book with Pam. Then, the students left to finish other works. (Observation, May 25&lt;sup&gt;th&lt;/sup&gt;, Guided reading-Let Me In by Sunshine Book Collection)</td>
</tr>
</tbody>
</table>
Table 4:8: Continued

<table>
<thead>
<tr>
<th>Codes</th>
<th>Teacher T</th>
</tr>
</thead>
</table>
| **Valuing**    | **SETTING C:** Teacher T started reading the book and came one of the pages and showed the illustrations first. Students looked at the pages by coming closer and two students started discussing about how tall the beanstalk is and if Jack climbed on top of the clouds in the illustrations. The other student asked if she knew what types of clouds are in the illustrations.  
**EXCERPT C:** When the children were talking about the illustrations among themselves, Teacher T was listening to them. Teacher T found it interesting that when two students talked about the clouds and the teacher commented that she didn’t know the information and asked if he can bring any more information about it. (Observation, May 19th 2000, Read Aloud, Jack And The Beanstalk by John Howe).  
**SETTING D:** The teacher introduced the books the teacher brought to the classroom for that week’s theme. Students were free to bring their books to share with their friends and the teacher.  
**EXCERPT D:** One student brought a book from home to the class. She showed it to Teacher T and wanted her to read to them. Teacher T appreciated her sharing the book but said she would like to read it first if it was okay with the student. Teacher T said she would be happy to read it to them after she read first. (Observation, May 3rd 2000, Book Discussion) |
| **Individual student focus** | **SETTING E:** The focus was on introducing a variety of books. The teacher brought books to the classroom for that week’s theme. There were 4 more books left on the floor that the teacher wanted to show. Since they didn’t have time, Teacher T just read the titles. She picked up one of them and gave it to one of the students.  
**EXCERPT E:** Teacher T read the titles of the book that were left at the end. She showed one of them and said she chose this book for Marry Ann (pseudonym). Teacher T said to Mary Ann that she thought of her when she saw this book. Teacher T said she knew that Mary Ann was interested in horses. (Observation, May 3rd 2000, Book Discussion) |
### Table 4:8: Continued

<table>
<thead>
<tr>
<th>Codes</th>
<th>Teacher T</th>
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<tbody>
<tr>
<td><strong>Teacher's management</strong> Code</td>
<td>SETTING F: The lesson focused on introducing a variety of books.</td>
</tr>
<tr>
<td>Meaning:</td>
<td>EXCERPT F: When the students got loud again the teacher explained that they needed to make sure that they were listening one another because they were learning from each other. (Observation, May 3rd 2000, Book Discussion)</td>
</tr>
<tr>
<td><strong>Teacher’s personal sharing</strong> Code</td>
<td>SETTING G: After teacher T finished reading aloud <em>Jack and the Bean Tree</em>, she asked about their feelings about this book, comparing it to the other two versions by Kellogg and Howe. EXCERPT G: The teacher asked children if they liked this version. One student shyly commented that she didn’t like it. The teacher said it was okay because they didn’t have to like all the books that she reads to them and that everybody likes different books. (Observation May 24th 2000, Jack and The Bean Tree by Gail Haley)</td>
</tr>
<tr>
<td>Meaning:</td>
<td>SETTING H: The teacher’s focus was on introducing a variety of books the teacher brought to the classroom for that week’s theme. EXCERPT H: She picked up another book and explained “To be honest with you, from my perspective, this is not the very best. We might read this book or you might want to read it in your silent reading time and see if you like it or see how you make the book better. You might want to change it and make it better. But of course I wouldn’t want to hurt the author’s feelings”. (Observation, May 3rd 2000, Book Discussion)</td>
</tr>
<tr>
<td><strong>Teacher’s personal sharing</strong> Code</td>
<td>SETTING I: The session was a read aloud of <em>Wilfred Gordon MacDonald Partridge</em> by Mem Fox. The teacher showed the book to students and announced that she would read it today. EXCERPT I: She showed the book she was going to read in the class and explained that this book right now is the one she loves the most of all picture books. She explained that she liked this book because she likes the way it makes her feel when she reads it. (Observation, May 25th 2000, Wilfred Gordon MacDonald Partridge by Mem Fox)</td>
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Table 4:8: Continued

<table>
<thead>
<tr>
<th>Codes</th>
<th>Teacher T</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher’s personal sharing</td>
<td><strong>SETTING J:</strong> The teacher read aloud. The book’s name is <em>Jack and the Bean Tree</em> by Gail Haley. Teacher T came to the page where a word <em>towheaded</em> that students might not have heard before. EXCERPT J: While Teacher T was reading she asked what <em>towheaded</em> meant. After she explained it she gave an example from her childhood. She was very blonde and she had fair skin when she was a kid, and that light color of hair was called <em>towheaded</em>. (Observation May 24th 2000, <em>Jack and The Bean Tree</em> by Gail Haley)</td>
</tr>
<tr>
<td>(as explained above)</td>
<td></td>
</tr>
<tr>
<td>Teacher’s encouragement</td>
<td><strong>SETTING K:</strong> It was a read aloud lesson. The book was <em>Jack and the Beanstalk</em> by Steven Kellogg. Teacher T introduced the book before she started reading. She wanted to make sure that everybody would pay attention. EXCERPT K: The teacher opened the book and got closer to the students and said that they need to find “comfy” in their places because this is the book that they don’t want to miss. (Observation, May 25th 2000, Read Aloud, <em>Jack and the Beanstalk</em> by Steven Kellogg).</td>
</tr>
<tr>
<td>Code Meaning: Any teacher’s behavior or way of teaching that students are encouraged to participate in the session.</td>
<td><strong>SETTING M:</strong> The session was a chapter book read-aloud. The teacher finished reading the chapter. <strong>SETTING M:</strong> The teacher read the last two sentences of the chapter and one student asked, “What.” He didn’t seem listening the last part but the teacher said, “You didn’t even hear the ending because you were thinking about the story.” They smiled at each other. (Observation, May 23rd 2000, Chapter book reading, <em>Charlie and The Great Glass Elevator</em> by Louis Sachar).</td>
</tr>
<tr>
<td>Teacher’s praise</td>
<td><strong>SETTING N:</strong> Read aloud session. Teacher T showed two books to students to choose for today’s read aloud. One of them was written by Helen Oxenbury and called <em>The Great Big Enormous Turnip</em> and the other book was written by Ann McGovern and called <em>Too Much Noise</em>. Before they chose, she wanted them to look at the summary sections on the sides of the books so that this would help their choices. The students chose <em>Too Much Noise</em>. SETTING N: Teacher T opened the book to read. One of the students remembered the character’s name. The teacher praised him for remembering the character’s name from the book’s summary reading and said, “Good listening”. (Observation, May 11th 2000, Read Aloud, <em>Too Much Noise</em> by Ann McGovern).</td>
</tr>
</tbody>
</table>
Based on the evidence, Teacher T believes in students' ability to learn and that they learn at different paces and in different ways. She views her own classroom behavior as a model for students. The theories and beliefs that were discussed represent the foundation for Teacher T's classroom decisions and behavior. According to her, what she does in the classroom, how she acts in the classroom, what she aims at, and how she does it depends on what she believes and who she is as a teacher.

**Congruence between Teacher T's Beliefs and Practices**

Teacher T's beliefs and instructional practices have been presented above with excerpts from the data. In Table 4.9 I summarize Teacher T's beliefs and practices, comparing and contrasting the consistency between them.

Teachers' beliefs were drawn from interviews and evidences were taken from observation data. What Teacher T explained in the interviews seemed matching with her practices. Her beliefs played important roles, which were reflected in her practices.

<table>
<thead>
<tr>
<th>Teacher T' belief</th>
<th>Evidence</th>
<th>Counter Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers should make decisions in choices of books and instructional practices.</td>
<td>Teacher T brings various books from different genres into the classroom for reading activities.</td>
<td>Teacher T is free to choose books but she must also cover district curriculum.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&quot;Yes, I have the freedom to choose any of the materials that I want as long as I cover the Benchmark curriculum. Now, that doesn't mean that the district will provide the materials.&quot; (Interview August, 2000)</td>
</tr>
</tbody>
</table>

Table 4.9: Consistency between Teacher T's beliefs and behaviors. (Continued)
Table 4.9: Continued

<table>
<thead>
<tr>
<th>Teacher T's Belief</th>
</tr>
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<tbody>
<tr>
<td>Every part of a book should be used for reading purposes, such as illustrations and end pages</td>
</tr>
<tr>
<td>(No counter evidence)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evidence</th>
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</thead>
<tbody>
<tr>
<td>SETTING: Read aloud session. Napping House by Audrey Wood. Teacher T showed the cover and then opened the end pages.</td>
</tr>
<tr>
<td>EXCERPT: The teacher then opened the book. She showed the end page and said that she wanted them to think about it. When they finished reading they talked about the end pages. The teacher turned to the next page and asked about the illustration. She asked what was on the mailbox (which is in the illustration). She read the first syllabus written on the mailbox in the illustration. The class guessed the word and read it right away. (The word on the mailbox is “napping house”. The students and the teacher talked about the picture. The students commented that it was rainy outside in the illustration. The teacher then asked them if they like napping when it is raining outside.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher T’s Belief</th>
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<tbody>
<tr>
<td>Students’ voices should be valued and encouraged. Children have powerful potential that needs to come out with good instruction</td>
</tr>
<tr>
<td>(No counter evidence)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evidence</th>
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</thead>
<tbody>
<tr>
<td>SETTING: Read aloud session. Napping House by Audrey Wood. Teacher T opened the book and started a discussion about illustrations.</td>
</tr>
<tr>
<td>EXCERPT: The students started talking at the same time and the teacher said there are some good comments here but she can’t here because everybody is talking at the same time. She wanted them to raise their hands because she wouldn’t want to miss the chance to hear their comments. (Observation, Napping House by Audrey Wood, June 2nd, 2000)</td>
</tr>
<tr>
<td>SETTING: Read Aloud, Treeful of Pigs by Arnold Lobel. Teacher T showed the book to the students.</td>
</tr>
<tr>
<td>EXCERPT: She, then, hold the fiction book, which she will read to the class. She read the title and the author/illustrator name. She explained that this is one of the books that your eyes have to search the illustrations. She held up the back and front and wanted them to look at them carefully. Students described the end picture and cover picture. The teacher said that the cover picture is full of pigs but the end picture has none. One of the students made a comment that the book starts with full of pigs but at the end they leave. One student comments that it might be a count book. Another student objected and said that it doesn’t say on the side of the book that it is a count or ABC book. The teacher praised the students and said that they are very observant. (Observation May 4th, 2000, Read Aloud, A Treeful of Pigs by Arnold Lobel)</td>
</tr>
</tbody>
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### Table 4.9: Continued

<table>
<thead>
<tr>
<th>Teacher T’s Belief</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher should know what to do when the teachable moments come. (No counter evidence)</td>
<td>Setting: Read aloud session. <em>Napping House</em> by Audrey Wood. Excerpt: The teacher explained what they would read today. She explained that she read this before but she wants to read it again. She asked if they remember the book. Erin (pseudonym) raised her hand and the teacher let her talk. She mentioned that in the story she knows that everything gets smaller and smaller. The teacher asked what she meant by the comment. The teacher asked a couple more questions about the story, and a discussion ensued. The teacher then asked again if anybody remembered anything about this cumulative tale. Some students made comments and the teacher provided more information about cumulative tales. (Observation, <em>Napping House</em> by Audrey Wood, June 2nd, 2000)</td>
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<table>
<thead>
<tr>
<th>Teacher T’s Belief</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers should be good observers of their students. (No counter evidence)</td>
<td>I was talking to Teacher T in the classroom. Students were in the lunch break. One student came and started looking at one of the books on the shelf. While Teacher T was talking to me, she said, pointing out the student “look now she will go find the book that we read together yesterday She realized that the illustrator is the same. I will let her do some comparison work about illustration style.” (Conversation with Teacher T, June 2000).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher T’s Belief</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher should engage children in the book through enjoyment. (No counter evidence)</td>
<td>Setting: Read Aloud, <em>A Treeful of Pigs</em> by Arnold Lobel. Teacher T started reading the book. Excerpt: She turned the other page and started reading. While she was reading she paid attention to the intonation and stress on the words. She imitated the wife’s voice in the story. The students laughed. She then drew students’ attention to the picture of the wife taking the pig with a rope around its neck. Students started imitating pig voice. They were all looking at the illustrations. (Observation May 4th, 2000, Read Aloud, <em>A Treeful of Pigs</em> by Arnold Lobel)</td>
</tr>
</tbody>
</table>
**Discussions of Children’s Response to Reading Instruction**

**Children’s Attitudes and Responses toward Reading Activities**

In Table 4.10, I present data on students’ behaviors and how they responded in the instructional practices. Excerpts are presented from field notes and observations.

<table>
<thead>
<tr>
<th>Codes</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students’ contribution</strong></td>
<td>SETTING 1: The teacher introduced a variety of books related to that week’s theme. She introduced them one by one. She showed one of the books by Anthony Brown and read just one page to give children an idea of the context. EXCERPT 1: Teacher T explained that this is a very funny book. She then asked students about another book by Anthony Brown. One of the students answered and said “Piggy Book.” The student said that he read the book this morning. The teacher wanted him to bring the book to class and share with others if it is possible. Teacher T said she would appreciate his sharing. Observation, May 3rd 2000, Book Discussion)</td>
</tr>
<tr>
<td>Code</td>
<td><strong>Meaning:</strong> Any activity, book, idea that contributes their learning.</td>
</tr>
<tr>
<td><strong>Students’ responses</strong></td>
<td>SETTING 2: Read Aloud session. Jack And The Beanstalk by Steven Kellogg. Teacher T was reading one of the pages. All of a sudden a student made a comment that he wanted to be Jack character. EXCERPT 2: The teacher opened the following page and started reading. One of the students said he wanted to be Jack. The teacher got interested in this comment and asked him why he wanted to be Jack. Then, the teacher asked how many of the students wanted to become Jack because of his adventure. Most students raised their hands. When the teacher turned the page over the students discussed it. The students looked for the characters in the illustrations such as the dog. Some of them came closer to the teacher and pointed out the characters in the illustrations to the other students who couldn’t figure out. The teacher read the page then turned the page over to continue reading. When she came to the rhyme part, the students joined in. Some of the students had already memorized that part. She went on reading. (May 25th 2000, Read Aloud, Jack And The Beanstalk by Steven Kellogg.</td>
</tr>
<tr>
<td>Code</td>
<td><strong>Meaning:</strong> Students verbal positive responses toward a book or teacher’s instruction</td>
</tr>
</tbody>
</table>

Table 4.10: Excerpts on children’s attitudes and responses (Continued)
| Codes          | Students                                                                 | Setting 3: Read aloud session. Teacher T showed two books for students to choose for today's read aloud. One of them was written by Helen Oxenbury and called “The Great Big Enormous Turnip” and the other book was written by Ann McGovern and called “Too Much Noise.” Before they chose, she wanted them to look at the summary sections on the sides of the books so that this would help their choices. The students chose “Too Much Noise”.
EXCERPT 3: Teacher T read the last page. When the teacher finished reading the ending, students got so excited. Some of them got closer to see themselves. Some of them commented about the ending whether it good or bad. Some of them created alternative endings. Some students talked about other possibilities. The teacher waited for them to calm down and called one of the girls who didn’t have a chance to talk. The student came closer and painted out something in the book. She made her comment on that. (Observation, May 11th 2000, Read Aloud, Too Much Noise by Ann McGovern) |
| Students' sharing | Code Meaning: Students' contribution by sharing knowledge or materials. | Setting 4: Read Aloud session. A Treeful of Pigs by Arnold Lobel. Teacher T finished reading the book and one of the students preferred to write and illustrate her version of the book after the reading. Teacher T encouraged her.
EXCERPT 4: Teacher T put her story with the illustration on laminated paper and made the book for her. She placed it to the bookshelf for other children to read. A child came and chose that book to read in her quiet reading. (Observation, A Treeful of Pigs by Arnold Lobel, May 4th 2000. (Observation Independent Reading, May 5th, 2000) |
| Students' quiet responses | Code Meaning: Students' quiet attitudes toward reading instruction or any activity in the classroom. | Setting 5: Read Aloud session. Jack And The Beanstalk by Steven Kellogg. After Teacher T finished reading she said they needed to see the illustrations in details again and put the book on the floor for students to look at.
EXCERPT 5: The students and the teacher discussed about the book. The teacher left the book on the floor. Some students came and took it to look at it. They gathered, looked at the book together and made some noises to show their surprise and interest. (Observation, May 25th 2000, Read Aloud, Jack And The Beanstalk by Steven Kellogg). |
Table 4.10: Continued

<table>
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<tr>
<th>Codes</th>
<th>Students</th>
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<tbody>
<tr>
<td>Student’s predictions Code Meaning</td>
<td>SETTING 6: Read aloud session. Carl Goes to Day Care by Alexandra Day. Teacher T showed the front and back cover and the illustrations on these covers. At the back of the book there is a circle in which the picture of broom is presented. The teacher asked about it and wanted them to make predictions before she started reading. EXCERPT 6: The teacher drew the students’ attention to the circle and the picture inside then asked, “Why do you think the author chose this specific image?” One of the students answered that there will be a cleaning at the end. There will be mess and cleaning at the end. Another student said that it was the end of the day and sweeping every mess away. The teacher asked if anyone had any prediction before reading the story. One student explained that in the front cover there is background color. The teacher asked if this color hanging around the people could mean anything. The student explained that the color makes the character stand up. The teacher then asked what pictures of people were going to be main and supporting characters. Students made some comments. The teacher wanted them to raise their hands. The students then made comments about supporting and main characters. One of the students realized the color change from front cover to back cover. The teacher then asked what it might mean. The students made some comments. (Observation, Read Aloud, Carl Goes to Day Care by Alexandra Day, May 3rd, 2000)</td>
</tr>
<tr>
<td>Students’ guesses about the story or the content of the activity.</td>
<td>These field notes from the observations revealed what children’s attitudes were toward children’s literature and Teacher T’s instructional practices. In read aloud sessions, most students were actively involved with the book and the story. Teacher T was asking questions about their predictions and understanding of the story. She also focused on the illustrations, which created discussion among children and raised their interest in the story and the book itself. Children seemed to pay attention when Teacher T tried to draw their attention to the specific contexts and points. As is seen in the excerpts from observations, children’s attitudes toward reading seemed positive. They seemed to listen</td>
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to the read aloud sessions. They shared their opinions, raised questions about what they
recognized and realized, and contributed to discussions and teacher’s questions.

Summary

In summary, students in this class had a positive attitude in toward reading, which
was connected with their teachers’ goal of presenting literature as an integral part of
everyday life. Based on observations and field notes students’ attitudes show that

• Students are exposed to various instructional practices such as read aloud.
• Students are provided various books in reading activities and all genres.
• Students develop as good readers at their own pace.
• Students are actively involved in reading activities.
• Students are free to choose books they want to read.
• Students learn through interaction with the teacher and with peers.

Teacher T’s instructional practices and attitudes in the classroom indicate

Providing variety of books, she

• Focuses on students’ interests and needs;
• Was available to students.
• Helps students to gain community-building behaviors.
• She benefits illustrations for her instructional purposes.
• Helps students move forward as readers.

*Teacher T’s Observation of Children’s Reading Progress and Development*

Teacher T used observation to draw her conclusions about children’s progress in
reading. It was very important for Teacher T to know the students in the classroom. The
best way of knowing them was to watch what they were doing. The observation started right from the first day.

Children come in to the class the first of September. The first month to six weeks of school is really about building community and seeing how they build relationships with one another and seeing how they socially get on. I am listening to them reading but a lot of it is community building. I would say by the end of October and middle of November I really feel that I know my kids as readers pretty well.

Teacher T observed her children from the moment they entered in the classroom in the morning until the end of the day. She was able through observation to see most of them develop as readers. She stated that it was amazing to her that children could make tremendous progress in their reading and interest in books.

Now children are talking about books. Now I know that my kids go and hide the book under the shelf so that they read it later. With these kids who got up and walked around and played in the block, I had say come back and sit down and read. Now, these children might be hiding books. Well, there is a reason for that. Now they view themselves as readers so, the social aspect of viewing yourself as a reader – especially in this community of learners and feeling positive about it – is just as important as the cognitive aspect of the mechanics of reading because the child who doesn’t feel on that competence as a reader will choose not to read and therefore will not be able to practice and the mechanics will not get any better, so it is really important that they view themselves as readers. (Interview, September 2000).

According to Teacher T’s observation, children had different preferences about the instructional contexts in her classroom. Some liked being in the read aloud session more than working one-to-one with her. According to the teacher, it just depended on “their comfort level and how they view themselves as readers.” So, Teacher T tried to provide a variety of instructional settings in the class. According to her, children in the
classroom benefited from every instructional practice, all of which enabled her to observe what children do and learn in these instructional practices.

Based on evidence from interviews and observations, Teacher T had beliefs about reading process, reading instruction and children’s literature. She seemed to reflect her beliefs in her practices with her choice of reading activities, choice of books, her attitudes toward students, and all her behaviors in the classroom. Other than she needed to fill the requirements of the district, which was a constraint for her, she had the congruence with her practices.

Summary

This case detailed Teacher T’s beliefs and instructional practices as she used children’s literature to teach reading. Teacher T believes in social interaction in the classroom and she provides different instructional settings to meet the students’ needs. She creates flow of interaction in the classroom. Her choice of books, the criteria for her choices, the instructional practices she uses in the classroom, what her theories are which are represented in her practices and who she is as a teacher were discussed in this section with observations and excerpts from field notes.
Case 2 Teacher J

Research Site

The school setting

In School B, which was another informal alternative school. Teacher J was the first/second grade teacher. School B, located south of Columbus, was an elementary building in the School District. School B was an urban school serving approximately 400 students. The neighborhood was made up largely of a population. Because it was an alternative school, students both outside and inside of the neighborhood attended the school.

Erected in 1969, the school was named for its isolated park-like setting and a nearby particular street. No houses built close to the school, providing a spacious area around the school. The entire school was on one floor, with classrooms next to each other. The front of the building was designed for staff and visitor parking spaces and bus lines. Both the backyard and north side of the building had spacious areas in which playground and equipment such as teeter-totters were set up.

School B had nineteen classrooms, one of which was added in 1996. The school had one big gym/cafeteria combination, a kitchen and some rooms for different purposes such as nurse room, reading specialist room, reading recovery room, and teachers’ room. Each specialist (for example reading specialists and teachers of learning disabled) had her own room. There were also music and art rooms. The library of the school had a big area full of bookshelves organized according to fiction/non-fiction and authors’ names. Nine classrooms were enclosed areas and ten classrooms were placed in one large area, which also held library of the school. The library was set up in the middle of non-enclosed
classrooms in this big area. The classrooms in this big area were originally designed as no-wall classrooms and bordered with bookshelves, display boards and tables. The walls of the classrooms served as display areas for students’ work. In the inside of enclosed classrooms the walls were also used for the purposes of displays of students’ work. On top of shelves and tables served for the display purposes as well. Big boards, tables and top of the shelves used for separating the classroom areas were also used for display of students’ work.

Out of nineteen classrooms, three served for 1st graders only, and three served for 1st/2nd grade combinations of students. The school included K-4 grades and some grade levels were assigned as multi age groups. The staff consisted of twenty-one teachers, seven of whom were 1st and 1st/2nd combination grade teachers. There were no more than nineteen students in each 1st or 1st/2nd grade classrooms since the school had the federal grant to limit class size in these grades. There was one librarian, staffed full-time by the district, three reading specialists and one art teacher. The librarian arranged, organized and managed the library. She was responsible for ordering materials, gathering books for teachers and helping students with their selections. Collaborating with teachers, she often worked with small groups of students. Sometimes she read with individual students as well. She also taught students how the library section works, how to choose appropriate books and how to use computers in the library area.

Every teacher organized and designed her classroom at the beginning of each academic year. Based on the purposes of the materials and equipment, students’ needs, availability of the classroom space and easy access for students and teachers, the teachers set up and organized their classrooms. Each classroom had its own library, gathered with
the help of the teacher and the parents. The students of the classroom often used the classroom library for their independent reading or home reading. Classroom libraries were also accessible for other students in cooperation with their teachers.

The literature-based program in this school had been implemented since 1969, when it was built. The school was involved in projects and in various partnerships other schools in the same districts as well as other districts. Individual collaborations with other teachers in different schools and districts have also been encouraged. The principal was also active in these projects and activities as well as participating meeting, visiting principals and observing classrooms in other schools. School B stated its own philosophy:

"We believe children enter school as learners with a wide range of unique experiences, interests and abilities. With this in mind we create an environment that bridges learning between home and school. We believed children are actively involved in their learning and that the skills practiced in school are meaningful. We emphasize the relationships among different subject areas so instruction is centered on general themes, which include many concepts from the curriculum areas. As we work within these themes, we also utilize the resources of community and visits sites of interest. We believe our students become confident learners who are able to pursue their interests, solve problems, work cooperatively, utilize good work habits, have a solid, positive self-esteem, organize information, know how to find information and enjoy learning. We cherish children and childhood. We believe our school is a supportive,
challenging, developmentally appropriate, child-centered environment” (cited in school information pamphlet).

The school B had been working with Ohio State University providing professional development site for new and in-service teachers. The school served to train preservice teachers, in collaboration with the university's Master of Education program. Being one of the Venture Capital Grants Schools, school B served as language arts site for the central Ohio Regional Development Center. Teachers in School B had also worked with professors in the Ohio State University in developing the science and literacy continuum.

There were three reading teachers, one working full time and the other two half time. Reading Recovery specialists in the school worked with the lowest readers. These teachers had a Reading Recovery room where they provided individualized lessons. There were two learning disabled teachers who worked with at-risk children. The school had one speech therapist who also worked with students at risk. There was also one assessment agent who came each classroom for an hour a week and worked at teachers' direction to identify at risk children. A psychologist came to school once a week to test students as well.

The school itself also had some projects and activities in which community members, students, teachers and parents were involved. Teachers had individual projects regarding book extensions. Each year, one school-wide unit of study focused on a children's author or a current issue/trend. The school invited the author to the school as well. The school B also provided exhibitions, art and dance performances, and reading activities. The Parent Teacher Association (PTA) provided active parent volunteers who
helped to organize activities, create and participate in projects, read to children and generally became involved in their children's learning and social activities.

The population of the school consisted of 80% White, 17% African American and 3% other races. Thirty percent of students were on reduced/free meal. Some students commuted by school buses and some lived close enough to walk. Some parents also brought their children to school; not all students were from the neighborhood. Since parents valued the program and the philosophy of the school, many children came to School B through special permission.

*Teacher J’s Class*

*Students as participants.*

Teacher J's first grade class consisted of eleven males and four females. Ten students were first graders and five were second graders. Students came from various socio-economic backgrounds. One student had Hispanic background. The teacher would be teaching the same class next year with a few new students since the school applied a two-year program "looping" approach. The Reading Recovery staff served three children in the classroom who were "at risk readers." Reading Recovery students were identified based on the teachers' observation and assessment; she also collaborated with the principal on decisions. The teachers' assessment and observation also led her to place four students at lower reading levels; and to closely observe three students. Two students were chosen as gifted students at the end of the year. Gifted students will receive pull out service for three hours a week next year.

Students were involved in reading activities through several sources. The school library and classroom library served children for their independent reading and also
provided resources to help teachers in guided and read aloud activities. The teacher also made local public library books available for students. She provided books from her own personal library as well. Students were allowed and encouraged to bring their own books from home or books borrowed from the public libraries to share with their peers and with the teacher. The teacher encouraged students to contribute by sometimes choosing their books for read aloud.

Classroom setting.

Teacher J designed her classroom at the beginning of the year based on available space, equipment and shape of the room. Her plan was based not only physical accessibility for the children but also on her philosophy of teaching and learning. Students’ needs and interest were also criteria for the teacher in her design and organization.
The classroom plan is displayed below in the Figure 4.3.

Figure 4.3: Display of Teacher J's classroom design.

The larger room in which Teacher J worked was divided into two classrooms with no wall between them. Teacher J's classroom was separated by supply cabinets and tables from the other classroom. The classrooms were set up far enough from each other that the students of Teacher J seemed comfortable having other students in the next area.
There were two doors for the classrooms. When you entered Teacher J’s classroom, you could notice that the walls were used to display students’ art and literacy work. On the left side of the table there was a coat and general-purpose cabinet for the teacher. On the right side of the door there was a large wooden shelf containing big papers and paper-type materials for students. There were also boxes with some materials in them on the bottom of the shelf. Next to teacher’s table, there was a big bookshelf, with one side next to the wall and the other side making an entrance to the reading area. The reading area was in front of this shelf and had an ABC carpet. The last shelf of the bookshelf held students’ book bags. On the wall there was a blackboard, a pocketed wall cloth, an alphabet big paper and a white board, all next to each other.

On the blackboard there were magnetic words under the letters, organized in alphabetical order. In the chalkboard area students’ science projects were displayed. Sometimes, some new books were also displayed here to capture students’ interest. Next to the blackboard the teacher used the pocketed cloth for informational purposes. For example, the cards were placed everyday to show the date and the month. When students talked about seasons, the types of clouds and other information cards were placed there during instruction. The alphabet paper was hanging on the wall with letters and pictures next to the letters. Under the alphabet paper one could see the rules of the school written on a big paper, which was laminated and was hanging where students could see. The white board was at the corner of the reading area next to the window on the north side. Teacher used it often in her reading activities. In front of the window there were small tables on which art work and science projects of students were displayed. There was also a box for big books on the floor in front of the window.
The wall between two windows was also used for display area, mostly the summary lists, pictures, or rules that students created with the teacher. The reading area was separated with a long bookshelf where fiction books were placed. The top of the bookshelf was used to keep the materials such as the world ball and overhead projector. Behind this long bookshelf, supply cabinets were placed. In front of this supply cabinet there were two tables, one of which was five-sided. This table was Teacher's J's favorite since it made it possible for her to follow more than one student at the same time while doing her guided reading. The other table was for students and was placed in the middle. Close to the window on the south side the computer center was set up. Three computers were placed there for students' convenience.

On the corner of the south side of the classroom one could see the cabinets with plastic lidded boxes in which math materials such as wooden shape pieces, and games, and literacy materials such as magnetic letters, words and wooden and plastic pieces of literacy games were placed. The cabinet placed close to the art table and was filled with baskets and boxes containing crayons, pencils, papers, brushes, art supplies, small cups, colored papers, scissor, scotch tapes and other art supplies. The table was in front of the sink attached to the wall. On top of the sink there was one cabinet with materials and supplies such as napkins, cups, hand wash liquid and some cleaning supplies as well. On this wall, west side of the classroom, students' bag and coat cabinets were placed. There was a long desk in front of this wall. The teacher used this table when she worked on activities with a group of students. Next to this table was the big wooden shelf described at the beginning as it was next to the door. Since the room was spacious students could move around easily. Different tables had different purposes for students and the teacher.
Teacher J also used computers and downloaded activities for instruction. Sometimes the teacher displayed books on one of these tables. The art table was always used for artwork purposes. The wall outside of the classroom belonged to this class for their art and mural work displays.

Professional history and background of Teacher J.

Teacher J had been teaching in elementary schools for eleven years. She had taught in first and multi-group (first & second grades) for four years. She taught to learning disabled (LD) children, K-6, for a year and LD, grades 1-5, for another year. She had taught one year in Buckeye Local School District in Medina, Ohio. She had been teaching in School B for the past nine years.

Teacher J graduated from Baldwin Wallace College in 1990 and received her degree in elementary education. She also received Master of Arts degree from the Ohio State University in children's literature program in 1995.

Teacher J had attended conferences and workshops throughout her career as a teacher and researcher. She participated in The Children's Literature Conference at The Ohio State University, the Children's Literature Conference in Dublin, the Science Educators Council of Ohio Conference, and the National Science Teacher's Association Conference. She also presented a paper at the Central Ohio Special Education Regional Resource Center's Research into Practice. She had participated workshops in Summer Institution of Reading Instruction. She published one article in Ohio Council of Teachers of English Language Arts.

Teacher J had been working with interns sent by the Ohio State University. She collaborated daily with interns in planning for instruction, organizing the materials,
teaching subjects, and teaching reading classes. She also collaborated with staff in other buildings in regard to using literature and teaching science skills and concepts. She had also been working on an advisory board for the Ohio Board of Regents and the State Department of Education, with the goal of improving the use of quality literature to teach elementary science statewide.

Teacher J had received awards for her academic successes. She won the Battelle Award for Innovation in Elementary Science Teaching for her use of integration science with other subject areas and using literature to teach science concepts. She also won a Parent Teacher Association outstanding educator award.

Teacher J was exposed to literature-based reading in one of her undergraduate course. Her cooperating teacher used literature to teach reading, science, social studies and health. Her observation of this teacher sparked her interest in using literature. When she started teaching in School B she felt that she needed more theory to provide a foundation for her practices. So she chose to start working toward her Master of Arts degree in children's literature. She used basal program in her first year; but thereafter began to use children's literature extensively in her reading program.

I do not use the basal at all in my reading instruction. When I used it one year I found students frustrated and bored. I believe the strategies were taught at the publishers’ convenience not on the child’s timeline in basal programs. Literature-based reading helps a teacher individualize his/her reading instruction and provides more opportunities for flexible groupings. I think the challenge is finding quality varieties and quantities of books to use. (Interview, July 2000)

Teacher J stated that she continues to work and updating her skills and knowledge so that she can provide effective instruction to her children in the classroom. She was still actively involved in projects in her school, with the Ohio State University, and with the State Department of Education in Columbus when this study was conducted.
Discussion of Teacher J's Role in the Classroom

Reading Programs and Plans in the Classroom

Teacher J considered children's literature to be the cornerstone of her reading program. She valued variety of books in the classroom and tried to provide as much varieties as possible from different sources.

The content of her courses was based on state and district requirements.

Everything centered around a theme.

We follow the same course of study that all of the other schools in Southwestern follow, and the District, but we use literature to teach the materials. Our focus is on one theme that comes from the course of study, and then we use literature to get to the concept. (Interview, June 2000)

Teacher J followed the district curriculum but she made the decisions on how she would teach and what materials she would use.

I need to teach in social studies. I need to teach citizenship, wants and needs, current events. In science, I have to teach living things, properties of matter; but it is my choice how I do that. I have district supplemental materials that I can use or I may prefer not to. (Interview, June 2000)

Teacher J had the freedom to use any materials she wanted as long as she covered the required curriculum themes. Her plan was that once she knew the big topic she sat down and made a web and discussed it by subject area.

This is the math I can pull in, if any. This is the social studies or the health that can override or overlap it. Then once you have that, you pick your big themes or your big topics to go underneath that, and then you find your literature to support it. (Interview, June 2000)
Materials and Book Selection

Teacher J enjoys reading books. It is part of her life that she values every day. She would like for her students to acquire the same taste. She believed that children's books open a great door in children's lives. She felt lucky that she had the opportunity to help to open that door for her students.

When I asked about her favorite books for children, she said she would get back to me because there were a lot of her favorites out there and she wanted to make sure she would provide all of them. Later, she gave me the list of books.

There are some books that I want children see and read many times. For example, Rechenka's Eggs by Patricia Polacco, Swimmy by Leo Lionni, Very Hungry Caterpillar by Eric Carle are all great books that children need to be familiar with. They need to read them again. (Interview, June 2000)

She had also favorite authors. She believed that

Children should know some specific authors. The need to know how they create their books, what styles they use and how these authors introduce themselves to children. For example, Leo Lionni, Eric Carle, Tana Hoban, Patricia Polacco, Pat Hutchins, Eric Hill and Mark Brown are all the great authors that students shouldn't miss. (Interview, June 2000)

Teacher J used her favorite books different books of the year and for different purposes. Her choice of books for reading was much different than that selections for math, science or social studies.

Because if you want to do it for math, science or social studies, you just go for the general concept thinking you are going to read it to the kids. There are really good authors for me to choose for these purposes. For example, Anne Rockwell is really good for teaching science concepts. Tana Hoban is great as far as introducing all kind of general concepts for math. Her books,
Circles, Triangles and Squares, and 26 Letters and 99 Cents are my favorites. (Interview, June 2000)

When she chose for a book for reading purposes, she selected books with rich language, that “you can paint a picture in your mind and the message the author wants to convey though the rich language.” For example Leo Lionni was her favorite author because

He provides lessons and beautiful illustrations. The language is amazingly rich and descriptive. He wrote all kinds of books with animals. He has mice and a fish. He writes a lot of fables that teach lessons. I always do something with his books at the beginning of the year. For example, Swimmy is about a fish that my students can learn from that they can do more together rather than by themselves. It serves the purpose of building community at the beginning of the year. It is a great book. (Interview, June 2000)

Another of Teacher J’s favorite authors was E. B. White. She mentioned David Adler and Roald Dahl as authors of great chapter book that she preferred introduce to her students.

Teacher J says that for example, E. B. White’s publications provide a wonderful flow of language that children need to hear. Teacher J also loved all of Patricia Polacco’s books, for example, Rechenka’s Eggs,

provides wonderful illustrations that help kids to see her creative art and provides great discussion for children for their language development. She also introduces a different culture. It is important for that my children are exposed to different cultures. I can draw their attention to the words like “babushka” or I can talk about how she dresses. These are great contributions to their learning. (Interview, June 2000)

Illustrations of the books were very important to Teacher J and they figured into her criteria for choosing books. She paid attention to illustrations, talked about them and brought them to students’ attention.

Illustrations help children visualize what is happening in the story. It helps me see if they understand – a window into their
comprehension – it lets me see what they are thinking in their head. I can see their picture of it. Three or four-year olds will read a story strictly by the picture. So, then you want them to get their picture story to connect with the text story. (Interview, June 2000)

For her, the discussion of illustrations was part of teaching and learning literacy. She believed illustrations to be great tools for students to talk, to share ideas, to predict, to state their opinions. She valued the role of illustrations and saw them as part of the whole text to be explored.

Teacher J also talked about genres, saying that children should be provided a variety of genre. Genre was one of her criteria for choosing books. For example, she liked poetry and she said that children should have the rhythm and the taste of poetry. Poetry definitely encourages their imagination and creativity, which are the great tools in their literacy learning.

Teacher J chose her books from different genres, and provided books from different sources. Her choice of books also changed with what instructional activities she used. For read aloud, she chose books for great illustrations and rich language because she wanted to provoke discussion. Teacher J wanted her students to hear the flow of descriptive and rich language. When she chose books for her guided reading, she also paid attention to language. She decided on the language choice according to the needs of the particular groups. For lower level groups, she tried to find rhyming patterns and great illustrations. For higher groups, she selected more challenging language and vocabulary.

Teacher J also chose books just for fun. She knew her students so well that when she saw a book she would immediately think of a child’s name and bring it for that individual student. Students’ interests and needs were valued in her choices.
Lesson Plans

Lesson plans were very important and necessary for Teacher J. She prepared her lesson plan every day using a main format, which all teachers in the school were expected to employ. However, she sometimes made a more detailed plan for herself. The general format she used in her plan is presented in Figure 4.4.

Monday Schedule

Date _______________ (Lunch count & Attendance are done as the students come in)
8:25-8:55 Quiet Writing (Children write ½ page in their journals, do one page in their blank books, work on unfinished work etc.)
9:20 Spelling Pretest (write the words on the board for each group)

10:55 Morning Meeting/Work Time
Read__________________________________________

10:55-11:00 Silent Clean-up
11:00-12:00 Recess/Lunch

12:00-12:30 Read Aloud_____________________________________
12:30-12:45 Silent Reading (Children read their book boxes and record their titles in their reading logs.)
12:45-1:00 Buddy Reading
1:00-1:40 Afternoon Worktime
1:40-1:45 Clean up
1:45-2:30 Gym
2:30-2:45 Dismissal

Duty________________________________________________________

Figure 4.4: Teacher J’s lesson plan format.
Teacher J usually filled this format and wrote details on the sides of the paper. She jotted down some the details and specific points to which she wanted to draw students’ attention. She reported that in the middle or end of the year her plans tended to become less detailed.

I make very detailed plans at the beginning of the year-before I know my group and their needs. This way I can stay focused and be sure my objectives reached and taught. I jot down questions I could ask to help my students understand and reach my objective. (Interview, July 2000)

When she planned her guided reading lessons, she would first read the book and note tricky words and things she wanted to point out during her introduction. Sometimes she made longer plans because of the nature of the session. She claimed some books and lessons were more difficult than others and spent more time on them. She was very attentive to what she had previously taught and what she needed to teach more so that students would move further in their literacy development.

I keep anecdotal records of each reading session. So, I know what skills need to be taught. I have each child marked on a continuum for reading and writing. I keep a checklist of skills mastered for each child. All these things help me plan my reading instruction. (Interview, July 2000)

She valued lesson plans and suggested that no matter how experienced you might be, planning helps you to provide more effective reading instruction.

Planning helps keeping me focused and the lesson moves smoothly. When I am not focused my lessons drag and go round and round. The students gain little from them. Therefore it is a waste of time not to plan lessons. We have so little time we need to do the best job we can the first time around. (Interview, July 2000)
Access to the Sources

Access to children’s literature books.

Teacher J felt lucky that she had so many sources for books. She appreciated the library facility in her school and used it for her instructional purposes. She encouraged students to use the library for their independent reading and to visit the library often.

Teacher J also used her classroom library. The district gave the school an amount of money to buy books for classrooms. She said she decides to buy books after the end of first month of the school year, so that she can take into account students’ needs and interests. She even asks students what they would like to see in their classrooms. She focuses on new books and considers the quality and various genres in her choices. She reviews magazines and looks at the award winners’ list. She has used A to Zoo book, which has old and new listing of children’s books based subject listing. She talks to other colleagues in the building. She tries to find the good quality literature that serve for her reading instructions and fulfill her students’ needs and interests.

Public libraries were also great resources for children’s books. Teacher J sometimes pulled out books for children to review and read. She chose books for her specific reading sessions. She chose books around the theme of this week or month. And books that provided a rich variety of good literature. Her own library collection at home supplemented the collection.

Teacher J made sure that she used many sources for reading material, including magazines, newspapers, games and other printed texts. She believed that if she modeled how to find reading materials, students would also learn to do it for themselves. She also modeled how she chose good literature by talking about the books, drawing students’
attention to some specific points in the books, and sharing her own process of choosing books.

Professional Resources

Professional resources were very important for Teacher J because

I learn from them. It explains why I do this way in my instruction. It helps me see what I need to do more or what techniques I should use so that my students will get the best of my instruction.

Teacher J constantly read professional books and journals to be able to keep up her with the new ideas, methods and techniques. She recommended Guided Reading and Word Matters (Pinnell & Fountas, 1996, 1998); On Solid Ground (Taberski, 2000); Strategies That Work (Harvey and Goudvis, 2000); and Conversations (Routman, 2000).

Teacher J said these books had expanded her horizons and helped her understand the basis of her instruction. Whenever she needed information on any theory, practice or technique, she opened these books.

She also felt fortunate that she had participated in conferences and workshops and expanded her knowledge of professional resources. She had support from the school principal and her colleagues. Teachers in the school read professional resources and organized meetings to share what they read and what they learned. These discussions also fed her thinking and provided different perspectives.

Discussion of Teacher J’s Beliefs and Theories

Teacher J emphasized the importance of knowing the theories behind instructional practices. She believed that if she had a strong theory she could provide effective instruction. In the interviews, she stated her philosophy of learning and teaching.

My philosophy of education is that every child can learn. Learning needs to be made relevant to the child and presented at his/her...
instructional level. I believe in hands on approach. It is very important that students be engaged in their learning in order to retain the information being presented. I also believe that learning should be life long, therefore it is my job to give the students what they need to continue learning after they have left me. I try to teach children how to find answers to questions by utilizing their resources, such as; encyclopedias, books, dictionaries, computer software, the Internet, each other, and the community people. My students learn to take risks and to assess their own work. I encourage my students to question the world around them, including me and why I have them do different tasks. I try to find each student’s strength and use that strength to pull the weak areas up. I modify assignments so that each child is challenged at his/her instructional level in all subject areas. I maintain constant parent communication because the parents are the building blocks of my students. They need to support what I do, and need to support their efforts as well. By working with the parents, the student, and myself, grow wings so that they can soar. (Interview, June 2000)

Her philosophy was based on what she acquired and learned thorough her readings, experiences in teaching, and professional activities; this development indicated a willingness to learn new ideas.

Beliefs and theories on reading

Teacher J believed in “learning to read through reading.” She said, in fact, that “Reading is best medicine for learning to read”. She explained reading as “a big puzzle”.

Reading is a big puzzle. You need to have all the pieces. To be a fluent reader, you need to be able to sound out words, use picture cues, use the meaning of the sentence, bring background knowledge to the book and be able to know when their miscues interfere with the meaning of the story. Through a balanced literacy program students learn to use these strategies in both reading and writing. Reading fluency usually develops faster than written language skills. As children internalize strategies through reading they use strategies in their daily writing.

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To acquire reading skills students needed practice reading in various ways. The teachers’ responsibility is to provide reading activities through various materials, mainly good quality literature.

Teacher J believed that many factors were important in an effective reading process and it is the teacher’s job to make sure those factors are developed through interaction within social environment of the classroom.

Beliefs and Theories of Language Development

Teacher J believed that it is crucial for teachers to know how a child learns a language. Knowing theories of language development helped her to see what her students knew and could do and what they needed to learn next. She believed also that language is the effective way to express feelings.

We use language in reading writing, speaking and listening. My first graders are literate can function through the language if they are interested in print, talks about books, listens to books, and makes her/his own books.

For her, language was valued in every classroom activity. Students should be allowed to play with the language through every possible ways, especially art. Language was used by the students through writing, oral language and art, which were provided by the teacher’s reading activities.

Teacher J believed that “children’s developmental pace differs.” Every child has his/her own pace and every child progresses at that pace. Furthermore, whatever the pace, language development occurs. She also believed that teachers should be aware of the students’ development and by meeting their needs through providing “constructive and social environment.”
Beliefs and Theories on Children's Literature

Teacher J highly valued children's literature. She described children’s literature as "rich, fun and engaging for children." She said, "You can find children literature in all instructional levels and students can often relate easily to the characters, setting and plots found in quality literature."

Teacher J supported her school's reading program, which was based on children’s literature. She believed that

Children’s literature makes reading meaningful for students. When learning occurs in authentic situations, it becomes internalized.

Teacher J believed that children’s literature provided interactive learning as students engaged in reading books, thinking about the story, producing the art, discussing stories, relating the stories to their own lives and bringing to bear all the creativity and information that they had to their literacy development. Children’s literature makes it possible for students to be part of interaction and for teachers to create this rich environment.

Beliefs and theories on reading instruction.

Teacher J believes that reading instruction is crucial to her teaching. For her, effective reading instruction requires knowledge of reading theory as well as practices. She believed in interactive learning and she said that she knew the foundational theory. Based on this belief, she implemented instructional practices that included good literature.
She mentioned her advocacy for the whole language philosophy.

Whole language is taking the reading, writing, math, science and the social science and putting them altogether. That’s what we are doing. And science and social studies are taught so much effective through literature than through a textbook. (Interview, July 2000)

Teacher J also talked about how phonics teaching is important and should be part of reading instruction. She believed that as long as phonics teaching is provided in context (in other words, in a more meaningful way), students will benefit.

Teacher J believed in the philosophy of whole language, defining it as a “meaning-making philosophy.” She believed in children as constructive learners; therefore, she decided on a balanced literacy program that provided students with interactive and social learning, reading strategies, and phonics.

Teacher J used various practices in her reading instruction with emphasis on read aloud, guided reading and independent reading. She believed that these instructional practices should be implemented in meaningful ways.

*Grouping in Guided Reading.*

Teacher J believed in grouping for both ability and interest level. For instructional purposes, she would group according to ability level. For reading pleasure she would mix the groups according to their interests. Sometimes she would bring together students from different reading levels; however, she took care that the result was collaboration and learning strategies from each other rather than frustration on the part of students.

I observed her grouping based on both interests and ability levels. She grouped students according to their strengths and weaknesses in reading strategies. She mixed the students with different strategies so that they would benefit their each other’s strengths.
I want them to learn from each other, share their strategies. Sometimes I will ask them how they figured out the word. I will praise them for their successful strategies. In this way a child learns strategies from others through guided reading and will have the opportunity to share and show her strategy to her/his peer. (Interview, July 2000)

Teacher J believes that knowing each student's strengths and weaknesses will lead to successful grouping and effective guided reading instruction. In order to gain this knowledge she observed her students and found out what their interests, needs and preferences were. According to Teacher J, observation was "a must."

When you observe each student and know the student well then you can come up with better instruction that the child needs. (Interview, July, 2000)

Teacher J's aim was to reach each student in each group. She believed that each student learns at a different pace and in different ways, and the teacher provides necessary and effective instruction to enhance learning.

A summary of Teacher J's beliefs is presented in Table 4.11 below.

<table>
<thead>
<tr>
<th>Theoretical Area</th>
<th>Teacher J's beliefs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of Reading Process</td>
<td>*Children learn to read through reading.</td>
</tr>
<tr>
<td></td>
<td>*Learning reading should be connected to real life.</td>
</tr>
<tr>
<td></td>
<td>*Learning reading should be connected to child's life.</td>
</tr>
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<td></td>
<td>*Real life experiences should be included in the teaching and learning in the classroom.</td>
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<td></td>
<td>*Quality books with good instruction provide and support growth of the reading process.</td>
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<tr>
<td></td>
<td>*Reading process should occur through social interaction.</td>
</tr>
<tr>
<td></td>
<td>*Life-long reading habits should be emphasized.</td>
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<td></td>
<td>*Students' engagement should be encouraged.</td>
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</tbody>
</table>

Table 4.11: Teacher J's Beliefs (Continued)
Table 4.11: Continued

<table>
<thead>
<tr>
<th>Theoretical Area</th>
<th>Teacher J’s beliefs</th>
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<tbody>
<tr>
<td>Language Development</td>
<td>*Children grow in different ways and are always at different developmental levels.</td>
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<td></td>
<td>*Language development occurs at different rates for each child.</td>
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<td></td>
<td>*Reading teachers should have knowledge of language development as well as how children learn language.</td>
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<tr>
<td></td>
<td>*Play with language should be valued for its learning potentials.</td>
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<tr>
<td></td>
<td>*Language development occurs through interaction.</td>
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<td></td>
<td>*Language development should be supported through appropriate materials.</td>
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<tr>
<td>Children’s Literature</td>
<td>*Children’s literature should be used to provide extension activities, to practice literary understanding, the writers and illustrators craft and for pleasures and meaning of reading.</td>
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<tr>
<td></td>
<td>*Quality literature should be foundational to teaching.</td>
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<td></td>
<td>*Children should be exposed to wide variety of children’s books from all genres.</td>
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<td></td>
<td>*Literature should be the primary components of a reading program.</td>
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<td></td>
<td>*Illustrations are good tools for discussions in creating social interaction.</td>
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<tr>
<td></td>
<td>*Illustrations are powerful examples for students to practice story telling and writing through art.</td>
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<td></td>
<td>*Art and craft of the books should be emphasized and used for instructional and literacy purposes.</td>
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<td></td>
<td>*Children should be encouraged to construct meaning from pictures and construct meaningful art form texts.</td>
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<tr>
<td>Reading Instruction</td>
<td>*Phonics instruction should occur in mini lessons, and in teachable moments in meaningful way.</td>
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<tr>
<td></td>
<td>*Reading instruction should be implemented in an interactive way within a social context.</td>
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<td></td>
<td>*Child centered classrooms are very important in reading instruction.</td>
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<tr>
<td></td>
<td>*Modeling is very important in helping children choose good quality book, and learn to read outside of the classroom for their own learning and enjoyment.</td>
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<td></td>
<td>*Instruction should incorporate meaningful and purposeful reading.</td>
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<td></td>
<td>*Reading teachers should utilize all sources including quality children’s books.</td>
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<td></td>
<td>*Professional reading activities such as conferences and workshops should be encouraged for better instruction.</td>
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<td></td>
<td>*Hands-on teaching approach is essential in reading instruction.</td>
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<td></td>
<td>*Collaboration with colleagues should be encouraged.</td>
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</tbody>
</table>
Discussion of Instructional Practices

Teacher J implemented various reading practices in her class. I observed and videotaped these practices. I also had the opportunity to interview her about her practices and to draw her attention to some sessions and points so that she could present the reasons behind what and why she implemented her instruction.

In the interview Teacher J presented her beliefs about theories of learning, teaching and reading, which were summarized in the Table 4.11 above. Teacher J also talked about how various instructional practices should be implemented. Her beliefs about certain instructional practices are presented in Table 4.12, which may help to see how she implemented these instructional practices in the classroom. Data were drawn from my observations, field notes and interviews.

<table>
<thead>
<tr>
<th>Context</th>
<th>Teacher J’s beliefs about instructional practices</th>
</tr>
</thead>
</table>
| Read Aloud    | *Reading aloud is essential.  
*It should be practiced at least twice a day.  
*It provides fluency through discussions.  
*It provides a sense of story, and the structure of a story.  
*It brings attention to illustrations and help oral language development.  
*It provides development of vocabulary knowledge through rich language of children’s literature.  
*It provides opportunity for students to connect the stories with real life experiences.  
*It provides sharing experiences, sharing knowledge and bringing prior knowledge of children through interaction and conversation. |
| Guided Reading| *Guided reading should be part of reading instruction.  
*It is beneficial for individual, pair or small group of students who need to work on specific areas.  
*It provides children to share their reading strategies through their behaviors.  
*It helps teachers to know what reading strategies the children use and how the teacher can provide different strategies.  
*It provides an opportunity for students to work on words or sentences. |

Table 4.12: The Summary Chart of Beliefs Reported by Teacher J.

(Continued)
Table 4.12: Continued

<table>
<thead>
<tr>
<th>Context</th>
<th>Teacher J’s beliefs about instructional practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent Reading</td>
<td>*Independent reading should be provided daily for students.</td>
</tr>
<tr>
<td></td>
<td>*It provides relaxed atmosphere for them to read their own way and own pace.</td>
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<tr>
<td></td>
<td>*It provides an opportunity for children to practice their reading strategies.</td>
</tr>
<tr>
<td></td>
<td>*It promotes good reading habits.</td>
</tr>
<tr>
<td></td>
<td>*It provides independence by allowing choice in the books they want to read.</td>
</tr>
<tr>
<td></td>
<td>*It helps children achieve greater control of reading and solving word.</td>
</tr>
<tr>
<td></td>
<td>*It provides fluency through extensive reading of easy texts.</td>
</tr>
</tbody>
</table>

Teacher J's Reading Activities

Read aloud.

Interviews and observations in this study showed that read aloud was one of Teacher J’s most frequently used instructional practices. She stated that teaching reading through children’s literature requires read aloud.

She chose her read aloud books from various genres according to her goals for lessons. If she wanted to introduce fables to students, she would choose good quality literature that would create a good discussion atmosphere through consideration of rich language and good illustrations. Visualization was also very important for Teacher J. She reported that read aloud good literature met her instructional purposes and also served students’ interests. It also provided a model of fluent reading.

I observed ten read aloud sessions. The names of the books are presented in Methodology section of this dissertation.
Rechenka's Eggs by Patricia Polacco (1988) was my first observation. She chose this book because

Patricia Polacco is an excellent author and she does such a good job of showing how she took the heritage from her grandmother and has applied into her life now. It is a good way of showing kids the differences in two cultures. It is part of the social studies outcome. I taught with social studies concepts through books. Even though we focused on dying eggs and the purpose was to relate to Easter, they were exposed to Russian words and culture. If I had wanted them to look at the differences in culture then I would have posed questions more on culture subject like how babushka dressed.

It was important for Teacher J that students become familiar with other cultures, lifestyles, and language.

Teacher J shared her likes and expressed her feelings about this book. She explained that she loved this book and would always read it to her students around Easter time. She believed that “talking about what I value and sharing my feelings with them helps building a relationship between students and me. It is important to let my students know what I like and what is important to me.” Talking about it helped students become comfortable in the classrooms. She even shared what happened at home over the weekend.

Teacher J planned her read aloud session and she wrote her big questions on her plan to guide the students and to lead them along the path she wanted them to take.

I always think about what the purpose of the book is. And I get two or three big ideas then I go from the kids. I have three or four big questions that will help me to figure out where the kids are and then you need to start pulling out from the kids and their ideas.
In the reading session, the students seemed very attentive. Teacher J used some strategies to keep students’ interest.

Sometimes I ask a specific child a question to bring him back and it is a question that they can answer by the pictures if they listened to the text. Or I will give them part of the question as they phrase it and to try to bring them back. Changing voice or tying to do acting while reading is a good strategy to keep their attention to the book and the activity. The children say oh.. that is not her usual voice. (Interview, July 2000)

Teacher J used expressive reading not only to keep students’ attention but also for other reasons. In this session she also signaled to students through intonation and the role of punctuation.

You can notice I change my voice for the quotation marks. When teachable moments come I would do the quotation mark lesson. In the quotation mark I change my voice. Children need to understand the use of quotation mark and how quotation marks are used in speaking. (Interview, July 2000)

During her reading, Teacher J drew students’ attention to the illustrations. They talked about colors, the houses, and the eggs. Teacher J liked the illustrations a lot because they are colorful, vibrant and beautiful illustrations along with a great story line.

Through this session Teacher J explained to me that read aloud contributes to students’ reading development.

They are learning fluency from me. They are learning how they look at pictures, to give meaning from the new words and the vocabulary, clues…Some of the questions I ask help them do that. Or they give me the definition. A big part of read aloud is modeling strategies for reading. In first grade a big part of learning is the fluency and phrasing.
At the end of the reading, Teacher J did two follow-up activities, both of which were about Easter eggs. Students made up rhyming sentences such as “A funny Easter bunny doesn’t like honey.” The other follow up activity was reading a poem about Easter.

Another read aloud session involved a big book. The book was Down By the Bay by Alan Daniel (1990). Teacher J used big books because big books help children see the print. There are two kinds of big books. There are big books that are the stories that have been created in big books to make illustrations easier, and there are big books that you can use for reading instruction. A good big book for reading instruction doesn’t have a lot of text on the page. If there is too much text, the kids can’t read it, but the whole idea of big books is that the kids can sit in the back row as they read the print with you. This read aloud session is more about shared reading or modeling reading — you can actually demonstrate strategies and techniques in reading.

Teacher J chose this big book specifically because of the repetitious patterns in the rhyming. I am trying to get those first-graders to really pick up on the pattern of rhyming, and every verse has to rhyme in this, and it is a silly fun poem. It really excites them, and it is for their motivation — and for my purpose of getting the sense of rhyming in. The funness of the pattern is important too. You can make it fun and they will take something back with it, and they will internalize it. That is why this book is good.

Teacher J read the title and the author’s name. She asked why children thought there was only an illustrator’s name and not the writer’s name. She provided information about traditional retold tales and opened a discussion.

Daniel is an illustrator, but not an author. I wanted them to understand, and I went further on to explain that fairy tales do not have an author. It is a story that has been retold, like
a fable or a myth or a legend. A lot of songs are like that –
they are part of culture.

Teacher J explained that she wanted her students to be illustrators. They retold this story
and than illustrated it. They created their own versions. They could be authors and
illustrators as well. I observed that one student was giving an example from another fairy
tale, Cinderella. The student brought her own background knowledge into the
conversation.

In this session, Teacher J also had students practice basic sight words that were
presented in this book.

It is a real big first-grade goal. First graders have a hard
time thinking of reading patterns if they don’t understand
rhyming. When they start writing, if they understand
rhymes, then they can start some spelling patterns. It is a
way to help them internalize and familiarize.

Arthur’s Eyes by Mark Brown (1979) was used in another read aloud session that
I observed. Teacher J specifically chose this book because

Arthur character in the book would not wear his glasses,
and Adam would not wear his glasses. He was too
embarrassed when he first wore them in the classroom. I
was hoping that he would see that through Arthur’s
embarrassment that things got much better when he wore
them, and then maybe Adam would wear his glasses. It
worked, because it helped the rest of the class see that
teasing Arthur was not okay – so we are not going to do
that to Adam in this class. I also talked to the other
students about this when Adam was not in the room.

Throughout in this read aloud session, Teacher J engaged children in discussion.

She stated that she always has purposes in mind when she started discussions.

A lot of times I will start a book with a discussion to help
the kids understand my focus. I had a plan for Arthur book,
and I wanted it to be a successful lesson so I had to guide
the discussion so that they were thinking the same way that I was.

Teacher J did a follow up activity by asking children to write a story log. She asked about the characters, the setting, and what happened in the beginning, middle and end. She explained that she wanted them to understand the flow of the story as well as the structure. That was a good example for their story writing.

Molly Bang (1980) is another author that Teacher J liked; she used her books in many read aloud sessions. She chose The Grey Lady and Strawberry Snatcher, a wordless book, for its great illustrations. "Molly Bang leaves a lot to your imagination to think about what is happening. Molly Bang writes about a wide variety of things, and she visited our school, so there is a connection there."

Teacher J spent a lot of time just showing the pictures because with a wordless picture book, you want to walk through the whole book first. That is what we were doing – just kind of browsing at all kinds of ideas that could be happening – and then we went back through the book. That is when we started writing the story on the board. Wordless book reading is when the kids do a picture walk through the book before doing anything. They can develop their own sense of what might happen in that book.

After they walked through the book, Teacher J wanted students to tell what they saw. She aimed to see how they would develop story from pictures. Instead of going from the text to the illustrations, she asked them to do the opposite.

I tell the kids: think of a sequence. Look at the picture. Now, how can you make an exciting story?

Teacher J used story sequence technique to help students write about their favorite parts. When they wrote two-three sentences on a white board about their favorite parts,
she reminded them of the order of the story. In this way students collaboratively
reconstructed the story. One of the students didn’t want to erase her white board so
Teacher J offered to write their sentences on the computer so that they could illustrate
them. Teacher J then made a book from their work, laminated it and put on the shelf for
them to choose for their independent or buddy reading.

The events reported above documents Teacher J’s beliefs that listening to students
can generate valuable ideas and suggestions. She said that she values what students
contribute to instruction. The follow up activity helped the students create a story and had
an opportunity to illustrate it.

Spelling and word practice flowed from the instruction in this session. Teacher J
wrote the words that students needed while they were writing their sentences on their
boards. Students asked the spelling of the words that they wanted to use. Sometimes
students spelled the words to the teacher and they used them in their writing.

The observation of a read aloud of Rosie’s Walk by Pat Hutchins (1968) provided
the opportunity to see how students and the teacher worked collaboratively. Students’
reading, writing and art were all included in this event.

Teacher J explained that her aim was to do a story map. She liked this book
because it is based on a story map idea and had few words. According to Teacher J, the
pictures provided the meaning in this book, an appropriate text for first graders. She
added that Rosie’s Walk is also a great book to revisit. Revisiting a text should be
encouraged because “they are getting something different out of it every time they look at
it.”
For the purpose of mapping the story, Teacher J wanted students to retell it by looking at the pictures. Students worked with partners to illustrate one episode in the sequence of events. Teacher J let them illustrate as they wanted: After that, she hung the mural on the wall. She stated that she believed in exhibiting students’ work because when their work is up on wall, they feel that they are valued and that the teacher approves of what they did. They need to be in a warm environment.

At the end of this session Teacher J wanted to reach each student and wanted all to practice rhyming. She asked questions to encourage them to make up a sentence. One of the quiet students raised her hand but couldn’t come up with a sentence. Instead of passing the student asked her the think of an animal name. When she couldn’t recall any, Teacher J asked what her favorite animal was. This behavior showed that Teacher J encouraged students to participate in rhyming practice. Teacher J said that she wanted to see if they understood the concept of both rhyme, and the pattern of the story.

This experience provided evidence that Teacher J knew her students well and also knew what they needed. When I asked her about her purposes and why this particular student wanted to participate, she gave me this information.

She wanted to join in the activity, probably because she is actually in a group and participating and being nice to her classmates. We worked so hard last year with getting her to be part of the group instead of an outcast. We really tried to give her that positive praise. It makes her want to do it now and want to do it again. She really needed to feel needed and to feel that whatever she says is going to be valued.

In the last three sessions, Teacher J used books by Leo Lionni’s: Little Blue Little Yellow (1995), A Flea Story (1977) and The Biggest House in the World (1987).
chose these books because Leo Lionni is her favorite author. She believed that students get a lot out of his rich language, animal images, and great art. Teacher J wanted children to enjoy the art in with *A Flea Story*. She used *Little Blue Little Yellow* to introduce mixing the colors as a science concept. *The Biggest House in the World* was a good example for students to learn about writing fables. Teacher J wanted them to write a fable but they were confused so she decided to read this books to show what a fable is and how to write one.

In the reading session, Teacher J compared Lionni’s fable with Kellogg’s fables and they talked about the differences between these books. She wanted students to choose animal character to write about because they were practicing Lionni’s illustrations, which were different from Kellogg’s. The teacher also showed Kellogg’s illustrations to compare because

I want them to be exposed to different mediums so that they find out what they are comfortable with and to start to develop their appreciation for art.

I observed one reading session in which students to read their stories to their friends and to the teacher. They wrote these stories in their journals and the teacher wanted them to share their stories with their peers and enjoy being a reading teacher. The teacher also watched them reading on teacher’s chair. Teacher J encouraged students’ story writing by organizing part of the read aloud session for them to read to others. Teacher J stated that it was important for her to show how much she appreciated their stories and their efforts to writing them.

Teacher J also read aloud chapter books. I observed four read aloud chapter book sessions. The books were *Boxcar Children* by Gertrude Chandler (1980) Warner and
Charlotte’s Web by E. B. White (1995). These chapter books have simple language and some illustrations in them. Every day Teacher J read one chapter or two of a chapter book.

Teacher J explained the purpose of chapter book reading in the interview.

The purpose of the chapter book is to give the kids that continual sense of story and a higher sense of language and vocabulary. It helps not only with the reading but also with their language development. When kids’ language develops, the reading skills are improved. Because when they hear it, they can read it and as they read it, they can write it and develop it into their stories. Chapter book reading increases their writing since they are hearing story language and different words.

According to Teacher J, the structure of both books is not complicated. Charlotte’s Web is about friendship and the cycle of the life. Boxcer Children is about teenagers who play soccer and have adventures.

Teacher J asked various questions to remind children of the story before she started the new chapter.

I was trying to pull them back to what had happened in the chapter before, who the characters were.

My observations of chapter book reading indicated that students seemed listening since they were answering Teacher J’s questions. Teacher J said she observed them in chapter book reading. She expressively read imitating the characters to keep children’s attention. I observed that Teacher J also asked questions related to their real lives. For example, in the Boxcar Children, she asked about the soccer game. Students talked about their teams, the rules of the games, and their adventures as they played.
Guided reading.

Teacher J valued guided reading practice in the classroom and she implemented it often. For her, guided reading is very important part of reading instruction.

Teacher T believes that in guided reading children learn from each other and also provide examples that help other learn. She sometimes preferred to have children read aloud to her in guided reading so that she could observe their strategy behaviors and make hypothesis about strengths and weaknesses.

If one student does very well, you make a point of saying “I really like the way that the way you did this.” Then, the other students want to do it too. They are exposed to variety of strategies through me and their friends through interaction.

Among Teacher J’s instructional activities, I observed one session in which Teacher J worked with individual student-considered more as individualized instruction—one chapter book guided reading with a higher level group, Pat a Cake poem, Little Boy Blue poem by Mother Goose, and the children’s book Happy Birthday Sam by Pat Hutchins. Teacher J used all these for guided reading purposes, and there was also a one to one lesson (individualized instruction) that she said was for guided reading purposes.

Teacher J stated that she groups students in different ways for different purposes. To read the Pat a Cake poem, she grouped by ability. She included students who needed to practice rhyming.

In Pat a Cake poem, Teacher did not preteach the words to students. Instead she asked questions.

The teacher asked what the beginning of the word was. The student pronounced “p”. The title of the poem is “Pat a Cake”. The student said “Pet”. The teacher wanted her to go on reading the rest of the words. The student read, “Pet a...” She couldn’t read “cake”. The teacher asked another student who was trying to read as well. She
asked what the student would like to eat for dessert on her
birthday. The other student answered “cake”. The teacher asked if
the word looks like “cake”. The students said yes. The teacher
asked the third student if she wanted a cake for her birthday. The
student shook her head. The other two students read the title of the
poem. The teacher wanted them to read the first line. The first line
is: “Pat a cake, pat a cake, baker’s man”. The students read the first
sentence. They stopped before reading the second sentence. The
teacher asked them if the first sentence is “a pet a cake”, what the
second sentence could be. The students read (repeat) the sentence,
because the second sentence was the same. They read the
sentences and tried to read the other sentence. They hesitated
reading the last word, which is “baker’s man”. The teacher asked
who is going to make it. The students then read the word. (Guided
Reading Observation, April 11th 2000, Pat a Cake, poem)

Teacher J explained her technique as helping children learn strategies. She wanted to give
children a connection to the outside world, to draw on the knowledge that they had by
using meaning. She said she was helping them remember the connection rather than her
saying “this is the cake and it is the Baker’s.” Teacher J said that this was only one of
strategy she wanted them to learn. She wanted to get them acquire a whole range of
strategies.

They need to be able to use them all. They are going to have their
favorites that they always want to use, and that is okay, but when
that one doesn’t work; I would want them to be able to attack the
word using various ways. They need to be exposed various ways to
attack the words. (Interview July, 2000)

Strategy behavior was the focus in this session. Students had to pay more
attention to reading words than understanding the story. However, students in this activity
as opposed to other guided activities looked around and paid less attention to the text or
the story. Students seemed more interested in the extension writing and illustrating
activity than reading the text.
In another guided reading activity observation, I watched Teacher J reading Little Boy Blue from Mother Goose. She chose Mother Goose because

when we walk our infants or feed them or nurse them or sing them lullabies, we tell them Mother Goose rhymes. It is just part of the culture that has been handed down forever. They are familiar with Mother Goose rhymes – they have visual picture already in their heads and now we can match it to the text.

Teacher J explained that she wanted to use what they were already familiar with. She wanted to use their background knowledge.

Teacher J kept records of individual students behaviors to determine their needs. She said “Alan was struggling with blend words so I went back to the blend stage providing books and rhymes in one to one or guided reading. And this book was helpful to him too.”

Teacher J usually had a follow up activity after the guided reading lesson. She wanted them to illustrate the story that they read in this session.

If they draw a picture, it helps me know if they understand what the poem is about. If you look at the haystack pictures, she really has someone with snoring noises coming out of the haystack. She got the idea that he was out in the field and all the animals were running away. It shows me whether they internalize the meaning of the poem. And it helps them get the meaning of the poem. It helps them visualize and imagine. It helps different aspects, artistic domain, speaking, reading, and writing. (Interview, July 2000)

She also added

Connecting text to their imagination is like drawing a bridge. At this age, they don’t let you know what they are really thinking. They want to answer with the right answer. When you ask them to draw a picture, they are still so egocentric that they are going to draw what is in their heads, and so it is a great way to see what they are really thinking. (Interview, July 2000)
Teacher J helped children to read word by word and supplied the help they needed to read the words right. She also wanted them to reread more than once because the first time they had read word for word and it had absolutely no meaning. Duck was duck and cake was cake. But when they went back and read it with fluency, then it was a sentence instead of just five words. I wanted them to go back and reread to pick up speed and fluency and meaning and it would lead them to get to harder text. They were going back and rereading and picking up that speed and the meaning, all led them to the word and helped them make a guess. (Interview, July 2000)

I observed an individualized instruction with one student in the classroom. Teacher J happened to choose Ken for this session. She often worked with individual children because to teach the skills that they need. When I asked her what instruction students needed:

they need both guided reading groups, one to one assistances, and read aloud sessions They also need group sessions so that they can learn strategies from each other. With the group session you can take the advantage of I really like the way you (stressed this word) look at the whole sentence. Did you notice how you did that and they start picking up from each other. She liked it when he did it so I am going to try it. You really try to get them model of each other. (Interview, July 2000)

Teacher J stated that if the student can’t pick it up in the group, the teacher can go back and do it one to one.

It helps the child move further in his/her reading development. The child can also show that he/she is the one. He is not copying from the rest of the group. It helps to see what each individual can do. The downfall of it is that you cannot get every student one on one every day. But you can get them in the group. You need to balance it. (Interview, July 2000)
Teacher J also added that

one to one also helps you see where you need to go next with their reading development. It helps you kind of plan that session and see are they starting to pick up on the new skills and are they starting to learn to cluster the letters together and then we can move on the next step. They can learn something in one to one and I can have them model it for the group and help teach it or take the rest of the group further. (Interview, July 2000)

Teacher J explained that Ken had problems looking at the little words inside the big words. She also realized that he skipped the words that he couldn’t read instead of attacking the word to figure it out. Teacher J chose this book for him since she knew what he needed and believe the book would give him opportunities for learning. She considered the content, based on his interests.

Teacher J sometimes told Ken the words that he couldn’t read. One of them was comet.

He didn’t have that in his vocabulary. He wouldn’t be able to problem solve. You can’t sound the word “comet” out. It is a term. One of the strategies of guided reading is that if you know that children don’t have it in their vocabulary, you just help him and you move and teach them the things that you can teach. (Interview, July 2000)

When Ken was reading the book he skipped the word “shooting” before the word “star.” Teacher J asked Ken what kind of star and put her finger on the word. He went back to the sentence and read it again and read the word “shooting” this time. This was one of the teachable moments in which the teacher could show him the strategy.

Teacher J explained that in order to meet each student’s needs in guided reading, she has to know each student very well.

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You have to know what level they are in, you have to know when you level them, you have to look at what skills they use. Those are the skills they are good at. What skills they don’t use at all or they don’t know how. (Interview, July 2000)

To support her discussions Teacher J made anecdotal records on which she recorded her observations.

When I am done with the group I jot down things that he did well or couldn’t do, skills I need to go back and reteach. It is how I keep track of with all those kids. (Interview, July 2000)

In the guided reading of Happy Birthday Sam by Pat Hutchins, Teacher J introduced the book by telling the title and what the book was about. She generally did the same thing in her other guided reading lessons.

You want to tell them the title of the book, what the book is about, so they have some prior knowledge to draw when they are reading. They all have birthdays, they all have birthday gifts and the story was about the birthday gift. You want them to have their prior knowledge ready and you want to point out two or three tricky words that they are going to struggle with. (Interview, July 2000)

Teacher J explained to the students that there were two tricky words (“wardrobe” and “taps”) in this book. She prompted students to go to pages in where the words were. She asked them to look at the picture and then to find the words in the text. She slowly pronounced the word and asked them to talk about what the word might look like. The students in the group looked at the picture and looked at Teacher J’s mouth to see how she was pronouncing the word. They all tried to find the word. The teacher showed the words to the ones who could not find them. They seemed to understand the meaning of the words from the pictures.

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That way they were able to figure out what wardrobe looks like, what it sounds like. You find the words in here that are like wardrobe. They knew a lot of the other words, so they knew it must be that one. When they come to that word hopefully it’ll trigger- oh, that’s right. That was wardrobe.

Teacher J explained that she knew what students knew and she wanted to give these words an up-front focus so that she drew their attention to them.

With wardrobe there was no possible way that they were going to read wardrobe. That’s why I introduced the tricky words right away. This is wardrobe, this is the tricky word, I am going to give it to you. I am not going to frustrate you. I learned this when we started having people come in and do lessons for us to watch in the building. At the beginning of the year I tried to find words with the same patterns and then in my reading classes I discovered that’s limiting the kids. Because I always said, “Oh, we need this.” If the kids are not getting to like it, they are not ready for it and pick a different book. I did wrong and I kept them stuck on the same words. I shouldn’t have done.

While students were reading, they came to these words and some of them remembered them from instruction before they started reading.

Teacher J pointed out words with her finger to help students to read. She said if she didn’t do this some students she would have lost them.

I can lose Gary unless my fingers are right there. He is probably the one who should be pointing as he reads but he won’t do it.

Teacher J did interactive writing and work on illustrations related to the book. She generally used interactive writing after her guided reading sessions. She summarized the story by writing some sentences and leaving blanks for children to fill in. In this way, Teacher J said, the students all contributed.

Interactive writing builds on their reading skills in that it supports what they know side-word wise, helps them with the phonetics,
and directly transfers from reading to writing. If you can read it, you can write it. If you can’t read it, you probably can’t write it.

Summary

Teacher J used many strategies and showed strategy behaviors in these guided reading sessions. She encouraged students to use their strategies. Often she waited until the student independently read the material. Attempts were important for her to observe in her students.

It is important to give them the attempts to do it and the time to do it. When you realize they are not going to do this, and give them the pieces they need to figure it out. You don’t want them to stop when they come to an unfamiliar word. You want them to always make an attempt. And as they make more attempts, they come closer. These guys are so learning to make attempts. It’s a risk taking.

I observed Teacher J’s behaviors in guided reading. She demonstrated the teaching of reading strategies. Table 4.13 below presents a summary of her teaching behaviors, supported by excerpts from the data.
<table>
<thead>
<tr>
<th>Strategy Name</th>
<th>Teacher’s behavior</th>
<th>Students’ responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chunking</td>
<td>SETTING: Guided Reading Observation, April 12, 2000. The student started reading the book. EXCERPT: When the student couldn’t read one of the words on the page, the teacher showed the word between her fingers and told him to look at the word right now (the word is “landed”).</td>
<td>The student sounded each syllable when the teacher showed between her fingers by covering half of the word. Then, the student read the word again.</td>
</tr>
<tr>
<td>Picture clue Picture-text transfer</td>
<td>SETTING: Happy Birthday Sam by Pat Hutchins. Guided Reading Observation, May 9, 2000. The teacher read the title and introduced the book. She explained that there were two tricky words in this book. They worked on the first one and started working on the second word. EXCERPT: Then, the teacher said that there was another word, which was tricky. She wanted them to open the page to the picture with the boy washing his hands in front of the faucet. The students opened the page with the teacher. The teacher showed the picture of the faucet on the page and explained that this is also called “taps.” Then, she wanted them to find the word in the text on the page.</td>
<td>Roger tried to find the word and couldn’t decide between two words. The teacher wanted him to read it. Then, he read both words aloud and found the word “taps”. The students found the words.</td>
</tr>
<tr>
<td>Meaning of a sentence-rereading</td>
<td>SETTING: Guided Reading Observation, April 12, 2000. The student started reading the book. EXCERPT: The student was reading the page. He came to a sentence, which had shooting stars in it. He read stars but passed the word shooting without reading it. The teacher asked what kind of star it was.</td>
<td>Then, the student went back to the sentence and read the whole sentence by being able to read the word “shooting”.</td>
</tr>
</tbody>
</table>

Table 4.13: Reading strategies, Teacher J’s behaviors and students’ responses.

(Continued)
Table 4.13: Continued

<table>
<thead>
<tr>
<th>Strategy Name</th>
<th>Teacher’s behavior</th>
<th>Students’ responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning of word</td>
<td>SETTING: Guided Reading Observation, <em>Pat A Cake</em>. April 11, 2000. Teacher J showed the folders and said she had here a bunch of nursery rhymes and poems. EXCERPT: The teacher wanted to open up their binders of the first pages. One of the students tried to read the first word. The student said “a.” The teacher asked how is “at” spelled. The student pronounced “at.” The teacher put her finger on the first letter of the first word (the word was <em>pet</em>). The teacher asked her what is the letter in the beginning of the word. She covered rest of the word and showed the first letter between her fingers.</td>
<td>The student pronounced “p.” Then, she read the word.</td>
</tr>
<tr>
<td>Questions</td>
<td>SETTING: Guided Reading Observation, <em>Pat A Cake</em>. April 11, 2000. Teacher J showed the folders and said she had nursery rhymes and poems. Students started reading the title, which was <em>Pat A Cake.</em> EXCERPT: The title of the poem was “Pat a Cake.” The student said “pat.” The teacher wanted her to go on reading the rest of it. The student read, “pat a...” She couldn’t read the word “cake.” The teacher asked another student who was trying to read. She asked what the student would like to eat for dessert on her birthday. The other student answered “cake”. The teacher asked if the word looked like “cake.”</td>
<td>The student said “yes” and she said that she liked birthday cakes. She looked at the title and read it again.</td>
</tr>
</tbody>
</table>
Table 4.13: Continued

<table>
<thead>
<tr>
<th>Strategy Name</th>
<th>Teacher’s behavior</th>
<th>Students’ responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Say the word directly draw students attention to the word</td>
<td>SETTING: Little Boy Blue by Mother Goose. Guided Reading Observation, April 28, 2000. The teacher wanted students to start reading the poem. EXCERPT: When the students came to the word “meadow” they couldn’t read and the teacher explained that meadow is a tricky word and read the word for them directly by pointing her finger on it on some of students’ texts.</td>
<td>The students went on reading the rest.</td>
</tr>
<tr>
<td>Using Rhyming</td>
<td>SETTING: Little Boy Blue by Mother Goose. Guided Reading Observation, April 28, 2000. The teacher wanted students to start reading the poem. EXCERPT: When they came to the sentence “the sheep is in the corn,” they couldn’t read “corn.” The teacher explained that they were able to read “horn” at the beginning of the rhyme. The teacher explained that this word rhymes with the word “horn.”</td>
<td>The students figured the word “corn” out by trying rhyming. The student went on with the next line.</td>
</tr>
</tbody>
</table>

Independent Reading

Independent reading is a very important and necessary part of reading instruction because

This is a great opportunity how to be independent readers so that they will take this habit to outside of this wall. (Interview, July, 2000)

Teacher J had independent (quiet) reading sessions at least once a day. She sometimes had these sessions in the library of the school. In the classroom, she observed
how students chose books, and sometimes she made some recommendations for their choices. Teacher J also paid attention for students, silent reading. She paid attention to what they chose to read and focused on to their interests and choices. Both the librarian and Teacher J helped students choose their books. The teacher sometimes read with individual students in independent reading.

In the classroom children chose their locations for reading. During independent reading time, one of the students came to the teacher and asked about a word that she couldn't read. Teacher J explained the word by asking some questions. Related to the word, they also talked about the illustrations. Teacher J let herself available for the questions.

When I asked Teacher J about how she managed to have productive silent reading, she said that at the beginning of the year she tried to build community among students through modeling and talking about good behaviors and praising them. She individually listened to their independent reading to help them model reading behaviors and attitudes in independent reading.

_Other Instructional Practices_

_Buddy reading._

Buddy reading was part of Teacher J's instructional plan. She had buddy reading almost every day. For Teacher J, buddy reading gave students a chance to read with whomever they want.

It is a great activity for students to learn from each other and to teach each other. Buddy reading is fun and relaxing for students. (Interview, June 2000)
In my observation of buddy reading, the teacher was available for students’ questions. She was observing pairs as well. The students sometimes chose books together. Some students talked with the teacher and decided on books. Some of them came up with a book and asked to a buddy to read with him.

Buddy reading sessions were a mixture of both quiet and interactive reading. Students sometimes quietly read and waited each other to finish the page. They also discussed some points between them.

Games.

Teacher J valued games and implemented them whenever she had the time and opportunity. For Teacher J games were “constructive fun activities” especially when directed toward vocabulary learning. I observed one game called “Bingo.” Teacher J distributed the big cards to the members of the group and started drawing word cards (little cards) from the bag and wanted them to read and to cover the words if they had on their big cards.

Teacher J explained that bingo was a basic sight word activity to look for reading development because

it is a different setting for them. And it can transfer from looking at the little picture cards or the word cards to their big cards. And it gives them motivation because they can win. (Interview June, 2000)

Teacher J chose two groups for this game by their ability levels. Teacher J said that “it is important that the group members experience the fairness and the same chances.” The low level reading group spent more time on reading the words as well as more explicit demonstrations of word meaning strategies. With the higher reading level

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she knew that words were mastered but she wanted to give them the opportunity to engage in the fun activity.

*Minilessons.*

Teacher J used minilessons to help students in both spelling and reading. Teacher J explained that minilessons are very useful to focus on specific areas. In some read aloud and guided reading lessons Teacher J demonstrated words made up of specific letters and sounds. For her, rhyming is best technique to show how sounds and letters work.

After one of the read aloud sessions she provided a mini lesson design to improve students' phonological awareness. They read *Down By the Bay* by Alain Daniel. She wanted them to make a sentence in which words rhymed. She wrote students' sentences on the board and used capital letters for the rhyming words. Then, the teacher and the students worked on these words by circling the sounds and letters. Students wrote stories similar to Daniel's, with rhyming sentences and they illustrated their books.

The teacher worked with another group of students on writing next day. Teacher J asked the questions about the words, sounds and letters that rhymed and they made up more words by changing letters and sounds. They also sounded them out together while writing the spelling of the words.

As a result of this session, one of the students made a list of words that rhymed, coloring the changing letter, for example, such as pat, cat, mat etc. Then, the students hung this list on the wall. Teacher J encouraged them to come up with more examples of the same rule so that they could understand the concept. She also encouraged them to share the lists with their peers by hanging them on the wall to share. When another student had the similar difficulty, for example, in recognizing rhymes and hearing sounds...
in words, the teacher drew his attention to the list on the wall and showed him how to consult it.

*Book discussion.*

Discussions were very important for Teacher J. She reported that discussions raise the quality of the reading activity. Teacher J believes that “children learn to listen, share their ideas, contribute their and other students’ learning, have critical thinking and help their social skills through discussions.”

I observed one session, which was based on reviewing books together. Teacher J brought many books from the school library and she review them with students. She introduced each book and gave information such as the author, the title, summary, illustrations, art and story. She asked questions to facilitate the discussion of each book. The students were talking about the illustrations and story. They also stated their opinions about the story based on the summary the teacher gave. They talked about whether they liked the books or not. The students also mentioned whether they had read the books before or knew other books by the same author or with a similar story. This session was set up only for discussion of variety of quality children’s literature.

Summary

As it is seen the excerpts from the data, Teacher J used various instructional practices and stated her rationale for what and why she implemented them. In Table 4.14 I provide a summary of students’ and Teacher J’s behaviors in the instructional practices.
<table>
<thead>
<tr>
<th>Context</th>
<th>Teacher behavior</th>
<th>Students behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read Aloud</td>
<td>*Read expressively</td>
<td>*Watch</td>
</tr>
<tr>
<td></td>
<td>*Select books</td>
<td>*Listen</td>
</tr>
<tr>
<td></td>
<td>*Raise questions</td>
<td>*Respond</td>
</tr>
<tr>
<td></td>
<td>*Provide discussion topics</td>
<td>*Observe</td>
</tr>
<tr>
<td></td>
<td>*Draw students’ attention</td>
<td>*Discuss</td>
</tr>
<tr>
<td></td>
<td>*Provide extension activities</td>
<td>*Share ideas, perspectives, feelings</td>
</tr>
<tr>
<td></td>
<td>*Construct stories from illustrations</td>
<td>*(sometimes) Choose books</td>
</tr>
<tr>
<td></td>
<td>*Construct illustrations from text</td>
<td>*Make prediction</td>
</tr>
</tbody>
</table>

| Guided Reading  | *Observe                                                                         | *Follow the teacher’s direction                                   |
|                 | *Select books                                                                     | *Listen                                                             |
|                 | *Introduce texts                                                                  | *Read                                                               |
|                 | *Teach for strategies                                                             | *Consult with teacher and the partner in some cases as to their understandings |
|                 | *Elicit information from students                                                 | *Show how they figured out the word or right pronunciation or spelling |
|                 | *Watch their behaviors for evidence of strategies                                 | *Share their strategies                                             |
|                 | *Introduce “tricky” words                                                         | *Illustrate stories                                                |
|                 | *Provide opportunities to share strategies with each other                        | *Make prediction                                                    |
|                 | *Construct stories from illustrations                                             |                                                                     |
|                 | *Construct illustrations from the text                                            |                                                                     |

<table>
<thead>
<tr>
<th>Quiet Reading/Buddy Reading</th>
<th>*Observe</th>
<th>*Select book</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>*Consult</td>
<td>*Select partner when they want</td>
</tr>
<tr>
<td></td>
<td>*Be available for students' questions</td>
<td>*Select spots to sit down and read</td>
</tr>
<tr>
<td></td>
<td>*Motivate students to choose and read</td>
<td>*Consult with the teacher</td>
</tr>
<tr>
<td></td>
<td>*Help students choose when it is asked</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Let students choose their partners</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.14: Sum-up chart of students’ and the teacher’s behaviors in instructional contexts.

(Continued)
Table 4.14: Continued

<table>
<thead>
<tr>
<th>Context</th>
<th>Teacher behavior</th>
<th>Students behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mini Lessons</td>
<td>*Use writing</td>
<td>*Listen</td>
</tr>
<tr>
<td></td>
<td>*Use games</td>
<td>*Correct spelling in their writing</td>
</tr>
<tr>
<td></td>
<td>*Teach sound-letter relationship through writing</td>
<td>*Look at the rules that the teacher explains</td>
</tr>
<tr>
<td></td>
<td>*Teach spelling rules</td>
<td>*Help the teacher create the word wall</td>
</tr>
<tr>
<td></td>
<td>*Create a word wall</td>
<td>*Produce lists on which they write spelling or structural rules that they learned.</td>
</tr>
<tr>
<td></td>
<td>*Help them to make the list of structure rules, sound-letter correspondence or punctuation rules after the specific session and hang the lists on the wall for further consultations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literature Study</td>
<td>*Draw attention to illustrations, author's craft</td>
<td>*Participate in discussions</td>
</tr>
<tr>
<td></td>
<td>*Talk about illustrations in terms of design, media, end pages, pictorial content, point of views, expressions, and feelings</td>
<td>*State points of views opinions and feelings about the characters or the book</td>
</tr>
<tr>
<td></td>
<td>*Show/talk about story structures such as beginning, middle and end</td>
<td>*Create stories with beginning, middle and end</td>
</tr>
<tr>
<td></td>
<td>*Use illustrations for constructing meaning</td>
<td>*Illustrate the stories of texts and their own stories.</td>
</tr>
</tbody>
</table>

*Teacher J's Behavior in Reading Instruction*

In Table 4.15 I present codes from the analysis and examples in the form of excerpts from the observations and interviews. Coding in this study permitted cross-case analysis.
<table>
<thead>
<tr>
<th>Codes</th>
<th>Teacher J</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Decision sharing</strong></td>
<td>SETTING A: (Guided Reading Observation, May 9, 2000. Happy Birthday Sam by Pat Hutchins)</td>
</tr>
<tr>
<td>Code meaning: Any situation that the teacher gives the students choices, hears their preferences, and values their voice in the decisions.</td>
<td>Teacher J introduced tricky words in the book. After they worked on them the teacher wanted them to read.</td>
</tr>
<tr>
<td>EXCERPT A: The teacher then explained that they would read this book but she was giving them a choice. She asked if they wanted to read the book together or to read in turns. The students preferred to read in turns. The teacher wanted Sky to start reading.</td>
<td></td>
</tr>
<tr>
<td><strong>Valuing</strong></td>
<td>SETTING C: Read Aloud Observation. Reading students’ writing students’ stories. April 12th, 2000)</td>
</tr>
<tr>
<td>Code Meaning: Any indication that the teacher shows her value of students behaviors and contributions</td>
<td>The teacher invited students to the teacher’s chair in the reading area to read their own stories that they wrote last week.</td>
</tr>
<tr>
<td>EXCERPT 1: The teacher asked another student to read her story, which she had written before. She didn’t want to read, so the teacher offered to read the student’s story. She started reading and the student who wrote the story stood up next to the teacher and followed her story while the teacher was reading. Six students were also listening to the story and the teacher. The teacher finished reading and the students commented that it was a good story. The students also thanked to the student who wrote the story. Both the teacher and the students valued her contribution and creativity.</td>
<td></td>
</tr>
<tr>
<td><strong>Individual Student Focus</strong></td>
<td>SETTING E: Silent Reading in the school library. May 9, 2000)</td>
</tr>
<tr>
<td>Code Meaning: Any situation that shows teacher’s taking a particular action to meet individual student needs and interests</td>
<td>The class went to the library for their independent reading.</td>
</tr>
<tr>
<td>EXCERPT E: Teacher J was observing students in the library about their book choices. She also was looking at some informational books on the shelf. She brought one book to Mary since yesterday they talked about soccer in one of the reading sessions and she asked for more information or any books on that. It was an informational DK book that the teacher found for her.</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.15: Excerpts from observations and interviews on Teacher J’s behaviors.

(Continued)
<table>
<thead>
<tr>
<th>Codes</th>
<th>Teacher J</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher’s Management</strong></td>
<td>SETTING F: Read Aloud Observation, April 28, 2000.</td>
</tr>
<tr>
<td>Code Meaning:</td>
<td>Arthur’s Eyes by Marc Brown</td>
</tr>
<tr>
<td></td>
<td>EXCERPT F: The teacher sat down on her chair at the reading area. The</td>
</tr>
<tr>
<td></td>
<td>students sat down on the reading area. The teacher waited them to</td>
</tr>
<tr>
<td></td>
<td>settle down and be ready to listen to the picture book reading. The</td>
</tr>
<tr>
<td></td>
<td>teacher looked at the students and praised the ones who were ready to</td>
</tr>
<tr>
<td></td>
<td>listen by saying “I like the way Adam is sitting without talking”. She</td>
</tr>
<tr>
<td></td>
<td>praised some other students and started the session.</td>
</tr>
<tr>
<td>**Teacher’s Personal</td>
<td>SETTING G: Read Aloud Observation. April 12th, 2000.</td>
</tr>
<tr>
<td>Sharing**</td>
<td>Rechenka’s Eggs by Patricia Polacco.</td>
</tr>
<tr>
<td>Code Meaning:</td>
<td>The students gathered in the reading area. The teacher sat down her</td>
</tr>
<tr>
<td></td>
<td>chair and explained what students are supposed to do this week. She</td>
</tr>
<tr>
<td></td>
<td>explained about Easter egg that they needed to do.</td>
</tr>
<tr>
<td></td>
<td>EXCERPT G: She, then, explained that at this time of year she loves to</td>
</tr>
<tr>
<td></td>
<td>read this book. It is one her favorites. She doesn’t want them to miss</td>
</tr>
<tr>
<td></td>
<td>this book. This reminded her of the eggs that they painted like this</td>
</tr>
<tr>
<td></td>
<td>with her best friend, Sharon. She then talked about what they did to</td>
</tr>
<tr>
<td></td>
<td>paint beautiful eggs.</td>
</tr>
<tr>
<td><strong>Teacher’s Encouragement</strong></td>
<td>SETTING H: Read Aloud Observation. April 26th, 2000.</td>
</tr>
<tr>
<td>Code Meaning:</td>
<td>Down By the Bay by Alan Daniel. While Teacher J finished reading</td>
</tr>
<tr>
<td></td>
<td>and students started making up rhyming sentences.</td>
</tr>
<tr>
<td></td>
<td>EXCERPT K: One of the students, whom didn’t talk much, raised her hand.</td>
</tr>
<tr>
<td></td>
<td>The teacher got excited to see her hand up and let her make her rhyme.</td>
</tr>
<tr>
<td></td>
<td>She didn’t say anything so the teacher asked her to pick up an animal.</td>
</tr>
<tr>
<td></td>
<td>She didn’t say anything so the teacher asked what her favorite animal is.</td>
</tr>
<tr>
<td></td>
<td>She said “dog”. The teacher wrote that down on the big paper. The</td>
</tr>
<tr>
<td></td>
<td>teacher turned her and asked her to think something that rhymes with</td>
</tr>
<tr>
<td></td>
<td>dog. The other students said some words. The teacher stopped them and</td>
</tr>
<tr>
<td></td>
<td>said that (pseudonym) could do it. They waited for a minute for Jane to</td>
</tr>
<tr>
<td></td>
<td>make the rhyme. Jane found the word “frog” which rhymed with “dog”. So,</td>
</tr>
<tr>
<td></td>
<td>the teacher wrote it down on the paper and praised Jane for her good</td>
</tr>
<tr>
<td></td>
<td>rhyming.</td>
</tr>
</tbody>
</table>

Continued
Table 4.15: Continued

<table>
<thead>
<tr>
<th>Codes</th>
<th>Teacher J</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher Praise</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Code Meaning:</strong> The teacher’s encouraging words for students who perform well.</td>
<td></td>
</tr>
<tr>
<td>EXCERPT I: One student commented that Babuska thinks life is a miracle. The teacher praised the student saying that it is a good observation. Some other students also made their comments and she praised them for their good observations.</td>
<td></td>
</tr>
<tr>
<td>SETTING J: Read Aloud Observation. April 26th, 2000. Down By the Bay by Alan Daniel. While Teacher J was reading they were also practicing rhyming by making up words.</td>
<td></td>
</tr>
<tr>
<td>EXCERPT J: The students made up their rhymes by looking at the last illustration and trying to guess the words. The teacher listened to them and praised them. She explained that that is what she wanted them to do and they got the idea. She praised them by saying “good job” and “very good.”</td>
<td></td>
</tr>
</tbody>
</table>

This sample table was drawn from observations and field notes reflecting Teacher J’s classroom behaviors.

Teacher J indicated that she pays attention to how she acts in the classroom because she knows that students will imitate her behavior. Teacher J explained that what I had observed in the classroom is coming from her philosophy of learning and her theories of teaching.

*Congruence between Beliefs and Behaviors of Teacher J*

Studies show that beliefs can be reflected in the instructional practices. Teachers show what they believe in their choice of materials and instructional practices. Between these two, there might be consistency or incongruence.
In the observations and interviews, Teacher J stated her beliefs about theories regarding to learning and teaching. Through my observations, I witnessed how Teacher J reflected her beliefs and knowledge in her teaching context. She stated that she felt lucky to be able to implement her teaching in a way consistent with what she believed effective teaching to be. She explained that this is possible because she is actively involved in educational projects; she is learning and implementing her new knowledge. Resources and freedom of choices were necessary to enable her to make beliefs reflected in her teaching.

Below I provide examples that show the congruence situation between her beliefs and practices (see Table 4.16).

<table>
<thead>
<tr>
<th>Teacher J' belief</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers should be decision makers in their reading programs.</td>
</tr>
<tr>
<td>Evidence</td>
</tr>
<tr>
<td>Teacher J decides on what materials she should cover and how she could implement her instructional activities. She brings various materials in any time of her instruction.</td>
</tr>
<tr>
<td>EXCERPT: I am free in my choices and in my teaching. I decide on my teaching. I have a scope in teaching of what has to be taught all year. I have verbs that need to be taught for first grade, and reading – like they have to learn specific stories, and then I think about after the first week ..... and see how they learn best, and I look at what materials we have, and just move from there, add, change, provide all year long.</td>
</tr>
<tr>
<td>Counter Evidence</td>
</tr>
<tr>
<td>Teacher J also complained about how she felt forced to follow the subjects that were determined by the district. She would like to choose the contents that she wants to teach to students.</td>
</tr>
</tbody>
</table>

Table 4.16: Consistency between Teacher J’s beliefs and behaviors. (Continued)
Table 4.16: Continued

<table>
<thead>
<tr>
<th>Teacher J’s Belief</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers should be resourceful and use every source they can find to make instruction more effective.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>SETTING: Interview, June 2000</td>
</tr>
<tr>
<td>EXCERPT: I will get on the Internet and find out everything that I can find out about Leo Lionni, and then I will share that with the kids – where he lived, why he writes things. Most of the children’s authors have a video out that will explain how they started as an author and where they got their ideas. Mark Brown, Eric Carl, Leo Lionni does, so we show that at the beginning of the unit to get the kids excited</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher J’s Belief</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaboration should be encouraged among teachers and will help to improve reading instruction.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>SETTING: Interview June, 2000</td>
</tr>
<tr>
<td>EXCERPT: We take a lot of time to talk to each other about how would you teach this lesson, what worked really well for you – I tried this, and it didn’t work at all for me. What else can I do? I have this great book. Do you want me to send it to your room?</td>
</tr>
</tbody>
</table>
Table 4.9: Continued

<table>
<thead>
<tr>
<th>Teacher J’s Belief</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students’ choices and opinions should be valued.</td>
</tr>
<tr>
<td>(No counter evidence)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evidence</th>
</tr>
</thead>
</table>

**EXCERPT:** If it is just a picture book that looks cute — I will just look real quick at it and read it at the end of the day when we just do our fun reading. If it is a longer book, I will tell them that I really want to read this at home before I read it to the class. For example, one of the boys bought a chapter book at the Book Fair for the class, and I stayed home and read it. It was okay — it wasn’t great literature, but we did read it, and I made sure that the class knew that Timmy bought it at the Book Fair and wanted us to share it.

<table>
<thead>
<tr>
<th>Teacher J’s Belief</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher should be good observers of their students and work to fulfill their needs.</td>
</tr>
<tr>
<td>(No counter evidence)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>SETTING: Interview August, 2000</td>
</tr>
</tbody>
</table>

**EXCERPT:** The reason Terry is always playing with my hair is that it relaxes her and it gives her a sense of security and that’s the one time she will listen. At first it bothered me. Then I saw that she was getting so much out of it that I just let it go. The kids didn’t seem to be bothered. Terry is my neediest. She also follows the words when I read with her. She needs to see the word to make sense of the pronunciation.
Table 4.16: Continued

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Counter Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>My observations showed that most of the time Teacher J chose good quality books that students enjoyed. In one session of guided reading that I observed two students seemed distracted.</td>
<td>SETTING: Guided Reading Observation, Pat a Cake. Poem EXCERPT: One of the students was off task while the teacher was reading with another student in the group. He hardly paid attention to the poem. When the teacher wanted him to write his name at the end of the blank where his name should be, he ignored her and didn’t want to write his name. The teacher helped him to put the initial letter of his name in the blank, and asked him to complete. He wrote it at the end of session and wanted to leave for another group’s activity.</td>
</tr>
</tbody>
</table>

Discussion of Children’s Response to Reading Instruction

In the observations in the data collection, I also focused on how students reacted and responded toward, children’s literature and reading instruction. The Table below were the excerpts from coded data.
<table>
<thead>
<tr>
<th>Codes</th>
<th>Students</th>
</tr>
</thead>
</table>
| **Students' contribution** | SETTING 1: Read Aloud Observation. Reading students' writing (students' stories). April 12th, 2000.  
The teacher invited students to the teacher’s chair in the reading area to read their own stories that they wrote last week.  
EXCERPT 1: The teacher asked another student to read a story, which she had written before. She didn’t want to read, so the teacher offered to read the student’s story. She started reading and the student who wrote the story stood up next to the teacher and followed her story while the teacher was reading. Six students were also listening to the story and the teacher. The teacher finished reading and the students commented that it was a good story. The students also thanked to the student who wrote the story. |
The Grey Lady and the Strawberry Snatcher by Molly Bang. At the beginning of the lesson the teacher talked about wordless books.  
EXCERPT 2: One of the students commented that she likes wordless books because she has to make the story up.  
EXCERPT 3: The teacher asked what is happening in the pictures. The students were already making their guesses about the story. While she was showing some student got closer to the teacher and pointed out some details. The teacher asked some yes/no questions and why/what questions. Every page the students were telling what was going on in the picture. They were also commenting by saying “hey it is cool,” “what kind of bird is that,” “that’s weird.” All the students were looking at the illustrations. The teacher showed the last page and the students were making a lot of comments about the ending. The teacher just listened to them. |
Based on my observations and interviews, Teacher J seemed to know her students well. She sometimes informed me about how they were going to react and how they would respond. Since she was using a range of books, materials and activities, the
students were already exposed to variety. The variety in the classroom seemed to provide a lot of ideas from students and various work in their work-study or independent study time. The observation showed that their attitudes toward reading seemed positive since interaction was observed in her instructional activities.

Based on observations and field notes students’ attitudes show that

- Students are exposed to various instructional practices such as read aloud.
- Students are provided various books and benefit all genres.
- Students are actively involved with reading activities.
- Students are free in their choices in independent reading activities.
- Students learn through social interaction.

Students in this class showed interest and positive attitudes toward materials and classroom instruction. It seems that teacher was implementing her goals in a way that was consistent with her beliefs and expectations.

Observations showed that the teacher seemed to fulfill students’ expectations as independent learners and readers. Teacher J’s instructional practices and attitudes in the classroom indicate that Teacher J

- provides variety of books through different instructional practices.
- was available to students.
- helps students to gain community-building behaviors.
- benefits various materials for her instructional purposes.
- helps students move forward as readers.
Teacher J’s observation of children’s reading progress.

Teacher J used observation and anecdotal notes to see where her students were and how she could help them.

She valued observing kids in the classroom. She explained that that is the best way to see what your students are doing and how they are progressing. She also took notes after every reading activity so that she could keep track of how her students were doing.

Observation process is a continual activity for her.

The whole year I can see my students’ behaviors. At the beginning it is a challenge not all the students are open to help you know them better. I have very quiet students too. But, after a while you learn to read the behaviors as well. Now, I can tell every student of mine about from his or her progress to his or her interests and needs. (Interview, August 2000)

She summarized her way of evaluation for their reading progress.

I evaluate it by the quality of their work – whether they did what I asked them to do or not – and by their motivational levels at work time, and also their response during the sessions.

Summary

This case detailed Teacher J’s beliefs and instructional practices as she used children’s literature to teach reading. Her choice of books, the criteria for her choices, the instructional practices she uses in the classroom, what her theories are which are represented in her practices and who she is as a teacher were discussed in this section with observations and excerpts from field notes.
Case 3 Teacher P

Research Site

The School Setting

School C is the other Informal Alternative School in which this study was conducted. Teacher P, a first grade teacher, was the subject of this study.

School C was a Columbus Public School located south of The Ohio State University campus. School C was a suburban school comprising approximately 275 students in attendance. A lower and middle-income population coming from different ethnic backgrounds, with a high percentage of African-Americans, lived in the neighborhood of the school. Students both outside and inside of the neighborhood attend this alternative school.

School C, erected in 1978, replaced an old building in the neighborhood. The school was one floor, with rooms next to each other. The south side of the building was designed for staff and visitor parking spaces. The front side of building looked at the street, where students’ bus line ran. The backyard had a spacious area in which playground and equipment were set up.

School C had thirteen classrooms. The building also had three special area rooms: music, fine arts and gym. There were other rooms for other purposes such as the nurse’s room and reading specialists’ rooms. The library of the school was set up in the middle open area. The school was an open space facility. Classrooms had two walls but the other sides were open to the hallway and to other classrooms. The walls of the classrooms served as display areas for students’ work. The hallway walls were also display areas for students’ work and projects.

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There were thirteen classrooms in the school, three of which were first-grade classes. The school served children in K-4 grades; some classrooms were multi age groups. Kindergarten and first grade classrooms were self-contained because of the focus on reading instruction. The staff consisted of nineteen teachers including three specialist teachers, who taught children in fine art, music and dance/movement. Three of nineteen were first grade teachers. There were three reading specialists, one of whom was a Learning Disability (LD) teacher, who worked part time but every day for two hours to identify students at risk and students with learning problems. One reading facilitator (literacy facilitator) worked with teachers on reading programs and materials. One Reading Recovery® teacher did intervention tutoring with students at risk of reading failure. There was also a gifted educator, and talented educator who worked two hours per week in pull out sessions with those students. One counselor provided guidance and peer mediation training, and also taught students to deal with problems such as parents’ alcoholism, divorce and poverty. One full-time librarian arranged, organized and managed the library. She worked with both children and teachers helping them select books. She also read with students and helped them select books for home and classroom activities.

Every teacher organized and designed her classroom at the beginning of each academic year. Based on the purposes of the materials and equipment, students’ needs, availability of the classroom space and easy access for both students and teachers, the teachers set up their classrooms. Each classroom had its own library provisioned with the help of the teacher and the parents. Students often used the classroom library for their independent reading. Classroom libraries served the same purpose.
The literature-based program in this school started in 1986 when it was established as an alternative school. The program of choice was whole language. Teachers in the school had been involved in projects and collaborated with other schools within as well as outside the district. The principal encouraged individual collaboration with other teachers in different schools and districts and was also active in these projects as well as visiting other schools and observing classrooms in his building and other buildings. School C stated its own program and philosophy in their school introduction pamphlet:

“Our school helps children gain a better understanding of themselves and others and focuses on studies of culture, differences and similarities, and critical thinking skills. The program features multi-age groupings, flexible scheduling, teach teaching, whole language and integrated curriculum. Throughout our instruction we focus upon international cultural awareness and understanding/ Respect and caring about all people are the cultures are the hallmarks of this school. Educational tours, including overnight camping and national and international visitations are provided for grades K-5. The school has sister schools in Denmark and Russia, providing opportunities for student exchanges.” (cited in school information pamphlet).

School C collaborated with The Office of International Studies at The Ohio State University (OSU), to arrange language instruction for the students. The school was also a member of the Literacy Collaborative ®, an extension of OSU that was bringing reading and literature-based instruction for K-3 students. The aim and the functions of Literacy Collaborative were presented in the first case, Teacher T, in the school setting section.
The school was also provided Reading Recovery® for students at risk. Reading Recovery® was also described in the first case, Teacher T.

School C had received extra funding through grants that had been used to upgrade the mathematics experience of each student. The school had also implemented special projects in which community, students, teachers and parents got involved. Teachers implemented individual projects related to book extensions. Teachers were encouraged to participate in and present at state and national conferences as well as staff development programs. School B also provided exhibitions, art and dance performances, and reading activities. The Parent Teacher Association (PTA) helped the school by providing active parent volunteers who organized activities, participated in projects, read to children in the classroom, and participated in field trips. The school had participated in activities, exhibitions and art performances in Davis Center and the Wexner Art Center of Ohio State University. They visited one of the public libraries regularly and participated in author presentations.

The largest two groups of students were African American (55%) and Caucasian (%35) Other groups were Middle Eastern (5%), Latin-American (3%) and others such as Asian (1%). The proportion of students on free/reduced lunch program was 67%.

*Teacher P's Class*

*Students as participants*

Teacher C's classroom included twenty-two students, fourteen male and nine female; all were first graders. Students came from various socio-economic backgrounds. The Reading Recovery staff served to determine if they were at-risk readers. According
to the Reading Recovery staff assessments, five students were placed at lower reading level, and three students were observed as readers in Teacher P's class.

Students were involved in reading activities. The school library and classroom library provided resources for independent and guided reading as well as read aloud activities. The teacher also obtained local public library books for students. They often visited the closest public library to choose books and participate in author sessions. Teacher P also provided books from her own personal library. Students were allowed and encouraged to bring their own books from home or to borrow books from the public libraries to share with their peers and the teacher. The teacher encouraged students to make their own selections.

Classroom Setting

Teacher P designed her classroom at the beginning of the year, taking into account available space, equipment and the shape of the room. The arrangement and organization was based on physical accessibility and Teacher P's philosophy of teaching and learning. Students' needs and interests were also considered in her design and organization.
The classroom plan is displayed below in the Figure 4.5.

Figure 4.5: Display of Teacher P's classroom design

The classroom was in medium size. There were two walls, one of which had a window. The other wall was on the north side since the classroom was at the end of the building. The entrance was from the hallway, across another classroom. In the entrance on the right side, there was a sink and a water tap for children to use when they worked on art activities. Around this sink there were cabinets to store art supplies such as...
watercolor materials, painting brushes, and related materials. Under the sink cabinet the cleaning supplies were kept. In front of the sink there was an art table and four chairs for children to work on their art projects and related activities.

On the left side of the entrance, there was one big shelf with a supply cabinet and behind it the teacher had her office-table and chair. She kept her personal belongings in the drawers of her desk and in the cabinet placed next to her desk. On top of her table, she had her own board to hang the list for important information, phone numbers, and "to do" list. Students' coats and school bags were next to the teacher's office. On top of the coat hangers there was a long shelf for files and other materials. In the big shelf in front of the coat cabinet, were plastic drawers to store some materials such as papers, glue, and scissors. There was a bookcase and display paperboard opposite the cabinet and shelves stored students' bags and belongings. This shelf separated classroom the students' and the teachers personal materials.

A computer area was at the left east corner, with four computer stations and the one printer. The reading area was set up between the computer station and bookshelf, which served as the border of the area for students and teacher's belongings.

The reading area was set up with an ABC carpet for read aloud activities. In this area, next to the wall, was teacher's chair where she sat to read aloud to students. A large paperboard was placed next to her chair. Next to this chair was a long thin table where students exhibited their work. Under this table were plastic boxes for materials and supplies.
The teacher organized children's books on the shelves close to the reading area. In addition, there was a table at the right west corner next to the teacher's office table. On this table, the teacher put different children's books related to the week's theme.

When one looked at the classroom one could see the books on the tables, on the chalkboard, and in various places in the classroom. The encyclopedias, science books, math and science materials, games and other print materials were placed on these bookshelves for students' convenience.

All the wall areas in the classroom were covered with pamphlets, the maps, the week's theme related informational posters as well as students' writing, pictures, projects and work. For example, there was a poster of Indian art from a museum with students related work and drawings around it. The first month I visited, students' pottery work in Navajo clay were exhibited on the tables in the hallway. When the unit of the week was "desert," there was a poster about desert (animals on the desert) and real pictures of houses or scenes in the desert. Some of them were the pictures that the teacher brought to the classroom from her personal album since she grew up in the West.

Phonics and other informational materials were exhibited on the wall as well. At the top of the wall at the back of the computer stations an alphabet chart was displayed. Students' names were on the top of every letter. Between these students' names and letters were the pictures of animals. For example, in the "a" letter one could see the picture of an alligator. Under these letters were the numbers from 1 to 100. A chalkboard was next to the window, the teacher had placed cards with South/North/East/West respective sides of the classroom.
Another big board was on the sliding wall side of the classroom. The students' story paintings and sentences were exhibited on this board. In front of this wall was a work table for students. Next to that table and the board was a big office drawer for some materials and files. There were also two world balls on the table. One of these world balls showed the geographic situation; the other one showed countries, continents, and cities. Near the entrance was a portable carrier with wheels to carry some boxes and files.

Professional History and Background of Teacher P

Teacher P graduated from Eastern Kentucky University and received her degree in Elementary Education. She completed her Master of Arts degree from Western Carolina University in Elementary Education. Now, she is continuing toward her Ph.D degree in Ohio State University. She is planning to graduate in two years.

She taught Elementary school for twenty-six years, working with first grade and multi-age group (first & second grades) for twelve years. She started teaching in an elementary school in an army base in Korea for the U.S. Department of Defense, where her husband was assigned by the U.S. government. After returning to United States, she started working in different elementary schools. She worked in School C for the last thirteen years. The first year in school C, she taught kindergarten. Following that, she began working with first and multi-age groups.

Teacher P has attended conferences and workshops throughout her teaching career. Several times, she attended Children’s Literature Conference of The Ohio State University. She was involved in workshops and in projects in her school. She collaborated with teachers within her school as well as professors at The Ohio State University. She believes that conferences and workshops always help her get different
perspectives and understand various points of view. She applies all new learning to her instructional practice. She believes that she learns a lot in collaboration from listening to various voices in education. Since her school is a member of The OSU Literacy Collaborative, she was able to take the initial course and implement these new ideas in her classroom.

Teacher P was introduced to books when she was a child. She liked reading since her mother used to read to her. When she started teaching fourth grade American children in Korea, no materials or reading programs were provided for her and she had to create her own. She used Readers’ Digest magazines, letting children choose the articles they wanted to read; she observed to find out what subjects her students liked, which helped her learn about students' interests, so that she could find more books for them. Because of limited resources, she took all the reading materials she could from newspaper and magazines. The library was her main source. After returning to the USA, she started using a basal system as dictated by the district. Although she was teaching in a basal reading system she included good books in her instruction; she knew the power of books from her experiences as a teacher and a learner.

When she started teaching in School C she was introduced to the concept of a literature-based program through a fellow teacher who had experienced training at Ohio State University.

“Since I have the experience with books as a teacher, I adapted literature-based program. I started participating in workshops and attended conferences to learn more about the program. I think that reading program should be based on having all components in the program such as phonics, read aloud, child choices, and writing about reading. One component is not enough.” (Interview, June 2000)
She is still actively involved with workshops and is pursuing a high level degree to expand her academic and professional knowledge.

Reading Programs and Plans in the Classroom

Teacher P explained that her school, School C, is a Columbus Public school and they used the district curriculum. The themes, subjects and topics for the year were determined by the Columbus Public school board; they made decisions on choosing materials, books and instructional approaches in the classroom.

Well, in Columbus Public, we have chosen what we want to use as a reading program, and we are doing the Literacy Collaborative. That means it is eclectic. Every day, we use spelling and writing and reading and phonics and shared writing, where we write together, which would be that interaction with ideas with each other in writing stories, and all of that every day – and journal writing. (Interview, July 2000)

Teacher P stated that although they have predetermined subjects/topics to teach, they are free to choose any materials they want.

I make almost all the choices and I have taught over twenty years. You know the board and the system, the people who choose the curriculum they will choose books. They will choose books for me. I can use them or not. It is up to me. They want me to use those books and I will. Because I think that they are beneficial. All the other books around, I make the choices about what other books I should choose. I get materials they sent me but the way I choose to use them is my own way. There is no constraint on that. I see books and materials that they send but sometimes I don't use them. Sometimes I use sometimes. I change them. (Interview, July 2000)

Once Teacher P got the topic, she would plan materials could go well with this subject, where she could find the sources and how she would implement the study in the classroom.
Materials and Book Selection

She considered children’s literature “a must,” and asserted that every teacher should include literature in reading instruction.

She stated that

I don’t know what I could do and how I could teach without children’s literature. I always appreciated it. I remember my first grade experience—my teacher said—“Oh, Beatrice wants us to walk to her house today because she has a new kitten.”: Then we all just walked down the road. It was in a rural setting. We didn’t live in the city, but the university was about 15 minutes away, which is in the outlying rural area, and so we walked to look at her kitten, and then we came back to school, and we wrote a story about it. Then, we read a book about kittens. I remembered the word kitten—I got it because I had something to connect it with.

Because she remembered such strong connections, she tried to provide as many and varied books as possible to increase students’ enjoyment and the learning. Teacher P experienced the enjoyment of reading books and connecting reading with her experiences. She explained that she wanted to enjoy reading books and appreciate good children’s books.

I asked Teacher P to name three outstanding children’s books that she would recommend. She said it was not possible for her to come up with three books. There were many books that she thought children should be exposed to. The first book that she talked about was The Little Engine That Could by Wendy Piper (1954).

It is an old book because my first-grade teacher read it to me, and I have it at my house. When you are a little kid, I think, you don’t feel like you have any power, but this is a little engine that thought it could and thought it could and thought it could. She always said this little engine can do it—you can do it—the whole story is about if you think you can do something—it goes over the top of the hill—and it goes down to the little village down below, and it makes it, even though it is little, and I always think that it is very important for children to think that they have some power. That would be
like a self-concept thing, which I think is very important for kids to feel comfortable and that they can learn and that they can do things. (Interview, July 2000)

Another favorite book series for her was the "Little Bear" series. She described it as being about a little girl and her adventures with a little bear. For her it is a kind of book that everybody can relate to. It is high interest with controlled vocabulary and it is easy reading.

The "Frog and Toad" series were her favorite books. Lobel presented language funny and humorous, which students liked a lot.

Frog and Toad Series by Arnold Lobel (1976) is good for first graders because the stories are funny, and children like and appreciate the humor in that. They love those things that frog and toad get into, and of course first graders- so much about learning how to get along with each other and what it means to be a friend, I think. (Interview, July 2000)

Teacher P emphasized that there are a great many books out there to show to children. These were the first books that came to her mind at the moment. She also talked about her favorite authors that she believed children should be exposed to. Their writing style, their illustration and their rich language make these authors' books outstanding.

Leo Lionni is wonderful—it is fiction, but a lot of time it incorporates non fiction theories and concepts, so I would go with him – I would choose Leo Lionni definitely. Another famous author is Bill Martin Junior – I used him a lot in kindergarten, but it could be very appropriate for first grade as well. He wrote books like Brown Bear, Brown Bear, What do you See. Bernard Most wrote a lot of wonderful books about dinosaurs. Tommy DePola’s books are fun, and also illustrations—we appreciate those wonderful illustrations. Mark Brown and Margaret Wise Brown are great. Every little kid knows Goodnight Moon by Wise Brown because they read before they go to bed. Ezra Jack Keats is great and he writes about living in the city. Aliki has done a lot of, like, non fiction. We have used her. There is Cynthia Rylant. She is an Ohio author, but she has sold a lot of books. – So it is a lot of cultural – an Appalachian culture. George Ella Lyon is one of my
favorites. She wrote a wonderful book called *Who Came Down that Road?*. It starts with just dinosaurs, and Native Americans. She also wrote *Momma is a Miner*, which is about the coalmines—people who go down into the mines. Patricia McKissick writes books in which many of the characters are African American. What is great about these authors’ books are the language, great illustrations, the way they are written, the characters, and the theme—all of these characters in these books are beautifully interwoven. (Interview, July 2000)

Teacher P chose those authors and read books aloud because she had observed that children enjoy their books a lot. She added that the language in these books set them apart from other books. She believes that good quality gets to the hearts of children; she values the way children feel about books.

Teacher P emphasized that these books she selects have rich language.

It would be—to me it is rich, the way it is written, the expression of it in the book. Like the last page—I will show you an example (she showed me the book *Frederick* by Leo Lionni)—I love the way this ends—*Frederic brushed, took a bath, and said shyly—I am a poet*. I mean that is a really nice way to say—it is rich.

Teacher P also explained that these books were written in a way that children could understand. For her, it doesn’t play down to them as if they can’t understand words. These words help children develop comprehension strategies and visualize what is happening.

Humor, too, is important for Teacher P. She believes that first graders need to expand and develop a sense of humor. “They enjoy humor in the books and they understand. Then why not use it for their literacy?”

Another criterion she mentioned selecting books was the quality of the illustrations. Children are visual appreciators. They love looking at pictures.
You can see a child keep talking on and on about a picture. Illustrations are great to promote discussions, talk, fluency and creativity in their story writing and story telling. There is some research that really promotes getting children to draw -- to put down their ideas that way -- it helps them develop -- just like writing about something -- it helps them define and learn more about what they are saying.

Teacher P explained well written books have in common that characters are so well developed that children can find a lot of things. "They can relate to characters easily. And this is also important when you choose a book."

Teacher P explained that these authors thought about how kids react to the books. These authors are bound to be thinking of how a child would relate to it when they write it. Most of these authors, also, have hooked into just basic human feelings and needs. No matter what your age, it would be something that you might recognize, so I think that would be all of these authors have hooked into that one way or the other, and some of them are trying to teach you about history or science or some of those subject areas, but many of them -- it is about the emotion of it. And of course how they put all the things into words -- the words they choose to write about it (Interview, July 2000)

Teacher P mentioned other two authors, Frank Ash and Eric Carl, whose books are great; children learn a lot from these authors. She explained that

Papa, Get me the Moon by Eric Carl talks about the little boy who goes up, and he gets the moon, and in the story, the moon changes. It gets smaller, and it disappears. I think a lot of these things are ways for kids to notice -- yes, the moon does change, and maybe they have never really looked in the sky before. I find that once you introduce something like this, they go -- "Oh, yes, the moon does change." They have never really thought about it before. (Interview, July 2000)

Teacher P summarized her comments by saying that it is very important to expose children to a wide variety of high quality literature, so that they will become life long
As a teacher she feels the responsibility to provide students with many genres so that they will experience different styles, ways of developing characters and other characteristics of books. Teacher P explained that she used poetry a great deal. To her, poetry is like a song. Students can toy with the language. They benefit from the rhythm and the flow of the language.

Teacher P chose children’s literature from various sources, including the school library, public libraries, her own collection, and her friends’ classroom libraries. She chose books using the criteria mentioned earlier: rich language, illustrations, how language is presented, the themes, and illustrations. She said that she asks herself: "what can these kids take from this book if I choose it for them?" Moreover, she thinks critically about how to use these books in reading instruction. Therefore, for her, the criteria are basic to choosing books.

Students’ needs and interest were also important factors in Teacher P's book choices. She knew her students well and made choices with their needs and interests in mind. When she chose a book for a guided reading, she paid attention to the language of the book; however, selection also depended on what that particular students needed to practice.

Teacher P stated that quality books should be part of reading program and students should be given the opportunity to enjoy them.

_Lesson plans_

Teacher P believes in that teacher should plan what they will do in the classroom; however, it does not have to be detailed if the teacher deeply knows what she wants to do.
I do have a plan when I come in here. I know what I want to get done through the day, but children bring something, and if you believe in interaction, they bring things in that I don’t plan to do, but I feel that I must follow their lead. I think that they need choices. I think it is me guiding some of the time and them guiding some of the time, so when I am writing plans, I am going okay – I want them to do this there, but they can choose this, so I will put that down

Teacher P did not use any standard format for planning. She basically wrote her notes in her own way. In Figure 4.6, an example from one of her reading sessions that I observed is presented.

May 4, 2000

Whole group: Review habitats. Talk about homes in the deserts.

Show pictures of hogans and pueblos.

Orange: Meet with me to discuss story “Nannabah’s friends”. Show pictures of things in the story. They work on definition books.

Blue and Yellow: Read “A Good Home” together. Buddy read. Meet with me to make sentences... A game of “who said...” Then they draw the pictures of one of the animals’ homes.

Green: Go to library to listen to Mrs X’s read. “A House is a House for me”. Hoberman is the author. Draw a picture of their home. They will come back to class and I read to them “A Good Home” and we play the game “who said” if we have time.

Figure 4.6: Teacher P’s lesson plan of one day
This example plan showed that Teacher P did not use any format that the school or any other teacher had provided. She reported that she does not make detailed plans.

No, I make outlines. Much of the knowledge about teaching reading is in my head. I have been teaching for so long that I know what I am going to bring to students and how I am going to use them. I have taught the same information for many years. The children bring much to these sessions. They ask the questions and tell their stories. I ask questions for comprehension and make sure unknown words are defined for the children. (Interview, August 2000)

Teacher P explained that she has been teaching for a long time that she plans things in her head. Before read aloud sessions, she said she prereads the story or at least does a quick review of the story before she reads it to the kids. She also explained that she does not have prewritten questions but she knows where she will focus students' attention. She knows the main questions she will ask; the rest comes during reading. She added that she tried to ask questions or sometimes show an artifact to get children interested in the book. As she was reading the book, she often asked if the children knew the meaning of specific words. She also let children tell their own stories related to the books.

Access to the Sources

Access to children's literature books.

Teacher P stated that she stays close to various sources for books. One source was the school library, which she used extensively. She also encouraged students to go to the library and check out books for home reading because it was very important to her that students take this opportunity.
She used classroom library as well. She explained the library to students and introduced many books over time so that they would be aware of their classroom library. She also bought books for their classroom library from funding provided by the district and by the parents. Teacher P considered students’ interest and needs when she made her choices to buy books for the classroom library.

Another resource for her was the public libraries that she used to gather books at the beginning of every theme. She talked about how students should be exposed to these rich sources- and that teachers as well as parents have very important roles in building students' reading habits. She had her own collection, which made available to students. She brought books to students for read aloud or independent reading.

When Teacher P pulled out books for the new theme, she introduced each of them to students. She wanted to make sure that students had seen the books and knew they could choose them for their independent reading and other reading activities. She was not only to providing a variety of books and genres to students but she was also modeling ways to talk about books, select them, and learn from them.

She said that it was important for students to see what you look at first, what things you talk about, the quality of the book, and how to select books. She was preparing them to choose good books independently in the future.

Teacher P's material sources also included various leveled books for guided reading, authentic materials, pictures, posters, magazines, journals and all kinds of printed materials. She believed that teachers should gather a rich range of materials for their instructional purposes.
Professional resources.

Professional resources played an important role in teacher P's career. She explained that

I have been teaching for a long time. I started teaching basal then I became the advocate of children's literature. Professional books helped me where I came to right now. I believe in theories. Teachers should know what they are doing and why they are doing in this way. They need to see what they believe and how they implement.

Teacher P had read many professional books and she is still reading. Since she was working for her PhD, she was very much involved in reading professional resources. She stated that she learned something new every day. She was involved in the Literacy Collaborative with OSU and had read Guided Reading by Gay Su Pinnell and Irene Fountas (1996), finding it very useful. The other books she consulted often were Marie Clay's books, Becoming Literate: The Construction of Inner and Observation Survey. These resources helped her improve her instruction so students could benefit. Denny Taylor was another consultant in her professional resources area. The Developmental Reading Assessment by Joetta Beaver was the other resource she consulted whenever she needed.

Teacher P explained that professional resources also include non-book resources such as colleagues, whom you meet with and share ideas. She said she is lucky since there is a great collaboration among teachers in School C.

I am advocate of team teaching. That is the support we have to also talk about: The support that I enjoy the most is that we get together and we talk about what we are going to do as far as teaching reading.
Teacher P also appreciated that she had opportunities to go to conferences and share ideas and learn new and exciting things.

Discussion of Teacher P's Beliefs and Theories

Teacher P believed that if teachers lack theoretical knowledge and do not reflect this knowledge their instructional practices, the quality of instruction will diminish.

Teacher P stated her belief that every child can learn. Children have great potential to construct meaning, and they need affective reading instruction and a positive social environment.

Beliefs and Theories on Reading

Teacher P believed that children learn to read by reading and practice. Through different reading activities, a child will develop in her/his reading process.

Teacher P indicated that reading requires many elements from background knowledge to necessary information.

The new information would occur in an interactive way. Social constructivism plays an important role in a child's life. Children can learn best when they relate to their lives, needs and interests. Children’s literature serves these purposes because they are not only instructional resources but also coming from life itself. (Interview, June 2000)

Teacher P explained that life long reading is essential and that she takes the responsibility for providing necessary sources for children.

Beliefs and Theories of Language Development.

Teacher P believed that language development is very important part of teaching and learning. Knowing how children learn a language provides valuable information to the teacher who wants to facilitate life long reading and learning.
Language is very functional and purposeful, and requires social context and interaction. We use and experience language everywhere, in shopping places, at school and at home. If this is the case why don’t we provide language development in the most effective way to our children? Children use oral language for communication purposes. That is the most powerful tool for them. If we know how a child can develop her/his language then we will understand what is happening in the development process and how, I, as a teacher could be effective in this development.

Teacher P also believes that "every child develops at a different pace." Realizing this principle prompts her to observe children’s behaviors and think about what they need to learn next.

**Beliefs and Theories on Children’s Literature**

Teacher P values children’s literature. In one of the interviews, she stated that she could not teach without quality books. As a reader books are very important to her. As a teacher, books form the foundation of her reading instruction.

She describes children’s literature as “quality, rich, fun and social for children.”

Teacher P fully supported her school’s reading program, which provides various children literature for her instructional purposes. She explains that Children’s literature plays a significant role in reading development because the subject matter is interesting, the pictures are informative and the children get a sense of story. The sense of story is helpful when children write their own stories and tell their own stories. It is also helpful because children will hear a book and then they want to learn to read it. For example, in many instances children will hear me read a story, then they will go to the library and see the books on the shelf, check out and bring it to school or try to read it to me or other classmates. This is a life long reading habit. They have made a connection that reading happens outside of the school. (Interview, June 2000)
Beliefs and Theories on Reading Instruction

Teacher P believes reading instruction is the best context to put what you know into practice. As a teacher she feels responsibility for knowing what she needs and how she needs to practice. Knowledge of theory is crucial.

For her, reading instruction involves theory, actions, materials, resources, and attitudes. She values children's literature, which is the cornerstone of her reading instruction.

My theory of reading instruction is to introduce as many words, genres of reading and reading experiences as possible to all children. Then I try to get an idea of the child's interest and help them find books and have experiences around their special interest. With the basal reader or the traditional instruction, this work is not possible unless the basal reader is used as the supplement to the reading programs. In other words I use as many sources as possible. (Interview, June 2000)

Grouping in Guided Reading.

Teacher P believes in grouping as unimportant part of reading instruction.

I do believe in grouping but not just reading one time a day. I group for guided reading if they have the same level, ability level as far as text level as far as what they can read. If they are on a level 2, I put those kids together cause I have all these resources that are leveled and I take the books that are on that level so I will have success with them. That's what I do in guided reading time. And we work on things like "when do you stop." We work on context, syntax etc. Those kinds of things are just the ideas of what reading is all about. That would be one level just beginning readers. And then, for example if they can read, like, on the level, that would be above a first grade level, level 22 or second grade level I would do something different with them. I would group those kids together they would probably ask to read story on their own. And we come together and talk about the meaning of the words. I have also made groups children who want to read together to three of them that will read to each other. One might be in my guided reading group 1; one might be in my guided group 4 which...
will be the kids that can read very well. They choose to read something together. So that would be another group, interest group, not ability group. (Interview, June 2000)

Teacher P found grouping useful for guided reading, which she provided daily. At the beginning of the year, students were given reading tests so that the teacher could see how to group them. The school took this responsibility and conducted tests to determine group level. Teacher P said this assessment helped me at the beginning of the year to determine reading levels. She had various ways of grouping children; every grouping had its own purposes. She would see students’ reading levels, the strategies they used, and then she groups them by ability. She believes, however, that just one type of grouping does not help a student move further.

Grouping helps me as a teacher to see where they are. As I said if that’s the only thing I did with them I think that would not be right. I don’t think one kind of grouping pushes kids forward. It is just a part of a reading group. It is a component.

Teacher P said that sometimes kids read by themselves and sometimes they do buddy reading. They get their boxes with books they can read by themselves. She also believes that it is important for students to see her reading.

Teacher P explained that must be various kinds of groupings for different purposes. Teacher P had group names with different colors. For example, she called the blue group "good readers." Her purposes were different for each group because she was focusing on what individual students needed as well as how the group could work and contribute to each other’s learning. Guided reading always provided good opportunity for her to see where readers in each group were and determine what they need learn next.
Okay they are here and how can I move them along. What do they need? We want success. I have a feeling that many teachers want to move their kids along and they observe and they want to push them along and they try to find out what they need for their success. (Interview September 2000).

Teacher P used mixed grouping as well for literacy instruction. Since she knew her students very well, she could determine their interests and needs. Sometimes she chose books for partners or "buddies" because she thought they would like to read this book together. Teacher P used mixed grouping when children wanted to read with their buddies.

A summary of Teacher P's beliefs is presented in Table 4.18 below.

<table>
<thead>
<tr>
<th>Theoretical Area</th>
<th>Teacher beliefs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development Of Reading Process</td>
<td>*Children learn to read through reading.</td>
</tr>
<tr>
<td></td>
<td>*Learning reading should be connected to real life.</td>
</tr>
<tr>
<td></td>
<td>*Real life experiences should be included in the teaching and learning in the classroom.</td>
</tr>
<tr>
<td></td>
<td>*Quality books with good instruction provide and support growth of the reading process.</td>
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<tr>
<td></td>
<td>*The reading process is developed through social interaction.</td>
</tr>
<tr>
<td></td>
<td>*Students' engagement should be encouraged.</td>
</tr>
<tr>
<td></td>
<td>*Life long reading should be encouraged.</td>
</tr>
<tr>
<td>Language Development</td>
<td>*Children grow in different ways and are always at different developmental levels.</td>
</tr>
<tr>
<td></td>
<td>*Language development occurs at different rates for each child.</td>
</tr>
<tr>
<td></td>
<td>*Reading teachers should have knowledge of language development as well as how children learn language.</td>
</tr>
<tr>
<td></td>
<td>*Language development occurs through interaction.</td>
</tr>
<tr>
<td></td>
<td>*Language development should be supported through various materials.</td>
</tr>
</tbody>
</table>

Table 4.18: A summary of Teacher P's beliefs (Continued)
Table 4.18: Continued

| Children’s Literature | *Children literature should be used to provide extension activities, the writers and illustrators craft and for pleasures and meaning of reading.  
*Quality literature should be the basis for teaching.  
*Children should be exposed to wide variety of children’s books from all genres.  
*Literature should be the primary components of a reading program.  
*Illustrations are good tools for discussion.  
*Illustrations are powerful examples for students to practice story telling and writing through art.  
*The art and craft of writers' books should be emphasized and used for instructional and literacy purposes.  
*Children should be encouraged to construct meaning from pictures and form meaningful art forms. |
| Reading Instruction | *Phonics instruction should occur within a meaningful context.  
*Reading instruction should be implemented in an interactive way within a social context.  
*Child centered classrooms are very important for effective reading instruction.  
*Modeling is very important in helping children choose good quality books, and learn to read outside of the classroom for their own pleasure.  
*Instruction should incorporate meaningful and purposeful reading.  
*A reading teacher should utilize all sources of instructional materials including quality children’s books.  
*Professional reading activities such as conferences and workshops should be encouraged for better instruction.  
*Collaboration with colleagues is very useful and should be encouraged. |

Discussion of Instructional Practices

I observed and videotaped the various approaches that Teacher P implemented in her reading instruction. My interview with Teacher P was informative in terms of finding out her underlying reasons for decisions.
In the interview Teacher P presented her beliefs about learning, teaching and theory, which were summarized in the Table 4.16. Teacher P also talked about how the various instructional practices should be implemented. Her beliefs about instructional practices are presented in Table 4.17, which may help to see how she implemented them in the classroom. Information on beliefs and practices are drawn from my observations, field notes and interviews.

<table>
<thead>
<tr>
<th>Context</th>
<th>Teacher P's beliefs about instructional practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read Aloud</td>
<td>Reading aloud is essential and should be practiced at least twice a day and because it provides:</td>
</tr>
<tr>
<td></td>
<td>* fluency through discussions.</td>
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<tr>
<td></td>
<td>* a sense of story, and the structure of a story.</td>
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<tr>
<td></td>
<td>* attention to illustrations and help oral language development.</td>
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<tr>
<td></td>
<td>* development of vocabulary knowledge through rich language of children's literature.</td>
</tr>
<tr>
<td></td>
<td>* opportunity for students to connect the stories with real life experiences.</td>
</tr>
<tr>
<td></td>
<td>* sharing experiences, sharing knowledge and bringing prior knowledge of children through interaction and conversation.</td>
</tr>
<tr>
<td>Guided Reading</td>
<td>Guided reading should be part of reading instruction because it:</td>
</tr>
<tr>
<td></td>
<td>* is beneficial for individual, pair or small group of students who need to work in small group for practice.</td>
</tr>
<tr>
<td></td>
<td>* provides children to show their reading strategies through their behaviors.</td>
</tr>
<tr>
<td></td>
<td>* provides an opportunity for students to work on words, sentence structure or language rules.</td>
</tr>
<tr>
<td>Independent Reading</td>
<td>Independent reading should be provided daily for students because it:</td>
</tr>
<tr>
<td></td>
<td>* provides relaxed atmosphere for them to read their own way and own pace.</td>
</tr>
<tr>
<td></td>
<td>* provides an opportunity for children to practice their reading strategies.</td>
</tr>
<tr>
<td></td>
<td>* promotes reading habit.</td>
</tr>
<tr>
<td></td>
<td>* provides independence to choose books they want to read.</td>
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</tbody>
</table>

Table 4.19: The summary chart of beliefs that Teacher P reported.
**Teacher P’s Reading Activities**

*Read aloud.*

Interviews and observations in this study showed that read aloud was an important part of Teacher P’s classroom practice. She stated that read aloud is an important component of reading instruction; children need to share their ideas, learn from each other, feel comfortable around each other, and interact in construct meaning through meaningful activities in social environment.

She chose her read aloud books from various genres based on the purpose of the sessions. Often, she used poems because she believed that poetry to be a great genre to help students deepen their emotions.

I observed eight read aloud sessions. Deep in the Forest by Brinton Turkle was wordless "big book" that Teacher P used in read aloud session. In our interview she mentioned how important read aloud was for reading instruction.

I think the idea is that they feel secure. They are never wrong when they read together. They can hear each other. They can see the words as you move along. Thus, I think comfort wise it is comfortable for them, and it gives the students a chance to look and see and hear all at the same time and be comfortable with that and not having to do it by them. It is a group effort. It is a whole-group activity, and I think it is a chance for the teacher to point out structure, sentence structure, sentence meaning, you know – the things you need to do – context for it, so I think that all of those things add to read aloud.

She also explained that she considers wordless books to be very useful. She chose this wordless book because

Reading and it is doing something oral with pictures, practicing ideas. It is thinking and reading all at the same time. You know, getting them to think what might they write if they saw a picture, to let them know the idea of a story – to understand – oh, this is a story – I can write this. It is reading, writing, thinking all together,
because they have to do it all. I think it is a nice diversion from just looking at words all of the time. It gives them a chance. It is joyful. It is fun for kids to tell stories about pictures. And it is a part of learning to read. (Interview, August 2000)

Wordless books generally are very useful because

My idea is to get them to think about what they would write. I think occasionally it is good to use that to let them have some power in telling the story, making up the story, thinking about what they might do, how they might change it. I think that is part of why I do it. Get the idea of story, power in themselves, and their oral literacy. These are some of the benefits from my point of view. (Interview, August 2000)

Teacher P started conversation with students by just asking a lot of questions about the illustrations. When she opened the book and asked the students to read the book, one of the students said, “There is no words.” The teacher then asked what they could do if there were no words. Students started describing illustrations and making predictions. Teacher P explained that in this situation she liked asking questions and seeing students’ imagination and creativity. They needed to realize how much they could contribute to a book with their language. The teacher said, “I let them have a chance to spell, I let them have a chance to think and let them just practice.”

Teacher P sometimes did spelling exercises but in this session she said that was not a direct purpose. She explained that she wanted students to be able to invest their creativity in their writing but that she would not challenge them. Another time, she said she might focus on spelling with small group.

*Cactus Hotel* by Brenda Guiberson was used in another read aloud session that I observed. The teacher liked this book because of the illustrations. It was a non-fiction book that had interesting and high quality illustrations; it was a good example of genre.
Teacher P started the conversation by asking what hotel was. Students explained and talked about their experiences. The teacher also shared her experience too. She said:

If I share my personal life, they would share their stories too. It is a good way to make a conversation. I want them to know me. I want them to trust me. I want them to be comfortable with me. This is very important to engage students into conversations. (Interview September 2000)

Students seemed to like making predictions. When the teacher asked about what the title might be, students related the title to the previous conversation about “hotel.”

The illustrations were discussed as well as the cover. Teacher P explained that:

I want to use everything in the book. Illustrations are great way to make predictions. I want to see what they are thinking, how they are imagining, how they are coming up with the title, and what clues they get to see the title. It is important that students were actively involved. I wouldn’t want them to miss the illustrations because we were learning a lot of new animal names that they do see here around. (Interview, July 2000)

In the session, students also opened the conversation with questions that Teacher P appreciated. One of the students remembered a story the teacher previously told them about what happens when it rains in the desert. The teacher was so pleased that they connected to their prior knowledge.

It is great that they make connections and bring their backgrounds to the new learning. This is the power of stories that they could think, remember, connect, share and talk about it. (Interview, July 2000)

City Storm by Rebel William and Good Home, a selection in Houghton Mifflin Literacy Readers were also used for two aloud sessions in which the students discussed and talked about illustrations.
I want them to enjoy just reading and talking about it. Sometimes I don’t even ask any questions the book presents itself for discussions. (Interview, September, 2000)

**Frederick** by Leo Lionni was Teacher P’s favorite book and she read it even though it wasn’t consistent with the required theme. She read it to this class many times because

Children love the story and the illustrations. The way Lionni presents his story captures their attention. It is so poetic with rich language that students just listen and get a lot out of it. This is the kind of book I won’t do extension activity. I want them to hear the language and I want them to feel how characters feel. This is a book for revisit over and over. (Interview, July 2000)

Students seemed to be involved in the story even though they heard it many times. The teacher said it was a class favorite.

**Frog and Toad are Friends** by Arnold Lobel was used in another read aloud session for which the teacher had the extension activities. She implemented one of the extension activities as a guided reading activity.

Toad and Frog is easy reading. There is repetition. The theme is friendship. I like it. It is simple. Kids like it too.

When Teacher P started reading, students made many comments about the life of Frog and Toad. They discussed the differences between the two characters. One of the students talked about how his friend in the neighborhood found a frog and tortured the animal. Teacher P stated that children could relate easily to friendship. “While they talked about friendship, they talk about the differences between toad and frog as well. That was the whole idea: taking, sharing, learning and thinking.”

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Teacher P also implemented poetry read aloud in her classroom. The poem was
about an Easter egg. The teacher used this poem because of the time of the year.

Everyday, Teacher P used poems as part of read aloud sessions. She sometimes
used them in guided reading sessions; and sometimes she used poems as a shared reading
activity. The teacher did not break the poem into shorter segments.

Shared reading is when you do something together and everybody
does it together to introduce new words to introduce, structure and
words, to introduce meaning. This is where we all do it together. In
guided reading we need to break it down. After the shared reading
that’s kind of a modeling in a way. It is a modeling. It is for the
whole group about how to read and what reading is all about.
(Interview, September, 2000)

The teacher read the poem first. She wanted to make sure everybody knew the
words. Then, the students chorally read the poem. Individual students might also read
it. The teacher asked one of the students to use the pointer while reading. The student
pointed to the words with paintbrush while he was reading.

Teacher P liked to do choral reading because she believes that this
would help students to feel good about themselves that they are
reading. When one student was reading the rest was following.
That is teaching too. So students can teach each other. One student
might not know how to read specific words but he can hear from
the choral reading because somebody will read it. (Interview,
September, 2000)

The Teacher P used a recipe, making fruit salad, as read aloud session. She wrote
the directions on the board and asked children to read it chorally. Teacher P used this
activity because

It is another genre. It is mathematically related. It is fractions. It is
one way to teach fractions. Kids like to eat. High interest. It just
seems that all the components of something that they would want
to read. And it is a life skill. Things that they were doing all their
lives maybe they have heard about it.
Teacher P used this activity to introduce mathematical concepts and new words.

The teacher also wanted children to do individual reading with a pointer coming to the board and showing friends how they could read. One of the students couldn’t read one of the words; others helped him. Another student had difficulty in reading a word. He started reading the sentence again and was able to read the word the second time. The teacher drew students’ attention what Paul did. She praised him for his good use of reading strategies.

Chapter books were also important to Teacher P. I observed a lesson on one book, *Ghost Town and Sundown* by Mary Pope Osborne, that was related to the theme of that week. It was also illustrated.

The teacher explained that her students loved chapter book reading. She said that if the book is good and exciting, students couldn’t wait for the next day. The only problem with the chapter book might be if a child is missing that day.

Teacher P liked reviewing a chapter before she got the children on a new one. She asked students questions to remind them of what happened in the story; sometimes she summarized and or retold what had happened in the book prior to chapter they would read. She explained that retelling is very important.

I want them to remember and put this into their own words. This is very important for the child’s literacy development. In addition, they are learning how to summarize a book. They will be able to summarize a book and not tell the details all the time. They need practice. Chapter books also help them listen to a story longer than other genres. They learn hot to maintain the information. They even sometimes ask questions to each other to remind each other. They find main idea. They synthesize. (Interview, September 2000)
She used expression to imitate the characters in the book and draw and keep students’ attention. She generally used reflective reading in her other instructional practices as well.

*Guided reading.*

Teacher P regarded guided reading as one of the activities that students should be exposed to. She stated that every reading activity contributes positively to the child's reading development. She believed that guided reading and one to one reading should be included in her classroom instruction.

Teacher P described guided reading as an important component of reading instruction. Through this practice she could observe her students to see where they were and what they needed to move forward. Guided reading is the best way to introduce and observe reading strategy behaviors.

I observed five sessions of guided reading. *Frog and Toad Together* by Arnold Lobel was previous read aloud session.

The teacher provided a Frog and Toad image. The teacher explained what they were going to place images on paper bags. Students cut the paper bags and made puppets of the Toad and Frog characters. They then colored the puppets with crayons. The teacher wanted them to write the sentence strips from Toad and Frog conversations and put them in the right bag. They engaged in shared reading and wrote the sentences. After that they played with it by choosing a strip and reading it. The teacher paid attention to the words; students practiced the sentences and the words.
For Teacher P this lesson incorporated everything: sentence structure, punctuation, exclamation marks, question mark and vocabulary. Students did not sound the words out but focused on meaning.

The teacher stated that she knew many students could read the sentence. Some of them went back to the beginning of the sentence many times to figure out the words. It was important for them that it made sense.

She explained that

This is guided reading. And the aim is to teach reading in a way. It helps meaning. What is the meaning of this? How does the story go? I want them to get everything from that: comprehension, characters, how to write a story, how to read a story, how to read conversation, how to talk about the story, how to think about the story, hopefully they are thinking about what frog and toad are saying to each other and why.

The teacher was

I was expecting them to add words, new words, to their word banks that they do not know the vocabulary, reading vocabulary. I was expecting them next time they wrote to read conversations and used quotation. I was expecting them to form character. Maybe not right after this but we would elaborate on that as the year goes on. We worked on it earlier. It is not just like I just did this once. We talked about conversations, quotations all year. But it hopefully adds to that concept of story. Practicing it. Adding on what they already know about the story. Then you started distributing.

(Interview, July 2000)

Another activity implemented by Teacher P was working on word reading. The teacher chose The Cat by Gillian Packers. She distributed books to the students, opened the book, and she asked them to find words such as cat and birds. Some students found the words, but some could not. The teacher made sure everybody found the words that they were looking for. She checked with students, she helped one of the students find the
word by showing it and spelling it to her. She also asked questions about the story. She focused on the sentence using an exclamation point in the reading.

Teacher P explained that the focus of the lesson was word study but she wanted them to make sense of the story as well. At the end, students talked about the conclusion of the story. She also prepared an extension activity with sentence strips so that students could point to words.

The teacher included story telling, story analyzing, predicting, discussing and word solving. She observed how students were using reading strategies rather than demonstrating productive behavior.

I watched Teacher P observing students and sharing strategy behaviors in one-to-one teaching. When Teacher P wanted some students to bring their book bags, she sat with some of them to read with them.

Another student came and sat next to her. She started reading. The student was using her finger to follow the sentences while reading. The teacher was following her reading by showing the sentences with her finger. In one of the words the student had difficulty, at a word including the "v" sound. The teacher explained that they had talked about this sound before. The student tried to make a sound but failed, so the teacher gave another example of a word with "v" sound in it. The student tried it again and made the right sound.

In this session Teacher P tried to connect her students with the situation with the experience with this word. When she couldn’t do that she provided an example so that the student could see the sound to letter relationship in another context.

In the same observation I saw teacher with another student reading a story.

The student (girl) was following what she was reading. Whenever she had difficulty in reading the words, the teacher brought her attention to the word by pointing to it. The teacher said, "watch the words" most of the time. The teacher didn’t forget to praise after
every word he was able to read. The student finished reading and left to join another activity with a group. The last student came and sat next to the teacher with her book. The book was about the desert. She started reading and in some places she couldn’t read the plural form of cactus *cacti*. The student asked the teacher what this word is. The teacher told her that it is a new word and it means more than one cactus and it is pronounced as *cacti*”. The student tried this new word and went on reading. When the same word appeared on another page at the end, she couldn’t read it at first but the teacher waited and said nothing. This time the student solved the word by going back to the first page where the word appeared. This student was following the sentences with her finger, and the teacher was helping her hold the book. (Observation, Guided one to one reading, May 25, 2000)

Summary

Teacher P tailored her teaching to the needs of specific students. It was important to her to learn what children were reading and she wanted students to use their own strategies to figure out the words. I observed her using strategies of letter-sound correspondence and picture-text strategy behaviors. In the interview she mentioned other strategies that she often used in her guided reading.

*Independent reading.*

Teacher P considered independent reading to be students’ free choice. She observed her students and let them make choices. Sometimes students chose very easy books; the teacher made sure that the child wanted to read that book, and then approved the choice.

Teacher P described independent reading as students’ enjoying books and building their confidence. Independent reading for her was an opportunity for students to be on their own and to apply the strategies that she had taught them. The teacher was available most of the time for students’ questions.
Teacher P used praise to support students' independent reading. Students could find their own places to read as long as the teacher was assured that they were on task. Some students chose more than one book to read independently. Some of them started reading, especially chapter books, and took the book to home so that they could finish.

Other instructional practices

Buddy reading.

Teacher P promoted buddy reading, saying that children could learn from each other. Buddy reading was more comfortable than sitting as individual in the crowd or reading with the teacher. Teacher P said children were free to choose any person with whom to read. The teacher sometimes helped children by being a buddy at their request.

I observed one buddy reading session where students found more than one book to share with each other. Some pairs just read the book that child chose and sometimes they gathered some books to choose together. The teacher was always available for them.

Games.

Teacher P's used games in her instruction. She liked games because they made learning more enjoyable.

Games capture students' attention. They are instructional activities because children learn. There are a lot of games out there. They are good for literacy as well. Word games, sentence games. They can be anything. (Interview, September, 2000)

I observed two games in Teacher P's classroom. One of them was related to the theme of that week.

The teacher called two girls to the reading area to sit with her. She put a colorful paper with a line on it on the floor. In the meantime the teacher went to help another group while the girls tried to figure out what this paper might be. The teacher returned and
asked where the game starts. They found the start line on the paper and the teacher started giving instructions about the vocabulary game. She also held cards in which some questions were written. She put the dice on the paper, along with two cubes for players to move. They were supposed take the card, read the question and answer it correctly. The answers were on the back of each card. After they answered they checked whether their answers were correct. If correct, then they moved their cubes on the paper after rolling the dice. The girls followed the instructions and started playing. One of the girls took the card and tried to read. After she read the question she gave the right answer. She rolled the dice and moved her cube. The questions were related to general information about the content matter of the week (The subject was desert.). The other girl took the card out. She had difficulty reading the question. The teacher wanted the other girl help her reading. So, the girl who was helping read the first two words and the girl who took the cards read the rest of the sentence. She answered it and then she rolled the dice and moved her cube. They played this game until they came to the end of the line in the paper. (Observation, May 18, 2000)

In this observation the teacher used this game as a summary of what children learned.

According to Teacher P they not only practiced using the information but they also practiced reading. Children’s helping each other was one of the purposes of the game.

*Mini lessons.*

Teacher P’s mini lessons were mostly game-like activities. In one of the games, one student was bringing syllables together so that she could solve the word. The teacher showed how the word sounded and how the letters and clusters functioned.

Teacher P stated that she tried to implement mini lessons in a meaningful and enjoyable way. Through games, she believed she could reach her goal. She also mentioned that sometimes she used students’ journal writing and-on extension activities mini lessons to show rules for structure as well as word patterns that specific student needed to work on.
*Book discussion.*

The teacher used discussion throughout all her reading practices. She explained that she values discussion because it provides social interaction and sharing among students. Critical thinking can improve through discussions and verbal interaction.

I observed one session in which she was reviewing books. She had pulled out a wide variety of books from the library. She exhibited those books before she started introducing them. Some students looked at these books. Some even started reading the ones they were interested in.

In the session the teacher introduced each book by asking questions, letting students making predictions, and talking about illustrations. Some students talked about authors that they knew. Some students wanted to read some of the books in their independent or buddy reading. The teacher was talking about the books and wanted students to choose good books and explicitly recognized how to select a good book. She explained that

Because the summer is coming and I want to make sure that they will be willing to choose good literature and read during the summer. We even made a list of good books that they could read again. We summarized what we liked and what we didn’t in our reading times. I think this will help. (Interview, September, 2000)

**Summary**

This case explained how Teacher P implemented her instructional activities, what she did in the classroom such as grouping, discussions, games and any activity that the students got engaged in. In Table 4.20, I provide a summary of students’ and Teacher P’s behaviors in the instructional practices.
<table>
<thead>
<tr>
<th>Context</th>
<th>Teacher behavior</th>
<th>Students behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Read Aloud</strong></td>
<td>*Read expressively *Select books *Raise questions *Draw students' attention</td>
<td>*Watch *Listen *Respond *Observe *Discuss *Share ideas, perspectives, feelings *(sometimes) Choose books *Make prediction</td>
</tr>
<tr>
<td></td>
<td>*Provide extension activities *Construct stories from illustrations *Construct illustrations from text</td>
<td></td>
</tr>
<tr>
<td><strong>Guided Reading</strong></td>
<td>*Observe *Select books *Introduce texts *Teach for strategies *Elicit information from students *Watch their behaviors for evidence of strategies *Introduce words *Construct stories from illustrations *Construct illustrations from the text</td>
<td>*Follow the teacher's direction *Listen *Read *Consult with teacher and the partner in some cases as to their understandings *Show how they figured out the word or right pronunciation or spelling *Share their strategies *Illustrate their strategies *Make prediction</td>
</tr>
<tr>
<td><strong>Independent Reading/Buddy Reading</strong></td>
<td>*Observe *Consult *Be available for students' questions *Help students choose when it is asked *Let students choose their partners</td>
<td>*Select book *Select partner when they want *Select spots to sit down and read *Consult with the teacher</td>
</tr>
<tr>
<td><strong>Mini Lessons</strong></td>
<td>*Use writing *Use games *Teach spelling rules *Create a word wall *Help them to make the list of structure rules, sound-letter correspondence or punctuation rules after the specific session and hang the lists on the wall for further consultations</td>
<td>*Listen *Correct spelling in their writing *Look at the rules that the teacher explains *Help the teacher create the word wall *Produce lists on which they write spelling that they learned</td>
</tr>
</tbody>
</table>

Table 4.20: Sum-up chart of students' and the teacher's behaviors in instructional contexts.

(Continued)
Table 4.20: Continued

<table>
<thead>
<tr>
<th>Context</th>
<th>Teacher behavior</th>
<th>Students behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature Study</td>
<td>*Draw attention to illustrations, author’s craft</td>
<td>*Participate in discussions</td>
</tr>
<tr>
<td></td>
<td>*Talk about illustrations in terms of design, media, end pages, pictorial content, point of views, expressions, and feelings</td>
<td>*State points of views opinions and feelings about the characters or the book</td>
</tr>
<tr>
<td></td>
<td>*Use illustrations for constructing meaning</td>
<td>*Create stories with beginning, middle and end</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Illustrate the stories of texts and their own stories.</td>
</tr>
</tbody>
</table>

Teacher P’s Behavior in Reading Instruction

In Table 4.21, I present codes from the analysis and examples in the form of excerpts from the observations and interviews.

<table>
<thead>
<tr>
<th>Codes</th>
<th>Teacher P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decision sharing</td>
<td><strong>SETTING A:</strong> Frog and Toad Together by Arnold Lobel. Reading Aloud. May 15, 2000. The teacher showed the book and asked some questions about Toad and Frog.</td>
</tr>
<tr>
<td>Code meaning:</td>
<td>EXCERPT A: The teacher asked which story in this collection they wanted to hear. She read the title and she gave two options about what they will do after reading.</td>
</tr>
<tr>
<td>Valuing</td>
<td><strong>SETTING C:</strong> Frederick by Leo Leoni. Read Aloud. May 29, 2000.</td>
</tr>
<tr>
<td>Code Meaning:</td>
<td>EXCERPT C: One of the students brought another book from her book bag after the reading session. The students asked if she could read Lionni’s book with her. Teacher said if the students preferred Teacher P could read aloud this book next week.</td>
</tr>
</tbody>
</table>

Table 4.21: Excerpts from observations and interviews on Teacher P’s behaviors.
<table>
<thead>
<tr>
<th>Codes</th>
<th>Teacher P</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Individual Student Focus</strong></td>
<td></td>
</tr>
<tr>
<td>Any situation that shows teacher's taking a particular action to meet individual student needs and interests</td>
<td>EXCERPT E: The teacher asked the student if he wanted to read with her. Because, last time, he was so tired and did not seem to focus on the story that they read. Maybe he would find it funny too.</td>
</tr>
<tr>
<td><strong>Teacher’s Management</strong></td>
<td></td>
</tr>
<tr>
<td>The teacher’s reactions, responses and attitudes toward students who are off task and teacher’s ways to get them on task.</td>
<td>EXCERPT F: When they made noise all together the teacher warned them that she wants to wait for John to listen cause she doesn’t want him to miss this.</td>
</tr>
<tr>
<td><strong>Teacher’s Personal Sharing</strong></td>
<td></td>
</tr>
<tr>
<td>Statement that the teacher uses to share her feelings, opinions or perspectives, and give information from her personal life</td>
<td>EXCERPT G: Before she started reading cactus hotel she asked what hotel is. One of the students explained. Then the teacher told a story about how she had to stay in a hotel because of snow storm when she was driving to another state.</td>
</tr>
<tr>
<td><strong>Teacher’s Encouragement</strong></td>
<td></td>
</tr>
<tr>
<td>Any teacher’s behavior or way of teaching that students are encouraged to participate in the session</td>
<td>Teacher P started to read the book. EXCERPT K: One of the students raised his hand and asked if he could write a poem too. The teacher said she would love to read his poem. If he wanted to he could even make a collection of poems and make a book with it.</td>
</tr>
</tbody>
</table>

Continued
This sample table was drawn from observations and field notes reflecting Teacher P's classroom behaviors.

Teacher P explained that she tried to be a model for the students especially in reading because this is how they learn through imitating. So, she said she pays attention to what she chooses and for whom she chooses books.

*Congruence between Beliefs and Behaviors of Teacher P*

Studies have been conducted to show that how important beliefs are since they affect what teachers do in the classroom. Knowing this, Teacher P always tried to read as many books as possible so that she would reinforce her beliefs in terms of providing a variety of books for children. I observed her in her implementing her instructional activities. Below I provide examples that show the congruence situation between her beliefs and practices (see Table 4.22).
### Teacher P's Belief

**Teaching should be decision makers in their reading programs.**

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Counter Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher P has freedom to choose her books and materials. She uses district curriculum as her guide but does not follow it choosing her books or materials.</td>
<td>Teacher P stated her complaints that she sometimes wanted to choose her themes too. But she has to follow the district requirements. She preferred district requirements as a choice.</td>
</tr>
</tbody>
</table>

### Teacher P's Belief

**Teachers should provide activities and benefit various types of these activities.**

**Teacher's creativity is important.**

(No counter evidence)

<table>
<thead>
<tr>
<th>Evidence</th>
</tr>
</thead>
</table>

**EXCERPT:** The teacher brought the book and some materials such as paper bags and crayons. After the guided reading the teacher and the students made puppets and played the conversations.

### Teacher P's Belief

**Collaboration should be encouraged among teachers and will help to improve reading instruction.**

(No counter evidence)

<table>
<thead>
<tr>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>SETTING: Interview September, 2000</td>
</tr>
</tbody>
</table>

**EXCERPT:** I decided to enroll PhD program because I just wanted to know more. I have been teaching for so long but I wanted to expand my horizon and keep up with the new ideas. This will help me to engage with other teachers in the school as well.

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Table 4.22: Consistency between Teacher T's beliefs and behavior  (Continued)

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Table 4.22: Continued

<table>
<thead>
<tr>
<th>Teacher P's Belief</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students’ choices and opinions should be valued.</td>
<td></td>
</tr>
<tr>
<td>(No counter evidence)</td>
<td></td>
</tr>
<tr>
<td>EXCERPT: I always would like to see what students could bring to the classroom. When I plan my lesson I make it so general because I will go from kids. And I know that they will join in and be part of the conversation. Their curiosity is amazing and can bring a lot of ideas and explorations.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher P’s Belief</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers should be available for their students and meet their needs.</td>
<td></td>
</tr>
<tr>
<td>(No counter evidence)</td>
<td></td>
</tr>
<tr>
<td>EXCERPT: Teacher P started answering a student’s questions about the types of houses people live in. They looked at the book together and discussed about the story. She left to read more and another students came and asked her if she could help her to choose book for her independent reading. Then they started talking about books and looking at a pile of books together. The teacher also asked what would she like to read such as genres and themes she offered to the student.</td>
<td></td>
</tr>
</tbody>
</table>

**Discussion of Children’s Response to Reading Instruction**

In the Table below were the excerpts from coded data about how students reacted to the instructional activities. In my observation I also focused on how students responded to books and any activities that were being implemented by the teacher.
<table>
<thead>
<tr>
<th>Codes</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students’ responses</strong></td>
<td>SETTING 2: Cactus Hotel by Guiberson. Read aloud observation. EXCERPT 2. The students were listening very carefully about other animals that were trying to make their home here. Ss kept asking questions to the teacher about the animals and the situation of the cactus. When the teacher showed the page of the cactus with all these animals in it, the students were surprised and commented on how many animals were living in the hotel. When they made noise all together the teacher warned them that she wants to wait for John to listen cause she doesn’t want him to miss this. When she showed the page of the cactus lying down on the sand/floor students started asking questions such who did this to cactus, why it is lying on the sand, is it dead, what is going to happen to animals who used live in the cactus. The teacher said let’s read and see.</td>
</tr>
<tr>
<td>Code Meaning: Students verbal positive responses toward a book or teacher’s instruction</td>
<td></td>
</tr>
<tr>
<td><strong>Students’ quiet responses</strong></td>
<td>SETTING 4: Deep in the Forest by Brinton Turkle, Read Aloud. The teacher reading the book by imitating. EXCERPT 4: The teacher wanted to get something from her desk so they wanted them to keep looking at the pictures. Some of the students stood up and started turning the pages to see what is coming up. In one of the pictures, the little girl was crying when she found out her broken little chair. The teacher made crying noise while asking why the little girl is crying. Ss made the same noise/intonation of a crying little girl. Just before the end of the book T asked about how people in the picture feel about the little bear. The questions she was asking are: Is the papa angry? Is the little girl upset? What do you think the mama feel about this situation? Did the little bear manage to escape? Before the teacher turned the last page two students couldn’t wait and jumped and helped her to turn the page. These two students were surprised and happy that the little bear found his family.</td>
</tr>
<tr>
<td>Code Meaning: Students’ quiet attitudes toward reading instruction or any activity in the classroom</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.23: Children’s attitudes and responses toward reading activities. (Continued)
Table 4.23: Continued

<table>
<thead>
<tr>
<th>Codes</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student’s Predictions</strong></td>
<td><strong>SETTING 5: Read Aloud Observation. May 15, 2000. Frederick by Leo Lionni.</strong></td>
</tr>
<tr>
<td>Code Meaning: Students’ guesses about the story or the content of the activity</td>
<td>EXCERPT 5: Students looked at the illustrations and the teacher just showed them without asking any questions. Every student was making some comments. The teacher said she would love to hear what will happen next in the story. Students started making their own versions of the story. Some of them decided to write a story like that and name the mouse with their own names.</td>
</tr>
<tr>
<td><strong>Student Initiation</strong></td>
<td><strong>SETTING 6: Chapter book reading observation, Ghost Down at Sundown by Mary Pope Osborne.</strong></td>
</tr>
<tr>
<td>Starting discussion or drawing the attention of their classmates to certain things</td>
<td>EXCERPT 6: One of the students raised his hand before the teacher started reading. He asked about one of the characters in the book. Then he talked about a book he read and the book character has the same name.</td>
</tr>
</tbody>
</table>

The observations and field notes showed that students had positive attitudes toward reading and children’s books. Teacher P provided various books and activities in her instructional practices. She reported that she observed her students and she knew them well, and that helped her to decide what and when they needed in terms of their reading development. Students seemed to engage in activities and responded to questions of the teacher.

Based on observations and field notes, students’ attitudes show that:

- Students are exposed to various instructional practices such as read aloud.
- Students are provided various books and benefit all genres.
- Students are actively involved with reading activities.
- Students are free in their choices in independent reading activities.
- Students learn from each other and help each other.
- Students were encouraged to initiate any activities.

Students in this class showed interest and positive attitudes toward materials and classroom instruction. Teacher P showed consistency in her beliefs and her reading practices and in her goals for teaching and what her students were gaining from instruction.

Teacher P's instructional practices and attitudes in the classroom indicate that Teacher P

- provides variety of books through different instructional practices.
- was available to students.
- benefits various materials for her instructional purposes.
- encourages students to engage in conversations and initiate the activities.

*Teacher P's observation of children's reading progress.*

Teacher P constantly observed her students and took notes about their development. This helped Teacher P plan her activities about what to teach and to whom to teach when they needed. She explained that

*Observing my students is very important for me. Like mirror. You look at them then watch them and see what you need to do for them. It is definitely helpful. I can tell you right now who has preferences in my reading activities. Some of my students liked being read. Some of them prefer reading with their buddies. (Interview, September, 2000)*

Teacher P reported that her students are improving every day through activities especially for oral language development. They want to read, and they are interested in books and reading. That is very positive for Teacher P.
Summary

This case detailed Teacher P’s beliefs and instructional practices as she used children’s literature to teach reading. Every activity she does in the classroom reflects her beliefs and confirms how she plays a positive role in her students’ reading development. Her choices of books and how she uses them in her reading activities helps her students’ reading development.

In this chapter I have reported case studies. These three teachers’ beliefs, practices and their students’ responses and reactions to children’s literature and instructional practices were described and excerpts from observations, field notes and interviews were provided. Description of each case in this chapter contributed to the discussions and results of this study.
CHAPTER 5

RESULTS OF CROSS-CASE ANALYSIS

Introduction

The results of individual case studies were presented in Chapter IV. Each case was described in detail with the excerpts from coded data. In this chapter the cross-case analysis is reported and the results are discussed in response to the research questions reported in Chapter I. The coded data that were presented in Chapter IV and the responses of the questionnaire, as well as unreported coded data are provided to address each research question. A discussion and the implications of these analyses may be found in Chapter VI. The research questions addressed were:

1. What is the knowledge and belief structure underlying the practice of expert reading teachers who teach through literature?
   a. What do expert reading teachers believe about the value of using children’s literature to help first grade children learn to read?
   b. What are the expert reading teachers’ theories of learning, reading, language development, reading instruction and children’s literature?
   c. What do expert reading teachers understand about the role of children’s literature in reading development?
d. How have expert reading teachers arrived at an understanding of the value of children’s literature in children’s reading development?

2. What are the characteristics of instruction in the classrooms of expert teachers of first graders who use literature to teach reading?
   a. What are the characteristics of reading teachers’ lesson designs using children’s literature?
   b. What are the characteristics of teacher behavior?
   c. How do children respond to literature-based instruction?

3. What are the relationships between teachers’ knowledge and beliefs about reading instruction and their classroom practice?
   a. To what extent do lesson plans represent what expert reading teachers say they believe?
   b. To what extent do instructional practices represent expert reading teachers’ beliefs?
   c. What are the interrelationships between children’s responses and teachers’ beliefs?

Research Question #1

1. What is the Knowledge and Belief Foundation Underlying the Practice of Expert Reading Teachers Who Teach through Literature?

   Question 1. a. What Do Expert Reading Teachers Believe about the Value of Using Children’s Literature to Help First-Grade Children Learn to Read?

   Evidence analyzed across cases indicated that these expert teachers operate with strong belief systems. All three teachers in the study believed that children’s literature
plays a significant role in children's learning to read. For all of them, children's literature is interesting and fun; it is an authentic vehicle for engaging children in reading, and making reading meaningful.

Teacher T said,

The reason I value children’s literature is pretty basic for me because that is what we read as adults. We read literature, so it is natural that children would learn to read using regular reading materials because that is what you want – you want them to become lifelong learners, and you want them to understand how text work. You want them to understand story development. (Interview, August 2000)

Teacher J values children’s literature because

Children’s literature is the best teaching material, which students can relate to, internalize and construct meaning through interactive learning. (Interview, June 2000)

Children's literature is important for Teacher P because

Many genres appeal to many interests of children. There are poems, moral and social-based books (Berenstain Bears), how-to books (cooking, drawing), inspiration books (The Little Engine that Could), using imagination (Frederick by Leo Lionni) and informational books (The Magic Tree House series). Second of all, The pictures add to depth and scope of understanding language and vocabulary by making the story concrete. (Interview, August 2000).

All teachers value children’s literature because they see and experience children’s literature’s helping children learn to read. Classroom observations as well as information from interviews and the questionnaire, provided evidence that all three teachers value children’s literature because from literature children learn the following:
1. a love of reading
2. a sense of story and a development of story
3. a sense of culture
4. awareness of rhyme
5. skills in decoding words
6. nourishment for creativity
7. expansion of world knowledge
8. opportunity for meaning making
9. stimulus for critical thinking
10. experiences in social interaction
11. enjoyment
12. exposure to rich language
13. knowledge of various genres

All teachers agree and believe that the children benefit from the inclusion of children’s literature in reading instruction as long as the selections are well rounded and go across genres.

2.b. What are the Expert Reading Teachers’ Beliefs and Theories of Learning, Reading, Language Development, Reading Instruction and Children’s Literature?

Beliefs and Theories about Reading

All teachers strongly believe that children learn to read through reading. When reading occurs in meaningful contexts, such as reading and discussing children’s literature, lifelong reading will be the result.
Teacher T stated that

I believe that children grow to readers through reading, and I think that there is so much involved in that process, and it starts really very early on. It starts with, and they even say pre-birth now. It is hearing language, hearing stories, hearing talking, the rhythms and patterns of music and singing and dance and word play and rhyme and language development and then looking at texts and looking at pictures and it is just a building process. Children retelling stories and remembering the words and pretending reading along and then picking out some of the words and beginning decoding along with structure of comprehension, building those things back and forth, and then in school, continuing the development of comprehension and strategy work, but I think that ultimately the baseline is that we become readers through reading. (Interview, July 2000)

Teacher J explained reading a complex process.

Reading process is a puzzle having a lot pieces. Sounds, rhymes, pictures, reading strategies, background knowledge, meaning of the story, retelling, and all of these play important roles to solve this puzzle. (Interview, June 2000)

Teacher P provided similar information to the other two teachers. According to her, the reading process includes many elements.

Reading process requires necessary knowledge about sound system, spelling, background knowledge, connection to real life experiences, quality books, social interaction, students' interests, and instructional resources. There are also a lot out there to add. All of these elements complete reading process and accomplish life long reading happen. (Interview, June 2000)

All teachers believe in social constructivism. Learning occurs through interaction. For these teachers, it is important that they create classroom environment in which meaningful learning occurs through social interaction. In order to succeed in creating a communicative environment, all teachers plan and design their classrooms to allow
constructive teaching and learning to happen through easy access, providing various genres of children’s literature in students’ learning and for their instructional practices.

Teachers also talked about theorists such as Vygotsky and Piaget in the interview, including how much their philosophies affected their beliefs and helped them to implement instructional practices in the light of their theories. Teacher T considered herself more Vygotskyian than Piagetian.

Certainly I don’t believe in behavior or the maturation. I believe that development is not necessarily set in those stages. I think that children developmentally are ready to learn at certain points, but I think Vygotsky’s point of moving it, and when someone steps in, they can find the way to stretch them – where Piaget would say that does not happen until they are completely developmentally ready. I disagree with that. I think Vygotsky is very important in the knowledge base. (Interview, June 2000)

Teacher J and Teacher P mentioned that they learned about these theories in their academic work such as masters’ degree programs and other academic contexts.

Teacher T talked about Rosenblatt’s transactional theory. She believed that both afferent and aesthetic reading occur during the reading of literature. Children connect with the author and try to understand the intended meaning. In addition, she believes that children bring their own background knowledge to the text to be able to make meaning for themselves; in other words, ultimately, each child constructs her own meaning, which might be different from the other child. Teacher T explained in the interview,

I think that kids can have an aesthetic and an efferent experience at the same time. You can get knowledge base, and pull from the text, and be having a list to experience, too. It think this can happen with a child reading on his own; it can happen in a whole group discussion about a book; it can happen one-on-one through talk and discussion and bouncing ideas off of each other. I think that is a big piece in my class – the collaborative makes the children socially working through a text together. (Interview, July 2000)
Teacher J and Teacher P both talked about how important it is that students bring their background knowledge to their understanding of text and, as a result, further build knowledge. They also referred to Rosenblatt's theory, indicating that they are aware of this theory through their academic; but did not explain the theory in the interview.

Beliefs and Theories about Language Development

Interviews with teachers showed that all teachers believe that children grow developmentally, that is, every child has a different rate of learning the language. All teachers agreed that if a teacher carries the knowledge of children's developing at different rates, she/he can better understand the nature of language learning. All teachers believe that this developmental view is definitely reflected in their instructional practices and their attitudes toward children and their learning.

Oral language development is a very important process for all the teachers. Since they all believe that language is functional and purposeful, they try to foster oral language development through functional and purposeful activities in the classroom and by providing social interaction. For these teachers, “play with language” facilitates oral language development. They actively worked to help students engage with language, play with language and use language.

All three teachers believe that engaging activities should be provided so that students will be able to play with language across a variety of activities. Children's literature provides various genres, a variety of concepts, and rich language as a basis for student learning activities. All teachers believe that language development occurs through social interaction, explaining that using children's literature in the classroom allows students to interact with and learn from each other.
Differences occurred among teachers in their discussion of students’ going beyond their developmental levels. Teacher T believed that students sometimes should be challenged through books and activities that might be above their levels. She cautioned that how the teacher presented the material to the child and engaged him with the challenging book was an important key. She chose materials that were appropriate for children’s reading levels in guided reading; but, she tried to choose more varied and challenging books to read aloud and for one to one reading so that students would see that they could handle sophisticated discussion. Teacher J and teacher P supported the idea of providing students with appropriate level books so that they could read.

Beliefs and Theories about Children’s Literature

Based on the answers to the questionnaire, all teachers had strong belief systems regarding children’s literature. I present a summary of teachers’ beliefs in Table 5.1 below.

<table>
<thead>
<tr>
<th>Teachers’ beliefs</th>
<th>Teacher T</th>
<th>Teacher J</th>
<th>Teacher P</th>
</tr>
</thead>
<tbody>
<tr>
<td>I believe that children’s literature should be the primary component of reading program.</td>
<td>Strongly Agree (SA)</td>
<td>SA</td>
<td>SA</td>
</tr>
<tr>
<td>It is very important for children to be exposed to a wide variety of children’s literature for their life-long reading development.</td>
<td>SA</td>
<td>SA</td>
<td>SA</td>
</tr>
<tr>
<td>I believe that teachers should be trained about the importance of children’s literature and about how to teach in the best way for children’s reading.</td>
<td>SA</td>
<td>SA</td>
<td>SA</td>
</tr>
<tr>
<td>Teacher should know various books and decide what is best for the children.</td>
<td>SA</td>
<td>SA</td>
<td>SA</td>
</tr>
<tr>
<td>I believe that teachers should be part of decisions in reading instruction through children’s literature.</td>
<td>SA</td>
<td>SA</td>
<td>SA</td>
</tr>
</tbody>
</table>

Table 5.1: A Summary of Teachers’ Beliefs about Children’s Literature

298
The table above shows that all teachers in the study believe that children should be exposed to a wide variety of children's books from all genres. It was important for these teachers to provide books from different genres.

All the teachers used children's books as the foundation for teaching reading, and they also believed that it was important to help children develop literary understanding, awareness of authors' and illustrators' craft, construct their own meaning and experience pleasure.

A difference that emerged was that Teacher T believed that children's literature should be experienced simply for the purpose of enjoying good books, not necessarily for the purpose of engaging in extension activities. She also believed that

For example, Where the Wild Things Are by Sendak (1963) or a book - like Wilfred Gordon MacDonald Partridge by Mem Fox (1984), I think they are very aesthetic, I would like to read these books for the richness of the story development and character development and the movement in the story - They are not books that you would tear apart to use, and use in a certain way. I don’t like to think of books to use for activities, either. It is more of a holistic experience. Johnny might have a response from a book, but I don’t want to have in my mind coming to the children that – you are going to read this book, and then we are going to do this project. Responses evolve out of it – I might have an experience that I think that some of them might engage in following it.

(Interview September 2000)

Teacher J and Teacher P stated that even though sometimes they read books for fun without extension activities, they usually used children's literature to stretch children's writing by providing extension activities. They believe children's literature to be a good springboard for follow-up writing or arts activities.

All teachers encouraged students to construct meaning from the illustrations in books and to produce pictures or art based on the text. They all believed that students
should be given the opportunity to express themselves through both texts and illustrations and that creativity emerges from exposure to story, plot, characters and other elements of children's literature.

Beliefs and Theories about Reading Instruction

All the teachers believed that effective reading instruction is based on theoretical knowledge as well as familiarity with practices. They stated that knowing the theories of reading development, language development, and learning and teaching helps teachers make decisions about effective instruction.

Based on data from interviews and observations, all teachers believed that learning to read occurs within a social context and instruction should promote interaction. They all talked about social constructivism as an important aspect of learning in their classrooms. They tried to create accessible classroom environments that would foster social interaction through experience with a wide variety of children's literature. They believed that the theory of social constructivism should be reflected in the classroom design, the variety of materials and in instructional practices. Teacher T stated in the interview that

everything is kind of social constructivism in my class. We create this environment together. They are constructing it and building it and extending it. And everybody comes back in different ways. Then, I am careful to come in at key moments and make sure that the knowledge is aligned. By aligned, I mean appropriate. You want them to play with theories and play with ideas, but then if you are going to teach them the effects of exactly what is happening, you come in at the teachable moment, and say “this is what is happening” after they may have questioned several theories and hypothesize, and they might evolve to it. A lot of times they evolve to it on their own, and then a teacher can step in and say – “Hey, listen to what Ben is saying – he has this question about why is it that way? (Interview, September 2000)
Teacher T also added that it is the teachers’ job to provide instruction that moves children forward in their learning.

There is sometimes an adult there who stretches him beyond his own approximate development. Sometimes it is another child, but through all of those social experiences. Learning is a social experience, and so when the social experience is set up, and the content is provided, whether it be through the experience, through a piece of literature, through the singing of songs, through playing in the sandbox, they have experienced scaffold learning, and that is how this process takes place, I think. (Interview, September 2000)

Teacher J believed in social constructivism and stated “students learn best when there is interaction in the learning environment.” For her, the learning environment should provide authentic experiences and social interaction to make it possible for children to construct meaning within the social context. Teacher P believed that “through social interaction children are constantly engaged in the learning process. They learn from me and they learn from each other.” For Teacher J, this belief in social learning necessarily points to the value of a wide variety of children’s books, around which social interaction will occur. All three teachers confirmed their beliefs that good quality literature was an essential component of an instructional program consistent with their beliefs.

All teachers were advocates for the literature-based reading programs they implemented. Other reading programs and instructional approaches were discussed in the interviews. All three teachers explained that they endorsed philosophy of the whole language, which shares common elements with the literature-based approach. Teacher T, however, had concerns about whole language. She believes that poor implementation of whole language has unjustly led to misunderstandings. Teacher J stated the she was an advocate of whole language; however, she also believed in balanced instruction. She explained that children need all elements of instruction to learn reading. Teacher P stated

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that she appreciated the whole language philosophy because she believes in child as a constructive learner. She also believes in direct instruction, however, when students need it.

All three teachers said that they taught phonics in their literacy programs. They believed phonics to be an essential part of reading instruction and also that phonics should be presented within meaningful contexts. Mini lessons and “teachable moments” served students’ needs. According to all of teachers, reading development requires quality literature, instruction on letters and sounds, use of language structure, and attention to comprehension. An effective program includes group work, independent reading and more. When teachers were asked about basal reading programs they said that they did not use traditional basal reading programs as the main core of instruction. They did mention, however, that basal reading has changed and that now these programs tend to focus on more meaningful experiences. Their answers related to a question about the use of basal reading are summarized in Table 5.2.

<table>
<thead>
<tr>
<th>Teachers</th>
<th>The role of basal reader</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher T</td>
<td>Basal materials are not used in my classroom.</td>
</tr>
<tr>
<td>Teacher J</td>
<td>Basal reader is used less frequently than literature *Children can select for independent reading.</td>
</tr>
<tr>
<td>Teacher P</td>
<td>Basal reader is used less frequently than literature. *I read aloud everyday and the basal reader is usually used three or four times a week. (Interview, September, 2000)</td>
</tr>
</tbody>
</table>

Table 5.2: The role of the basal reader in their classroom.
Beliefs about grouping in guided reading.

Interview and observational data indicated that all three teachers strongly believed that “grouping is important and should be part of guided reading instructional practice.” When I asked how they grouped children, they said it depended on the activity. On the questionnaire, all selected this statement: “When I group students for literature, the groups are determined primarily on the basis of flexible grouping depending on the specific project or activity.” This item in the questionnaire indicated that flexible grouping means

- matching student reading ability
- meeting student interest in the book or project
- promoting student social interaction skills.

The above represents the types of groupings these teachers had; they were based on their perceptions of students’ needs and on the particular activity.

Among the three, Teacher P had the greatest tendency to group students based on ability. At the beginning of the year, the school’s special reading teacher determined teacher P’s groups and named them with colors (blue group and red group). Teacher P stated that it was helpful for her to know where each student was at the beginning of the year. I observed her grouping students flexibly in buddy reading and guided reading. Guided reading tended to be ability grouping. Teacher T and Teacher P used both interest and ability grouping but tended to use ability grouping if any group needed to work on specific strategies or skills.

Teachers specified why they used grouping in guided reading. The aim of grouping was to:
• see where each student was in the level of reading development;
• see where each group was in the level of reading development;
• observe individual student’s work;
• observe how the group worked together;
• make decisions about each student’s knowledge;
• determine students’ strengths and weaknesses;
• observe for students’ use of strategies;
• determine strategies students need to know;
• learn from each other;
• teach each other; and,
• model effective reading behaviors.

All teachers strongly believed that these aims were possible if they observed children; they believed that it is important to know where the children are and what they needed to know next. For all teachers, observation was the best assessment. Listening to children, watching what they are doing and how they are doing it, discussing it with them and asking questions were very important for all teachers because they believed that these interactions would give them the answers they needed to help children learn.
Summary

Based on what explained above, the similarities and differences in their theories and beliefs of these three teachers are presented in the table below.

<table>
<thead>
<tr>
<th>Development of Reading Process</th>
<th>Common beliefs</th>
<th>Divergent Beliefs</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Children learn through reading</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Children’s literature provides life long readers</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Reading is complex process which involves many elements</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Learning occurs through social interaction</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Language and learning theorists, such as Vygotsky and Piaget, contribute a lot to their beliefs system</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Background knowledge is the bridge to the text to construct meaning from the new knowledge</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Aesthetic and afferent experience occur during reading (Rosenblatt’s transactional theory)</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language Development</th>
<th>Common beliefs</th>
<th>Divergent Beliefs</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Children grow at developmental level.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>The knowledge of language development is important for effective teaching.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Oral language development should be emphasized.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Language is functional and purposeful.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Play with language is important for oral language development.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Language interaction occurs through social interaction.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Children sometimes should be encouraged to go beyond their developmental level. (Teacher T)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Appropriate materials for developmental levels should be provided for the children. (Teacher J)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Books should be selected according to their level so that they will be able to read. (Teacher P)</em></td>
<td></td>
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</tr>
</tbody>
</table>

Table 5.3: Common and Divergent Belief Structure Across Teachers. (Continued)
Table 5.3: Continued

<table>
<thead>
<tr>
<th><strong>Children’s Literature</strong></th>
<th><strong>Divergent Beliefs</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Common beliefs</strong></td>
<td><strong>Divergent Beliefs</strong></td>
</tr>
<tr>
<td><em>Children’s literature plays a significant role in children’s reading.</em></td>
<td><em>Children’s literature should be experienced for the purpose of enjoying good book not all the time for extension activities. (Teacher T)</em></td>
</tr>
<tr>
<td><em>Children’s literature is fun, authentic and engaging for children in reading.</em></td>
<td><em>Extension activities from children’s literature that engage students are important for teaching. (Teacher J)</em></td>
</tr>
<tr>
<td><em>Children’s literature is authentic vehicle for life-long learning.</em></td>
<td><em>Teachers should provide extension activities from children’s literature as well. (Teacher P)</em></td>
</tr>
<tr>
<td><em>Children literature introduces various genres for interests of children, variety concepts and rich language.</em></td>
<td></td>
</tr>
<tr>
<td><em>Children’s literature should be the primary components of children’s literature.</em></td>
<td></td>
</tr>
<tr>
<td><em>Literary understanding, author’s and illustrators craft are part of teaching reading through children’s literature.</em></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Reading Instruction</strong></th>
<th><strong>Common beliefs</strong></th>
<th><strong>Divergent Beliefs</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Common beliefs</strong></td>
<td><strong>Divergent Beliefs</strong></td>
<td></td>
</tr>
<tr>
<td><em>Theoretical knowledge and instructional practices are important for effective reading instruction.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Reading instruction should provide social interaction.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Social experiences for learning should be provided through effective teaching.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>A variety of children’s literature should be provided through effective reading instructional practices.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Whole language philosophy of “meaning-making” is important in reading instruction.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Balance instruction is effective for children’s learning.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Phonics is part of reading instruction.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Grouping in teaching reading should be based on both ability and interests of students.</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Q 1. c. What Do Expert Reading Teachers Understand about the Role of Children's Literature in Reading Development?

Teacher T, Teacher J and Teacher P were chosen as expert teachers by their principals. They explained the role of children's literature in children's reading development.

All the teachers are advocates of using children's literature as the basis of a reading program. They believed that children's literature is a powerful tool in children's reading development. Teacher T stated that children's "literature is natural and powerful step to move in to adult literature, which helps them become life-long readers and learners." Teacher J mentioned that "students are much more engaged in books that are exciting, that they are interested in, which makes learning more natural and teaching easier. Teacher P explained, "The use of children's literature provides children life long reading habits because children relate children’s literature to their lives."

Based on interviews, observations and the questionnaire, these teachers explained that for reading development children gain:

- a love of reading;
- the ability to enjoy reading;
- knowledge of reading and content;
- stimulus for creativity;
- a sense of how to read;
- a rich vocabulary through the language in children's books;
- a developing sense of story;
- expended awareness of various cultures;
• construction of meaning (comprehension);
• a foundation of information for decoding;
• a sense of how a story works (beginning, middle and end);
• models of writing;
• opportunity to study the elements of literature;
• opportunity to produce art to represent meaning;
• opportunity to express understanding; and,
• challenge to think critically.

Teachers believe that through literature children bring their background knowledge to their learning and to their development of the reading process. Literature is connected to their real lives, which makes learning more meaningful.

Q 1. d. How have expert reading teachers arrived at an understanding of the value of children’s literature in children’s reading development?

Teachers in this study arrived at an understanding of the value of children’s literature in children’s literature development in similar ways.

Teacher T explained that

the very first thing that was shared with me early, early on - was to listen to kids and watch kids because ultimately they are our best teachers. They will show you what they do, how they get at things, and then your job is to move into that - because they are all different. Then there are some overarching things that they all do. My learning process started in EPIC when I was in my undergraduate program - EPIC is an Educational Program for Integrated Curriculum that was the movement - was the creation of informal education here in Ohio. When my teaching practice began, my very first quarter in EPIC, we had a children’s literature course, and that is kind of where it all began. Out professor started by reading books, and I had been read to some as a child, and I read - as an adult now I can reflect back. At that time, I couldn’t
remember being read to very much, and I couldn’t remember reading a lot, but now as the years have passed, books come back to my mind, and I did read as a child.

Teacher T went on explaining that she knew much about using children’s literature for instructional purposes.

I knew about cueing. No, I didn’t know about strategy. I knew about talking about text and listening. I knew about running records and analysis, but I wouldn’t say that I had a strong understanding of looking at a miscue analysis and listening to what a child was doing and knowing where to prompt or knowing what to provide next for the structure of reading development. That probably came for me when I taught at the second school where I was working, and it came through an accumulation of things. I was back in course work working on my Masters’ Degree. I was doing action research projects. Our staff was extremely collaborative, and on a regular basis every night had discussions about kids learning, and what was taking place – and sharing samples, and I was writing about my kids’ work at the university, and slowly, you know – through all of those experiences – the knowledge base began to develop. Then next piece would probably be when I began my Masters’ Degree, and I started to look at kids in a critical way and taping kids and then listening to the way that I was questioning them and listening to what they were saying about books and writing some of that up.

Teacher T added that a researcher conducted a study in her classroom and through this process she learned much about how to use children’s literature for reading development. She also engaged in drama work with one of the professors in OSU. She explained that when she had a question or when she felt that she needed consultation, she came to professors with whom she had worked or to colleagues with whom she collaborated. Sharing experiences and discussing them with colleagues and scholars helped her become more aware of the importance of children’s literature in reading development as well as the best ways to use children’s literature within instruction. In addition, she said she
always had good professional books to consult. She followed new articles and books and tried to read as much as she could.

Teacher J also talked about her experiences as a child. Being exposed to children’s books as a child and seeing its value was the origin of her advocacy for children’s literature. She explained that she had arrived at an understanding of the value of children’s literature

By learning the theories behind the practices through professional books, academic work, classes, workshops, projects and conferences, by seeing the growth in my students’ reading and language development, and by talking to and sharing with my colleagues and professors. (Interview, June 2000)

She said she had also been working with professors from OSU, which helped her expand her horizons to understand the value of children’s literature. Her experience as a teacher who had been using children’s literature for a long time confirmed the value of children’s literature, because her observations provided evidence of how meaningful learning occurred for her students. Although she strongly believes in the value of children’s literature, she said she is still learning how to use it effectively to help students learn to read through sources of information such as books, colleagues, workshops, conferences etc.

Teacher P depended on similar sources of information to help her understand children’s reading development through children’s literature. She has learned from her experiences with books as a child and as a teacher, her collaboration with colleagues, her academic work, and her witness of her students’ growing as readers. She explained her reasons for advocating children’s literature.
I have taught reading in the traditional way as well as the literature-based way. For me it is much more fun and interesting to teach reading using literature. The children's reading ability grows and moves forward in a much more enjoyable, meaningful and constructive way. The value of children's literature in the diversity of text and pictures so that children can grasp meaning from the text. Books written with children in mind inform and teach on the child's level of experiences. Putting information in a story seems to make it more memorable for the children. (Interview, July 2000)

The Role of Professional Books in Teachers' Professional Lives

All teachers had their favorite books from which they drew information and increased their knowledge. The names of the books were presented in Chapter four. They are presented in the Table 5.4 below for comparison across teachers.

<table>
<thead>
<tr>
<th>Teachers</th>
<th>The names of the books</th>
<th>Favorite Authors</th>
</tr>
</thead>
</table>
| Teacher T | *Children's Literature in Elementary Schools* by Huck et al. (1997)  
*The Meaning Makers* by Wells (1986)  
*Observing the Language Learner* by Jaggar and Smith-Burke (1985)  
*The Universal School House* by Moffett (1994)  
*The Courage to Teach* by Palmer (1998) | *Danny Taylor  
*Shirley Brice Heath  
*Vivian Paley* |
| Teacher J | *Guided Reading* by Pinnell and Fountes (1996)  
*Word Matters* by Pinnell and Fountes (1998)  
*On Solid Ground* by Tabersky (2000)  
*Strategies that Work* by Harvey and Goudvis (2000)  
*Conversations* by Routman (2000) | *Gay Su Pinnell* |
| Teacher P | *Guided Reading* by Pinnell and Fountes (1996)  
*Becoming Literate: the construction of inner control* by Marie Clay (1991)  
*Observation Survey* by Marie Clay (1993)  
*Development Reading Assessment* by Beaver | *Marie Clay  
*Denny Taylor* |

Table 5.4: Professional books of all the teachers
All teachers have read professional books to learn more and keep up with new ideas and practices. As teachers they valued being involved with books and acquiring knowledge. Across cases, Teacher T tended to prefer more theoretical books. She also explained that she liked reading books on observing students; that’s why she liked Vivian Paley, who talks about how to be reflective on her teaching and how a teacher can learn from a child’s responses. She focused on how to use children literature as well. Teacher J preferred reading on how to teach balanced literacy. She explained that she preferred to see how teachers incorporate activities into their reading instruction. Teacher P liked to read reading theories. Assessment books were also important for her to read. She said it helped her how to see children’s growth and that the best way to assess them.

Summary

All teachers in the study arrived at their understanding of the value and the role of children’s literature in reading development. In summary, they stated that their own development as teachers was based on the following sources:

- Being exposed to children’s literature as a child
- Experience during their teaching years
- Academic work (BA, MA, PhD, training programs and projects)
- Conferences
- Workshops and Projects
- Collaboration in the school or within the district
- Interaction with colleagues
- Professional books
- Reading wide variety of children’s books

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• Experience in teaching through children’s literature
• Access to OSU
• Access to the professors
• Collaboration in projects with professors

Question # 2

What are the Characteristics of Instruction in the Classrooms of Expert Teachers of First Graders Who Use Literature to Teach Reading?

In this section, I focused on the lesson plans, instructional practices and students’ responses to these instructional activities. Beliefs are also discussed throughout this section.

Q 2. a. What are the Characteristics of Reading Teachers’ Lesson Design Using Children’s Literature?

All three teachers planned; however, there were differences in the way they planned instruction.

The table below summarizes the characteristics of teachers’ lesson designs incorporating children’s literature.
<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Teacher T</th>
<th>Teacher J</th>
<th>Teacher P</th>
</tr>
</thead>
</table>
| **Format**      | Students arrive  
Lunch count /Attendance  
Quiet Reading/Journals/Reading and Writing Conferences  
LITERACY BLOCK  
Clean-up  
Meeting/Mini Lesson  
Read Aloud  
Work time/Guided Reading  
Clean-up on Arts Days  
Arts Time/(Work time continued on non-arts days.)  
Prepare for Lunch/Walk to Lunch  
Lunch Recess  
Read Aloud  
Quiet Reading/Guided Reading  
Math Meeting  
Work Time  
Clean-up  
Meeting/Prepare for home  
Pick-ups dismissed  
Bus Students Dismissed | Date  
Quiet Writing  
Spelling Pretest  
Morning Work Time  
Read  
Silent Clean-up  
Recess/Lunch  
Read Aloud  
Silent Reading  
Buddy Reading  
Afternoon-Work Time  
Clean up  
Gym  
Dismissal  
Duty | No predetermined format  
She has her own format: Whole group  
Orange group  
Blue group |
| **Beliefs** | Lesson plans are very important to guide the teacher. | Lesson plans are important and should be done ahead. | Lesson plans are useful to guide her day. |
| **Details** | Amount of detail depends on the book and the instructional practice. She writes pages when she plans on reading a new book. | Amount of detail depends on the book and the instructional practice. If she doesn’t know the book, she writes what she will do in detail. | She does not use detailed plan but outlines the lesson. |

Table 5.5: The characteristics of teachers' lesson design during children’s literature.

(Continued)
<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Teacher T</th>
<th>Teacher J</th>
<th>Teacher P</th>
</tr>
</thead>
<tbody>
<tr>
<td>General observation</td>
<td>The teacher filled in forms and put sticky notes on the page, and took notes on the sides of the planning paper.</td>
<td>The teacher filled in forms and put sticky notes on the page, and took notes on the sides of the plan paper. She also wrote notes on a piece of paper about questions to ask and pinpoints to draw students’ attention.</td>
<td>She wrote on a piece of paper the skeleton of the whole day.</td>
</tr>
<tr>
<td>Planning for Read Aloud</td>
<td>She wrote the name of the book, the name of the author, general questions, and ideas to pinpoint on the formatted plan.</td>
<td>She wrote the name of the book, the name of the author, general questions and teaching points on the formatted plan.</td>
<td>She wrote the name of the book, the name of the author and brief reminders for her. She did not write any more information such as questions.</td>
</tr>
<tr>
<td>Planning for Guided Reading</td>
<td>She wrote the names of the students for that day’s group, the goal for this group, what they would gain, and how she would implement the session step by step. She wrote detailed three-page descriptions. She especially planned her introduction of the book to the students.</td>
<td>She wrote the names of the students for that day’s group, the name of the book, the name of the author, general questions and teaching points on the formatted plan.</td>
<td>She wrote the name of the groups, the name of the book, and the name of the author. She did not write any more information.</td>
</tr>
</tbody>
</table>

Continued
Table 5.5: Continued

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Teacher T</th>
<th>Teacher J</th>
<th>Teacher P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reasons</td>
<td>She experienced planning read aloud a lot and she knew the books well that she did not feel to have a detailed plan. It was in her head. But, she wrote some specific questions, specific information, and the points to which she needed to draw students' attention. However, she had very detailed plans for the books that she did not know well and for the instructional practices that she planned to do in different way.</td>
<td>She had the experience with books and instructional activities and knew what she was going to do and how she was going to do it. However, she wrote notes to herself in the formatted plan including some specific questions and teaching points.</td>
<td>She has been teaching for so long that she preferred just to outline her plans and used no specific format. She did not write questions because she knew what she was going to do. Also, she left questions to students because they came up with many, providing learning opportunities.</td>
</tr>
</tbody>
</table>

Teacher T and Teacher J's lesson plan formats are similar in some ways. Teacher P had her own format. All the teachers included instructional practices in their plans. For example, in the read aloud section, all teachers wrote the names of the books, what they would do, and some questions or words for to focus on. Teacher T's plan was more detailed than others. Teacher P preferred outlining (for example, small notes about basic instructional activities for the day). For Teacher T and Teacher J, the amount of detail for the plan depended the type of book and the activity. For Teacher P, outlining was enough to guide her reading instruction.
2. b. What are the Characteristics of Teacher Behavior?

To answer this question, I documented the characteristics of behaviors through observations and the questionnaire. The results of cross case analysis are described in this section. Characteristics of teachers' programs and plans, selection of books and materials, and behavior during instructional activities are respectively described and analyzed.

**Teachers' Programs and Plans.**

All teachers had a designated curriculum, driven by their districts. The district determined the content themes they were required to teach. All teachers had the freedom to choose materials and use them for instruction. So, it could be stated that teachers had freedom as long as they fulfilled state and district requirements. In planning their literature programs, the primary source each used is indicated in the Table 5.5. This information is drawn from analysis of the questionnaire.

<table>
<thead>
<tr>
<th>The resources</th>
<th>Teacher T</th>
<th>Teacher J</th>
<th>Teacher P</th>
</tr>
</thead>
<tbody>
<tr>
<td>My own teaching guides and lesson plans</td>
<td>X (in connection with district curriculum)</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>A published teacher's guide of my own choosing</td>
<td>----</td>
<td>X (From the Journal A to Z and the book The Web and other teachers)</td>
<td>----</td>
</tr>
<tr>
<td>A district provided teacher's guide(s)</td>
<td>----</td>
<td>----</td>
<td>X (The district guide guides only my plans)</td>
</tr>
<tr>
<td>A published literature program (e.g. Scholastic Bridges)</td>
<td>----</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>Other</td>
<td>----</td>
<td>----</td>
<td>----</td>
</tr>
</tbody>
</table>

Table 5.6: The resources teachers used.

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As it is seen in the table, the teachers fulfilled the district requirements; however, they chose sources in the ways they wanted.

*Materiales and book selection.*

All the teachers were readers who loved reading books. They had such a good time reading themselves that they wanted to instill in their students the same tastes and enjoyment of reading. Teaching in a literature-based program provided them the opportunity to expose children to many books and genres. All the teachers listed their favorite books and authors and explained that they wanted students to be familiar with them. Evidence from interviews and observations indicates that teachers choose books according to

- the purpose of the reading activity;
- descriptive language;
- rich language;
- writing styles;
- story development (plot);
- high quality illustrations;
- quality example of genre;
- students' needs; and,
- students' interests.

The responses of teachers to questionnaire are compared in Table 5.7.
<table>
<thead>
<tr>
<th>Teachers</th>
<th>Most frequently used (1)</th>
<th>(2)</th>
<th>(3)</th>
<th>(4)</th>
<th>Least frequently used (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher T</td>
<td>The literary quality of the books</td>
<td>Children's interests in the books</td>
<td>My curricular needs</td>
<td>The skills that the books can be used to teach</td>
<td>Mandates from my district or building</td>
</tr>
<tr>
<td>Teacher J</td>
<td>The literary quality of the books</td>
<td>My curricular needs</td>
<td>Children's interests in the books</td>
<td>The skills that the books can be used to teach</td>
<td>Mandates from my district or building</td>
</tr>
<tr>
<td>Teacher P</td>
<td>The literary quality of the books</td>
<td>My curricular needs</td>
<td>The skills that the books can be used to teach</td>
<td>Children's interests in the books</td>
<td>Mandates from my district or building</td>
</tr>
</tbody>
</table>

Table 5.7: The reasons teachers select children’s books.

As it is seen in the table the teachers have their own reasons of choosing books that they ranked the importance. They did attend to curricular needs, but their book choices were based mainly on the quality of literature especially on literary purposes. For all teachers, the least likely reason for choosing books was district mandates. Teacher P tended to take potential for skills teaching into consideration more than the other two. Teacher T placed more emphasis on children’s interests.

Based on questionnaire they stated that books they choose provide opportunities

- to observe students progress in reading;
- for projects and extension activities;
- to conference with students;
- to enter reading logs and journal; and,
- for students to make book reports.

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Teachers indicated that students experience these opportunities in different times with different books.

Teachers indicated choice of materials on the questionnaire. Their responses are summarized in Table 5.8.

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher T</td>
<td>Multiple copies of books, classroom library, charts of poetry, texts created by students, big books, children's own writing, her writing, varied genres of texts.</td>
</tr>
<tr>
<td>Teacher J</td>
<td>Teacher-made worksheets/activity cards, commercially prepared worksheets, multiple copies of books, classroom library, poetry, non-fiction excerpts, magazines, puzzles, games</td>
</tr>
<tr>
<td>Teacher P</td>
<td>Teacher-made worksheets/activity cards, commercially prepared worksheets, multiple copies of books, film strips and video of books, classroom library, basal reader, artifacts</td>
</tr>
</tbody>
</table>

Table 5.8: Materials used in teachers’ reading instruction.

Teachers had same/similar reasons for choosing good books and materials and they also varied materials according to the purposes of their lessons. However, they also had differences in terms of preferences and reasons for choosing books and materials. Teacher T chose books with unique illustrations so that she would open up conversations. Teacher T also chose books just to read to her students for the purpose of exposing them to good books. She did not preferred games as a tool in her instruction. Teacher J prefer using children’s books both literary purposes and extension activities, which she sometimes created herself or took from commercially prepared books. Teacher J and Teacher P liked to use a variety of materials such as video, or puzzled along with
children's books. Teacher P mentioned that she sometimes used some activities from basal reading booklets.

Behaviors in Teachers' Instructional Practices

Teachers implemented various instructional practices. Each teacher talked about the importance of their practices and how they preferred to implement them. Interviews and observations provided information about these instructional practices.

First, I present the teachers' responses to the questionnaire about instructional practices. Then, teachers' behaviors in each practice were cross case analyzed and are presented in tables with discussion.

<table>
<thead>
<tr>
<th>Statements</th>
<th>Teacher T</th>
<th>Teacher J</th>
<th>Teacher P</th>
</tr>
</thead>
<tbody>
<tr>
<td>I choose books according to the themes that children have suggested and</td>
<td>Strongly Agree</td>
<td>(SA)</td>
<td>Neutral (N)</td>
</tr>
<tr>
<td>according to their interest and choice</td>
<td>(SA)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I use various practices such as reading aloud, quiet reading and</td>
<td>(SA)</td>
<td>(SA)</td>
<td>(SA)</td>
</tr>
<tr>
<td>discussion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>As a reading teacher, I let children develop their own ideas</td>
<td>(SA)</td>
<td>(SA)</td>
<td>(SA)</td>
</tr>
<tr>
<td>I prepare various activities from children's books</td>
<td>Neutral (N)</td>
<td>(SA)</td>
<td>(SA)</td>
</tr>
<tr>
<td>I encourage children to read and get involved with at least two books.</td>
<td>(SA)</td>
<td>(SA)</td>
<td>(SA)</td>
</tr>
</tbody>
</table>

Table 5.9: Results of responses to instructional practices of the questionnaire.
The responses to the questionnaire and the observations in the classroom showed that teachers valued their instructional practices. They differed in the degree to which they chose books based on prescribed curriculum themes and then prioritized children's needs and interests. Teacher J followed curriculum themes, as she indicated in the interviews; however, she explained that among these themes, she had the control of choosing books and preferred to base them on children's interests and choices. However, they all chose district mandates last, which means they preferred their choices of books instead of district recommendations. They only implemented district requirement when they had to follow the curriculum.

Another difference among these teachers was that only Teacher T believed in using children's literature for the sake of good quality books and she rarely planned extension activities of the books and instructional practices. She did not approve of tearing a good children's literature book apart for specific content or instructional activities. Instead, she let children develop what they needed to do, responding to books. I mainly observed her reading to children. Sometimes children wrote stories and illustrated them; they also did drama, role-play, and journal writing as extension activities, which emerged from students' suggestions, choices and interests.

*Characteristics of teachers' behaviors in read aloud.*

From my classroom observations I gathered descriptive data to compare the instructional behaviors of these three teachers.

All teachers read aloud at least twice each day in their classes. Read aloud was also in the daily plan of Teacher T and Teacher J. All three provided a variety of books in many genres, for example, storybooks, non-fiction, poetry, and chapters books, from
various sources. Teacher J and Teacher P brought into the classroom various materials such as newspapers, videos, and puzzles and games.

Teachers used read aloud for similar purposes, including

- engaging students in listening and reading;
- modeling fluency of reading;
- providing sense of a story and the structure of a story;
- responding in the whole class activity;
- sharing experiences;
- learning from each other;
- learning to appreciate the value of books;
- engaging with the book and with the discussions; and,
- helping them think critically.

Teachers used similar techniques in read aloud sessions, including brainstorming, questioning, eliciting, expressive reading, prediction, drama, role play, rewriting, retelling, constructing story from the illustrations, constructing illustrations from texts.

Of these teachers, Teacher T spent a longer amount of time in prereading discussions and in story reading. She talked about the cover pages, front pages and end pages. She drew students' attention to specific points and created discussions among students. I observed detailed discussions in every read aloud in Teacher T's class as compared to very brief discussion in the other two classes. Her read aloud focused more on discussion than did other teachers' read aloud practices. The overview of time spent on discussions in read aloud is presented in the table below.
<table>
<thead>
<tr>
<th>Teachers</th>
<th>Read aloud sessions</th>
<th>Beginning and ending time of the session</th>
<th>Discussion Time frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher T</td>
<td>Carl Goes to Day Care by Alexandra Day</td>
<td>1:00pm-1:53pm</td>
<td>1:00pm-1:21pm prediscussion</td>
</tr>
<tr>
<td></td>
<td>A Treeful of Pigs by Arnold Lobel,</td>
<td>1:00pm-1:34pm</td>
<td>1:00pm-1:19pm prediscussion</td>
</tr>
<tr>
<td></td>
<td>Too Much Noise by Ann McGovern</td>
<td>1:30pm-2:04pm</td>
<td>1:30pm-1:39pm prediscussion</td>
</tr>
<tr>
<td></td>
<td>Jack and the Beanstalk by John Howe</td>
<td>9:47am-10:30am</td>
<td>9:47am-10:00am prediscussion</td>
</tr>
<tr>
<td></td>
<td>Jack and the Bean Tree by Gail E. Haley</td>
<td>1:05pm-1:31pm</td>
<td>1:05pm-1:20pm prediscussion-comparison of the books</td>
</tr>
<tr>
<td></td>
<td>Wilfred Gordon MacDonald Partridge by Mem Fox</td>
<td>1:03pm-1:30pm</td>
<td>1:03pm-1:13pm prediscussion</td>
</tr>
<tr>
<td></td>
<td>Jack and the Beanstalk by Steven Kellogg</td>
<td>9:31am-10:45am</td>
<td>9:30am-10:00am prediscussion</td>
</tr>
<tr>
<td></td>
<td>Napping House by Audrey Wood</td>
<td>9:38am-10:15pm</td>
<td>9:38am-9:50am prediscussion</td>
</tr>
</tbody>
</table>

Table 5.10: Beginning and end time of read aloud sessions with prediscussion time frame of the three teachers.

(Continued)
Table 5.10: Continued

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Read aloud sessions</th>
<th>Beginning and ending time of the session</th>
<th>Discussion Time frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher J</td>
<td>Rechenka’s Eggs by Patricia Polacco</td>
<td>10:00am-10:40am</td>
<td>10:00am-10:08am prediscussion</td>
</tr>
<tr>
<td></td>
<td>Rosie’s Walk by Pat Hutchins</td>
<td>1:10pm-1:40pm</td>
<td>1:10pm-1:20pm discussion about the illustrations</td>
</tr>
<tr>
<td></td>
<td>Little Blue Little Yellow by Leo Lionni</td>
<td>9:28am-9:40am</td>
<td>9:28am-9:32am prediscussion</td>
</tr>
<tr>
<td></td>
<td>A Flea Story by Leo Lionni</td>
<td>9:00am-10am</td>
<td>9:00am-9:10am prediscussion</td>
</tr>
<tr>
<td></td>
<td>The Grey Lady and Strawberry Snatcher by Molly Bang</td>
<td>1:17pm-1:57pm</td>
<td>1:17pm-1:25pm prediscussion</td>
</tr>
<tr>
<td></td>
<td>Arthur’s Eyes by Mark Brown</td>
<td>12:00noon-12:30pm</td>
<td>12:00noon-12:05pm prediscussion</td>
</tr>
<tr>
<td></td>
<td>Down By the Bay by Alan Daniel</td>
<td>12:05pm-12:26pm</td>
<td>12:05-12:10pm prediscussion</td>
</tr>
</tbody>
</table>

Continued
Table 5.10: Continued

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Read aloud sessions</th>
<th>Beginning and ending time of the session</th>
<th>Discussion Time frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher P</td>
<td>Deep In the Forest by Brinton Turkle</td>
<td>1:00pm-1:35pm</td>
<td>1:00pm-1:12pm prediscussion</td>
</tr>
<tr>
<td></td>
<td>Cactus Hotel by Brenda Z. Guiberson</td>
<td>10:10am-10:53am</td>
<td>10:10am-10:19am Pre-discussion</td>
</tr>
<tr>
<td></td>
<td>Easter Eggs-poem reading</td>
<td>9:35am-9:57am</td>
<td>9:35am-9:40am prediscussion</td>
</tr>
<tr>
<td></td>
<td>City Storm by Rebel Williams</td>
<td>1:30pm-2:00pm</td>
<td>1:30am-1:37am prediscussion</td>
</tr>
<tr>
<td></td>
<td>Good Home by Houghton Mifflin Literacy Readers</td>
<td>1:00pm-1:32pm</td>
<td>1:00pm-1:07pm prediscussion</td>
</tr>
<tr>
<td></td>
<td>Frog and Toad together by Arnold Lobel</td>
<td>9:37am-10:10am</td>
<td>9:37am-9:43am prediscussion</td>
</tr>
<tr>
<td></td>
<td>Frederick by Leo Lionni</td>
<td>1:00pm-1:53pm</td>
<td>1:00pm-1:14pm prediscussion</td>
</tr>
</tbody>
</table>

The table shows that Teacher T spent more time for read aloud and also for prediscussions in the read aloud sessions. She also continued discussion throughout reading. Teacher J spent more time on extension activities than other two teachers. Teacher T let students choose what they wanted to do with the book that she read aloud. Teacher P spent sometime with discussion in some of read aloud sessions and she preferred questioning in her discussions.

Drama and role-play were used in Teacher T's practice more than in those of Teacher J and Teacher P. Teacher T did not prepare activities or distribute any teacher-made activity sheets as extensions. Both Teacher J and Teacher P prepared activities to
extend read aloud. Teacher T let students decide what to write and what to illustrate—basically what activity they would like to connect with the read aloud sessions. Some students chose to role-play, and some students chose to write their own versions of stories. Teacher J and Teacher P used writing as extension activities; these were preplanned and prepared. The rest of the instructional techniques mentioned above were used by all teachers.

There were common behaviors in the attitudes and responses of the teachers in read aloud sessions. These are

- letting students make decisions when is appropriate;
- valuing students' contribution;
- motivating students back on task through modeling, encouragement and praise;
- sharing their personal information with students; and,
- encouraging students through praise.

Teachers responded similar ways in their attitudes toward students' reaction and responses. Their responses seemed constructive and encouraging.

The differences among the behaviors of the teachers were between Teacher T and the other two teachers. Teacher T tended to be more theoretically oriented, less likely to use assigned extensions, more thorough and thoughtful in thinking about texts and planning lessons, spent more time talking with children about books, and more likely to use open ended extensions such as drama.

*Characteristics of teachers' behaviors in guided reading.*

Teachers encouraged guided reading in their classrooms implementing it at least once a day. They chose guided reading books according to students' ability levels and
interests. The complexity and the nature of the books they chose were based on the particular group and what they aimed to teach those students. They used eliciting, introducing, brainstorming, questioning and predicting techniques.

Teacher T used most of her time introducing the leveled book to the group before reading. She engaged them in discussion and provided necessary information to support their reading. She looked for “teachable moments” to inform students. Teacher J and Teacher P focused on questioning and spent a greatest amount of time introducing unknown vocabulary and providing information.

All teachers used guided reading for similar purposes, including

• observing students reading development;
• determining what where they are in their developmental level;
• assessing what they need to move further in their development;
• determining what strategies they have;
• understanding what strategies they need to develop;
• helping them teach each other in the group;
• modeling effective reading;
• sharing ideas and behaviors that represent effective reading;
• working with individual students; and,
• working with students’ weaknesses and strengths.

Teachers exhibited behaviors for teaching similar reading strategies. They were helping students get meaning from illustrations, use letter sound relationships, reread for meaning, notice rhyme, ask questions, relate text to real life experiences and notice relationship between text and illustrations. In her teaching for strategies, Teacher T
tended to emphasize discussion and understanding more than she did word study. Teacher T preferred to use minilessons to work on knowledge of sound-letter relationships and vocabulary. Teacher J tended to focus on her strategy instruction more on vocabulary, sight words, word work, and rhyming. Teacher P emphasized questioning and providing the meaning of unknown words.

All teachers focused to teach reading strategy behaviors. Teachers aimed to support the growth of students' language learning in guided reading activities as well. The teachers encouraged students to use their background knowledge in the guided reading since they believed the connection of real life experiences. Students' engagement with the text was important for them. The aims in guided reading were the same for all; however, their ways of introducing books or providing information differed as explained above.

*Characteristics of teachers' behaviors in independent reading.*

All teachers used independent reading at least once each as shown in their daily plans. They let students choose the books that interested them. Teacher T and Teacher J tended to make sure that students also choose books that were appropriate for their levels. All teachers were available to students to help meet their needs. At the beginning of the school teachers stated that they did independent reading so that students could independently practice effective reading activities for the rest of the year. Teacher T tended to read with students one to one when they requested; however, students chose what they wanted to read. Teacher J preferred one to one reading to help individual student develop as readers. She said her interactions were based on students' strengths.
and weaknesses. Teacher P read with individual students in their independent reading based their request to read with her their own choice of books.

Teachers used independent reading for similar purposes, including

- having quiet time with books;
- seeing and assessing their development on their own;
- practicing their strategies; and,
- practicing their own styles of reading.

*Characteristics of teachers' behaviors in other instructional practices.*

Teachers used one to one reading within different instructional contexts. Teacher J engaged in one to one reading twice a day with several students. For Teacher T and P one to one reading occurred as needed, mostly during work time or independent reading as requested by individual students. The purposes for one to one reading were the same with those for guided reading. Teachers focused on observing individual students and meeting their needs.

Games were implemented for a variety of instructional purposes in Teacher J and Teacher P's classes. Teacher T did not spend time on games. She believed that students could play games together in their free time. Teacher J played word games with students to expand their vocabularies and knowledge of sight words. Teacher P used informational games, word games and sentence structure games. These teachers believed that games contributed to students' learning. They explained the games and sometimes participated; sometimes they just observed students' engagements and learning.

Minilessons were used as part of instruction in all three classrooms. The aim of minilessons was to provide instruction in phonics, writing, spelling, sentence structure,
punctuation, and mechanics of writing. Teacher T used minilessons and also teachable moments to teach spelling and sentence structure or any other information for students. While Teacher T was teaching in mini lessons, she used small white boards and sometimes charts to show the examples of sentence structure or phonics principles. She provided examples and engaged students in discussions and questioning. They made lists of rules for sample sentences and hung them on the wall (for example, a list of verbs with -ing endings). Teacher J used a similar system when working with individual students but used less discussion and questioning. Teacher P used games in her minilessons to help students to understand sentence and grammar rules. Teacher P's mini lesson were mostly games and helping students correct writing.

All teachers used one to one instruction to work with individual students and the group mini lesson was an important part of instruction for all the teachers. The difference among them was that Teacher T did not include games as part of reading instruction as opposed to Teacher J and Teacher P, who explained that they valued and included games in their reading instruction.

Q 2. c. How Do Children Respond to Literature-Based Instruction?

Children's response to literature-based instruction was evident in their observed behaviors.

Students were provided books in a variety of genres. They were surrounded by books and used books in all their activities. I observed students showing the similar behaviors in the classrooms of these three teachers. These behaviors included watching, listening, responding, observing, discussing, sharing ideas, participating in discussions and activities, making choices, and creating and illustrating stories.
Students' responses are indicated by behaviors are outlined below. Behavior excerpts were presented in the previous chapter.

In all three classrooms students responded to instruction in the following ways:

- drawing the teacher's attention to specific points in the book;
- showing interest by getting closer to the book to see;
- sharing their experiences related to the story;
- talking about characters and story lines in the book;
- listening to read aloud and answering questions from students or the teacher;
- asking further questions to understand, clarify or confirm what they are getting from the books;
- participating in rhyming, or reading with the teacher;
- bringing ideas or books to the instructional activities;
- engaging constructing texts from illustrations and constructing illustrations from text;
- talking about books, characters, and stories;
- engaging with the content;
- being willing to read independently in and outside of the classroom;
- sharing what they had read with their peers;
- modeling and imitating teacher reading;
- reading with other students;
- engaging in writing stories;
- engaging in extension activities such as games, drama, role play; and,
- showing enthusiasm for books, book choice and activities.
These statements are based on the behaviors students displayed during observations, which were presented as excerpts in the previous chapters.

In their answers to the questionnaire about observing students, based on their observations of students, all teachers strongly agreed with these statements in the questionnaire.

1. Children are highly motivated and enthusiastic about children's literature.

2. Children are eager to read picture books by themselves.

3. Children show reading progress with the help of children's literature.

4. Children recognize some letters sounds and words because of exposing to various children's literature in the class.

5. Children learn from each other more with the help of books and activities from children's literature.

All the teachers indicated that students' interest in books and instructional activities vary by individual. Some students were more comfortable with one-to-one work and some students were more active and showed more positive attitudes in read aloud. The extent to which they engaged in and respond positively to books and activities depended on their comfort levels with activities and their interest in the books. Some books were more motivating than other books. In general, they thought that children showed positive attitude toward books and instructional activities.
Question # 3

What are the Relationships between Teachers' Knowledge and Beliefs about Reading Instruction and their Classroom Practice?

Q 3. a. To What Extent Do Lesson Plans Represent What Expert Reading Teachers Say They Believe?

All three teachers believed that it was necessary to make daily plans to provide effective instruction. Teacher P did not prefer to make detailed daily plans because she knew what she was going to do. She had been teaching a long time and wrote them "in her mind." The other two teachers believed strongly that if the instructional activity were different or if the book were new and being introduced for the first time, then the teacher needed a detailed plan so that she could achieve her goals. However, if they had taught the books before, it was "second nature" for them to know what they would do. In this situation, jotting down some notes for themselves was enough.

I observed their practices and compared them with the plans. Teacher T and Teacher J made detailed plans for some books and left room for teachable moments. Teacher P made outlines for the lesson and expected students to bring up points and discussion subjects throughout reading. Experience with the books determines how much planing was needed. These teachers implemented what they planned and confirmed their beliefs through their plans as well.

Their beliefs about the development of the reading process, language development, children's literature, and reading instruction were somewhat consistent with that they wrote and included in their daily plans. In Table 5.1 I present areas of consistency between what teachers believed and what they reflected in the lesson plans.

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<table>
<thead>
<tr>
<th>Teachers' beliefs</th>
<th>Nature of their lesson plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children learn through reading</td>
<td>There are two read aloud predetermined sessions in their plans.</td>
</tr>
<tr>
<td>Children grow at developmental level</td>
<td>They wrote individual or a group of students' names with their needs or areas to work on.</td>
</tr>
<tr>
<td>Oral language development is very important.</td>
<td>They wrote the questions to ask the points to draw students' attention, or detailed introduction of the books that were new so they could creating discussions.</td>
</tr>
<tr>
<td>Illustrations are powerful tools for students</td>
<td>Teacher jotted down detailed notes about illustrations and what they would draw the attention to, how they would present or what to expect from illustrations.</td>
</tr>
</tbody>
</table>

Table 5.11: The consistency between what they believe and what they reflect in the lesson plans.

I drew some conclusions from the data and the analysis. Although teachers used different lesson plan systems for their reading instructions, they all guided their lessons with plans, detailed or undetailed, that were consistent with their beliefs.

**Q 3. b. To What Extent Do Instructional Practices Represent Expert Reading Teachers Beliefs?**

There was congruence between teachers' beliefs and their practices. There were very few inconsistencies between what teachers believed and what they implemented in the classroom. The congruence and inconsistencies are presented in the tables below.

Excerpts from data, observations and analysis were presented in Chapter 4.
<table>
<thead>
<tr>
<th>Beliefs</th>
<th>Instructional practices (behaviors)</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Children learn through reading.</td>
<td>Teachers provided various quality books, genres, and various instructional practices.</td>
</tr>
<tr>
<td>*Quality books with good instruction provide and support of the growth of the reading process.</td>
<td></td>
</tr>
<tr>
<td>*Learning reading should be connected to real life.</td>
<td>Teachers let students bring their background knowledge, share stories from their daily lives and connect other experiences and books outside of class or activity.</td>
</tr>
<tr>
<td>*Real life experiences should be included in the teaching and learning in the classroom.</td>
<td></td>
</tr>
<tr>
<td>*Social interaction is very important for reading development.</td>
<td>Teachers created discussions through various books and socially constructed activities such as read aloud, guided reading, which allows and promotes discussion and interaction.</td>
</tr>
<tr>
<td>*Life-long reading should be emphasized.</td>
<td>Various reading activities were provided, and various books and genres were introduced and implemented in the activities. The value of reading was emphasized through these reading activities. For example, independent reading activities allowed them to choose their books, which was the investment for their outside of classroom reading behaviors.</td>
</tr>
<tr>
<td>*Children grow in different ways and at different developmental levels.</td>
<td>Teachers used guided reading activities and grouping to provide good instruction for their levels. Observation of guided reading and one to one reading showed that teachers prepared activities for specific students or groups to meet individual student's needs.</td>
</tr>
<tr>
<td>*Reading teachers should have knowledge of theories and instructional practices.</td>
<td>Observations and interviews showed that teachers were improving themselves through professional reading, conferences, workshops, collaborations with other teachers, connection with the university staff. They also talked about many theories.</td>
</tr>
<tr>
<td>*Literature should be the primary components of a reading program.</td>
<td>Teachers chose to teach in literature-based programs, which provided as primary component of reading program.</td>
</tr>
</tbody>
</table>

Table 5.12: Congruence between all teachers' beliefs and their instructional practices.

(Continued)
Table 5.12: Continued

<table>
<thead>
<tr>
<th>Beliefs</th>
<th>Instructional practices (behaviors)</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Illustrations are powerful tools and should be provided for instructional purposes.</td>
<td>Teachers let students talk about illustrations, drew their attention to illustrations in reading activities and helped them construct meaning and write stories from illustrations, construct illustrations from texts and do writing and other instructional activities such as role play.</td>
</tr>
<tr>
<td>*Phonics instruction should be embedded into contexts.</td>
<td>Mini lessons and writing extensions served for teachers' phonics instruction. The extension of reading activities allowed for mini lessons and provided a meaningful context for teachers' activities. Teachable moments also served for their phonics teachings.</td>
</tr>
<tr>
<td>*Modeling is very important.</td>
<td>Teachers modeled how to choose books by talking about them and showing how they made their own choices. Good reading behaviors were modeled by the teachers throughout instructional practices.</td>
</tr>
</tbody>
</table>

The table below shows the variations among teachers in their beliefs and practices. Even though some of their beliefs differed among teachers, all implemented and reflected their beliefs in their reading practices. The Table below presents congruence between the different beliefs of teachers and their practices.

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Table 5.13: Variations in beliefs of teachers and their instructional practices and consistency between their beliefs and their behaviors.

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Teacher beliefs</th>
<th>Instructional Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher T</td>
<td>*Children should be encouraged to go beyond their levels. *Children’s literature shouldn’t be used to provide extension activities or children’s literature. It shouldn’t be torn apart for instructional purposes.</td>
<td>*She mixed different levels even to teach strategies. The aim was to share the good reader strategies by the other members of the group. Teacher T also provided books with more complicated and sophisticated vocabulary. *Teacher T did not use any preplanned materials or teacher-made sheets. She let students decide what they wanted to do at the end of reading to stretch themselves with the book. Students decided to write stories and illustrate them.</td>
</tr>
<tr>
<td>Teacher J</td>
<td>*Teachers should provide appropriate materials according to their levels. *Children’s literature should be used to provide meaningful extension activities for the instructional purposes</td>
<td>*She chose books according to level of the groups in her guided reading. *Teacher J used various materials copied from book guides as the extension activities for the reading practices. She also prepared follow up activities related to the book.</td>
</tr>
<tr>
<td>Teacher P</td>
<td>*Teachers should provide appropriate materials according to their levels. *Children’s literature should be used to provide meaningful extension activities for the instructional purposes</td>
<td>*She chose books according to the level of the groups in her guided reading. She made sure that students would be able to read the books especially in guided reading. *Teacher P used various materials copied from book guides as the extension activities of the reading practices. She also prepared follow up activities, related to the book.</td>
</tr>
</tbody>
</table>
There were also a few inconsistencies between teachers’ beliefs and their practices. The Table below presents the incongruence between the beliefs and practices of teachers.

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Teachers' beliefs</th>
<th>Teachers' practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher T</td>
<td>*Teachers should make decisions in their choices of books and instructional practices.</td>
<td>*Teacher T was free to choose activities and books but she had to cover the district requirements.</td>
</tr>
<tr>
<td>Teacher J</td>
<td>*Teachers should make decisions in choices of books and instructional practices.</td>
<td>*Teacher J was free to choose activities and books but she had to cover the district requirements.</td>
</tr>
<tr>
<td></td>
<td>*Appropriate material choice is very important.</td>
<td>*Her choice of some books for guided reading did not seem appropriate for low group levels. I observed in one guided reading session that students had a hard time concentrating on the text because they couldn't read and lost their interest in reading.</td>
</tr>
<tr>
<td>Teacher P</td>
<td>*Teachers should make decisions in choices of books and instructional practices.</td>
<td>*Teacher P was free to choose activities and books but she had to cover the district requirements.</td>
</tr>
</tbody>
</table>

The Table 5.14: The inconsistencies between teachers' beliefs and their practices.
The table presented above explains the relationship between teachers' beliefs and practices in the classroom. In conclusion, teachers generally showed consistency between expressed beliefs and instructional practices. The inconsistency occurred in the fact that they stated they were free to implement their own instruction; however, they had to meet the needs and requirements of the district. Teacher J seemed to focus more on teaching strategy behaviors in a guided reading lesson when students tried to read the words and seemed to lose the interest to the text and the story, paying less attention to the book and the activity. The reason might have been that the choice of the book and the presentation of the activity might not have been appropriate. However, in other guided reading sessions, she showed consistency with her choices, beliefs and implementation.

Q 3. c. What are the Interrelationships between Children's Responses and Teachers Beliefs?

Observations, interviews and analysis showed that children's positive attitudes toward reading are correlated with teachers' beliefs. Teachers reflected their beliefs in their instructional practices, which influenced students' attitudes toward both books and instructional practices.

Teachers all believed that building prior knowledge to help students construct meaning within a new context is very important. Based on this belief, they provided instructional activities in which students had the opportunity to share what they knew and what they contributed from their own lives and stores of knowledge. They were encouraged by the teachers to share their opinions relating to their experiences.

Another belief was that modeling is an essential part of teaching and teachers should provide demonstrations for students. In addition, they believed that life-long
reading should be emphasized in instructional activities and they wanted to demonstrate their own love of reading. Students responded by watching and observing their teachers as they showed how to choose books and do independent reading. As a consequence, what teachers believed and reflected in their instruction indirectly affected students' responses to this belief.

Summary

This chapter overviewed cases providing cross-case analysis to answer the research questions of the study. Based on observations, field notes, interviews and questionnaire, teachers have theories and beliefs about children's literature, reading, teaching, learning, reading instruction and reading development. They reflect their beliefs through their instructional practices through which students grow in their reading development. There are important relationships among teachers' beliefs, their instructional practices and students' attitudes and responses to both beliefs and practices.
CHAPTER 6

DISCUSSION

Introduction

The growing interest in using children’s literature as a foundation for reading instruction led researchers and educators to ask how teachers can use literature effectively, to increase children’s reading achievement. Teachers’ selected approaches and instructional decisions are related to what they believe about how children learn to read, and about children’s literature and how it should be used in reading instruction. This study provided evidence that such relationship exists, as well as information about how and why teachers do what they do. In this section, I present a discussion of the findings. The implications of the study and questions for further research follow the discussion.

This study was implemented to increase our understandings of expert reading teachers’ perspectives and behaviors in a literacy program based on children’s literature. The study attempted to explore the knowledge and belief structures underlying the practice of expert teachers who teach through literature, the characteristics of their instructions in the classrooms, the relationship between teachers’ knowledge and beliefs about reading instruction and their classroom practices, and children’s responses and reactions to literature-based instruction. These three teachers were chosen from schools in
which a literature-based program was implemented and were studied over eleven months of time as they provided literacy instruction within varied contexts. Observations of teachers and their students in instructional activities such as read aloud, guided and independent reading, interviews with teachers, a questionnaire for teachers, and videotaping of instructional practices provided thick data which were analyzed in the NUD*IST program. Analysis of the data indicated that there were remarkable similarities among these three teachers who taught in different schools and had little contact with each other, that teachers had strong beliefs that were consistent with practice (a finding that contradicts some studies of theory versus practice), and that teachers with similar beliefs had their own ways of implementing and reflecting in the instructional practices.

This chapter first presents an overview and summary of teachers’ beliefs and practices within a teaching cycle. It, then, discusses the findings as related to the research questions followed by comparisons of findings with related literature. Finally, it presents and explores the implications for teacher educators and suggestions for further research.

*The Framework of the Interaction Cycle of this Study*

Figure 6.1 below provides a brief overview and serves as a summary of the elements that were observed and discussed in this study and the interaction cycle of the classrooms in the study. It is a framework that represents how I came to understand the beliefs and practices of these three teachers.
Beliefs

Influences on beliefs
*how they learned  *projects
*academic work  *conferences
*collaboration
*witnessing student development
*professional books

Teacher

Classroom designs/Lesson plans

Various Sources

Children books with various genres and other materials

Various sources

Read aloud Guided reading Independent Reading Others

Discussions Writing Story construction Prediction Art work

Student

Student

Student

Figure 6.1: The framework representing beliefs and practices of the teacher in this study.

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At the top of this figure are teachers' beliefs followed by the circle of influences. These influences lead teachers to their classroom designs and lesson plans by including and providing various materials and children's books. Teachers use these materials in their instructional practices, which are reflected and followed by their beliefs and the help of various sources. These instructional practices provide various activities for students, in which students respond and actively get involved with their peers and the teacher.

The cycle of the expert teachers’ reading instruction in this study, presented in the Figure 6.1 emerged from the discussions presented below.

Teachers' Theories and Beliefs

Teachers in this study were being selected as “expert” reading teachers, chosen by their principals, based on the criteria such as years of experience with literature-based programs and reputation for using literature. These expert reading teachers had strong beliefs from which their instructional practices emerged.

The teachers in this study had strong beliefs about the reading process and how children learn to read, about language development, and about children's literature and reading instruction. Information about their beliefs emerged from the analysis of the interview data and was confirmed by teachers' responses to the questionnaire. During interviews, for example, all teachers indicated that their belief systems were the most important component in their decision-making about instructional practices. They were convinced that they should base practices on beliefs and that practices and were open to learning new ideas and sharing perspectives that could enrich and enhance their teaching.

Although they were working in different schools and had essentially no contact with each other, across these teachers there were enormous consistencies in their belief
systems. All expressed the belief that every child can learn and every child contributes
valuable information to her/his own learning and to the learning community of the
classroom. All valued the voice in work of each child and appreciated and encouraged
children's contributions to the teaching and learning in the classroom. Their beliefs about
the power of children's literature in reading development were confirmed by the rich
variety of children's books in varied genres that they provided in classrooms. All teachers
listed among the benefits children books, rich language, elaborative and unique
illustrations, style of writing, and the development of story. Books were important not
only to develop children's reading abilities but also to ignite their learning drive by
interacting and connecting to their lives. Teachers reported that they would not simply fill
the shelves with children's books and lay them around for children to read. In addition,
they acted as models- demonstrating how to look at the book, what was important in the
books, how to choose a good book, how to address an issue, how to value books and
modeling and overall love of reading. All three teachers explained that love of reading
becomes the basis for being a life long reader. All the teachers expressed the belief that
learning to read is meaningful if it is connected to the life experiences of children, and
that meaningful reading starts early and must be emphasized throughout reading process.

These expert teachers were also similar in their belief that each child learns
through interaction at his or her own developmental level and makes progress at his/her
own pace. Instead of seeing the children as a homogenous group of objects ready to be
filled with knowledge and information, they saw children as individuals who had
particular strengths and needs. They observed children and listened to them to gather
information about what they know and what they need. These teachers held the view that
children are different from each other but that all are somewhere along a developing continuum. They saw their responsibility as stretching children farther from their developmental levels.

Social constructivism was a crucial concept, which informed teachers' instructional practices. The belief that meaning-making occurs through social interaction in the social context helped them to design and plan interactive environments in which children could build their own knowledge, actively processing it through interaction with their teachers, their peers, the variety of books, and learning activities.

These teachers also expressed the belief that reading teachers should have a strong knowledge base for how children learn to read and as well as how teachers can be more effective in their reading instruction. This study revealed that these teachers were aware of learning and reading theories as well as of their roles as constructive teachers. All of them concluded that their academic work, collaboration with other teachers and exchange ideas with colleagues contributed to their roles in constructive teaching. Cooperating with professors at Ohio State helped them formulate and reconstruct their beliefs, theories and practices. It appears that their graduate programs, collaboration with colleagues and participation with professors at Ohio State influenced practice and helped to create this consistency across these three teachers.

As it is mentioned above, there were similarities in beliefs among these three teachers. However, these teachers differed in their beliefs as well. Teacher T was more theoretically oriented and provided theoretical information such as the names of researchers and writers in the interview. She also believed that children's literature should be provided to students, sometimes just for the sake of reading good and quality
books. She preferred open-ended extensions such as drama or role-play instead of copying and distributing teacher-created or teacher guidebook suggested activities. Her plans were more thorough and her grouping was more varied.

Teachers’ Instructional Practices

There were similarities among teachers’ practices. All were expert but implemented literature-based instruction somewhat differently.

Similarities were observed in many areas. All teachers provided various children’s books from a range of genres. They were similar in the criteria they used to select books, and all commented on what these books should contribute to their students’ learning and to the making of life long learners. They incorporated children's books into practices such as read aloud, guided reading, independent reading and other activities. These practices promoted social interaction and reciprocal communication. Teachers seemed to build interactive learning based on what they believe children can do and learn. All observed their students to note behaviors that provided evidence of what they knew and what they needed to know next. All used similar techniques for the management, encouragement, and the praise across their instructional practices. They grouped students for guided reading in various ways.

Differences did exist among these teachers. Teacher T tended to be more theoretically oriented and less dependent on activities, such as games or assigned papers. She used various professional books and sought the advice of professional colleagues. Mostly, she wanted students to choose their own ways of responding to and attending to the meaning of a text. She used varied extension activities, including writing, drama, and role-play based on what students wanted to do. The extension activities were students’
choices in the classroom. She rarely used pre-prepared materials as extension activities for reading sessions. Her lesson plans were more detailed than those of the other two teachers, sometimes including her plan for introducing the book to a guided group. She also incorporated a great deal of oral language experience into her instruction through discussion during read aloud and other reading activities. In contrast, Teacher J and P tended to focus on more hands-on learning and dependent on teacher-created or preplanned materials and activities. Teachers J and P used professional sources to help them understand what they were implementing in the classroom; however, they consulted these professional resources less than did Teacher T. In the interviews they elaborated and explained their theories, using more everyday language rather than would appear in theoretical literature (for example, aesthetic or efferent) than did Teacher T. Teachers J and P said that they believed in planning and did it regularly; however, their plans were less detailed than those of Teacher T. The amount of time they spent in the pre-discussion on the book, illustrations and the story was less than that of Teacher T. Teacher J and Teacher P often chose to extend learning through games, but Teacher T rarely used them in her instruction.

Students' Responses to Beliefs and Instructional Practices

The students in all three classrooms seemed to be interested in books and teachers' instructional practices. It appeared that the groups of students liked some books more than others although individual preferences varied. Students tended to be more interactive in some instructional contexts than others; also one student might be less active in responding to one book than to another. Student responses were generally positive but differed by content, text, and context. Teachers seemed to be aware of their students'
responses and to be able to predict their actions. Evidence of children's attitude came from my observation of their book choices, their responses, questions, predictions and comments during reading activities and their non-verbal behaviors toward books and reading activities. For example, they chose books carefully for their independent reading, got closer to the book in read aloud, and discussed the book after the read aloud. General observations indicated that students held positive attitudes towards reading activities, books and instruction.

Congruence between Teachers' Beliefs and Instructional Practices

In most instances, these teachers' practices were remarkably consistent with the strong belief systems they described. For example, they believed in children’s social interaction, and they provided time for discussion and also planned activities that allowed students to bring something to the learning situation. They believed in the value of wide exposure to literature and they provided a rich variety of children books in various genres. They valued student choices, and they demonstrated how to choose the quality books. They loved and valued reading, and they intentionally planned experiences to be pleasurable and interesting to instill life long reading habits in their students. They believed that students’ voices should be valued, and they let students make choices and encourage them to participate in activities and discussion. They listened to children and were interested in their ideas. Children's creativity was fostered by teachers' encouragement and varied instruction. Creativity was reflected in students' writing, reading, ways of presenting themselves in discussion and other activities. Teachers believed in observing kids to learn their developmental levels and assessing their strengths and needs; they kept records and analyzed children's behaviors so they would
know how to move them further in their reading development. They believed that what children do in the classroom should be meaningful and purposeful activities as well as connected to children's real life experiences. Teacher let students bring their background information into discussion and encouraged them to share with their peers in interactive ways. They believed phonics to be an important component of reading and they provided teaching of phonics through mini lessons and as embedded in "teachable moments" across the curriculum. They believed that oral language development is a crucial part of reading process, and they provided activities and discussion to promote oral language use.

The only inconsistency between teachers' beliefs and their instructional practices was their response to district requirements. While they believed in the role of teachers as decision makers, they followed the district requirements. They indicated that they had no other choice but to follow the requirements of the district even though they believed that teachers should be the decision makers rather than being told what to do. They also had testing to follow that the district required. They all indicated their desire to be included in the decision making in the district.

Comparative Findings

In this section, I explain the findings of this study and compare them to other findings explained and discussed in the literature review for this study. In terms of teaching strategies in guided reading, the results if this study were consistent with the findings of Baumann, Hooten and White (1999). Experience in guided reading seemed to help children become more competent in independent reading.
My findings were both consistent and inconsistent with other studies on teachers’ beliefs and practices and the relation between them. Richards et al. (1987) aimed to determine teachers' beliefs about good reading instruction. His findings about his subjects’ experiences, what they had learned in college and training and the types of course that they attended, were very similar to the findings about the teachers in my study. Although he only conducted TORP survey (DeFord, 1979) to 225 primary teachers he found that teachers’ answers reflected their experiences, their college training and the courses they attended. In my study, teachers referred to their experiences, talked about the courses they took at the college or conferences that they attended, and discussed how much they learned from these sources. According to the answers to the questionnaire of Richards et al.’s study, there is a consistency between what these three teachers believe and their instructional practices. Scharer’s study (1992) found that when teachers were provided information and knowledge about the role and the use of children’s literature, they better understood the value of children’s literature for instructional purposes and were more open to implementing them.

My study confirmed the fact that academic work, projects and conferences might expand teachers’ horizons and lead to the use of children’s literature for reading instruction. Evidence from this study also confirmed Zarillo’s (1989) findings with his first group subjects’ answers. In his study, teachers explained that they believed that students learn to read through reading and the use of literature should be integrated in the reading program. Lehman, Allen and Freeman (1990) studied teachers' beliefs about children's literature as the primary component of a reading program and the importance
of teaching critical thinking skills. They found that there was congruence between teachers' beliefs and their practices; the results from my study support their findings.

On the other hand some studies have indicated gaps between teachers' espoused beliefs and their practices. Walmsley (1992)'s interviews of forty-six classroom teachers, five school librarians and eight administrators indicated that they did not demonstrate an instructional philosophy for teaching through literature or to integrating literature into elementary curriculum. Moreover, they did not identify literature-based reading components such as read aloud, independent reading, nor did they mention introducing new authors, new topics and different genres to children. On the contrary, teachers in my study focused on different genres, various topics, and literary aspects of children's literature in their reading instruction and as a result, so did their students. Literary aspects of the book and author discussion were also ignored by the teacher subjects of Allen, Freeman, Lehman and Scharer's study (1995). My study showed consistency between teachers' beliefs and practices in terms of implementing the components of literature-based reading program and the literary aspects of book discussions.

In terms of students' responses and reactions to reading, books and instructional practices, my research findings were consistent with some findings by Eldredge and Butterfield (1986). These researchers found that, compared to students taught in basal programs, groups taught in literature-based programs were more likely to have interest in reading and to participate in discussions. These findings were of interest to me even though I did compare to reading programs. The students' responses in my study were similar to Eldredge's and Butterfields (1986) literature-based groups. Knipping and Andrea (1988)'s study is consistent with my own observation that students relate the
stories to their lives and bring their background knowledge to accommodate the new knowledge. In the Knipping and Andrea's study (1988), as in my study, children paid attention to the text and the illustrations in many ways. For example, one of the students in Teacher T's class noticed that the dog in Kellogg's book, *Jack and the Beanstalk*, was in his other book. This opened the conversation of the author's illustration style and content. The results of my study agreed with Knipping and Andrea's claim that first graders can produce sophisticated comments, compare stories, note details and make inferences by being exposed to various books and reading experiences.

Summary

In this study I examined expert reading teachers' beliefs and behaviors within a literature-based approach to instruction that rested on a theory of social constructivism. Even though teachers had slight variations within beliefs and practice among them, there was consistency across teachers and a very strong match between what they believed and what they implemented. We might say that this conclusion is expected given the level of expertise and that more novice teachers may not exhibit these similarities nor the consistency between belief and practice. Coming to understand, however, how these expert teachers acquired their ability to put theory into practice has important implications for professional development.

For example, teachers worked closely with a local university and not only experienced course work and conferences but got to know university professors and even participated in research. Interaction over time and involvement in inquiry may be keys.
Educational Implications of the Study

This study reveals the complexity of teachers’ decision making. Throughout each day, these expert teachers make decisions based on their strong belief systems. Although teachers' instruction varied in some ways, there were consistencies across the three classrooms. It could be that the remarkable similarity of beliefs led to coherence and consistency across classrooms. These findings offer support for helping teachers develop their own theories and forming deep and sophisticated belief structures.

Even though limited to three teachers, this study provides insights about the relationship between teachers’ beliefs and practices in the implementation of literature-based reading instruction. The characteristics of literature-based reading instruction, strongly based on teachers' belief systems, can inform teachers, administrators, scholars and educators who are in the process of implementing such programs. This in-depth study intended to show not only what these expert reading teachers believe and how they practice but also their reasons for instructional decisions. As a teacher educator who will be responsible for preparing reading teachers, the findings from this study hold many implications for what it means to prepare and support the developing expertise of reading teachers. Findings in this study provide ways for teacher educators to begin to develop the kinds of experiences that will support preservice and practicing teachers toward the expertise that these teachers demonstrate.

In this study, these three teachers demonstrated both the dispositions and the abilities that made them powerful and effective teachers. Their dispositions reflect their habits of mind and heart. One of the characteristic dispositions these teachers share is the ability to be reflective. The belief they hold that they are life-long learners motivates
them to learn and to reflect on their teaching and learning. In other words, they examine what they think, believe and do in the classroom. Furthermore, they not only focus on what they know but also give much thought to how they can improve themselves so that they fulfill their expectations in teaching. For example, these teachers watched themselves in videos and talked with me about what they saw in the videotape interviews. They evaluated themselves, took notes and shared both negative and positive aspects of what they did or what they would liked to have done.

Another disposition these teachers share is their belief that every child can learn. They all believe in children and see the best in them. Believing in children shaped these teachers’ attitudes positively in the classrooms and contributed to students’ life long reading process. For example, these teachers valued and appreciated the voice of each child in the classroom so that children were able to contribute to their own learning. The teachers provided and supported interaction in the classroom, creating an interactive atmosphere where students had the opportunity to contribute.

In addition, these teachers’ motivation and willingness to learn led them to seek out opportunities to benefit from various sources around them. For example, the teachers were aware of materials and sources and made these resources available not only to themselves but also to their students. Throughout my observations in these classrooms, teachers modeled reading and good library skills with quality book selections for their students.

In terms of abilities, the teachers in this study show a broad and deep knowledge base regarding the teaching of reading. This knowledge contributes to their teaching and helps them to be effective teachers. They differentiate instruction and bring various
valuable learning experiences to children. For example, these teachers implement balanced instruction in which they provide teaching experiences based on students’ needs. The teachers have the ability to create an effective teaching and learning environment for each child in the classroom. Through these experiences, most importantly, they attempt to create a love of reading as well as to teach strategies in the hope that children will become life-long readers and learners. In short, they view themselves as learners and help their children become life-long learners as well.

Even though they did not know each other, these expert teachers shared similar beliefs and experiences, as mentioned above. This lead to the question: How do we as teacher educators nurture the kinds of dispositions and abilities that these teachers demonstrated? In answering this question it is helpful to look at the professional experiences these teachers have in common, for, even though as teacher educators we can’t control personal factors, we can provide professional experiences to nurture the abilities and habits of mind and heart that these teachers showed.

One of the common experiences these teachers have is their relationship with an academic community, The Ohio State University in each of these cases. All of these teachers worked in collaboration with professors and educators in the university. They benefited from this access whenever they need to seek out answers and advise regarding their practice. The Literacy Collaborative at OSU also provided a framework for the theories and practices of these three teachers. The Literacy Collaborative provided common knowledge, information, and a framework of experiences for them. These expert teachers also got involved in research studies. They were active in studies both as researchers and as subjects of other researchers’ studies. Participation in these studies

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may actually nurture teachers’ dispositions and abilities to reflect upon their own teaching.

Another common experience was that these expert teachers had freedom in their material selections and teaching practices. The district and schools that they taught in allowed them choices as to the kinds of curriculum they developed for children. This freedom allowed teachers to see themselves and become decision makers. This freedom also initiated a need to learn and to some extent what created the need to seek out opportunities for learning how to make their own teaching more effective.

To be able to support the kinds of experiences that these expert teachers have had we, as teacher educators, might reconsider the design of professional development and initial teacher training. Both preservice and practicing teachers can be provided with the elements of these common experiences. For example, ongoing and close relationship between teachers and university faculty may be useful to foster. Teacher educators may also provide projects and workshops that will provide ongoing interaction between teachers where they will be more likely to experience collaboration, interaction and discussion. Creating experiences in preservice and inservice programs and projects might nurture both the dispositions and abilities of the expert teachers presented in this study. Providing opportunities for inquiry, sharing diverse opinions through the use of diverse scholarship, and updating teachers’ information, knowledge and theory may help teacher educators reach the aim of supporting the expertise of reading teachers.

Suggestions for Further Research

This section focuses on suggestions emerging from differences among the teachers’ attitudes and recommended studies coming from limitations of this study.
This study focused on the similarities of these three teachers, but there were important and critical differences in their attitudes about the purposes and the uses of children's literature. The suggestions below examine the ways of exploring these differences.

First of all, since this study highlighted the similarities of these three teachers future research might look at and examine more critically the differences among expert teachers. For example, teachers in this study differed in their selection of and use of reading materials with one teacher still actively using a basal reader as part of her program.

Within this study, these expert teachers most frequently used and cited the use of older and more traditionally acknowledged children's literature. Little of what they used in the classroom seemed to reflect cultural diversity. Further research might focus on the kinds of children's literature and definitions of quality children's literature that teachers use. Study might also explore the basis on which expert reading teachers select their children's literature books and for what purposes. Observing this might enlighten educators and researchers on how teachers reflect on cultural diversity and contemporary children's literature.

Apart from further studies emerging from the differences among these expert reading teachers, this study also suggests several general productive avenues for research. For instance, due to the limitations of this study, discussed in Chapter 1, different subjects, different schools, and different students might provide useful information related to the findings.
First, teachers in this study were chosen as excellent reading teachers, which allowed me to investigate their background experiences and influences to see what made them expert. A random selection of teachers, both experienced and inexperienced, from different context and backgrounds, might provide different evidence about beliefs and practice relationship.

Second, in this study I did not focus on reading achievement outcomes via collecting student tests or any documents that measured success. Another study focusing on children's progress and achievement within expert reading teachers' classes might fill the gap on this aspect.

Third, a study of how district requirements can influence teachers' decisions and how teachers' voices can be heard on district curriculum in programs might provide interesting information for education and administration area.

Fourth, the literary aspects of texts are another area that could be expanded to determine how literary discussions and literary-focus work affects students' development.

It is hoped that findings from this study may help teachers, educators and administrators in their design of professional development and teacher training projects.

Summary

This study presented what expert reading teachers believe about children's literature and reading and how they use children's literature in their instructional practices to improve their students' reading. This study was conducted to increase our understanding of the role of children's literature, and teachers' belief systems about children's learning to read through instructional activities based on children's literature.

Working with these three expert teachers for eleven months provided rich data including
interviews with teachers; a questionnaire; observations; videotaped observations and field notes of teachers’ and students’ behaviors, and, discussions about the videotaped reading sessions. An analysis through the NUDIST coding and analysis program showed that teachers had strong beliefs; that they reflected their beliefs in their implementations of reading activities; that they varied in the way they implemented reading activities; and, that students responded to children’s books and reading activities positively.
LIST OF REFERENCES


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APPENDIX A

QUESTIONNAIRE OF BELIEFS AND PRACTICES FOR TEACHER
Teachers' beliefs and practices about the use of children's literature

Part 1:
Directions: Please, read carefully each of the following statements. Circle the number that best corresponds to the degree to which you agree or disagree with the statement. Use the following scale to make your responses:

SA: Strongly Agree (1)
MA: Moderately Agree (2)
N: Neutral (3)
MD: Moderately Disagree (4)
SD: Strongly Disagree (5)

Teachers' beliefs

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>MA</th>
<th>N</th>
<th>MD</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I believe that children's literature should be the primary component of reading program.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. It is very important for children to be exposed to a wide variety of children's literature for their life-long reading development.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. I believe that teachers should be trained about the importance of children's literature and about how to teach in the best way for children's reading.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. Teachers should know various books and decide what is best for the children.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. I believe that teachers should be part of decisions in reading instruction through children's literature.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

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Directions: Please, read carefully each of the following statements. Circle the number that best corresponds to the degree to which you agree or disagree with the statement. Use the following scale to make your responses:

SA: Strongly Agree (1)
MA: Moderately Agree (2)
N: Neutral (3)
MD: Moderately Disagree (4)
SD: Strongly Disagree (5)

Teachers' instructional practices

6. I chose books according to the themes that children have suggested and according to their interest and choice.

7. I use various practices such as reading aloud, silent reading and discussions.

8. As a literature reading teacher, I let children develop their own ideas.


10. I encourage children to read and get involved with at least two books.
Directions: Please, read carefully each of the following statements. Circle the number that best corresponds to the degree to which you agree or disagree with the statement. Use the following scale to make your responses:

SA: Strongly Agree (1)
MA: Moderately Agree (2)
N: Neutral (3)
MD: Moderately Disagree (4)
SD: Strongly Disagree (5)

<table>
<thead>
<tr>
<th>Students’ reactions and responses:</th>
<th>SA</th>
<th>MA</th>
<th>N</th>
<th>MD</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Children are highly motivated and enthusiastic about children’s literature.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>12. Children are eager to read picture books by themselves.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>13. Children show reading progress with the help of children’s literature.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>14. Children recognize some letters, sounds and words because of exposing to various children’s literature in the class.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>15. Children learn from each other more with the help of books and activities from children’s literature.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
Part 2:
Directions: For this set of items, please circle the items that best answers the questions or that best completes the sentence.

1. How would you describe students’ attitudes toward reading in your classroom?
   a. Very positive
   b. Moderately positive
   c. Moderately negative
   d. Very negative

2. I read children’s books aloud to my class
   a. at least once a day
   b. about three times per week
   c. at least once a week
   d. occasionally (not on a regular basis)
   e. hardly ever

3. Students in my classroom have time to read a book of their choice
   a. at least once a day
   b. about three times per week
   c. at least once a week
   d. occasionally
   e. hardly ever

4. The role of the basal reader in my classroom can be best described as follows:
   a. the basal reader is used more frequently than literature
   b. the basal reader is used as frequently as literature
   c. the basal reader is used less frequently than literature
   d. only the basal reader is used in my classroom
   e. basal materials are not used in my classroom

5. In planning my literature program, the resource I primarily use is:
   a. my own teaching guides/lesson plans
   b. a published teacher’s guide of my own choosing
   c. a district-provided teacher’s guide(s)
   d. a published literature program (e.g., Scholastic Bridges)
   e. other (please describe)-----------------------------

6. In doing extensions of books (activities after reading a book), children in my classroom most frequently
   a. develop their own ideas for activities
   b. select from a list
   c. are assigned a specific activity or activities
   d. do some combination of a, b, c
   e. do not do extensions
7. When I group students for literature, the groups are determined primarily on the basis of
a. student reading ability
b. student interest in the book or project
c. student social interaction skills
d. flexible grouping depending on the specific project or activity (a combination of a, b, c)
e. I do not use grouping

8. The most important thing I do to prepare for teaching literature is
a. read a wide variety of children's literature
b. read primarily those books used in instruction
c. read reviews of children's books
d. follow a published teachers' guide or commercially developed program
e. other (please specify)-----------------------------------------------

9. I believe the most important reason for using children's literature is
a. student enjoyment/enrichment
b. for students to gain knowledge
c. to teach children how to read
d. for literary study
e. other (please specify)-----------------------------------------------

10. I use the following materials in literature instruction (check all that apply)
-------teacher made worksheets/activity cards
-------commercially prepared worksheets/activity cards
-------multiple copies of books
-------filmstrips/video of books
-------classroom library
-------basal reader
-------other (please specify)-------------------

11. Look over the reasons why you select children's books. Rank order these reasons from 1-5 in terms of the frequently with which they guide your choices. Use 1 for MOST FREQUENTLY USED reason and 5 for LEAST FREQUENTLY USED reason. Do not repeat ranks-each number should appear only once. Rank only those that apply.

-------my curricular needs
-------the skills that the books can be used to teach
-------the literary quality of the books
-------children's interests in the books
-------mandates from my district or building
12. Look over the reasons why you select children’s books. Rank order these reasons from 1-5 in terms of the frequency with which they guide your choices. Use 1 for MOST FREQUENT USED reason and 5 for LEAST FREQUENT USED reason. Do not repeat ranks - each number should appear only once. Rank only those that apply. If you do not assess literature, check the appropriate space.

projects/extension activities
conferences with students
book reports
reading logs/journals
paper and pencil tests
observation
worksheets
I do not assess literature
APPENDIX B

TEACHER INTERVIEW
1. Teacher’s knowledge and understanding about literature

   a. What three children’s books would you choose as outstanding? What sets these books apart from others?
   b. Which children’s authors are ones that you think all children should be acquainted with? Why?
   c. What is a literate person? What behaviors would you expect of such a person?
   d. What professional resources would you recommend to another teacher who is interested in using literature as a part of the reading program?

2. Teacher’s instructional decisions and practices

   a. How do you select children’s literature for use in your classroom?
   b. How do you group children to read and talk about books?
   c. What kind of freedom do you have in making programmatic decisions? What constrains?
   d. What are the most difficult instructional decisions you make? What are the least?
   e. What kinds of support are available to you? What kinds of help do you want that you do not currently have?

3. Assessment of children’s growth

   a. In terms of assessment what do you want to find out about children’s growth and progress in a literature-based program?
   b. How do you gather this information?
   c. How do you use the information?

4. Other information

   a. How long have you been using children’s literature as a major component of your language arts/reading program?
   b. Is there anything else that you would like me to know?
APPENDIX C

CONSENT FORMS
TEACHER CONSENT FORM

February 4, 2000

Dear Teacher,

I have received public school permission as well as permission from your principal to do research in your school. My dissertation study, under the direction of Dr. Gay Su Pinnell, Professor of Language, Literacy and Language program at The Ohio State University, involves the beliefs and practices of expert reading teachers who use children’s literature in their literacy instruction of first graders. The study will provide insights into the dynamics of expert teachers’ beliefs and practices as well as the relationship between these beliefs and practices and students’ responses.

I would like to observe your class and your instructional practices when you use children’s literature for the purpose of reading development. The data collection will start in March and will end in June. There will be approximately two observations each month. Individual interview will also be conducted to gather information about your beliefs, instructional practices and your perspectives on children’s reading development through children’s literature. Each interview will last approximately 30 minutes and will be audiotaped. I would like to videotape when a specific instructional practice is used. To be able to discuss each videotaped instructional practice with you in a scheduled time will illuminate the result of this study. I may wish to collect lesson plans and instructional activities related to one of the research questions that will help the investigators to provide in-depth and clear discussion. In addition, a questionnaire will help the investigators collect data about your beliefs and practices. I would also appreciate your help in distributing and collecting permission forms from parents. All data will remain strictly confidential. No names or other identifying information will be used in any research reports.

If you agree to participate in the study, simply complete the form on the next page and return one copy to me at the address below using the envelope provided.

Thank you for your help. If you have any questions, please feel free to contact me at the phone number below. My advisor, Gay Su Pinnell, can also be reached at 292-7875. Of course, a copy of the final report will be available to you and any other interested parties upon request. I would also be happy to discuss this research or any other issues of using children’s literature for instructional purposes and reading development with you. With your participation and help this study will be a useful guide for reading teachers.

Sincerely,

Meral Kaya
Doctoral Candidate
The Ohio State University
Evening: (614) 228-7657
E-mail: kaya.4@osu.edu
Home Address: 686 Thurber Dr. W.
Apt C-4 Columbus, OH 43215

Gay Su Pinnell
Professor, Language Literacy and Culture
The Ohio State University
Day: 292-7875
E-mail: pinnell.l@osu.edu
PARENT CONSENT FORM

February 4, 2000

Dear Parent/Guardian,

Thank you for allowing your child to participate in my dissertation research entitled an exploration of expert reading teachers’ beliefs and practices related to children’s literature and reading development. This research was conducted under the direction of Dr. Gay Su Pinnell, Professor of Language Literacy and Culture at the Ohio State University.

In the near future, I will be presenting my research at a conference. I would like to show a portion of the videotape of the teacher’s instructional practices and students’ responses as it is an example of an illuminating or illustrative instruction and response to the study and would help the audience to understand my research data and/or conclusions. Your child face may be seen and his/her first name may be spoken on the tape. No other identifying information will be used and pseudonym will be used when possible. This videotape in which your child might be will be destroyed after it is no longer needed for presentation or within 10 years of the completion of my dissertation, whichever comes first.

If you agree to allow the use of videotape of the teacher’s instructional practice in which your child might appear when giving response, simply complete the form on the next page and return one copy to me at the address below using the envelope provided.

Thank you very much for your considering this request. A copy of the final report will be made available to you and any other interested parties upon request. If you have any further questions, please call my advisor or me at the numbers provided below.

Sincerely

Meral Kaya
Doctoral Candidate
The Ohio State University
Evening: (614) 228-7657
E-mail: kaya.4@osu.edu
Home Address: 686 Thurber Dr. W.
Apt C-4 Columbus, OH 43215

Gay Su Pinnell
Professor, Language Literacy and Culture
The Ohio State University
Day: 292-7875
E-mail: pinnell.1@osu.edu
VIDEO TAPING CONSENT FORM

February 4, 2000

Dear Parent/Guardian,

Your child's school has been selected to participate in a study under the direction of Dr. Gay Su Pinnell, professor of Language, Literacy and Culture program at the Ohio State University. This study involves the beliefs and practices of expert reading teachers who use children's literature in their literacy instruction of first graders. The study will provide insights into the dynamics of expert teachers' beliefs and practices and the relationship to students' responses.

I will observe the instructional practices of your child's teacher. As the aim of the study will also understand the responses of children to the specific instructional practices of the teacher, I will observe your child's response and take notes. However, I won't collect any written documents/products from children. Your child's real name will not be used in the field notes.

Beyond the observations in the classroom, I would like to videotape specific instructional practices of your child's teacher. In the videotape, your child might appear as a respondent in classroom activities.

If you agree to allow your child to participate in the study, simply complete the form on the next page and return one copy to your child's classroom reading teacher.

Thank you very much for considering this request. A copy of the final report will be available to you and any other interested parties on request. If you have any questions, please call me or my advisor at the numbers provided below.

Sincerely,

Meral Kaya
Doctoral Candidate
The Ohio State University
Evening: (614) 228-7657
E-mail: kaya.4@osu.edu
Home Address: 686 Thurber Dr. W.
Apt C-4 Columbus, OH 43215

Gay Su Pinnell
Professor, Language Literacy and Culture
The Ohio State University
Day: 292-7875
E-mail: pinnell.l@osu.edu
APPENDIX D

A SAMPLE OF CODED FIELD NOTE IN THE NUD*IST
ON-LINE DOCUMENT: Teacher T vttrans24

Document Description:
♦ Videotape transcription 24 (Video 5)
♦ Teacher T (School A)
♦ Date of the session: May 25
♦ Time: 9:31am-11:45am
♦ Read aloud
♦ Book: Jack and the Beanstalk
♦ The author: Steven Kellogg
♦ The illustrator: Steven Kellogg

(1 1) /Coding system/book discussions
++ Units:2-154
(1 1 1) /Coding system/book discussions/exploring books/author introduction
++ Units:2-154
(1 1 1 2) /Coding system/book discussions/exploring books/book content discussion
++ Units:2-154
(1 1 3) /Coding system/book discussions/illustration focus discussion
++ Units:47-49 84-89 112-118 122-153 191-202 221-232
262-265 282-287
292-302 307-319
(1 1 4) /Coding system/book discussions/comparison
++ Units:2-154
(1 2 4 3) /Coding system/Reading sessions/different activities/rhyming
(1 3 2) /Coding system/construction/story construction
++ Units:212-219
(1 4 1) /Coding system/reading discussions/pre-reading discussions
++ Units:2-154
(1 4 2) /Coding system/reading discussions/during reading dynamics
++ Units:153-321
(1 4 3) /Coding system/reading discussions/post reading discussions
++ Units:319-337
(1 6) /Coding system/library
++ Units:73-79
(1 7 1) /Coding system/information exposition/informative conversation
++ Units:34-46 68-72 80-82 103-114 134-136 172-178
180-186 198-210
248-256 268-275 307-319
(1 7 2) /Coding system/information exposition/informative explanation

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management

encouragement

/subconscious encouragement

/coding system/teacher's behavior/teacher's encouragement

coding system/teacher's behavior/teacher's encouragement/positive feedback

coding system/teacher's behavior/teacher's encouragement/drawing students

coding system/teacher's behavior/decision sharing

coding system/teacher's behavior/personal sharing

coding system/teacher's behavior/valuing

coding system/students' responses/students' contribution

coding system/students' responses/students' contribution/students' initiation

coding system/students' responses/students' quiet responses

coding system/students' responses/students' quiet responses/students' behavior

coding system/students' responses/student support

coding system/students' responses/responses during a session/students' predictions

coding system/students' responses/responses during a session/students' reactions

coding system/bridge/intertextuality

coding system/bridge/book to real life

coding system/Teaching strategy/Teacher reading style

coding system/Teaching strategy/revisiting

The teacher sat down her chair and student sat on the reading area. The teacher opened the big white paper board and asked students to tell her the names of the books Jack tales. Students started telling the books that they know. The teacher wrote the names of the book titles. One student was looking around to see some books, which are Jack tales. He looked at the books the teacher stacked next to her and said the teacher the name of the book, which is "Jack and beanstalk". The teacher praised him that it is a good strategy that you are looking at the book that the teacher brought. Matt raised his hand and the teacher called his name. Matt looked at her friend who was also raising his hand. Matt, then, said he wanted to give a chance to tell because they know the same book. The teacher praised him that he is very kind. The teacher also gave an example from the beginning of the year that students (they) are saying all the time "it is my idea and I want to say it". The teacher thanked to the student for his kind behavior. The other student told another name of the book about Jack. She asked again if they could think of any other stories, poems or rhymes that have a character name Jack. Students told the books and genres that they knew. One student brought a book to the teacher and the teacher
held the book and read just one page and showed the book
to the students. The teacher asked if they heard this
before. One student said it is a riddle. The teacher then
explained that it is like a riddle but it is poem and it
is a rhyme. One student raised his hand and the teacher
joked if he was going to be serious or he would say one
of his jokes. The student smiled. The teacher then asked
if they know this book, which she was writing the name of
on the board. The students read the name of the book
while she was writing it on. She commented that she liked
this cumulative tale. She asked if they remember what
cumulative tale is. She asked if they remember "the
napping house". One student was silently explaining to
the other student what cumulative is. The teacher heard
and agreed. She added that it is adding on. She continued
giving more information by saying that cumulative means
that it happens again and again, it keeps building. The
teacher gave an example sentence from one of the
cumulative books. The students filled the second line
(the rest of the rhyme). Then, she gave another example
and the students again completed it. She, then, picked a
book from the book pile. She asked if they could find
Jack character in each page. She opened the book and
described the illustrations. The teacher wrote the name
of the book on the table. She opened every page and
students were trying to guess which Jack story it is. The
students and the teacher were discussing about the
stories and the book. The teacher asked some questions
about each Jack tale page. They specifically discussed about the names of the tales and stories in them. They matched the stories in the book with the titles written on the white paper board. The book they were discussing and looking is "The house that Jack built". It is a complied book of Jack tales (which contains Jack character). Each page has one story (book) from Jack tales. She also talked about the books that she piled next to her for today’s reading session. She took them and explained that they are all related to Jack tales. She talked about the books a little bit and she added that one of her old time favorite jack tale version is Jack and bean stalk by Steven Kellogg. She said she will start reading today and they will probably finish tomorrow. The teacher then went on introducing each book one by one. She introduced the titles, the author names, illustrators, genre types and gave some small details about the books. Some of the books are version of Jack and the beanstalk. Mostly the names of the books and versions she wrote on the big white paper board. She finished introducing the book and she announced that they visit the library today and when they visit, she wanted them to pay special attention to find other types/versions/books of jack tales. She said when they sort out the books here in the classroom she wanted them to do the same thing: find different kinds of Jack tales. She added that fairytales and folk tales are good places to figure out how stories work and how to become better
writers. She got closer to the students and said they need to feel comfy in their places because this is the book that they don’t want to miss. One student didn’t let her complete. The student completed himself by saying the book has tons of details. The teacher wanted him to repeat what he said. Then the teacher finished her sentence by saying that the illustrations are detailed so they might not want to miss the details in the illustrations. The students started being restless and the teacher joked that they need to get ready otherwise she turns to be a giant. The students added some words instead of giant like wolf. The students enjoyed with this for a while. The teacher said "one, two, three...eyes on me". She went on explaining that they might not see all the details in this session. They wanted them to make sure that they will look at the book up close by themselves or with a friend. Because a lot of meaning from the story comes from details in the illustrations and she added that they are going to love the story. She mentioned at the end that it is one of her favorites. One of the students informed the class that the author also wrote Pinkerton stories. The teacher added that Steven Kellogg also retells a lot of folk and fairy tales. She, then, asked if they remember what is the difference between folk tales and fairy tales. One student said "magic". The teacher put the dust jacket (paper cover-removable-of the book) on the table for students to see. She added to the answer of her question "good verses evil". The
teacher asked who is the good character here. The
students answered as Jack and the giant's wife. The
teacher asked who is evil in the story. The students
answered. The teacher, then, opened the book. She wanted
them to look at how detailed the illustration is. She
added that their eyes should go everywhere to capture
all. The teacher showed the page for a while. The
students looked at the illustration carefully and made
some small comments among them. The teacher teased them
by saying that she will put this book right now and
continue later on. The students seemed disappointed and
made some noise of disappointment. The teacher smiled and
said she is teasing them. The teacher showed the front
cover page too and explained there is some information
here on the cover too. She showed the first page and
commented that there is so much to talk about in this
page. She opened the title page and drew their attention.
They discussed about the picture and what is going on in
the pictures (the events like hurricane). A student
raised his hand and he said he noticed something. The
teacher asked him what he noticed. The student
said the dog is the same dog in the book he was holding.
The teacher said enthusiastically the name of the dog:
Pinkerton. She praised him saying "what an
observation!" The teacher, then, informed the students
that Steven Kellogg puts his dog in all his stories and
Pinkerton is a good dog. The teacher then opened the page
and wanted them to talk about the picture. Students,
sitting in front, showed specific pictures in the
illustration by pointing out with their fingers. The
students started talking about the illustrations,
characters and the story in the illustration. The teacher
asked some questions about the characters and students
answered the questions. They had a small discussion about
the illustration on this page. The students also
commented on how Steven Kellogg's illustrations look
alike. The teacher commented that they have their own
styles and Steven Kellogg has his own style so why when
they see Steven Kellogg's books they could know by his
illustrations. The teacher also talked about Leo Leoni's
style too. The teacher also gave example from students
too. She explained that she could tell Amy's drawings
or Terry's drawings because all of them have their own
drawing styles. Then, The teacher opened the following
page and started reading. After she finished reading the
page she waited for students to come up with their
comments. They talked about and made some guesses about
the story by looking at the illustration on the page. The
teacher also asked some questions about the text she read
on the page. The students started talking about the
illustration and story again all together. One student
commented on the animal on the picture. The teacher found
it interesting and asked the rest of the class if they
heard what John said. The teacher wanted him to repeat
what he said. The teacher added her comments on what
John said (John said Jack's mom was scared that the cow

394
can't produce milk because the animals can't produce when they are sick. Then, the teacher went on reading other side of the page and turned the page to read the following one. The teacher read the page. She used her imitation voice. She used her gestures. The students were all looking at her while she was reading and imitating (by using her gestures and voice) the text. After she finished the page the students jumped into the comments right away. One of the students commented that Jack is using magic. The teacher asked the student that if fairy tales have magic in it. The student then explained what is magic here in the book. The teacher turned the following page and read the same way she was reading. She imitated by using her gestures and especially voice. After she finished reading the page she asked some questions about the story and she also asked about general question such as how a been tree grows, or if it is a tree or not. The students answered and discussed about it. The teacher praised them that they were listening the other day when they were talking about the plants. The teacher asked questions about the story. One student explained that he is not sure what will happen but he is guessing that the bean is going to grow and become a beanstalk. The teacher commented that it is good to predict from the illustrations. She then opened the following page. Before she read the text she asked some questions about the feeling of Jack's mom by looking at the mom's face in the illustration. The students
discussed about how Jack's mom feels about Jack and the whole situation. They also talked about Jack's personality. She read the text and she opened the following page. She went on reading. After she finished, the students talked about the illustration again. When the students were talking about the illustrations among them the teacher was listening to them. The teacher found interesting when two students were talking about the clouds, which were in the illustration. One student gave factual information about the clouds and the teacher commented that she didn't know the information and asked if he can bring any more information about it. The students also used a word "combust" in their conversation that the teacher asked the whole class what it means and she explained the word and said now they know the meaning of the word so they can use it. The students discussed about the story more. The teacher said she will read the following page and they will take a break. The teacher opened the following page and started reading. In the middle of reading one student made a comment about the place in the illustrations and the rest of the students joined in the conversation too. The teacher made some jokes about that this place might be a different planet. The students laughed and made up a story right away about what the teacher said. The teacher then went on reading. She finished the page and asked if they want to listen one more page. The students said yes and some students said two more pages. The teacher opened
the following page and asked some more questions about
the illustration. They talked about if Oger's wife (a
character in the book) looks friendly or not. They
discussed the personality of her a little bit and the
teacher went on reading. The student wanted the teacher
to read them more pages. So she went on reading the
following page. The students again started talking about
the picture on the page. They discussed what might happen
to Jack. The teacher started reading the page. On this
page there is a rhyme in giant's words. The rhyme
is:....
The teacher read the text again by imitating and using
her gestures especially the rhyme part. The students were
listening to the rhyme very carefully and some of them
joined in reading the rhyme by imitating like the
teacher. While the teacher was reading the following
page, one student asked the word (calf) the teacher was
reading. The teacher reminded the word's meaning and went
on reading. They again discussed the illustration and
predicting the story. The teacher opened the following
page and asked if they are tired or if they want to go
on. The students said they wanted to go on. She started
reading the following page. While she was reading Jack's
words in the book she put her hand in her waist and
pretended as Jack. The students were looking at her and
laughing. She opened the following page and went on
reading. She was reading the part where Jack was
walking/climbing on the beanstalk. The students joined
her. When she read the words "walking and climbing" she read three times (it was written three times in the book) she explained that in the fairy tales things happen at the end of three times repetition. She explained that three is the magic number in the fairy tales. They spent sometime to figure out what is going in the illustrations and they made some guesses together. The teacher listened to them and joined them. The teacher opened the following page and read the story. When she comes to characters' words/sentences, she imitated the sentences with her voice and gestures. When she started reading the rhyme part she started and waited so that student can catch up and repeat with/join her. After they joined the teacher in the rhyme part, the teacher opened the following page and students right away started talking about the illustration. They were talking among themselves about it. The teacher waited them to calm down. The students stopped talking and the teacher started reading the page. When the teacher was reading the page she read the word and asked about it if they know the word. The students explained it. The teacher asked why the author used this word. One of the students explained that because it is boring using the same word all the time. The teacher explained that the author chose different words because it is more exciting if you change the words and add a variety of action words. The teacher opened the following page and started reading. One of the students said he want to be Jack. The teacher got interested in her
comment and asked him why he wanted to be Jack. The student talked about why he wanted to be Jack. Then, the teacher asked how many of them want to become Jack because of his adventure. Most students raised their hands. When the teacher turned the page over the students discussed about it. The students looked for the characters in the illustrations such as the dog. Some of them came closer to the teacher and pointed out the characters in the illustration to the other students who couldn't figure out. The teacher read the page and turned the page over continue reading. When she came to the rhyme part the students joined her reading it. Some of the students already memorized that part. She went on reading. The students seemed very interested. They were all looking at the book and the teacher. As soon as she turned the pages they were looking at the illustrations and made many comments. They seemed fascinated by the illustrations. The teacher opened the following page and read the page. Before she turned the following page the students talked about the illustration again. The illustration is so detailed that they wanted to figure out everything in the picture. They described to the teacher the details and what they saw and realized in the illustration-detailed illustration. For example they discussed about how giant's wife looks. The teacher turned the page over and started reading again. She was reading the sentence "...snored like thunder", the students started imitating it and the teacher commented
"just like that". The teacher went on reading and opened the next page. The students talked about the illustration. The teacher then drew their attention that Steven Kellogg drew this giant in a way that they feel the giant is coming out of the corner and looking over to them. The teacher praised how the illustrator was successful to draw their attention to the pictures and the story in the illustration. One student realized something on the picture and asked the teacher if he could go back to the previous picture. The student then explained the situation of the giant with sword. The teacher made a comment on that agreed with the student. Some other students also made some guess what giant is doing. The teacher listened to some comments and turned the last page. She read the last page. When the teacher finished reading the ending students got so excited. Some of them got closer to see themselves. Some of them talked about the ending if it is good or bad. Some of them created alternative endings. Some students talked about some possibilities. The teacher waited for them to calm down and called one of the girls who didn't have a chance to talk. The student came closer and showed in the book what she realized. She made her comment on that. The teacher turned the ending cover and asked whom the person is. The students answered that she is the giant's wife. The teacher asked how she might have been feeling. The students and the teacher discussed about it. When the teacher was leaving the book on the floor, the students

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came and too it to look at it. Most of them gathered and
looked at the book and made some noises, which show that
they are impressed by the book.
APPENDIX E

A SAMPLE OF ONE CODE WITH ITS TEXT IN NUDIST
REPORT ON NODE (1 1 3) `~/illustration focus discussion'
Restriction to document: NONE

(1 1 3) /Coding system/book discussions/illustration
focus discussion
*** Description:
any discussion or explanation about the illustrations by the teacher
who draws students attention to the illustrations.

+++ ON-LINE DOCUMENT: J vttrans10
+++ Document Description:
*Videotape transcription 10 (Video 3)
*Teacher J (School B)
*Date of the session: April 28, 2000
*Time: 10:05am- 10:30am
*Session: Small group reading (guided reading)
*Book: Nursing rhyme; little by Blue from Mother goose

+++ Retrieval for this document: 6 units out of 169, = 3.6%
*The teacher was sitting down on the table and four
2
++ Text units 134-139:
praised him. The teacher wanted him to read the words he
134
had difficulty reading. Darien read the words she was
135
showing in the rhyme. The teacher asked what he wanted to
136
draw. The teacher asked Mary what she drew. Mary
137
started describing her picture. The teacher listened to
138
her and praised her. The teacher then asked Mary to
139

+++ ON-LINE DOCUMENT: J vttrans11
+++ Document Description:
*Videotape transcription 11 (Video 3)
*Teacher J (School B)
*Date of the session: April 28, 2000
*Time: 12:00 noon-12:30pm
*Session: Picture book reading (whole class reading
*activity)
*Book: Arthur's eyes
*The author: Marc Brown- Reading Rainbow Book-An Arthur
*adventure
Before the session started the teacher explained to me

she opened the book. She started reading. She read the
first page and showed the illustration on the page to the
students. After reading each page she showed the
illustrations. The students looked at the illustrations
while she was showing. All of them were looking and
and the story. The teacher read one more page and showed
the pictures. She asked how Arthur feels right now by
showing the pictures. The students were looking at the
illustrations. The teacher asked again if what Arthur's
friends are doing is right. The students answered
altogether that this hurts Arthur's feelings. The teacher

The students sat down on the reading area. The teacher
them and started the reading session. She showed the book
to the students and gave brief information. She read the
title and the author's name and said that this book is a
wordless picture book. She talked about the illustration
too. She described the illustration as intrigue or
interesting. She also mentioned that Molly Bang, the
started opening the pages. She opened the first page and wanted them to look at the illustrations very carefully. The students discussed about the illustrations and made some comments. The teacher drew their attentions some specific details in the illustrations and wanted them to think about it. She went on showing the pages slowly. The students commented each time and the teacher agreed with them. The teacher sometimes asked some yes/no questions to make sure that they are paying attention to the illustrations and the story itself. The teacher wanted them to get closer if they couldn't see very well. The students were looking at the pictures very carefully. They were at the same time talking about the pictures. The teacher asked what is happening in the pictures. The students were already making their guesses about the story. While she was showing some student got closer to the teacher and pointed out some details. The teacher asked some yes/no questions and why/what questions. Every page the students were telling what is going on in the picture. They were also commenting by saying "hey it is cool", "what kind of bird is that", "that's weird". All the students were looking at the illustrations. The teacher showed the last page and the students were making a lot of comments about the ending. The teacher just listened to them. The teacher showed the pages again. She asked some questions too. The students looked at the illustrations the second time. They made their comments among themselves. The teacher closed the book when she
finished showing. She then asked what happens in the
++ Text units 61-66:
If they like them then they will order them. The teacher
61
wanted them to think of their favorite part of the story
62
and write three-four sentences on these boards. She
63
wanted them to draw the pictures of what they wrote (draw
64
the story). She assigned two students to hand the markers
65
and the erasers. The teacher distributed the white
66
++ Text units 75-77:
students. Some students started drawing pictures first.
75
Some students started writing their sentences on the
76
bottom of the boards. All the students were working on
77
++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++
+++ ON-LINE DOCUMENT: J vtrans17
+++ Document Description:
*Videotape transcription 17(Video 5)
*Teacher J (School B)
*Date of the session: May 17, 2000
*Time: 12: 06 pm-lunch break-1: 10pm-1: 40pm
*Session: Whole class reading
*Book: Rosie's walk
*The author: Pat Hutchins

+++ Retrieval for this document: 11 units out of 133, = 8.3%
*The teacher sat down on her chair and the students sat
2
++ Text units 9-11:
started reading. She read the first page and showed the
9
illustrations on the page closely. She waited for
10
students to look at the illustrations in detail. She also
11
++ Text units 17-21:
book. The teacher opened the next page. She showed the
17
illustrations on the page and asked what happened to the
18
fox in the illustration on the page. The students looked
19
at the illustration and started making noises such as
20
"ohhh, ouch". The teacher held the page for them to see
21
++ Text units 23-25:
teacher turned the next page without saying anything. The 23
teacher turned the pages by waiting for them to see the 24
details in the illustrations. She didn't comment 25

+++++++ ON-LINE DOCUMENT: J vttrans18
++++ Document Description:
*Videotape transcription 18(Video 6)
*Teacher J (School B)
*Date of the session: May 22, 2000
*Time: 9:28 am-9: 40am
*Session: Whole class reading
*Book: Little Blue and Little Yellow
*The author: Leo Leoni

+++ Retrieval for this document: 7 units out of 42, = 17% *The students sat down in the reading area and the reading each page the teacher was showing the illustration and the text of the page to the students. Students made some comments about the illustrations and the story. The students were looking at the illustrations whenever she showed them. The teacher was holding the page she read so that students can look and see, and spend sometime with the illustrations. In the middle of

+++++++ ON-LINE DOCUMENT: J vttrans20
++++ Document Description:
*Videotape transcription 20 (Video 6)
*Teacher J (School B)
*Date of the session: May 23, 2000
*Time: 9:21am- 9: 40am (writing their fables after *10:00am)
*Session: Whole class reading (Fable reading)
*Book: Frederic's fables
*A Leo Leonni treasury of favorite stories with an introduction by Bruno Bettelheim
*The story part: The Biggest House in the World (p: 31)
*Author: Leo Leonni

+++ Retrieval for this document: 21 units out of 118, = 18% *In this book there are different stories. Today's story 2 explained that this is fable and it is not true. She 20
showed the illustrations on the other next side of the page with the text. There was a full-page illustration in the story. She opened the full page and showed to the students. Students were looking at the illustration and talking about it among themselves. The teacher showed the illustration for a minute and turned the page and went on

++ Text units 71-84: explained that their characters should be animals. Then, the teacher asked why the characters should be animals. Students answered that because it is a fable. The teacher asked whose style they are copying for their fables. The teacher explained that Steven Kellogg is writing fables about people. But they are copying Leo Leonni's style, not Kellogg's style. So they need to use animals in their fables. So their characters should be animals in their fables right now. The teacher also explained that they could name their animals with their names or their friends' names. For example, Jason can name his main character which is a turtle with his name; Jason. And he can name his friend turtle with his friend's name: Darien. The teacher then explained that they needed to

+++ ON-LINE DOCUMENT: J vtrans4
+++ Document Description:
*Videotape transcription 4 (Video 2)
*Teacher J (School B)
*Date of the session: April 12, 2000
*Time: 10:00-10:40am
*Session: Whole group reading.
*The book: Rechenka's egg
*The author and the illustrator: Patricia Polacco

+++ Retrieval for this document: 9 units out of 178, = 5.1%
*The students gathered in the reading area. The teacher 2
++ Text units 28-30:
in his hand. The teacher wanted him to go back to the story she is reading for them. She wanted him to look at the book and the beautiful illustrations. The rest of the
++ Text units 46-51:
each of them for their comments. The teacher opened the next page and wanted them to look at the illustration on the page. The illustration is about babuska while making a tiny hole to get the inside of the egg out. The students seemed amazed about how she is preparing the eggs. One of the students raised his hand to make a
51

+++ ON-LINE DOCUMENT: J vttrans9 +++ Document Description:
♦Videotape transcription 9 (Video 3)
♦Teacher J (School B)
♦Date of the session: April 27, 2000
♦Time: 12:05noon-12: 26 pm
♦Session: Big book reading
♦Book: Down by the bay
♦Illustration by Alan Daniel

+++ Retrieval for this document: 20 units out of 192, = 10% *The teacher put the big book on the side of the white
2 ++ Text units 37-40:
listening for the rhymes. The teacher opened the next page and drew their attention to the speech bubble and the picture. The students laughed at the picture and talked about the illustrations on the page. The teacher
40 ++ Text units 50-65:
The teacher opened the next page and the students right away talked about the illustrations. They told the teacher what they thought about the illustrations. The teacher agreed with them that the illustrations are really different and very interesting. The teacher went on reading. The students again laughed at the
55

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illustrations. The teacher turned the last page and wanted them to look at the illustrations. She explained that these are all different animals in the illustrations. One student said that it is collage style. The teacher agreed and praised him for his observation. The teacher waited for them about their reactions to the illustration on the last page. The students looked at the illustrations and started making up silly sentences that rhymes. The students made their rhymes by looking at the last illustration and trying to guess the words. The ++++++++++++++++++++++++++++++++ ON-LINE DOCUMENT: P vtrans11 +++ Document Description: *Videotape transcription 11 (Video 2) *Teacher P (School C)) *09/13/2000 *Date of the session: May 25, 2000 *Time: 10:10am-10-53am *Whole group reading *The title of the book: Cactus Hotel *Author: Brenda Z. Guiberson +++ Retrieval for this document: 19 units out of 146, = 13% *The teacher sat down on the chair with the book in his 2 ++ Text units 23-30: and she wants to start reading. She started reading the 23 first page. After she finished reading the first page she 24 showed the illustrations of the first page. Students were 25 observing the illustrations. Two students started talking 26 about the animals of the desert. Students were mostly on 27 task. The teacher read the second page by showing the 28 page and the illustration to them. Whenever she showed 29 the pictures the students were looking at the pages. When 30 ++ Text units 53-63: anybody get distracted. She then went on reading. While 53
she was reading the fourth page she stressed a word "ten
year" and she read that the cactus grows 4 inches in ten
years. Some of the students got surprised and she wanted
to see the picture of the cactus. The teacher then showed
the pictures on that page. Students were coming closer to
the teacher to be able to see the illustrations of desert
and cactus. They commented on the cactus and the teacher
tried to draw their attention to the story again by
saying that they need to listen to the story too. She
went on reading. In some point in her reading she read

+++++++++++ ON-LINE DOCUMENT: P vttrans2
++++++++ Document Description:
*Videotape transcription 2 (Video 1)
*Teacher P (School C)
*Date of the session:
*Title of the book: The Cat

++++++++++++++ Retrieval for this document: 11 units out of 80, = 14%
++ Text units 3-13:

*T sat down with a group of students on the reading area.

She gave a copied booklet. The booklet has the story in
it. (I got the example one). Kids started to look at the
white-black picture booklet (or xeroxed book). The story
title is "The Cat". T wanted one more students to join
them in their guided reading session. All students
started looking at the picture/scene and started
describing the picture such as "there is a bird, tree...."
The teacher went on by asking what else to get more
description. She asked, "Do you think you can find the
words bird, cat and the tree...Let's see."Kids started
The teacher wanted the blue group to have their seat in the side of the book (which is print information). She smiled and said: "Just look at the picture". The teacher started asking questions about the illustration/picture in the book. Ss described the picture, what the things in the picture. They basically described the picture (such as big trees, cabin, wooden house...). T asked, "Where do you think this place is". Ss made their guesses such as camp. She turned the other page and said, "Read it". One of the students said there are no words on it. She asked what they need to do then if there are no words in the picture. One of the students answered that they need to make up sentences by looking at the picture. She turned the pages and wanted them to read the pictures. She also kept asking questions about pictures on each page. Every time she turned the page Ss started to describe what they see/find out in the picture to the whole class together such as "the little bear is drinking from papa bear's cup" or "it looks like Goldie bear made a mess". Some of them made some guesses about the story by looking at the pictures. In the third page

++ Text units 34-65:
the bed. When the teacher asked what is he doing? What is
going on? One of the students commented that it looks like a good bed that you can jump on. The teacher asked whose bed it was and ss answered it right away. On other page, there is a picture of people who are walking toward to the cabin. T asked who are those people? Is this house the little bear's house of people's house? So, she went on questions about the pictures in the book. Two students started discussing about if the man is old or young in the picture. All of the students were on task looking at the pictures and describing the pictures. Sometimes, the teacher took Ss attention to some details by asking questions about the pictures again. The teacher wanted to get something from her desk so they wanted them to keep looking at the pictures. Some of the students stood up and started turning the pages to see what is coming up. In one of the pictures, the little girl was crying when she found out her broken little chair. The teacher made crying noise while asking why the little girl is crying. Ss made the same noise/intonation of a crying little girl. Just before the end of the book T asked about how people in the picture feel about the little bear. The questions she was asking are: Is the papa angry? Is the little girl upset? What do you think the mama feel about this situation? Did the little bear manage to escape? Before the teacher turned the last page two students couldn't wait and jumped and helped her to turn the page. These two students were surprised and happy that the little bear found his family. They were so curious about
the last picture of the book (which was: the little bear is with his mom and brothers/sisters-happily ever after).

The teacher gave each child a white board and a marker.

++ Text units 79-86:
same but the stories are different. Another book she was introducing is "barnyard song". She opened the book and showed the first page and said what a perspective. (There is a picture of a cow on the two pages side to side). The students seemed amazed by the picture. She turned over some more pages and asked if there are any bees in the farm. The children said yes and they explained that bees like buzzing around. When the students got loud again the++ Text units 120-139:
author's feelings". She went on with the other book and asked if they have ever seen John Godall stories about castles, Victorian House. She wanted them to pay attention every picture while she is turning over. She said "watch". (In every two-sided page there is a half page explains/is related to the other side of the page). When students tried to make comments about that and when they say they don't get it, the teacher explained that it might take them the whole book to look through before they get it. One of the students guessed that it is a
movement of time. Another student said that it is just pictures and the teacher said that it is a wordless picture book. One of the students said it gets older in each picture. Another one said that the season changes. Each time the teacher changes the page the students were trying to guess what author was trying to do. One of the students said that the other half page in every page shows the inside. The teacher is impressed. The teacher said that maybe there is a pattern here that you might want to look at later. She introduced two more books. The

++++++++++++++ ON-LINE DOCUMENT: T vtrans10
+++ Document Description:
*Videotape transcription 10 (Video 3)
*Teacher T (School A)
*Date of the session: May 19
*Time: 9:47am-10:30am
*Session: Reading to whole class
*Book: Jack and the beanstalk
*Author: John Howe

+++ Retrieval for this document: 33 units out of 222, = 15%
*The teacher sat down on her chair. The children were asked if this book is to read just once. A student answer that they want to read this book over and over again. The teacher confirmed the student and explained that because the illustrations are so loaded with details. She went on explaining that the illustrations in the story sometimes tell the part of the story just like the text does, that sometimes illustrations tell a little bit different story than the text does. She, then, returned to the part of on reading. She turned the page over and asked them to look at the perspective in the illustration. She asked
them where does the illustrator want you to feel like you are. Two students tried to answer it and the teacher repeated what they said. (The illustrator wanted them to feel like they are up high looking down). She then drew their attention to how big is the giant and how small is Jack when standing next to him. She asked about the other page (the print is on that). She asked what the illustrator is trying to do here/what is important here. One of the students answered and she went on reading. (I ++ Text units 132-138:
reading. She turned the page over and started reading. She drew their attention by saying that "look at the perspective". She showed the picture (the picture is that Jack underneath of the giant). She tried to show the perspective of the picture by standing up and hovering the book on their heads. (Because the picture is from up to down). She asked some questions and went on reading ++ Text units 149-150:
class. The class made some comments about why the picture is drawn in a different way. After they figured it out ++ Text units 156-160:
pictures and the story itself. One of the students again made a comment on the page where the giant seemed to land on them. The teacher explained that the illustrator wanted them to understand how Jack was feeling. She then asked if ++ ON-LINE DOCUMENT: T vttrans14 ++ Document Description:
*Videotape transcription 14 (Video 3)
*Teacher T (School A)
*Date of the session: May 25
*Time: 1:15pm-1: 26pm

416
Session: Picture book reading to whole class

The teacher sat down on her chair and the students sat book. After she read the page she wanted students to look at the illustration on the page. She asked if the old man on the page looked friendly. They discussed about the picture of the old man. In the picture, the old man has a different expression on his face that some students commented that he looked crazy to them. The teacher asked why the illustrator made the old people so big in the picture but him very small. One of the students commented that actually he is not old in the text but in the picture. The teacher praised him and his answer. The teacher read the text and showed the picture on the page by getting the book closer to the students. One of the

The students sat down on the reading area and the want. Then, she opened the book and asked about the front page. She said she finds this picture very interesting and she then asked what this picture has to do with this story. One of the students answered that this is because of the characters. The teacher then asked if it is
something to do with the story. All students agreed with
the teacher. Some students made some comments about the
picture in the front cover. Then, the teacher asked if
Jack is American, African-American, Indian, white...She
said Jack could be anyone. She explained that they can
create Jack whoever they want or they know. She wanted
them to keep the illustration in their mind while
listening to the story to figure out the picture. She
started reading the book. She opened the title page and
++ Text units 76-81:
animals and plants on the earth. The teacher then opened
the book and started reading. She asked students to make
predictions about the settings by looking at the
illustrations on each page. She read the first page. Some
students got closer to the teacher to see the
illustrations. Most of them were following the teacher
++ Text units 128-140:
Jack. Some student made some small comments. She opened
the next page and showed the picture/illustration. She
described the illustration by giving the meaning of
profile (there was a profile of Jack in the
illustration). She started reading again and she made all
the imitations, and intonation of the text of the page.
She opened the next page and drew their attention to the
illustration. She made a comment about how beautiful the
illustration is. She, then, asked the students what makes
a high quality illustration. Students answered the
question and the teacher summarized the answer. (It has a
better view, it shows a perspective, and it is like
418
looking down). She went on reading. She stressed the word
140
dialect. She went on reading. She turned the page and
143
wanted them to look at the illustration on the page. She
144
read the page and explained the meaning of expression in
145
Appalachian dialect. She turned the page over and the
146
students were surprised with the illustrations. One of
147
by looking at the illustration on the page. The students
147
also made some comments of the personality of the
148
characters on the illustration on the page. The teacher
149
++++ ON-LINE DOCUMENT: T vttrans18
++++ Document Description:
*Videotape transcription 18 (Video 4)
*Teacher T (School B)
*Date of the session: May 24
*Time: 1:05 pm- 1: 31pm
*Session: Continuing the reading session (jack and the
*bean tree) from the morning.
*Book: Jack and the bean tree
++++ Retrieval for this document: 18 units out of 141, = 13%
*The teacher sat down her chair and the students sat down
2
++ Text units 80-88:
them to look at the illustration on the page. The
80
students asked some questions about the picture. The
81
teacher described the details by pointing out the
82
pictures. She drew students' attention to the mirror and
83
the silhouette of the giant. She explained what might be
84
the situation here. Then, she asked how the giant saw
85
Jack. The students gave the answer and they also made
85
some other comments about the colors and details in the
87
pictures. When they started talking at the same time the
88
++ Text units 95-103:
students joined her in the imitation. When she turned the
95
419
page she said "Oh my goodness". She showed the whole
two-sided page to the students. There is a very colorful
and detailed illustration. Students seemed amazed too.
They talked among themselves about the picture for a
while. The teacher just listened and smiled. She then
wanted them to settle down for the discussion. The
teacher drew their attention to the bean tree in the
picture. She asked if they have seen any bean tree. She

+++ ON-LINE DOCUMENT: T vttrans22
+++ Document Description:
*Videotape transcription 22 (Video 4)
*Teacher T (School A)
*Date of the session: May 25
*Time: 1:03pm-1:13pm
*Session: Whole class reading
*Book: Wilfred Gordon MacDonald Cartridge/or Partridge
*The author: Mem Fox
*The illustrator:

+++ Retrieval for this document: 6 units out of 85, = 7.1%
*The students sat down on the reading area and the

Then, the teacher asked them to look at the illustration
again and explained the kind of it, which is watercolor.
She mentioned that she likes watercolor illustrations.
She gave some names of the book, whose illustrations are
watercolor. They discussed a little bit about watercolor
illustration of the book and she went on reading.

+++ ON-LINE DOCUMENT: T vttrans23
+++ Document Description:
*Videotape transcription 23 (Video 5)
*Teacher T (School A)
*Date of the session: May 25
*Session: Guided reading
*Book: There is a hippopotamus under my bed

+++ Retrieval for this document: 68 units out of 404, = 17%
*The teacher sat down on the floor with four students.
The teacher, then, instructed that they will look through the book especially pictures. The teacher asked why they would look at the illustrations. A student from the group answered as "to see what is about". Another student said, "Sometimes the pictures help us read the words". Another student made a comment on the titles. The teacher added that sometimes long or short words in the title help us figure out what the book is about. She commented ending) and showed the teacher. Another student grabbed the book and looked at the title and said the word "hippopotamus". The teacher asked how she knew it. The student said the picture of the hippo helped her. The teacher then added that the pictures could be very helpful. The teacher asked if there is no word on the title together. The teacher stressed the word hippocotamus. She wanted them to look at the picture/illustration on the cover. They talked about the picture for a while. The teacher opened the first page and wanted them not to pay attention to the text. The teacher asked what is happening in the picture. One student said the boy is going to school. The teacher then asked the student about what made her think that the boy is going to school. The students answered the question and made some more comments about the picture. The teacher opened each page and waited for students to comment on that. Students made various comments on the
pictures and they were trying to figure out the story by looking at each picture and by making some comments. They also answered the teacher's yes/no or WH questions about the pictures/illustrations and their guesses for the story in the book. When one student made a comment the teacher asked the follow up questions such as "is this school or home". When the student answered it as school the then the teacher asked why she thinks it is school. The other students also added their comments to the same subject or question. The students went back to the previous pages and were trying to make connections among the pictures to make guesses about the story. The teacher kept asking questions, their opinions with follow up questions. The teacher showed the pictures everyone in the group. (The students didn't have their same books in their hands yet). The students were following the teacher's books and the discussion about the illustrations in the book. They were trying to guess the story from the illustrations, other students' comments and the teacher's questions. When the teacher came to another page the teacher asked if this illustration reminded them any other book. The teacher then voiced what the woman in the illustration might say. She imitated and waited for the students' reactions. Before she turned the last page, she wanted them to guess what will happen. Students tried to guess the ending of the book. The teacher then turned the page and the students started asking some questions. The teacher extended their
questions and wanted them to make some comments by looking at the last illustration. The teacher then joked, held the books and said, she is taking the books because they are not interesting enough. The student said no, they found the book very interesting and they wanted to read. The teacher smiled and started distributing the books to the group (four girls). The teacher gave the

++ Text units 266-272:
reading. The teacher asked her to read form the beginning. The student turned the page back and she realized that this is the same illustration on the cover page. She asked about it to the teacher. The teacher praised her question and made an explanation that sometimes illustrators use cover page illustration form one of the illustrations in the book/pages. The teacher

+++++++++++++++++++++++++++ ON-LINE DOCUMENT: T vttrans24
+++ Document Description:
*Videotape transcription 24 (Video 5)
*Teacher T (School A)
*Date of the session: May 25
*Book: Jack and the beanstalk
*The author: Steven Kellogg
*The illustrator: Steven Kellogg

+++ Retrieval for this document: 106 units out of 342, = 31%
*The teacher sat down her chair and student sat on the 2
++ Text units 47-49:
book from the book pile. She asked if they could find Jack character in each page. She opened the book and described the illustrations. The teacher wrote the name
++ Text units 84-89:
book that they don't want to miss ...One student didn't let her complete. The student completed himself by saying the book has tons of details. The teacher wanted him repeat

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what he said. Then the teacher finished her sentence by saying that the illustrations have detailed so they might not want to miss the details in the illustrations. The teacher asked who is evil in the story. The students answered. The teacher, then, opened the book. She wanted them to look at how detailed the illustration is. She added that their eyes should go everywhere to capture all. The teacher showed the page for a while. The students looked at the illustration carefully and made some small comments among them. The teacher teased them said she is teasing them. The teacher showed the front cover page too and explained there is some information here on the cover too. She showed the first page and commented that there is so much to talk about in this page. She opened the title page and drew their attention. They discussed about the picture and what is going on in the pictures (the events like hurricane). A student raised his hand and he said he noticed something. The teacher asked him what he noticed. The student said the dog is the same dog in the book he was holding. The teacher said enthusiastically the name of the dog: Pinkerton. She praised him saying "what an observation!" The teacher, then, informed the students that Steven Kellogg puts his dog in all his stories and Pinkerton is a good dog. The teacher then opened the page and wanted them to talk about the picture. Students, sitting in front, showed specific pictures in the
illustration by pointing out with their fingers. The students started talking about the illustrations, characters and the story in the illustration. The teacher asked some questions about the characters and students answered the questions. They had a small discussion about the illustration on this page. The students also commented on how Steven Kellogg's illustrations look alike. The teacher commented that they have their own styles and Steven Kellogg has his own style so why when they see Steven Kellogg's books they could know by his illustrations. The teacher also talked about Leo Leoni's style too. The teacher also gave example from students too. She explained that she could tell Samantha's drawings or Linda's drawings because all of them have their own drawing styles. Then, The teacher opened the following page. Before she read the text she asked some questions about the feeling of Jack's mom by looking at the mom's face in the illustration. The students discussed about how Jack's mom feels about Jack and the whole situation. They also talked about Jack's personality. She read the text and she opened the following page. She went on reading. After she finished, the students talked about the illustration again. When the students were talking about the illustrations among them the teacher was listening to them. The teacher found interesting when two students were talking about the clouds, which were in the illustration. One student gave
and some students said two more pages. The teacher opened
the following page and asked some more questions about
the illustration. They talked about if Oger's wife (a
class character in the book) looks friendly or not. They
discussed the personality of her a little bit and the
teacher went on reading. The student wanted the teacher
to read them more pages. So she went on reading the
following page. The students again started talking about
the picture on the page. They discussed what might happen
to Jack. The teacher started reading the page. On this
page there is a rhyme in giant's words. The rhyme

++ Text units 262-265:
and repeat with/join her. After they joined the teacher
in the rhyme part, the teacher opened the following page
and students right away started talking about the
illustration. They were talking among themselves about
++ Text units 282-287:
hands. When the teacher turned the page over the students
discussed about it. The students looked for the
characters in the illustrations such as the dog. Some of
them came closer to the teacher and pointed out the
characters in the illustration to the other students who
couldn't figure out. The teacher read the page and turned
++ Text units 292-302:
all looking at the book and the teacher. As soon as she
turned the pages they were looking at the illustrations
and made many comments. They seemed fascinated by the
illustrations. The teacher opened the following page and

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read the page. Before she turned the following page the
students talked about the illustration again. The
illustration is so detailed that they wanted to figure
out everything in the picture. They described to the
teacher the details and what they saw and realized in the
illustration-detailed illustration. For example they
discussed about how giant's wife looks. The teacher
opened the next page. The students talked about the
illustration. The teacher then drew their attention that
Steven Kellogg drew this giant in a way that they feel
the giant is coming out of the corner and looking over to
them. The teacher praised how the illustrator was
successful to draw their attention to the pictures and
the story in the illustration. One student realized
something on the picture and asked the teacher if he
could go back to the previous picture. The student then
explained the situation of the giant with sword. The
teacher made a comment on that agreed with the student.
Some other students also made some guess what giant is
doing. The teacher listened to some comments and turned

+++ ON-LINE DOCUMENT: T vtrans3
+++ Document Description:
*Videotape transcription 3 (Video 1)
*Teacher T (School A)
*Date of the session: May 03
*Time: 1:00pm-1:53pm
*Reading: Story book reading (shared story reading with
*whole class)
*The book: Carl goes to day care by Alexandra Day

+++ Retrieval for this document: 48 units out of 258, = 19%
*The teacher sat down to her chair and the students sat
2
++ Text units 21-40:
The teacher wanted students to pay attention to the pictures and frame of the pictures in the inside cover. There is a locked out picture that goes overtop). The students and the teacher talked about the pictures and background of the cover. Some students made some comments about why the writer chose the background color and picture. The teacher then explained that there should be a name for that. She then explained that in the literature, different ways that presenting covers. She explained that there are different names for these different types of ways to present the art and the story. She then opened the back cover and showed the front and back cover at the same time. (In the front cover there is a picture of Carl and the dog in the purple watercolor painting. In the back cover, the background is green-blue but there is a circle with the picture of broom and balls behind it). The teacher drew the students' attention to the circle and the picture inside then asked, "why do you think the author chose this specific image. One of the students answered that there will be a cleaning at all in the story. She then turned the page and wanted students look at the picture on the second page. She explained that it is watercolor. She then asked one of the students to read the picture for them. The student told the story in the first picture. The teacher then + + Text units 68-72:
all in the story. She then turned the page and wanted students look at the picture on the second page. She explained that it is watercolor. She then asked one of the students to read the picture for them. The student told the story in the first picture. The teacher then + + Text units 179-192:
comment. The teacher again turned the page and one of the students made a comment about the difference between

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where the dog is looking at in the previous page and the
following page. The student drew the teacher's attention.
The teacher found it interesting and wanted all class
look at Carl's picture (dog's picture). Then she asked
what the illustrator is trying to do. Students made some
guesses and the teacher summarized the guesses by
explaining that the pictures of Carl (the dog) shows what
he does in the classroom (He is trying to clean the
mess). Kids in the classroom did all the things in the
classroom by reading the chart on the wall (without
teacher's supervision because teacher is outside trying
to get inside but students don't know the situation). She
she asked this question to her. She turned the other
page. She asked some questions about the picture on this
page. One of the students made a comment that the teacher
found interesting and repeated what student said to the
rest of the class and asked if illustrator made us to
feel in certain way. She then asked the student who made
that comment about if the illustrator is trying to make
you a part of this classroom. The students agreed with
the teacher. The teacher turned the other page and

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+++ ON-LINE DOCUMENT: T vttrans8
+++ Document Description:
*Videotape transcription 8 (Video 3)
*Teacher T (School A)
*Date of the session: May 11
*Time: 1:30pm-2.04pm
*Session: Reading to whole class
*The book: too much noise
*The author: Helen Oxenbury

+++ Retrieval for this document: 5 units out of 135, = 3.7%
The teacher sat down on the chair. The students sat down little bit about the book. The teacher wanted the students at the back should come closer to be able to see the illustrations. The teacher explained that illustrations are very important. She started reading by showing the illustrations. One of the students commented.
APPENDIX F

THE LIST OF CODES AND THE CODE SYSTEM
Index Tree
(1)/Coding system
   (1 1)/Coding system/book discussions:
      Any discussions or analysis about books (chapter books, picture books etc.)
      (1 1 1)/Coding system/book discussions/ exploring books:
      Teacher’s introductions of books that they want to read or of the books she brings from the library and introduce/talk about them.
      (1 1 1 1)/Coding system/book discussions/exploring books/author introduction:
      Any discussion about specific author, his style and his writing.
      (1 1 1 2)/Coding system/book discussions/exploring books/book content discussion:
      Discussion about the book with all qualities such as story, illustrations, theme, author, text etc.
      (1 1 2)/Coding system/book discussions/introducing the book:
      Teacher’s book introduction which she will read in the reading session.
      (1 1 3)/Coding system/book discussions/illustration focus discussion:
      Any discussion or explanation about the illustrations by the teacher who draws students attention to the illustrations.
      (1 1 4)/Coding system/book discussions/comparison:
      Comparison of related books in terms of the same author, the same/similar title, theme story or illustrations.

(1 2)/Coding system/Reading sessions:
Presenting all kinds of reading sessions
   (1 2 1)/Coding system/Reading sessions/guided reading:
   Documents of all guided reading activities
   (1 2 2)/Coding system/Reading sessions/silent (quiet) reading:
   Silent reading sessions
   (1 2 3)/Coding system/Reading sessions/whole class reading:
   Reading sessions with whole class.
      (1 2 3 1)/Coding system/Reading sessions/whole class reading/chapter book reading:
      Chapter book reading sessions of all the teachers.
      (1 2 4)/Coding system/Reading sessions/different activities:
      All kinds of activities other than guided or whole class reading.
A game as a reading activity or as a follow up activity as a teacher's instructional practice.

Word reading activities and games.

Students' pretending and acting out the characters in a book.

Rhyming activities or reading sessions used by the teacher as a strategy or as a reading activity.

Teacher's instructional practice through acting and teaching reading with this practice.

Any activity, mini lesson or conversation based on spelling practice.

Activities performed as a follow up after actual reading.

Sentences or stories that students make up through illustrations or reading activities.

Any activity students are involved in by illustrating, drawing.

Students' practice of creating and writing a story in verbal or written in the instructional activity.

Sentences that students make up as a result of instructional activity.

Discussions happen in the beginning of reading, during reading or at the at of reading sessions.

Discussions and activities before the teacher starts reading the book or reading material for the session.
Any interaction, conversation and discussion happen in actual reading (excluding pre-reading and post reading discussions).

Any discussion related to the reading and the book held by the students and the teacher at the end of actual reading.

The roles the teacher takes in children's learning.

Teacher's approach to students whom the teacher motivates by recognizing the work they do.

Leading student to be productive and communicative.

Teacher's role as a resource by bringing different materials and providing information to students' questions and curiosity.

Any activities or events related with library and library reading sessions.

Any observation of students who are in their reading or silent reading sessions in the library.

Any observation or description about library design as a source for students.

Any factual information or conversation happen between the teacher and the students.

Informational conversations where the teacher gives factual information or real life information and news to the students.

Any information or explanations about terminologies used in language skills teaching and learning (e.g. checklist)

Any observation or description about library design as a source for students.
Information, explanation or presentation given by the teacher or students about culture of America or other international cultures.

(1 8)/Coding system/teacher's behavior:
Any attitude or behavior of the teacher toward to students in their reading activities or in their daily teaching activities.

(1 8 1)/Coding system/teacher's behavior/teacher's management:
Teacher's reaction, responses and attitudes toward students who are off task and the teacher's way to get them on task.

(1 8 2)/Coding system/teacher's behavior/teacher encouragement:
Any encouragement the teacher shows to the students.

(1 8 2 1)/Coding system/teacher's behavior/teacher encouragement/subconscious encouragement:
Any indication that the teacher shows by drawing students attention or interest to the book, illustration, story or her instructional practices.

(1 8 2 2)/Coding system/teacher's behavior/teacher encouragement/positive feedback:
Positive feedback and praise given by the teacher to students for their nice behaviors and valuable responses.

(1 8 2 3)/Coding system/teacher's behavior/teacher encouragement/drawing students:
Any conversations that imply teachers' way of drawing students into the activity or into the book.

(1 8 3)/Coding system/teacher's behavior/decision sharing:
When the teacher gives them a choice to what book they want to read or to what activity they want to do.

(1 8 4)/Coding system/teacher's behavior/negotiation:
The interaction between the teacher and the students by discussing what the problem is and how they could solve together.

(1 8 5)/Coding system/teacher's behavior/personal sharing:
Statement the teacher uses to share her feeling, opinions or perspectives about the reading activity or the book and to share events or experiences.

(1 8 6)/Coding system/teacher's behavior/valuing:
Any discussion that shows teacher valuing children's choices and preferences, interests.

(1 8 6 1)/Coding system/teacher's behavior/valuing/individual student focus:
Teacher's focus on individual student in terms of his/her needs, interests and favorites, e.g. choosing a book for a specific student.
(1 9)/Coding system/students' responses: Students' behavior and attitudes toward reading sessions and teacher's instructional practices.

(1 9 1)/Coding system/students' responses/students' sharing: Students share their oral or written stories as authors.

(1 9 2)/Coding system/students' responses/students' contribution: Any activity, book or idea, which has been brought (up) by the students to share with the teacher and the classmates.

(1 9 2 1)/Coding system/students' responses/students' contribution/students' initiation: Students initiation in starting discussion and drawing attention of their classmates and the teacher to certain things in the activity.

(1 9 2 2)/Coding system/students' responses/students' contribution/students' favorite books: Students' favorite books mentioned in the reading sessions or in any activities.

(1 9 3)/Coding system/students' responses/students' quiet responses: Students' behaviors and attitudes toward the activities, sessions and books observed by the researcher.

(1 9 3 1)/Coding system/students' responses/students' quiet responses/students' behavior Students' responses and behavior in instructional activities.

(1 9 4)/Coding system/students' responses/student support: Direct interaction and help between and among students.

(1 9 5)/Coding system/students' responses/responses during a session: Students' reactions during their reading discussions and students' predictions during reading activity.

(1 9 5 1)/Coding system/students' responses/responses during a session/students' predictions: Students' comments and predictions about what is going on and what is going to happen in the story.

(1 9 5 2)/Coding system/students' responses/responses during a session/students' reactions: Students' reactions and responses to any kind of instruction in the reading sessions or to any activity that students are involved in.

(1 10)/Coding system/bridge: Any referring the teacher or students make in the reading activity about the book with related books (or themes, stories etc.)
Information or explanation presented either by the teacher or students to make a link or refer to another related book in terms of theme, author.

Any conversation about experiences or stories from real life of students or the teacher inspired by the book, the story or any instructional activity.

Reading strategies the teacher shows to students in their guided or individual reading for them to be able to read the words using different strategies.

Strategies the teacher uses in her instruction to help students involve in and participate the activities and to keep them going.

Any intonation, imitation or distinct voice that the teacher uses in the actual reading of a book.

Mini lesson used in the classroom.

Any indication that shows teachers' encouragement about students' reread the book or revisiting the book for different purposes.

Fun time when the students joke about the book or the story and laugh.

Teacher's grouping the students for the activities or for guided reading in the classroom.

When the teacher put students into developmental level grouping or ability grouping.

Teachers' management the different level students in the guided group.

Materials used in the instructional activities.

Various kinds of materials brought and used by the teacher in the classroom for the purpose of instructional material.

Materials that are taken from real life and used in the classroom by the teacher for the instructional purposes.
(1 15 3)/Coding system/Materials/sources for the teachers:
Any sources and any help that the teacher uses to build up her philosophy and be expert in her teaching.

(1 16)/Coding system/assessment:
Teacher's observation and assessment on how they are performing.

(1 17)/Coding system/book selection:
Book selections by the teachers.

(1 17 1)/Coding system/book selection/criteria:
The criteria the teacher has when she makes her selection of children's literature books.

(1 17 2)/Coding system/book selection/thematic units:
Teacher's discussion on selecting children's literature according to the content areas.

(1 18)/Coding system/awareness:
Any conversation or explanation of the teacher who is aware of what is missing in the literacy research or what is appropriate for kids' development.

(1 19)/Coding system/teacher's beliefs:
Teachers' answers related to their beliefs.

(1 19 1)/Coding system/teacher's beliefs/beliefs on students' growth:
Teacher's discussions or explanations which indicate their beliefs on children's growth in their literacy development.

(1 19 1 1)/Coding system/teacher's beliefs/beliefs on students' growth/teachers' contribution:
Teacher's contribution to children's growth in their literacy development by providing them variety perspectives through books.

(1 19 2)/Coding system/teacher's beliefs/beliefs about theories:
Theories that teachers mentioned.

(1 19 3)/Coding system/teacher's beliefs/beliefs in students' ability:
Any explanation or discussion that the teacher shows that she believes in students that they can learn.

(1 20)/Coding system/daily plan:
Daily plan of the teacher during the day.

(1 21)/Coding system/book boxes:
Book boxes that students use at home where they go on reading the books they choose for their book boxes.
(1 22)/Coding system/search for children's progress:
Any indication that shows teachers' continuing search to provide useful and meaningful activities and materials.

(1 23)/Coding system/social constructivism:
Conversations or explanation that the teacher indicate on social constructivism theory.

(1 24)/Coding system/literacy definition:
Teacher's definition and explanation about what literacy is and how it should be exposed to children.

(1 25)/Coding system/making decisions:
Instructional decisions the teacher make when in their selection of materials or in the curriculum.

(1 25 1)/Coding system/making decisions/difficult decisions:
The difficulty the teacher has in her decision.

(1 25 2)/Coding system/making decisions/comfortable decisions:
The decisions that the teacher is very comfortable and it is easy for her too.

(1 25 3)/Coding system/making decisions/freedom:
How much freedom that the teacher has when she selects materials and also in her instructional practices.

(1 25 4)/Coding system/making decisions/constrains:
What kind of constrains the teacher might have when she was involving in her decisions.

(1 25 4 1)/Coding system/making decisions/constrains/specific book talking:
Any conversation about what the teacher thinks about what is chosen or what to choose (about books).

(1 26)/Coding system/monitor:
The teachers' opinion about monitoring and how they do it.

(1 26 1)/Coding system/monitor/observing progress:
How the teacher observe the progress.

(1 27)/Coding system/stretching:
Observing the children and help them progress from wherever they are standing at to the next level.