“We LOVE Reading” 
Buddy Reading Program*

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Purpose

• Replicate and extend the research conducted in Wright and Cleary’s 2006 study, ‘Kids in the Tutor Seat: Building schools’ capacity to help struggling readers through a cross-age tutoring program.

• The “We LOVE Reading” study will look at the effects of pairing younger (pre-readers) with older (novice readers), plus the influence of the teaching team meeting weekly to plan for the reading group.
Background Literature

• One of the most important factors in increasing student reading skills is motivation; students need to see the purpose and benefits from reading (Wigfield & Guthrie, 1997).
• The Center for the Improvement of Early Reading Achievement (2001) encourages teachers to develop an understanding that reading strategies must be repeated during the course of the student’s school day in different settings in order for the skills to become a part of the student’s reading rapport.
• Educators have long understood that reading must be viewed as a pleasure and allowed to occur in low stress environments

• *Guided Reading: Good first teaching for all children* by Fountas & Pinnell (1996) provides a basic template for Classic Buddy Reading Groups.
Research Questions

• How does teacher involvement influence the outcomes of the reading dyad?
  – Does teacher modeling of reading strategies (read-aloud and shared reading) encourage more interaction between the two students in the pair?
  – Does teachers weekly planning and reflection influence the program/student success as measured by an increase in student DRA scores in reading comprehension?
• How does pairing emergent readers (2nd graders) with pre-readers (preschool) influence the measured success of the emergent readers as measured by the Developmental Reading Assessment (DRA)?
Design Statement

• Students were randomly assigned to two 2nd grade and two Head Start (pre-K) classrooms.
• Intervention study model extending and replicating “classical” reading buddy programs.
Setting

• School was part of a large urban public school system in the mid-Atlantic region of the United States.
• One of the several schools in the district that follow a longer school year. Students receive 40 extra days of instruction.
• Operates on a quarter (every 9-weeks) grading system.
School Demographics

- 650 students (pre-K through 6th)
- 85% of students qualified for free (57%) or reduced (28%) meal program.
- 90% considered English Language Learners. 40% of students were considered A1 or A2.
- 90% of students speak languages other than English at home. (86% Spanish, 3% Korean, .5% Urdu, .5% Chinese)
Participants
Experimental-2nd Grade

Students
• 20 students between 7-8 years of age (median=7.3).
• 80% Hispanic, 8% Asian/Pacific Islander, 7% African American and 5% Caucasian.
• 75% English Language Learners.

Teacher
• 30 year old, white, female, single.
• “Highly Qualified”
• 6 years teaching in the same district.
• 4th year teaching 2nd grade.
• Working on Master’s Degree.
Participants
Experimental-Head Start

Students
• 16 students, 3-4 years old (median age=3.7)
• 80% English Language Learners.
• 100% free lunch.
• 85% Hispanic and 15% African American.

Teacher
• 33 year old, Latino, female, single.
• “Highly Qualified”
• Master’s Degree
• Licenses in Pre-K ESL, Pre-K-3rd general ed. and 0-5 special ed.
• 5 years same grade, same school
Participants
Comparison-2nd Grade

Students
• 20 students, 7-8 years old (median age=7.4).
• 78% Hispanic, 10% Asian/Pacific Islander, 7% African American and 5% Caucasian
• 72% English Language Learners.

Teacher
• 45 year old, African American, female, married with two children.
• “Highly Qualified”
• 15 years as Educational Policy Analyst.
• Master’s degree, Primary Education Curriculum and Instruction
Participants
Comparison-Head Start

Students
• 17 students, 3-4 year olds (median age=4.1)
• 90% English Language Learners.
• 100% free lunch.
• 80% Hispanic, 10% African American and 5% Middle Eastern.

Teacher
• 40 year old, white, single, male.
• “Highly Qualified”
• Masters Degrees in Primary Education and Reading Instruction.
• 15 years teaching. 3 years as Head Start teacher.
• 10 years at same
Materials

Both

• DRA testing booklets. One set at the end of each quarter.
• Videotapes (29) and audiotapes (29) for each reading buddy session.
• One video and audio recorder per group.

Comparison

• One hour training week before year school begins.
Materials Experimental

• Two hour training before the school year begins.
• List of books with age appropriate strategies for pre-readers.
• When book sets are not available researcher provides the set. (Big book, 6 small books)
• Additional videotapes (29) for teacher planning sessions.
Data Sources

• DRA test Scores
• Video taped planning sessions (experimental only) and buddy sessions.
• Audio taping of different dyad each week.
• Researcher observations.
Procedure
Experimental

• Teacher Training  (2 hours before school started)
• Teacher Planning
  (30 minutes once a week)
  – Teachers discuss groupings.
  – Decide book and reading strategy to be modeled.
  – Collect books for groups to read.
• Group Reading Sessions
  (30 minutes once a week)
  – Teacher modeled reading strategy
  – Teachers offer one-on-one support of dyads.
  – Students re-read the same book with Head Start “buddy”.

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**Procedure Comparison**

- **Teacher training** (1 hour before school started)
- Provided NO guidance. Implemented “Reading Buddies” in the classical model.
- No planning.
- No modeling of reading strategies.
- No teacher support of dyads.
Scoring

• Video and audio tapes transcribed and coded in order to verify the dependent variable:
  – Increased interest in using various reading strategies in order to engage pre-readers (Head Start Students) in the dyad.
  – Influence on increased teacher involvement, directly and through her/his planning and reflection.
Proposed Data Analysis

• SPSS used to code and analyze data.
• All dependent and independent variables assigned a numerical identifier for coding purposes.
• T-scores, median and standard deviation calculated to demonstrate the influence of the intervention on 2nd grade DRA scores.
• Video and audio tapes categorized, coded and transcribed.
References


