

The Effects of Extended Guided Reading Instruction on Reading Sight Words in a Kindergarten  
Classroom

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**Abstract**

The purpose of this study was to examine the effectiveness of extended guided reading time on reading sight words versus the normal guided reading time on reading sight words. The sample consisted of 17 students of which 9 were girls and 8 were boys. The students were randomly assigned to the experimental group or the control group. The experimental group was taught sight words using the extended guided reading time while the control group was taught sight words using the normal allotted guided reading time. After one week of either extended guided reading instruction time or normal guided reading instruction time, data were collected using a teacher made test by asking students to read sight words. Data were then analyzed using a t-test for independent means. The results indicated there was not a significant difference between the experimental group and the control group in the overall scores of being able to read sight words. Similarly, there was not a significant difference between girls and boys reading sight words when taught using guided reading strategies. The results suggest that classroom teachers should make sure that students are exposed to guided reading instruction in kindergarten.

## Chapter 1

**Introduction**

In kindergarten, students are at the stage of their lives in which they are the most impressionable. Kindergarteners come into their first school experience with some pre-kindergarten background or none at all (Dougherty, 2014). John Locke said children start with a *tabula rasa* or a blank slate. Obviously, a kindergartner has added things to their slate already due to their life experiences, but now they are adding onto their blank slates in the sense of their education. Children start to be molded into the future person they are going to be while in kindergarten. This all comes down to the importance of a student's early learning. In the United States, we as Americans strive to have students college ready after graduating high school. Of course, there will be students who come into kindergarten that are from disadvantaged backgrounds which will affect them in reading and math. Students could possibly be coming to their first year of school and not had any kind of vocabulary development within his or her home. Therefore, the early learning years especially in reading are critical in the education of the students (Dougherty, 2014). Since research has shown the importance of early learning, this study reflects the effectiveness and use of different reading strategies to be beneficial to the kindergarten student learning to read their sight words and other things as well.

For the most part, it is important for kindergarteners to have the skills that show they have reading readiness. If a child is struggling with certain skills, then intervention must take place in order for their readiness to start progressing at some point. From guided reading practice strategies to verbal scaffolding strategies, the ways in which reading is taught is fairly broad in the sense that there isn't a technical correct way (Abbott, Dornbush, Giddings, & Thomas, 2012). However, there are strategies that have proven to be more effective when it comes to students

reading readiness. Another aspect of reading strategies can be used to help with teaching comprehension and fluency. However, for this study the research was based on kindergarteners being able to have the reading readiness skills to be able to read sight words efficiently.

Students are constantly in need of instruction that may need to be differentiated in order for them to grasp the concepts. Researchers have looked at the reading strategy of verbal scaffolding in order to help beginning readers with learning reading strategies. Verbal scaffolding consisted of different types of talk used by teachers so students could possibly catch onto reading in the kindergarten year (Ankrum, Belcastro, & Genest, 2014). Teachers in the study used a broad strategy of verbal scaffolding, and then used smaller strategies in order to achieve the purpose or goal of the study to teach beginning readers. Part of their smaller strategies included direct explanation and explicit modeling in which teachers directly told students what a word was in order for them to read it. Through, explicit modeling the teachers demonstrated the correct way of reading to students. Other strategies included clarification, verification, telling, and invitations to participate. All of these strategies were used to benefit the early literacy instruction of the students in that study (Ankrum, Belcastro, & Genest, 2014). The way in which the teacher used these strategies was very intentional. Findings showed students have positive growth in their literacy. These strategies can help any new teacher as well as an experienced teacher teach literacy instruction to the kindergartner that needs that guidance in literacy.

The use of reading strategies varies according to Hurst & Pearman (2013), in which they used rereading, predicting, visualizing, and making connections. It was important to note that reading strategies are used for a wide variety of reading skills across the board. However, for this study the strategies were specific for interacting with a text and understanding. Kindergarteners

aren't at the point of reading a text on their own and fully understanding it using the words.

Kindergarteners can use pictures clues within a story in order to read, but they may not fully get the whole idea of the text without reading the words. Vocabulary knowledge has proven to increase comprehension (Hurst & Pearman, 2013). It is detrimental for a kindergartener to have a good base of word awareness along with phonological awareness when they are first starting to read.

Specifically for this study, students were getting prepared for their benchmark testing using the Early Reading Assessment (ERA) and reading of sight words. It was important to note that the strategies used in this study focused on readiness skills so students were prepared for their testing. However, the strategies used in this study can be carried on in their future education.

### **Statement of the Problem**

A child can learn how to read using different strategies taught by their teacher. They can also learn how to read through observation and listening to someone model the correct way of reading. Some students may be more apt to understand one reading strategy over the other and be able to use the one strategy to progress in their reading. Students may be taught different ways to read and how to approach reading using different kinds of strategies. Therefore, the problem of this study was to investigate the effectiveness of extended guided reading instruction on student's performance of reading sight words.

### **Purpose of the Study**

The purpose of this study was to examine the effectiveness of extended guided reading time on reading sight words versus the normal guided reading time on reading sight words.

### **Significance of the Study**

The findings of this study justified whether an extended guided reading time had any impact on students reading sight words. The information within this study can be informational and a great resource to kindergarten teachers who are trying to teach their students how to read in the early stages of their education. It is important to note that students need reading in order to be successful in writing and other content areas in their schooling. Therefore, reading is a significant part of a young student's life as well as education. In order for a student to be successful, effective reading strategies need to be implemented as soon as possible. This study is significant for the field of education because reading is foundational and any research done on reading is something that can help any person within the field not just a licensed teacher.

### **Limitations of the Study**

The following limitations were encountered in this study:

1. The sample of this study came from one class which was not randomly assigned and therefore, data regarding ethnicity and social economic status were not taken into consideration.
2. The instruments used to collect data were designed by the researcher and were not tested for reliability and validity.

### **Definition of Terms**

Guided reading strategy: referred to as scaffolding the student as they are learning to read. The teacher will prompt the student when necessary.

Sight words: referred to as words that should be read with automaticity without any hesitation from the reader.

Reading groups: referred to as students in a group for reading based on ability.

Reading performance: referred to as the ability to read sight words after being taught explicit strategies.

### **Overview of the Study**

This thesis is composed of five chapters. Chapter one includes the following: the introduction, statement of the problem, the purpose of the study, significance of the study, limitations, definition of terms, and an overview of the study. In chapter two, a literature review is presented. The methods that are used in the research are presented in chapter three. The findings of the study are stated in chapter four. Chapter five contains a summary of the findings, discussion of the findings, conclusions, recommendations for future studies, and implications of the study.



## Chapter 2

### **Literature Review**

Kindergarteners come into their first school year either being exposed to reading already in pre-school, or they come in not being exposed to anything. The first year is full of transitions for the kindergarten child, but this year is vital. Students learn to read and are successful when teachers and parents are both involved. Teachers may have to be outreaching to those students who haven't had the exposure in order for them to be successful in kindergarten as an emerging reader (Jung & Han, 2013). Reading is important and teaching reading is something that needs to be taken serious especially at the early stages of education. In order for a child to be successful in academics and their future life he or she has to be able to do basic things. Reading has been linked to a student showing academic achievement and then moving on to do greater things with their life (Horbec, 2012). For this reason, kindergartners need to be guided in their ability to learn to read. This literature review covers four ideas that are important to know about a kindergartener learning to read; early learning and reading, reading and writing connections, best teacher practices for reading instruction, and importance of knowing sight words. These four topics give a better understanding as to why reading is necessary to learn at the kindergarten level based on the teacher's effectiveness when it comes to teaching a child to read.

### **Early Learning and Reading**

Before students have even stepped foot in their kindergarten classroom, teachers already have an idea where the student stands as far as learning. A screener is administered to each prospect of kindergarten. Teachers are able to place students based on their screens as well as know of any behavior issues that may arise. Another helpful part of the screener and probably

the most important allows teachers to know the level at which the student is academically including reading readiness (Herman, Owens, King, Reinke, & Stormont, 2015). Research has shown that the screener helps predict any risks or even successes a student may have in their academic career. Teachers need to be able to have an idea of what they are getting into before the school year starts so they are able to organize and plan. A screener's effectiveness works in the sense that it will help determine where a student is academically further helping them in their latter parts of kindergarten (Herman, Owens, King, Reinke, & Stormont, 2015).

An issue that may come up in the early years of a child's education may be their coping mechanisms with the transition into kindergarten. This could put a damper on their early years when it comes to them learning. Studies have shown that a large number of children do not transition into kindergarten successfully (Arbolino, Eckert, Fiese, McIntyre, & Reed, 2014). Children then could be at risk to suffer in their early learning. Like Jung and Han said, a teacher should be there as an outreach for students so that students are able to adjust in a time that is vital in their educational career.

There are parts of a child's early learning that really need to occur in order for a child to get something out of pre-school, kindergarten, and possibly first grade. These first years of a student's academic career are the ones that are the most impressionable so a teacher should take advantage of those early learning years (Dougherty, 2014). Reading involves students being able to decode the words, and then they should comprehend the words in order to make sense of what the story is about. Decoding can be difficult for an emerging reader due to the fact the child wasn't taught in his or her early years of pre-school or kindergarten. In order for a child to be a fluent reader his or her phonological awareness skills must be in tip top shape (Dougherty, 2014). Background knowledge plays a huge role in a child's early learning. A child is exposed to

different things growing up and it varies from child to child as to what that child has seen and heard. Due to this variation, a teacher should have learning experiences that can be relevant and relatable to the lives of the students. Teachers who are effective don't hold back and are able to offer students content that is rich when they are in their early years. Through reading, the richness can be given as the students are developing into learners in the early grades (Dougherty, 2014).

If teachers are expected to teach a rigorous curriculum in the early grades then they should be provided with a curriculum that is usable in the early grades. If early learning is essential to a child's progress in later school years then a school should support those teachers in those early grade levels. Early learning is critical and progress should be monitored. Assessments should occur on a regular basis so that teachers are aware of the performance of the students especially in the early grades. Through monitoring, interventions can happen and students can receive the help they need on certain skills which could be reading (Dougherty, 2014). Reading is at the root of early learning. Teachers play a really big role in the early education years. Therefore, there has to be teacher involvement and ways that the teacher is making sure that students in kindergarten are really getting everything out of their first school year (Jung & Han, 2013).

### **Reading and Writing Connections**

“Learn it as a reader, use it as a writer.”—Janet Faulk. Reading and writing are very vital to a student's literacy development. Students must have mastered reading in writing in order to be able to keep on their successful path of learning in their academics. Writing obviously involves spelling, and research has shown that learning about spelling can help improve a child's

development in reading. Students are able to have a better understanding of phonological awareness, the alphabetic principle, and their sight words are easier to recall (Graham & Santangelo, 2014). If students are unable to master the skills of writing, then they may start avoiding it all together putting them at a disadvantage in their learning. Researchers claim that spelling is a “caught” skill. Teachers don’t necessarily have to do formal teaching. Spelling happens in kindergarten when children are spelling words phonetically (Graham & Santangelo, 2014).

Just like reading holds high importance, writing holds that same importance value in the kindergarten classroom. The time spent on reading should be as equally spent on writing because the two are connected on a level that students have to understand one thing to get the other. Researchers have looked at how much time a teacher is actually writing and how much time the students are actually spending on writing (Al Otaiba, Greulich, Puranik, & Sidler, 2014). Reading requires students to be at certain points in mastery throughout the school year, and writing is the same way. If a teacher is teaching them simultaneously then a student should be able to master one along with the other (Al Otaiba, Greulich, Puranik, & Sidler, 2014).

Writing is considered as drawing pictures for the first part of kindergarten. Students then move on to adding labels to their pictures and then working on beginning sounds within their own writing. Students are required to read their stories once they have them written. Students are likely to invent the way in which they spell words (Haley, Oullette, & Senechal, 2013). Students need to develop the literacy skills essential for kindergarten in order to be successful in reading and writing in first grade. Through invented spelling, students are able to make connections between letters, sounds, and the words. Studies have also shown that the more advanced and higher level of invented spelling used then students are more likely to have a reading level that is

higher than those students who are doing very basic invented spellings (Haley, Oullette, & Senechal, 2013). Within their writing, students are emerging with their skills just like they are emerging with their reading skills. Another great thing about writing and a student being involved in invented spelling is the fact they are being a self-regulated learner. Studies have shown through teaching spelling at the child's zone of proximal development they are able to be better prepared for reading due to the whole idea that they are able to play with letters and sounds (Haley, Oullette, & Senechal, 2013).

Because learning to write can be used as a tool to become a better reader, it is critical that the two things be taught together in some kind of tandem. Students who are writing are going to better understand the alphabetic principle and help with their alphabetic reading. Once children are using the alphabetic principle then they are able to apply it to reading and then reading and writing become intertwined (Craig, 2006). Researches talk about making sure to integrate reading and writing together modeling both. Most studies have shown that children do benefit and are able to achieve higher reading levels when writing and reading are taught together. Therefore, teachers should really focus on working with reading and writing together and not focusing on them as two different entities. A student will gain more knowledge and have higher success rates when they are able to apply their learnings from reading to spelling and spelling to reading (Craig, 2006).

### **Best Teacher Practices for Reading Instruction**

Students have to be prepared as readers in order to reach their benchmark goals at certain points of the school year. If students aren't at their benchmarks when it comes time for testing then probably they will have to start receiving some type of intervention to better prepare them

for the next set of benchmark tests. Since students are assessed quite often on reading and how they are coming along; it is important that teachers are using best practices to teach reading. Studies have shown that some students weren't ready to meet their targets due to the type of instruction being used in the classroom (Abbott, Dornbush, Giddings, & Thomas, 2012).

A teaching technique that is best practice for teachers is doing some kind of guided reading group. Students are able to work in small groups with their peers and teachers are able to work more closely with students when it comes to teaching them how to read through different strategies. Students can be taught phonemic awareness so that they are able to learn sounding and decoding skills. Posters are used to help with identifying unknown words quickly. Another important practice used by teachers with guided reading groups is grouping the students based on their abilities. Students are in same leveled groups so they are able to work with a partner in reading that is on their same learning level. Research has shown this technique of guided reading help children better recognize letters and sounds. Students also show more reading readiness and are better prepared for their benchmark testing when that came time to do again(Abbott, Dornbush, Giddings, & Thomas, 2012).

Scaffolding is another practice that teachers can use when it comes to teaching a student how to read. Students are able to complete a task that they would not normally be able to complete on their own with the help of their teacher through scaffolding (Ankrum, Belcastro, & Genest, 2014). It is especially important in kindergarten because students are coming into their first year with a wide variety of skills, and teachers are responsible for exposing those students to material that is suitable for them based on their skill levels. Students should be receiving scaffolding systematically when a teacher is working with them on reading. There should be a plan and it should be applied in such a way that is organized and coherent (Ankrum, Belcastro, &

Genest, 2014). Constructivists believe that students learn through social interaction. Therefore, a teacher is able to interact with students when scaffolding is occurring and students are able to show achievement when this occurs (Ankrum, Belcastro, & Genest, 2014). Reading groups will need to be differentiated and through the use of verbal scaffolding and planning the teacher will be able to apply the methods of differentiation on that group of students. The teacher will hopefully see signs of improvements (Ankrum, Belcastro, & Genest, 2014). A best practice is critical when teaching reading is involved. Students are relying on the effectiveness of the teacher to hold high expectations so that they are successful in reading.

Another practice that can be used in the classroom to enhance reading is vocabulary instruction. Teachers tend to use reading programs in their classroom. However, some of those reading programs may lack the vocabulary that students need exposure to. Based on different reading curriculums different amounts of time were being spent on vocabulary (Neuman & Wright, 2013). Research has shown that students can learn up to 400 new words in a school year with the help of intentional vocabulary instruction. Also students are able to apply their knowledge of vocabulary to help with their reading. It is important for the teacher to be intentional when figuring out what words to expose children to. Vocabulary is just a small portion of reading practices that can be used, but it is one that students would greatly benefit from (Neuman & Wright, 2013).

### **Importance of Knowing Sight Words**

Sight words can be described as words that are able to be read by simply looking at them. These words do not have to be sounded out in order to figure them out, and some are actually unable to be sounded out phonetically because of their odd way of being spelled (Monroe &

Staunton, 2000). Students who have poor sight word recognition really struggle in their reading development. Studies have shown that children were not reading sight words that were isolated, and they weren't reading them in any kind of context to make sense of the sight words (Monroe & Staunton, 2000). Through sight word instruction students are able to reap the benefits while they are reading. Students should be involved in activities that are engaging and reading predictable text in order to receive the sight words in context. The importance of sight words is high because it is a predictor for a student's ability to learn to read (Monroe & Staunton, 2000).

Students who are unable to read fluently by the end of first grade are at risk for falling behind in their academics, and even further behind their classmates (Van Norman & Wood, 2008). Learning sight words can be done in so many different ways, and that is how it should be done. As long as students are receiving the enrichment they need by learning their sight words, the effectiveness of the method should be rather successful. Research based evidence says that peer tutoring is a good method to use when helping students learn sight words. Struggling students especially benefit from the instant feedback they are getting through peer tutoring (Van Norman & Wood, 2008). This relates back to the verbal scaffolding and the social interaction that children need in order to achieve academically (Ankrum, Belcastro, & Genest, 2014). Students were then tested to see how their sight word recognition was after being involved with a peer and working on them. The findings indicated that students showed an increase in their knowledge of sight words based on peer tutoring (Van Norman & Wood, 2008).

A teacher's effectiveness also has a lot to do with a student learning their sight words. Activities really do need to be planned in order for a child to really benefit from what the purpose of the activity is (Van Norman & Wood, 2008). Sight words are what bond sentences together and allow readers to make sense of the text. It cannot be stressed enough the importance



of a child having a firm grasp and full understanding on sight words in their early learning. Students in kindergarten need that repetition with things in order to be successful in their whole academic careers (Dougherty, 2014).

Sight words are simply words that will make or break a child when it comes time for them to really read. Without sight words a student is unable to fully read a text and make understanding of it. Learning these kinds of words can't be taken lightly and a teacher is responsible for making sure that students are exposed to sight words in their early learning years (Monroe & Staunton, 2000).

### **Conclusion**

The whole purpose of this research project was to allow two different group of students to be exposed to two different amounts of time with guided reading instruction and seeing how they do when it is time to be assessed reading their sight words. All of the following things that were discussed play a part in kindergarteners learning how to read. Reading should really take place in the early school years. Students should be exposed to phonemic awareness, letters, and their sounds in order to be better prepared to learn how to read (Dougherty, 2014). Screeners need to be looked at closely so that teachers understand where a student is coming from. All background knowledge on a child will help a teacher plan effectively for instruction and that is important when it comes to teaching a child how to read (Herman, Owens, King, Reinke, & Stormont, 2015).

Reading and writing should be taught together. Along with writing comes a student learning how to spell. Students are able to play with letters and sounds when they are learning to write which is a beneficial thing for them. Through writing, a student is allowed to have some

kind of connection to the way in which they have been learning how to read (Craig, 2006). It is important for a student to understand the connection of reading and writing so they can use it to their advantage. Teachers should also use best practices when it comes to teaching a student how to read. A teacher doesn't necessarily have to lean on a reading curriculum to be able to use best practices. Guided reading groups allow students to work on skills that will really help them to understand reading (Abbott, Dornbush, Giddings, & Thomas, 2012). It is critical to keep vocabulary in mind when working with a student as well. Students need exposure to vocabulary in order to enhance their reading abilities. If a student is getting to hear and see words that will be in their reading then they will be able to apply the meaning of the word in context (Neuman & Wright, 2013). Sight words are probably the most critical component of learning how to read. If a student is unable to recognize those words when reading then they will struggle with decoding words that are unknown (Monroe & Staunton, 2000). Therefore, students must be receptive to sight word instruction or they will be unable to be a successful reading.

Reading is a determining factor when it comes to a student being successful or not successful. Teachers have the job of making sure that students are able to read fluently by the time they are done with first grade (Horbec, 2012). Reading and writing are what determine the success rate of finding a career. Students that are behind in reading and writing will struggle to be successful after they are done with school (Horbec, 2012). Teaching a child to read is no small task. However, if a student is going to be successful then reading and writing must be learned in a way that the student can apply those skills of reading and writing.

## Chapter 3

### **Methodology and Procedures**

#### **Population**

The population for this study came from one of the seven elementary schools that were a part of Kingsport City Schools. The total population of the Kingsport City School system was approximately 7,928 students with those students ranging from the grades of pre-kindergarten to twelfth grade. The elementary school in which this study was conducted consisted of approximately three hundred seventy two students. Out of those three hundred seventy two students, one hundred twenty were economically disadvantaged in some way. The population of the elementary school was ninety percent Caucasian, nine percent African-American, and five percent Hispanic. The majority within the school consisted of Caucasian students.

#### **Sample**

One kindergarten class was chosen to participate in this study. The class consisted of 17 students of which 9 were girls and 8 were boys. Socioeconomic status differed among students with some being lower than others. Majority of parents were involved in the students' academic career showing that students had support outside the classroom environment. Students were randomly assigned to being in the experimental group (extended guided reading group) and control group (guided reading group). The experimental group had 8 students while the control group had 9 students. Levels of the students varied within the groups.

### **Data Collection**

Data for this study were collected using teacher made tests. The experimental and control group were taught similar sight words with one group receiving more guided reading instructional time. The experimental group was taught within extended guided reading instructional time while the control group was taught within the normal guided reading instructional time. After a week of teaching, the students were tested to determine the difference between the experimental and control groups.

### **Procedure**

In order to begin the study, permission was granted from the principal of John Adams Elementary and the kindergarten teacher that worked at the school. The Institutional Review Board (IRB) for the Kingsport City Schools system allowed for the study to be conducted within the classroom. Permission was then granted from the parents of each of the students who participated in the study. Finally, permission to begin the study was given by the IRB of Milligan College. The sample consisted of 17 students who were randomly assigned to experimental and control groups. The experimental group had 8 students and the control group had 9 students. The experimental group was taught selected sight words within extended guided reading instructional time while the control group was taught same sight words within the normal guided reading instructional time. At the end of one week the students were tested on their performance.

### **Research Questions and Related Hypotheses**

Research Question: Is there a difference in performance when students are taught within extended guided reading instructional time and when taught within normal guided reading instructional time?

Research Hypothesis: There is a difference between the group who is taught within extended guided reading instructional time and the group who is taught within normal guided reading instructional time.

Null Hypothesis: There is no a difference between the group who is taught within extended guided reading instructional time and the group who is taught within normal guided reading instructional time.

Research Question: Is there a difference between boys and girls when they are taught using guided reading strategies?

Research Hypothesis: There is a difference between boys and girls when taught using guided reading strategies.

Null Hypothesis: There is no difference between boys and girls when they are taught using guided reading strategies.

## Chapter 4

### **Data Analysis**

#### **Introduction**

The purpose of this study was to examine the effects of extended guided reading instructional time and normal guided reading instructional time on reading sight words in a kindergarten classroom. Guided reading instruction can be defined as the teacher scaffolding the student as they are learning to read. The teacher prompts the student during guided reading instructional time. Sight words can be defined as words that should be read with automaticity without any hesitation from the reader. The study was conducted at an elementary school in Kingsport, Tennessee with kindergarten students. In this study reading performance was measured with teacher made tests. This chapter relates the data organization and analysis.

#### **Collection of Data**

The population for this study came from an elementary school in Kingsport, Tennessee. The enrollment of the elementary school was approximately 372 students. The sample of this study consisted of one kindergarten class. There were 17 total students used for this study, 8 were male and 9 were female. The demographics of this study are displayed in Table 1. These participants were both the experimental and control groups. Before instruction, sight words to be taught were randomly selected. The control group was taught half of sight words during normal guided reading time. At the end of instruction, students were given a test. The experimental group was taught the second half of sight words during extended guided reading time. At the end a test was given. Data for the two tests were recorded and analyzed.

Table 1

## Demographic Profile of Participants

Gender	Frequency (f)	Percent
Male	8	47
Female	9	53
Total	17	100
Race		
Caucasian	16	99
African American	1	1
Total	17	100

### Research Questions and Related Hypotheses

To guide the analysis of the data collection for this study, two research questions were considered. Each question was followed by a research hypothesis. Data were analyzed using a 0.05 level of significance.

Research Question 1: Is there a difference in performance when students are taught within extended guided reading instructional time and when taught within normal guided reading instructional time?

In order to answer question 1 the student scores were recorded after one week of extended guided reading instruction and one week of normal guided reading instruction time. Student scores were based on reading 15 sight words. The mean score for the extended guided

reading group was 11.38, and the mean score for the normal guided reading group was 10.33.

The mean difference was 1.042.

Research Hypothesis 1: There is a difference between the group who is taught within extended guided reading instructional time and the group who is taught within normal guided reading instructional time.

Null Hypothesis 1: There is no difference between the group who is taught within extended guided reading instructional time and the group who is taught within normal guided reading instructional time.

In order to test whether the mean difference was significant an independent samples t-test was conducted. The variances were assumed equal ( $F = .545, P > .05$ ). A significant difference was not found between the two groups ( $t(15) = .545, P = .594, P > .05$ ). The mean for the extended reading group was not significantly higher ( $M = 11.38, SD = 3.998$ ) than the mean for the normal guided reading group ( $M = 10.33, SD = 3.873$ ). Therefore, the null hypothesis was retained. The results are displayed in Table 2.

Table 2

Independent Samples T-Test for extended reading group and normal reading group

Condition	M	SD	df	t-value	Sig. (2 tailed)
Extended guided reading group	11.38	3.998	15	.545	.594
Normal guided reading group	10.33	3.873	-	-	-



Research Question 2: Is there a difference between boys and girls when they are taught using guided reading strategies?

In order to answer research question number 2, the scores of males and females were recorded after both received guided reading instruction. The mean score on students sight word test scores for females was 11.89 and for males was 8.75. The mean difference was 3.139.

Research Hypothesis 2: There is a difference between boys and girls when taught using guided reading strategies.

Null Hypothesis 2: There is no difference between boys and girls when they are taught using guided reading strategies.

Therefore in order to test whether the mean difference was significant, an independent t-test was conducted. The variances were assumed equal ( $F = 1.575, P > .05$ ). A significant difference was not found between the two groups ( $t(15) = 1.575, P = .136, P > .05$ ). The mean for the females was not significantly higher ( $M = 11.89, SD = 3.822$ ) than the mean for males ( $M = 8.75, SD = 4.4$ ). Therefore, the null hypothesis was retained. The results are displayed in Table 3.

Table 3

Independent Samples T-Test for gender and sight word test score

Guided reading	M	SD	df	t-value	Sig. (2 tailed)
Males	8.75	4.4	15	1.575	.136
Females	11.89	3.822	-	-	-

## Chapter 5

### **Summary of Findings, Conclusions, Recommendations, and Implications**

This chapter contains a summary of findings, conclusions, recommendations, and implications for the research conducted to examine the effects of extended guided reading instruction on reading sight words in a kindergarten classroom. It also examines the secondary purpose, which was to examine if there was a difference in gender and guided reading instruction time.

### **Summary of Findings**

The purpose of this study was to examine the effectiveness of extended guided reading time on reading sight words versus the normal guided reading time on reading sight words. The first research question focused on the test scores, where one group of students were taught sight words using the extended guided reading instruction time and the other group of students were taught during the normal guided reading instruction time. The results indicated there was no significance difference after the data analysis were performed. This is in contrast to the information found in the literature review. Research tends to support the usage of guided reading instruction in the classroom (Abbott, Dornbush, Giddings, & Thomas, 2012), as well as the teacher using this time and any extra time for scaffolding students (Ankrum, Belcastro, & Genest, 2014). Students benefit the greatest when a guided reading strategy is used.

During the extended guided reading instruction, students just thought that they were in the “special” group that week by getting extra time with the teacher. As a kindergartener, any extra time with the teacher they show great excitement for their learning. However, there is only so much time that a kindergarten student can sit and listen attentively. The extended guided reading group seemed to struggle at times being fully focused on the instruction and learning

their sight words. The extended guided reading group really worked hard for that extended period of time. There was just a few more times for redirection of their attention. The students in the other group who received instruction during the normal guided reading time stayed on task the whole time. Redirecting and making sure students were on task the whole time wasn't as much of an issue as it was in the extended guided reading time. The normal amount of guided reading group never was able to cover everything that the extended guided reading group did. The scores could have been reflective of the time difference in both groups, but the scores proved to show no significant difference after the students were tested.

As we know, guided reading strategies help promote reading readiness in students as well as aid students in spelling and writing (Graham & Santangelo, 2014). There is a lot more going on in a guided reading group than students just learning how to read. Scores showed no difference between whether students received the normal amount of guided reading time or an extended amount of guided reading time. There could have been several factors as to why the amount of time students received direct guided reading instruction had no impact on reading sight word scores. The factor of students having to stay focused for a longer amount of time could have impacted there being no difference in scores. In all reality, the extended guided reading group may have only taken in as much information as the normal guided reading group. Therefore, students in both groups showed no difference in knowing sight words. We can conclude, that students should receive guided reading instruction in a kindergarten classroom, but the time they are receiving small group guided reading instruction should be developmentally appropriate.

Research question two focused on gender differences and guided reading instruction. The results indicated that there was no significant difference between males and females and guided

reading instruction. I expected there to be a difference among the genders and their scores, based on research. Males and females learn differently and their brains have proved to process things differently (Herman, Owens, King, Reinke, & Stormont, 2015). Due to the differences in their learning, it may mean that different strategies as well as amounts of time spent in guided reading groups can affect each gender differently. However, in this study boys and girls didn't show any difference when receiving guided reading instruction.

### **Conclusions**

The purpose of this study was to examine the effects of extended guided reading instruction on reading sight words in a kindergarten classroom. A secondary purpose was to determine if there was a difference in gender and guided reading instruction. The results indicated that there was no significant difference on reading sight words when students were taught using extended guided reading instruction and when taught using normal guided reading instruction. Similarly there was no significant difference between genders on performance of reading sight words.

### **Recommendations**

1. Research needs to be conducted over a longer period of time. Students progress at different paces based on any early exposure they have had to reading as well as students respond differently to instruction.
2. Use a larger sample size. More data could be collected if multiple classrooms or even schools were involved in looking at the effectiveness of extended guided reading instruction.
3. Use a true pre-test design which utilizes experimental and control group that are randomly selected and assigned.

### **Implications**

1. Teachers should make sure that all students are exposed to guided reading instruction.  
My research showed that different amounts of time in a guided reading group show no difference among students when reading sight words. Teachers should make sure that all students are receiving instruction based on the skills and issues they need to work on.
2. Teachers should use student screeners, which are given at the beginning of the kindergarten school year, to place students in guided reading groups based on their screeners. Teachers should continue to monitor student growth throughout the year in order to drive the instruction in guided reading groups.
3. Teachers should follow reading curriculum set forth by their school district. Teachers should also follow guidelines of district when setting up the reading block in the classroom. Students need to have an environment set up in a reading block where they are able to thrive in order to develop reading readiness.

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**Appendices**

**Appendix A**

Consent Form

### Consent Form

Your child is invited to take part in a research study of extended instruction time and its effectiveness on reading sight words. The researcher is inviting kindergartners between the ages of 5 and 6 to be in the study. This form is part of a process called “informed consent” to allow you to understand this study before deciding whether to take part.

This study is being conducted by a researcher named Makenzie Lilley, who is a graduate student at Milligan College.

**Background Information:**

The purpose of this study is to determine how effective extended instruction is when it comes to a kindergarten student reading sight words.

**Procedures:**

If you agree to allow your child to be in this study, your child will be asked to:

- Participate in his/her regular class as normal.
- For one week, the students will be taught using different amounts of instruction time.
- Students will then be asked to read 15 sight words.

**Voluntary Nature of the Study:**

This study is voluntary. Everyone will respect your decision of whether or not you choose to allow your child to be in this study. No one at John Adams Elementary or Milligan College will treat you or your child differently if you decide not to allow your child to be in the study. If you decide to allow your child to be in the study now, you can still change your mind later. You may stop at any time.

**Risks and Benefits of Being in the Study:**

Being in this type of study involves some risk of the minor discomforts that can be encountered in daily life, such as fatigue, stress, or becoming upset. Being in this study would not pose risk to your safety or well-being.

**Payment:**

There will be no payment, thank you gifts, or reimbursement provided to the participants.

**Privacy:**

Any information your child provides will be kept confidential. The researcher will not use your child’s personal information for any purposes outside of this research project. Also, the researcher will not include your child’s name or anything else that could identify them in the

study reports. Data will be kept secure. Data will be kept for a period of at least 5 years, as required by Milligan College.

**Contacts and Questions:**

You may ask any questions you have now. Or if you have questions later, you may contact the researcher via email at [mblilley@my.milligan.edu](mailto:mblilley@my.milligan.edu) or by calling 423-367-1058. If you want to talk privately about your child's right as a participant, you can contact the Milligan College Institution Review Board at [IRB@milligan.edu](mailto:IRB@milligan.edu).

The researcher will give you a copy of this form to keep.

**Statement of Consent:**

I have read the above information and I feel I understand the study well enough to make a decision about my child's involvement. By signing below, I understand that I am agreeing to the terms describes above.

Printed Name of Child \_\_\_\_\_

Date of Consent \_\_\_\_\_

Participant's Signature \_\_\_\_\_

Researcher's Signature \_\_\_\_\_