Kindergarten students' interactions with texts during independent reading

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Abstract
The purpose of this study was to examine how emergent readers interact with texts during independent reading. Audio recordings of student talk, video taped observations, notes in a teacher research journal, a book selection chart, and concepts about print assessments were all analyzed to determine how emergent readers interact with texts. Findings were that students interact with familiar, unfamiliar, and leveled texts differently including varying levels of conventionality and prosody of language, the comprehension strategies and skills they use to make meaning, and the concepts about print they apply. Findings also included trends for the types of teacher support students needed. Implications for implementing independent reading in kindergarten classrooms and for future research are discussed.

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books of their own choice silently, with the teacher also reading silently at the same time.) Independent reading is never a substitute for focused remediation and interaction with a teacher in key skill areas, such as word decoding, fluency, vocabulary, and comprehension. How to start kindergarten on the right foot with 12 tips to start a successful kindergarten year. These tips to start kindergarten successfully will cover setting procedures, using the alphabet and names in addition to connecting with parents. Starting kindergarten successfully is a planned event and these 12 tips can be applied whether you are a new teacher or have been teaching for years. They are much more likely to remember their choice if that is the focus during the day as opposed to just a color. 4. Plan for both the positive and negative. Of course, we want to focus on the positive! Starting with student names is a classic way to begin working on letter recognition, sight words and sound production. So, how can you effectively use names? And, that doesn't exclude reading to older students, too. Occasionally reading more difficult text aloud provides opportunities for rich discussion and vocabulary development. And, reading young adult selections such as The Fault in Our Stars (affiliate link) by John Green provides the background and context for meaningful discussions about current topics, too. 7. Encourage Students to Read Widely. Sometimes students get in a rut and don’t read beyond their favorite genre or author. Encourage students to read outside of their preferred genres. To build a wide vocabulary and broad background knowledge, students need to read in a wide variety of genres and text types. Through book talks, read alouds, and book displays, open students’ eyes to new authors, genres, and text types. Shared reading, interactive writing, guided reading, making books, teaching words, and using rhyming are some of the components to include when teaching reading. I have included several of these strategies through the lessons in this series. I have also learned that modeling is the key. Having an author's chair where students can go to read a book, written by themselves or another author, is most important in a Kindergarten classroom. Dramatic Play—students can read and act out the story. Use puppets and allow students to recreate a story to share with the class. Computer—reinforces any curriculum area in reading and writing. This post is part of the series: Teaching Reading: A Series for the Kindergarten Teacher. to read a variety of texts with comprehension. If the reading portion of the curriculum is "watered down," or extensively modified for some students, then the idea of uni procedural facilitators provide a way for students to approach reading difficult text. It is important to realize they are not a summary of the text developed by the teacher but a. dents and between readers and authors. During teacher-student interactions, teachers can verbally model patterns of thinking about and comprehending text. Students can.