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Modern vs. Traditional: Comparing Reading-Level and Strategy-Based Small Groups in Primary Grades

by Abigail Tosch and Jenna Andriakos

You would never expect to hear, “I do not want to see you in my reading room anymore.” To anyone hearing that, it might sound harsh—or cold—to say to a student, but in the eyes of a Reading Interventionist such as ourselves, this is our ultimate goal. Students who qualify for Tier 2 reading intervention face significant literacy achievement gaps that can range from being two to three grade levels behind. When we communicate that we do not want to see our students, it pushes our personal preferences aside and considers the educational gap needing to be fulfilled. Seeing students get dismissed from needing intervention is what we want. We do not want to see the same student repeating this service every year, but how do we do that? What does the support for the student look like; is it interventionist push in versus pull out? Is it shorter or longer time spent in a small-group instruction? The educational community needs to consider the best practice for meeting student achievement in terms of small-group reading comprehension; therefore, we focused on two approaches for our research: strategy-based and reading-level grouping.

Literature Review

When a teacher structures their reading block to reach those students who have been flagged as performing lower in the class based on a district’s assessment, a teacher may pull small groups of students in two ways: reading-level or strategy/skill-based grouping (Fountas & Pinnell, 2012). For this study, we will refer to strategy/skill-based grouping as strategy-based. According to Louise Spear-Swerling (2015), there is a benefit in students receiving strategy-based reading instruction noting that “[when comparing] children who received undifferentiated intervention in resource rooms, the intervention groups made significantly more progress in their weak area of reading” (p. 514). On the contrary,



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Condrón’s (2008) research suggests that grouping students based on skill level only will support some of the students in the group, but not all students will achieve grade level expectation. A national-guided reading survey found that 72% of 730 kindergarten, first-, and second-grade teachers in the U.S. used guided-reading groups for a minimum of three days a week (Jones, 2018). We aim to determine which method, reading-level-based grouping or strategy-grouping, is more beneficial for student comprehension growth.

Meeting Grade-Level Expectations

Common Core Standards require first and second graders to understand how to infer and summarize (Council of Chief State School Officers & National Governors Association Center for Best Practices, 2010). Teachers need to develop effective instruction that reaches students of all reading abilities (Jones, 2018). To improve student reading capabilities, teachers have the opportunity to utilize reading materials that vary according to a student’s independent reading level up to a complex text. An article written by Dr. Kathryn Hastings titled “Leveled Reading and Engagement with Complex Texts” noted that during a literacy dissertation

committee meeting, a committee member took issue with Common Core Standards requiring students to read grade-appropriate complex text (2016). It appears that this committee member supports the idea of exclusively using grade-level text, regardless of a student's independent reading ability. However, Condrón (2008) states that "studies focusing only on grouped students have found that those placed into higher-ranked groups learn more than those placed into lower-ranked groups" (p. 368). This, in turn, suggests that higher levels of text offered to students in strategy-based groups will increase the level of comprehension. According to Reutzel and Fawson (2022), in the early stages of student reading, educators do well in selecting text that is scaffolded to meet the needs of their early readers, thus building self-efficacy. Reutzel and Fawson go on to explain that "[o]nce students are able to handle the reading demands of these types of texts at early grade levels (K-1), then the purpose for selecting texts shifts to more directly addressing the ELA reading standards expected for future college and career readiness" (2022, p. 498). This indicates that picking complex text prepares the students to meet grade-level standards and further prepare them for the future.

Multi-Tiered System

Within elementary classrooms, students may be placed into a multi-tiered system known as Response to Intervention (RTI) to help increase comprehension. RTI was built from the "No Child Left Behind" Act in the early 2000s and "is an educational approach [designed] to provide effective interventions for struggling students in reading and mathematics" (Nilvius et al., 2021, p. 2). Al Otaiba et al. (2019) explains further that RTI is an evidence-based tiered system which includes a "universal screening of all students, provision of explicit and systematic Tier 1 reading instruction, and additional tiers of increasing intensity for students demonstrating inadequate response to instruction" (p. 3). Al Otaiba et al. (2019) state that Tier 1 is the classroom instruction, and Tier 2 is more intensive small-group instruction with regular progress monitoring. Tier 3 is the next level of support in RTI when a student is not responding to the Tier 2 instruction. An additional option for students who require more intensive educational support is through the

special education department. According to researchers Olga Arias-Gundín and Ana García Llamazares (2021):

Tier 3 instruction must be provided by need special education teacher (teachers of Therapeutic Pedagogy and Hearing and Language), since students need very specific responses based on their needs. The ideal would be instruction within the ordinary classroom, but being individualized and intensive, it seems more convenient to remove the student to a space without distractions. (p. 23)

To determine if this is a best fit, students are evaluated and may receive an Individualized Educational Plan (IEP) based on the findings. It is important to note that all tiered interventions are providing instruction in conjunction with the general education classroom (Tier 1) based on what a student is missing in order to meet those grade-level expectations. Students receiving Tier 3 supports and students with an IEP are not exclusively taught together. This decision is left to the district's discretion. As noted previously, the focus of this study will be within the Tier 2 setting.

Small-Group Instruction

Reading is a foundational skill needed by all students. Many teachers find that embracing small-group instruction to encourage student progress reaches a broad range of learners (Fountas & Pinnell, 2012). According to Hudson and Walker (2017):

Fountas and Pinnell (2017a) defined guided reading as "a small-group instructional context in which a teacher supports each reader's development of systems of strategic actions for processing new texts at increasingly challenging levels of difficulty" (p. 12) While highly effective, guided reading alone is not enough to fully develop students' literacy abilities. (p. 67)

Fountas and Pinnell (2012) and Hudson and Walker (2017) warned that reading groups are often misused, noting that guided reading is not always synonymous with small-group instruction. When a guided reading group is formed, research has shown there are benefits to

using material beyond a student's independent reading level, along with proper scaffolding (Hastings, 2016). The complexity of a text varies based on a student's reading level as determined through Fountas and Pinnell's benchmarking tool kit. Based on teacher knowledge, Fountas and Pinnell benchmarking, and district assessments, students may be placed in tiered groups.

Student Comprehension

The Tier 2 setting uses a range of interventions that may suit different levels of comprehension. McKeown et al. (2009) detail two approaches, a Content Approach and Strategies Approach, for students receiving Tier 2 supports. The content approach focuses on the content of the text through general, meaning-based questions. The teacher pre-plans stopping points using a story academically appropriate for the group. This Content Approach is related to reading-level-based small-group instruction. McKeown's Strategy Approach is used for teaching comprehension skills. It has a similar goal to the Content Approach but can be applied to any level of a book. In "strategies instruction, students were taught to use specific procedures to guide their access to text during reading" (McKeown et al., 2009, p. 223). Ultimately, the educator decides which approach will help their class.

For elementary-aged children, there are several reading comprehension expectations. McLaughlin (2012) mentions that beginning in the primary grades, research supports the importance of teaching comprehension strategies for students to gain a complex understanding of texts. With research expressing the importance of comprehension, it can be overwhelming for an educator to decide which support is most effective. Furthermore, if there are multiple tiers of instructional support in a given classroom, it can be difficult to determine the best curriculum for RTI.

Application

As reading interventionists, we understood that our students had significant difficulties in reading comprehension. The student participants qualified for Tier 2 support through district assessments and scored nationally at or below the 25th percentile. Thus, intervening in these students' reading instruction was crucial. We

pulled students from their Tier 1 classroom for 30 minutes each day. Some students received related services, such as Speech Pathology, English Language Learning, and/or Tier 1 small group support. Throughout this article, two classrooms will be mentioned—the K-2 classroom and K-5 classroom. The K-2 classroom was taught by Jenna Andriakos whereas the K-5 classroom was taught by Abigail Tosch.

K-2 Classroom Interventionist

Andriakos's elementary school was located in rural midwest Illinois. Her student population had roughly 335 students from preschool to fifth grade. She worked primarily with kindergarten through second-grade students with Individual Education Plans (IEPs). Andriakos worked with both special education students and students receiving Tier 2 supports. The district did not have a set curriculum for reading intervention because of the size of her district. She spent time building stronger reading skills through self-made lessons to improve her students' understanding of literacy. These lessons are part of a self-made curriculum that follows the Common Core Standards.

K-5 Classroom Interventionist

Tosch is an interventionist for an early childhood through fifth-grade building that consisted of approximately 700 students located in an affluent area in midwestern Illinois. The students she served are labeled as Tier 2. These intervention students are split between two Reading Specialists. The curriculum the district uses is called *Fountas & Pinnell Leveled Literacy Intervention System*. Students are pulled into Tier 2 intervention groups based on their grade level and current reading level.

Assessment Tool

We chose a small sample from our combined Tier 2 classrooms consisting of six 1st-grade students from the K-2 classroom and eight 1st-grade students and three 2nd-grade students from the K-5 classroom. Of the 17 students, 16 had their comprehension results anonymously compared. Students were pretested and posttested using an online assessment tool called FastBridge—a research-based progress monitoring tool

taken from the Illuminate Education company. The pretests and posttests consisted of different grade-level reading passages and questions based on comprehension.

We used FastBridge passages and questions for its established grade-level reading expectation and question clarity. This tool measures student reading accuracy and reading comprehension using a grade-level passage. The comprehension questions were broken into two sections: retell and detailed focus. The retelling consisted of 15 to 20 important parts of the story that students needed to recall. The detailed focus questions consisted of 10 areas around the concrete and inferential understanding of the passage.

Launching the Study

Each student was assessed one-on-one within our small groups; however, we used different accommodations depending on the student. Students read a pre- and post-assessment passage that was not at their independent reading level. Administering the test took three days—each student took approximately 15 minutes to read, answer, and discuss 25–30 parts of the questionnaire. The duration of the intervention took six weeks, and we met for approximately 20 instructional days. We agreed on six weeks because our Tier 2 groups have the potential of transitioning between other interventions or being dismissed based on district criteria. Additionally, this timeframe allowed us to gather sufficient data for this study.

Pre-assessing Comprehension

After our pre-assessment, we determined how our skill and reading level groups would be established. With our districts' expectations in mind, we built the K-2 intervention around reading comprehension skills; the K-5 classroom was built around the students' reading level. Our groups ranged from four to six students and met for 30 minutes each school day. Our goal was to determine the approach that had a greater impact on student comprehension during Tier 2 instruction: strategy-based teaching or reading-level teaching.

K-2 Classroom: Skill-Based Approach

Andriakos began this study by determining the skill

set of her students. To do this, she asked her students to read a passage from FastBridge and answer related questions. From the initial screener, she found that six students would benefit from small-group instruction related to comprehension. Once her group was confirmed, Andriakos administered the pre-assessment. She worked individually with each student, reading the passage with them. Her focus was not on their reading accuracy but their ability to comprehend the text. Having found her data baseline, she began teaching her 30-minute lessons five times a week.

Andriakos's first step had students recall the important information they read. She began by asking them to think of their favorite movie and then describe it to her. After all of the students completed this, they discussed how their retelling of the movie did not cover everything that happened in the movie. Instead, they shared the most important parts. Andriakos then connected this to reading a book and only giving the most important information. She continued the lesson by reading *If Your Monster Won't Go to Bed* (Vega, 2017). As she read, the group began making a list of the characters, problems, and ways the main character helped put her monster to sleep. In total, they completed this lesson in about two days.

Andriakos's next step was having students identify important information in the text. She launched this lesson by explaining the importance of pre-reading the questions and how this guides their purpose for reading. She provided her students with a copy of a reading comprehension sheet created by educational-content creators, Amy Lemons and Katie King (n.d.). As they read through the passage, they highlighted information that would be helpful when answering questions. Once the group read through the passage and identified important information, the students answered the questions with ease. The remainder of Andriakos's study followed this same pattern, only with different selections of texts and comprehension questions (see Appendix).

K-5 Classroom: Reading Level Approach

For this study, Tosch determined if students were on reading level based on their accuracy, which is how

many words the student read aloud in a minute. She marked words that were incorrect and wrote what the child said instead. Students then read the rest of the passage on their own. By providing students the choice between reading aloud or in their head, it was her hope that student comprehension would increase. After the reading, students answered the series of questions from the pre-assessment. If the student did not answer correctly, she wrote their response in addition to marking it incorrect. Tosch wrote what she observed from students. With the students' assessments scored, she took their results and compared them with the percentile standards of grade-level reading expectations.

Tosch referred to her Fountas and Pinnell Literacy conversion sheets as an indicator of what reading level is expected per grade level (Fountas & Pinnell Literacy, 2017). Once Tosch selected the level that she would benchmark, she used an additional resource to determine if the text was Frustrational, Instructional, or Independent (Fountas & Pinnell Literacy, 2017). She looked at each student's instructional level, found the commonality, and started the *Fountas & Pinnell Leveled Literacy Intervention System* (LLI). In most cases, students were taught approximately three levels below grade-level expectations. One student may be reading higher than another, but she could not challenge the lowest reader to a Frustrational level. Each of the LLI lessons is scripted and covers word work that ranges from letter-sound knowledge to CVC words. This program provides a specific reading-leveled book, comprehension questions through discussion, and fluency to guide this intervention. Tosch covered one book from the program every two and a half days. In six weeks, her students read about 12 books that were on or below the reading level that was fit for the class. With every other lesson, at least one student was tested on their reading comprehension. This was how she determined if the class was grasping the reading level or if the level needed to be repeated.

Post-Assessing Comprehension

At the end of our six-week study, we gave our 16 students a post-assessment. This mirrored the structure of the pre-assessment; however, this passage was a

mid-year reading expectation for primary grade-level students. There were 15 important retellings compared to the pre-assessment which had 20. This assessment took our students three days to complete. We chose not to give the students the same passage as the pre-assessment because we wanted to keep the grade-level expectation. In addition, if the students made any gains on their results, we would not be able to determine if it was due to the repeated readings or the interventions. Our goal was to compare small-group instructional strategies and how they impacted comprehension and retelling in primary students.

Findings

After completing the pre- and post-assessments, averages were calculated for each grade level. The results showed there was growth in each classroom (see Figures 1-3). Both instructors intervened during the same time-frame, with the same level of learners, and using the same measurement; however, we used different instructional approaches and yielded different results.

K-2 Classroom Interventionist

Andriakos's assessment results were more favorable than those of the K-5 classroom. Students increased their detail-oriented scores by 64% as a direct result of teaching to their needs. After reviewing the individual data, four out of five students had shown growth. The fifth student, who originally scored 15% on recall, received a zero on the post-assessment. This student had expressed to her that reading was hard, stating "my brain only listens to the words, not the story." It is Andriakos's impression that his lack of reading confidence had a direct effect on his recall.

While listening to the students read and answer questions, Andriakos noticed they used their background knowledge and created answers they assumed she wanted to hear. When asked why the character was unable to see in the house, students stated the character was blind, they had their eyes closed, or the light was out. The answer from the post-assessment stated the main character's house had no windows. She concluded that the students could answer in-text questions more accurately but were unable to grasp the inferential elements.

K-5 Classroom Interventionist

Students' post-assessment scores increased their accuracy by roughly 20% on detail questions. Reading accuracy was taken into account to find student's reading levels which increased by the end of the six-week lessons. Second-grade's accuracy decreased 15%; first-grade's accuracy grew 10%. The main idea was challenging for Tosch's students as they have struggled with inferencing. For example, the characters were able to move a house, and the reader had to infer it was a playhouse being moved into the shade. The largest inferential element was lost by 66% of first-graders because of the similarity between "small house" and "playhouse." With *Fountas & Pinnell Leveled Literacy Intervention System* (LLI), students still needed supplemental instruction to meet their comprehension needs.

Research-Based Support

We had hoped the results from the strategy-based group would far surpass the reading-level group. In his 2008 study, Condrón noted, "theory and research on skill grouping have been limited in a number of ways and have not generated confident conclusions" (p. 363). Although, we did obtain a fair amount of information finding a greater impact from a strategy-based structure versus the reading-level groups. Even though the K-5 classroom was using their program, Fountas and Pinnell shared that while the benefits of guided reading groups may escape teachers, it is important to base our planning around the students to ensure their growth (Fountas & Pinnell, 2012). The LLI program did not sufficiently meet the students' needs; however, those students did show some growth. Strategy-based groups yielded better results by meeting the students where they were exhibiting comprehension deficiency which was supported by our research findings.

Limitations

We acknowledge that throughout the study, there was no shortage of hindrances that could have affected the results. Both classrooms struggled with scheduling; within the six weeks, there were only 20 days of instruction. Our groups could not begin until the list of Tier 2 students was finalized using district assessments and national percentile data.

The pre- and post-assessment passages were at grade-level; however, our students perform below the national norm resulting in reading difficulty. Tosch, the K-5 classroom interventionist, noted, "I don't believe the student read or was able to read the passage on their own based on the amount of errors in the first couple sentences; responses seemed like the student was guessing, or I had to rephrase or repeat many questions." These notes implied that there was a lack of confidence whether the students truly knew the answer, or if they made good guesses. The structure of the questions was academically formatted in a way in which the students were not familiar. The discrepancy between formal and informal vocabulary that is used in classrooms could have also led to student confusion and error, which could lead to further research on the impact of different vocabulary and language used in classrooms.

With a lack of funding and building resources, the K-2 classroom interventionist found it difficult to find ways to support her students' comprehension. Andriakos had to use resources previously acquired from general education classroom experience.

Additionally, student's attitudes or approaches toward assessments and lesson engagement influenced the results. Students in both classrooms had expressed their distaste for reading and answering questions. In the K-5 classroom, students had been heard saying that they were already bad at reading, so they did not see a point in trying and that the books and lessons' structure were not engaging, and their self-perceptions of their reading ability affected their effort and attitude toward building their reading skills. In contrast, the K-2 students had a more positive attitude toward building their reading skills.

As we administered the assessments, one common theme emerged: the importance of background knowledge. When providing students with stories that easily activated background knowledge, they can confidently decipher texts and build meaning from them. McKeown et al. (2009), when reflecting on their own study, noted:

Focusing on strategies during reading may leave students less aware of the overall process of interacting with text, especially in terms of the need to connect ideas they encounter and integrate those ideas into a coherent whole. Content instruction, because it focuses directly on important ideas and making connections, may be more likely to support students in building a coherent representation. (p. 246)

Building upon what students have previously experienced can provide the foundation for comprehending new information. We cannot expect students to make large gains if they cannot pull from their background. They might not have a solid enough connection to understand a new story if we do not focus on the skill or strategy in which the student has a deficit.

Implications

There is certainly room for further research, such as looking into the impact of uniformity with academic vocabulary used across grade levels and tiered classrooms. Students are hearing different vocabulary terms related to one topic from a multitude of educators, making the transfer of knowledge difficult for students traveling to different classrooms. Though we see commonality in the need for common language, our classrooms were uniquely impacted.

K-2 Classroom Interventionist

After this study, Andriakos reflected on the results and what was best practice for her students. Compared to her co-researcher, Andriakos felt fortunate to have academic freedom in her instruction; however, she had difficulty creating intervention lessons to support her students. What she used proved to be beneficial, but her lessons lacked variety for authentic comprehension. Andriakos believes that students require access to books of their choosing to build comprehension compared to those required in reading-level intervention.

In addition to a variety of lessons, she would like to change her pacing. Her plan will be to focus on one skill until the students have met the learning targets. Due to student absences, school holidays, general

schedule changes, and personal days, Andriakos would not have been able to target all the skills necessary for the purpose of this research. Having the freedom to create her own intervention sequence will allow Mrs. Andriakos to do this in the future.

K-5 Classroom Interventionist

Tosch's classroom was designed to give instruction using a set program that only covers a little of every aspect of literacy; this caused many challenges for her. She had to try and meet every student's need while also getting students to reach grade level expectations by the next benchmark. Using *Fountas & Pinnell Leveled Literacy Intervention System* (LLI), she could cover many reading strategies at a quick pace and use good books that would have met the students at their identified level. However, Tosch still needed to supplement many areas in which students were showing a lack of growth in their comprehension—most notably in summarizing and phonics. Looking forward, she would like to narrow down a specific strategy or skill that the students struggle with most—planning to use half of the week working on that deficit and the other half practicing it in application. Students need more opportunities to be taught at a pace that fits with their ability and ample time to practice in a real setting; for example, teaching with a book the student chose or applying an isolated phonics skill into a passage. Tosch also wishes that there was room to slow down the more intensive comprehension skills within the Tier 2 timeframe.

Conclusion

We encourage all educators, not just those in an intervention setting, to utilize these findings in their classrooms. This research was conducted with students receiving Tier 2 supports; however, strategy-based grouping could be implemented with all students, regardless of their tiered status. Students with IEPs typically require the use of a district-approved system to meet their individual goals. However, strategy-based groups have the potential to meet the student's specific goal. For all educators who are interested in applying this study to their small-group reading practice in Tiers 1-3 and special education settings, consider the following steps in no particular order:

1. All staff should uniformly use academic language across all grade-levels and tiered classrooms.
 - a. For example, encourage all staff to choose one phrase when referring to a specific literacy skill, *silent E versus mommy E, summary versus retell*. In doing so, students receiving instruction from multiple teachers will experience an easier transfer of knowledge between classrooms.
2. Provide students with freedom to choose their own small-group instruction books.
 - a. Students may choose practical books outside of their independent reading level found from home, varying libraries, etc. Try to avoid putting limitations on student choice when they are selecting books. When student choice is given, there is built-in engagement that can result in more time available to teach the necessary skills.
3. Identify student reading deficiencies.
 - a. Analyze and notate student observations and district, state, and classroom growth-assessments to determine an area of need. This analysis may include a student's lack of inferencing or an inability to identify details in a story. It may also include a student's lack of awareness of grade-level phonological practices, or other recurring literacy errors.
4. Take time for re-teaching necessary skills.
 - a. Using your analysis results, determine which skills need to be retaught in either a whole-group or small-group setting. We suggest that small groups contain no more than six students; to ensure that all student needs are being met, re-teaching can be critical.
5. Supplement and scaffold your curriculum to support the individual needs within small groups.
 - a. Consistently plan and communicate

with the necessary service providers and special education providers in your school in order to stay up-to-date with student needs. We recommend meeting with these educators on a weekly basis to discuss the progress or area(s) of need for the student(s) in question. When meeting, possible outcomes may include adjusting the amount of time a student is pulled for intervention, implementing or removing accommodations, and determining instructional practices that may benefit a specific student.

6. Consider encouraging all students to read books outside of their independent reading level.
 - a. We suggest using the five-finger rule: A student selects a book and reads one page. If the student makes five or more word errors when reading, the text is assumed to be incomprehensible.

In both research classrooms, the retell percentages did not significantly increase; in the 2nd-grade classroom, it even went down. Is there enough emphasis or uniformity in the ELA instruction on how to summarize a story accurately? Can a student's background knowledge or lack thereof be the missing link to closing the comprehension gap? Our research has opened the door to a conversation concerning the best way to lead students to grade-level expectations when it comes to comprehending a story.

Quality literacy instruction should begin in the Tier 1 setting—the general education classroom. Within those walls, students receive grade-level literacy support between the whole class instruction and small groupings. We acknowledge that there will always be a need for Tier 2 support for students who test below district qualifications. However, there is still an important need to dismiss our students from our Tier 2 classrooms, permanently.

The educational community only wants what is best

for each student. Our community needs to dig deep and work together to realize what is meeting the needs of our students, specifically when building the foundational skills of elementary students. Small group reading has an opportunity to focus on literacy deficits that students are displaying on test scores, and in our study, we inquired what the best practice may be. We explained two common approaches—strategy-based and reading level-based grouping. Both strategies may not have provided an overwhelming difference, but there was a difference, nonetheless.

After all our experience in spending roughly 89 hours of literacy instruction with our students over the course of the school year, we have created strong bonds that cannot be taken for granted. However, placing personal connections aside, we would rather see students in the hallways than in our classrooms receiving intervention.

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Author Biographies

Miss Abigail Tosch is an elementary Reading teacher for a K-5 public school and has served in this capacity for six years. She has received her Master of Education in Literacy at Judson University in Elgin, Illinois. Miss Tosch has a passion for assisting striving readers to become more engaged and confident in their reading.

Mrs. Jenna Andriakos is a Special Education educator for kindergarten through second-grade students. She received her Master of Education in Literacy at Judson University in Elgin, Illinois. Mrs. Andriakos is passionate about engaging students using alternative teaching strategies to encourage a passion for learning. She can be found cuddling with her puppy while reading a book, and she can be reached at jghilardi92@gmail.com.

Figure 1
The Average Result Percentages of the Pre- and Post-Assessments in the K-2 Classroom

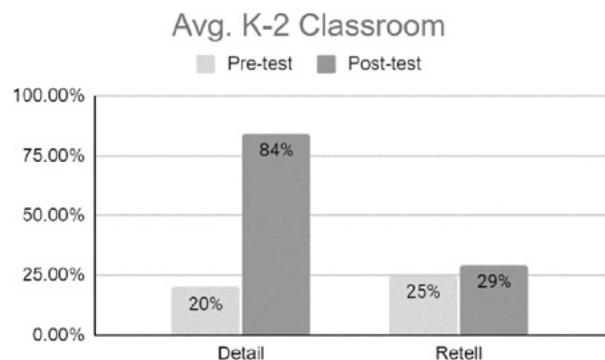


Figure 2

The Average Result Percentages of the Pre- and Post-Assessments in the First-Grade K-5 Classroom

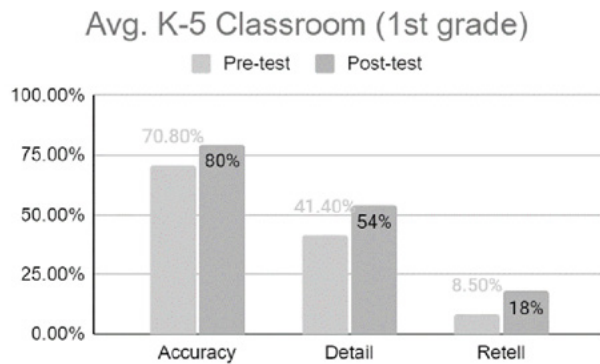
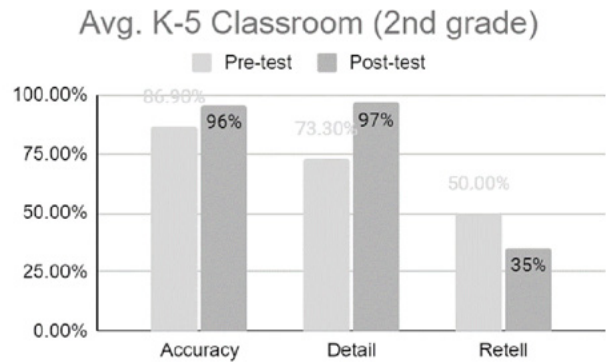


Figure 3

The Average Result Percentages of the Pre- and Post-Assessments in the Second-Grade K-5 Classroom



Appendix

Texts Used to Build Comprehension during the Study

| Author | Date | Title | Publisher |
|-------------------|------|--|-----------------------------------|
| Donaldson, Julia | 2001 | <i>Room on the Broom</i> | Puffin Books |
| John, Jory | 2018 | <i>The Bad Seed</i> | Scholastic Inc. |
| Petty, Devorah | 2015 | <i>I Don't Want to Be a Frog</i> | Doubleday Books for Young Readers |
| Santat, Dan | 2017 | <i>After The Fall</i> | Roaring Brook Press |
| Sattler, Jennifer | 2013 | <i>Sylvie</i> | Dragonfly Books |
| Vega, Denise | 2017 | <i>If Your Monster Won't Go to Bed</i> | Knopf Books for Young Readers |
| Vo, Young | 2022 | <i>Gibberish</i> | Levine Querido |