R2 = Collaboration: a comparison of the effects of interactive read-alouds and read-alouds on student achievement and student attitude in grade-three mathematics

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Abstract
The mathematical achievement for United States’ students is a continuing concern; a concern that has existed for more than 20 years (Kornell, 2012; Smith, 2002). A reality exists that students are often baffled by mathematics. The National Mathematics Advisory Panel (2008) stated in its Final Report: Foundations for Success that “The delivery system in mathematics education—the system that translates mathematical knowledge into value and ability for the next generation—is broken and must be fixed” (p. xiii). Leone, Wilson, and Mulcahy (2010) suggested students’ willingness to engage in learning is influenced by the classroom environment and the engagement between the teacher and students. While reading aloud has long been thought of as a means for increasing students’ engagement, reading abilities and proficiency, the last two decades have seen two events unfold which have increased the scope and context of reading aloud to children: the development of Interactive read-alouds and integration of children’s literature, including reading aloud, within content areas. The researcher collected data from a total of 121 students in grade three at three urban, Title I elementary schools in South Texas during a six week period. All the teachers from each treatment group attended a required staff development. The teacher from school A attended a workshop on Interactive read-alouds and the teachers from School B attended a workshop on how to implement read-alouds in the math curriculum. The data were collected using two instruments of measure, the Pearson Math Topic Test and the Elementary Mathematics Attitude Survey (Guerra-Castañeda, 2013). Descriptive statistics were used to describe the sample of participants. The results indicated that students who were in the Interactive read-aloud group had higher achievement in mathematics than students who were read-aloud to or students who received no intervention at the p = .01, with a medium effect size. Additionally, results from the mathematics survey indicated 47 percent of students in the Interactive read-aloud group enjoyed their mathematics class more than the students in the comparison group. The results of this study support the notion that Interactive read-alouds, when used in elementary third grade mathematics classes, can result in improved student achievement in mathematics, especially when compared to what is commonly known as “traditional” mathematics instruction. This study intends to expand the current field of research regarding the use of Interactive read-alouds in mathematics classrooms and an awareness of the use of Interactive read-alouds and traditional read-alouds to teach mathematics skills and concepts.

Description
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reading aloud on students' achievement in the subject of Islamic studies at secondary school in Semarang. International Journal of Education and Research, 3(2), 577-588. Abstract. In order to gather data through classroom research, there are three stages to complete the assessment, namely, pre-cycle, first-cycle and second cycle in which in this last stage the process of implementing learning strategy was undertaken. The results showed that reading aloud learning strategy made a significantly valuable contribution to the development of independent learning skills and the ability to absorb knowledge and to foster the students to increase their lively sense, achievement, as well as attitude of their response towards that process. Reading aloud to students draws their interest toward reading and provides a model of good oral reading. • Henry Blok (1999) presents in his article a meta-analysis of reading aloud at school based on ten studies. He found that “reading to smaller groups and younger children results in stronger effects.” He also found stronger effects of read-aloud in studies with trained teachers as well as in those in which the books were carefully chosen. Research Question • What effect does reading books aloud to students have on their overall reading achievement? • Reading aloud is appropriate for all students at all grade levels. Future Direction • I plan to incorporate reading aloud as an instructional strategy. • Jessica Loraine Guerra-Castaneda. Published 2015. Computer Science, Mathematics. A dissertation submitted in partial fulfillment of the requirements for the Degree of DOCTOR OF PHILOSOPHY in CURRICULUM and INSTRUCTION from Texas A&M University-Corpus Christi in Corpus Christi, Texas. Save to Library. Create Alert. Interactive Read Aloud and Shared Reading Experiences To prepare for the unit, start by thoroughly reviewing the resources that are included in the Unit Starter. These resources are designed to support students in thinking deeply about the unit concepts and the enduring understandings embedded in complex text through interactive read aloud and shared reading experiences. To support this step, a unit preparation protocol and a lesson preparation protocol are included in Appendices A and B. 5. what materials do I need to order and print? Texts for Interactive Read Aloud & Shared Reading Each of the texts included in the Unit Starters can be purchased or accessed online or through a local library. A list of these texts is included in the Unit Starter materials. ENHANCING PUPILS' READING COMPREHENSION AND ATTITUDES THROUGH A WHOLE LANGUAGE-INSPIRED LITERATURE-BASED READING PROGRAM Melissa Alma R. Orencia College of Education Philippine Normal University Manila, Philippines melissaalmao@yahoo.com This research examined the effects of a whole language-inspired literature-based reading program on pupils' reading comprehension and attitudes toward reading. It employed a naturalistic research design to uncover the usefulness of such a program in improving children's reading comprehension and attitudes. Results of the study showed that the program had a po