Abstract

This paper describes a problem of practice arising from a concern that students are not continuously making reading comprehension gains. Focusing on the problem of practice, the researcher developed a triangulation action research study involving a convenience sampling population in a fifth grade elementary school classroom to examine the impact of the teacher-student conferencing tool from Lucy Calkins’s reader’s workshop model in collaboration with the Accelerated Reader program and comprehension to answer the following research question: What impact do the student-teacher conferences from the Lucy Calkins workshop have on reading comprehension as measured by the AR program? The eight-week study consisted of semi-structured teacher-student conferences at least once per week using quantitative data from the AR program to drive the conference. The t-test did not indicate a significant difference p=0.73, but there was an overall gain of the independent reading level of the class from 4.4 to 4.8 with 18 of the 27 students increasing their independent reading level. Teacher-student conferencing did show a positive correlation to an increase in book volume, engaged time spent reading, and book level.

Keywords: action research, Accelerated Reader, comprehension, teacher-student conferencing, Lucy Calkin’s reader’s workshop