

THE EFFECT OF GOAL SETTING ON READING COMPREHENSION AND
VOCABULARY IN A FIRST GRADE CLASSROOM

A Thesis by

Jeri A. Miller

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I have examined the final copy of this thesis for form and content, and recommend that it be accepted in partial fulfillment of the requirement for the degree of Master of Education with a major in Curriculum and Instruction.

Kimberly McDowell, Committee Chair

We have read this thesis and recommend its acceptance:

Kathy Stratman, Committee Member

Jeri A. Carroll, Committee Member

DEDICATION

To my dear class, whom I love with my whole heart.

To my family who encouraged me ceaselessly throughout the entire process.

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ABSTRACT

Seventeen first graders participated in this study revolving around goal setting. The students were assigned to one of three treatment groups: (1) students who set their own goals, (2) students with teacher set goals, and (3) students with no pre-set goals. Students participated in weekly comprehension quizzes. Following the quizzes, students graphed their achievement and those in Group 1 set their reading goal for the following week, while Group 2 students received a goal from the teacher. Students in Group 3 received no pre-determined goals. All students from all groups were assessed on sight word recognition. The pre and post-test data for both reading comprehension and Dolch sight word recognition were examined statistically using analysis of variance. Results indicated that students in Group 1 made statistically significant gains in both comprehension and sight word recognition. There were no statistically significant differences among the three treatment groups in terms of gains made.

PREFACE

This study has resulted from a personal curiosity about the power of goal setting. This curiosity was peaked when the district I was employed with focused very strongly on that particular skill. The motivation for this study was to simply find out the effectiveness of setting goals on first grade achievement. The research worked well into the general schedule of the classroom. The students were fairly familiar with goal setting. The students who had attended this particular school the previous year also had an introduction to data notebooks and how to keep track of their current accomplishment. The research encompasses a small first grade classroom with ethnic and learning diversity. The purpose of the paper is to show other educators the value of using goal setting in a classroom.

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CHAPTER 1

THE PROBLEM

The focus of education is on data-driven instruction. No Child Left Behind (NCLB) demands educators to be experienced appropriately and to instruct using research-based strategies. According to the White House website, “The Administration is committed to ensuring that every child can read by the third grade” (<http://www.whitehouse.gov/news/reports/no-child-left-behind.html#2>, ¶ 10). In order to accomplish this goal, each school district as well as teacher should focus on five big ideas in the area of reading. The National Reading Panel (NRP) report from 2000 lists five areas of focus and reading instruction: phonemic awareness, phonics, fluency, comprehension, and vocabulary. Phonemic awareness is the awareness of individual sounds within words (National, 2000). Students’ understanding of the idea that words are created with letters and letter patterns (Reading Rockets, ¶. 2) constitutes the notion of phonics. The ability of students to read smoothly and accurately is defined as fluency, while comprehension entails student recall and connection of text. Vocabulary refers to students’ ability to expand and use new words in context. This study focused on sight word recognition and reading comprehension. Sight word recognition typically falls under the NRP category of vocabulary.

In the Chapter four of the National Reading Panel Report on comprehension, sight word recognition is recognized as a vocabulary builder to improve comprehension. One study discussed was by Rinaldi, Sells, and McLaughlin (1997) who worked with third graders to determine the usefulness of sight word recognition in relation to comprehension. Throughout the study, students improved their oral reading fluency, which shows a link between sight word recognition and fluency. Sight word recognition builds a student’s reading vocabulary, which is

“crucial to the comprehension processes of a skilled reader” (p. 2).

Baldrige Classrooms

One way to target the charge set by the NCLB is to implement data-driven decision making within classrooms. The researcher’s school district believes strongly in data-driven instruction as well as research-based strategies and seeks to employ a combination of both through Baldrige classrooms (<http://www.ncacasi.org/documents/baldrige>). A telltale sign of a Baldrige classroom is the importance and use of student data. Students understand where they are lacking or particularly strong. Often teachers will set their own students’ goals. Teacher goals may not motivate the students to actually achieve. Pintrich (1999) observed, “there has been little research on how student may monitor, control, and regulate their own motivation (p. 468).” The purpose of this particular research is to find out if students are motivated by their own goals, teacher-set goals or can achieve well without goals.

The Baldrige award was created in 1987 and has become increasingly popular since the 1990’s. “The Baldrige Criteria provide a framework for systems that includes leadership and strategic planning among seven criteria” (Byrnes & Baxter, 2005, p. xv). The award came about from the Public Law 100-107 designed from the lack of quality and the increase of competition in the business sector. The award was designed to stimulate improvements in the areas of quality products, pride, and profits (The Malcom, ¶. 1, 4). The core values used to design the award for education are as follows: “visionary leadership, learning-centered education, organizational and personal learning, valuing faculty, staff, and partners, agility, focus on the future, managing for innovation, management by fact, social responsibility, focus on results and creating value, and systems perspective” (*Making Connections*, p. 7). The seven components required to receive the Baldrige Education award are: “leadership, strategic planning, student, stakeholder, and market

focus, measurement, analysis, and knowledge management, workforce focus, process management, and results” (*Making Connections*, p. 12). Each applying district is scored on a rubric to determine whether they will receive the award or not. The researcher’s district has been striving to achieve this prestigious award. Classroom teachers are required to create classroom mission, vision and purpose statements. A classroom data center is also a requirement in each room with class data being displayed. Each student is to have an individual data notebook where they can track their progress in all areas. The focus for the district, school, and individual classrooms is seeing the student’s current achievement realistically, and strategically planning to improve that achievement.

It has been proposed by some (e.g., Locke & Latham, 2002), that having students examine their own data and set goals for achievement is one way to facilitate academic growth. Locke and Latham (2002) reported that they “found a positive, linear function in the highest or most difficult goals produced the highest levels of effort and performance” (p. 706). The current research project sought to examine the potential use of goal setting within a first grade classroom. Extant literature in the area of primary-grade learners’ ability to set goals for themselves (given, perhaps, a lack of metacognition) and the impact of goal setting on reading growth is scant. Thus, there was a need for this study.

CHAPTER 2

REVIEW OF THE LITERATURE

The review of literature contains three sections: motivation for learning, motivation for reading, and goal setting. Motivating factors for students are explored in the motivation for learning section. This section is not specific for any academic area. The second section details several studies that focused specifically on motivating students in reading. It contains different interventions to improve student interest and drive in the area of reading. The final section, goal setting, focuses on the researched benefits of goal setting. This section contains studies on different goal setting systems, student ages, and research focuses. The question of this research was to determine how effective goal setting is with first grade reading comprehension and sight word recognition.

Motivation for Learning

Students learn in many different ways and settings. Student motivation to learn is a large factor in any classroom or educational setting. The researcher consulted several studies on learning motivation to gain insight from possible motivational tools.

Covington (2000) introduced goal setting as part of motivational tools. The article begins “Goal theory, motivation, and school achievement: An integrative review” by stating that motivation is the central issue regarding all educational issues. In his article, Covington reviews several options for improving student motivation. An evaluation of goal theory provided the statement “young children who were directed to work under a learning goal set demonstrated greater task involvement and greater subsequent achievement than children who worked under a performance-goal set” (p. 177). A learning goal deals with a specific skill to be learned or mastered while a performance goal is based on the end grade and the attempt to out-perform

others. Classroom incentive systems are also noted to be extremely influential in student achievement. Covington claims that we currently live in an investigative world and thus motivating goals could be ethereal. Focusing less on actual grades and more on the value gained from goals is the suggested move for the future. Covington's study focuses on the motivation drive behind goal setting. The article claims that students with goals are more engaged, however Covington warns that the focus should not be the end result of the grade.

Covington's study focused on the motivation derived from goal setting; student motivation though, is first affected by home environment and influences. Brewster and Fager (2000) noted that when students mature, their peers play a large role in their academic motivation. Providing a welcoming classroom atmosphere and using minimal external rewards are a couple of the suggestions given to improve student motivation at the classroom level. Schools and districts should offer individual recognition and seek to involve the parents. Brewster and Fager tackle the tough concept of actively involving students in school activities by suggesting several propositions: Lessons and activities should be applicable to everyday life and students should have ownership in those activities; Students should be able to communicate their newly gained information with others and achieve challenging tasks on their academic level; Making homework viable was also discussed along with the reasons for assigning homework. The article concludes with the simple reminder that teachers significantly affect their students' drive and engagement in school. Brewster and Fager's study denotes the factors other than quantifiable data and goals to increase motivation. Their conclusion lies with the background of the student and the environment of the classroom.

Brewster and Fager's study ties closely with Margolis and McCabe's article when looking at the environment and instruction that motivates students. Margolis and McCabe

(2003) claim that students need a high level of self-efficacy to be successful in the academic atmosphere. Struggling learners need to be given work and instruction on their academic level so as to prevent negative self-perception. In order to foster a higher sense of self-monitoring in a classroom, teachers should demonstrate a tie between new material to current class or student accomplishments. Specific strategies for learning should be directly taught to the students. With all learners, reinforcing effort and perseverance is more viable than reinforcing academic grades. “Perhaps nothing is more motivating than combining personally important goals with the belief that with reasonable effort, they are achievable” (p. 166). The conclusion of this article applauds goal setting along with the reinforcement of effort.

Goal setting is an internally motivating tool for instruction and comprehension. Lepper, Corpus, and Iyengar (2005) studied the differences and similarities in respect to ethnicity, age differences and internal or external motivators. The study included 797 students from third through eighth grade in two California school districts. The participants completed a motivation questionnaire and several months later student grades were collected. The researchers found no statistically significant positive correlation between motivation and ethnicity. Social pressures weighed more heavily on younger students who took the motivation questionnaire than the older students. Intrinsic motivation showed a steady decline as the students progressed in age while extrinsic motivation showed little change at all. The study showed a significant positive correlation between student academic achievement and intrinsic motivation with extrinsic motivation linking negatively with student grades. When students find value in their activities and are motivated internally, they succeed more than when the educator presents an external mode of inspiration.

Many educators encounter students who do not maintain a personal sense of motivation. Hansen found a significant problem in her first grade classroom dealing with intrinsic motivation (n.d.). In her study with 20 first graders, she encouraged fervor during writing, allowed student choice during arithmetic, and used cooperative learning in the area of reading. She found that using “enthusiasm” was the least productive method. Student choice for math fostered independence in the first grade students. By using cooperative learning, the students became less competitive and enjoyed learning from each other. Although no statistical analyses were reported, she concluded her study anecdotally by explaining that motivation is a huge key to academic success and needs to be focused on regularly. Hansen found that in order to motivate her first grade students, the most effective methods were team and choice activities.

Motivation for Reading

When considering the effectiveness of goal setting in the area of first-grade reading comprehension and sight word recognition, reading motivation must be considered. Information regarding reading motivation for elementary students is fairly similar to motivation in any other area of academics. Students will be motivated in some areas but typically not in all.

Guthrie (2000) explored the possibility of goals used as reading motivation. He described several aspects of motivation in regards to reading: mastery or performance orientation, self-efficacy, social motivation and intrinsic motivation. He also noted that “motivation for reading decreases as children go through school” (¶. 10). Two possible reasons for the decline in motivation were considered: Students may become increasingly aware of their inability to read as well as their peers or learning strategies may not meet a students’ educational needs. Guthrie offered a few suggestions on how to counter the lack of motivation in reading. First, goals that are co-designed by teachers and students can help to improve student self-monitoring. Everyday

simulations in the classroom also motivate students. Diverse and intriguing reading material interests students to learn. Using direct teaching and rewards can also help students to improve their reading ability. “The message is that increasing long-term reading motivation and engagement does not result from a quick fix” (¶. 44). Contrary to the researcher’s study, Guthrie promotes student and teacher collaboration on goals. Guthrie’s suggestion for external rewards also contradicts Lepper, Corpus, and Iyengar’s study, which negates the positive impact of such motivational tools.

Reading motivation is the basis of the goal setting research of this paper. Wigfield, Guthrie, Tonks and Perencevich (2004) explored students’ motivation to read. They explained that self-efficacy, natural incentives, and external incentives directly impact reading ability. The article explores two types of reading instruction and the impact both have on comprehension and motivation. Concept-Oriented Reading Instruction (CORI) “involves linking reading and science together to foster the development of reading comprehension and motivation” (p. 302). This strategy was implemented in two schools in eight third grade classrooms. CORI was found to have supported student self-efficacy in a positive manner. The second strategy implemented was the Strategy Instruction (SI), which “consists of teaching multiple reading strategies” (p. 302). This method was applied in eleven third grade classrooms in two different schools. Unlike the CORI method, results indicated that SI helped to foster student motivation. The authors concluded with the idea that each classroom environment is unique and an assortment of strategies is necessary to improve and promote students’ drive to read. Wigfield, et al. did not recommend one motivational factor to improving reading. They believed that a combination of several factors affect motivation. This study only addresses one factor, which would be setting personal goals, relating to self-efficacy.

Goal Setting

This study is designed specifically around goal setting in the area of reading comprehension and sight word recognition. There is available research regarding goal setting. Several studies focus on goal setting as a part of self-efficacy and not as an independent variable. Researchers have found goal setting to be both effective and non-effective in their results. The research related to goal setting ranges from elementary learning-disabled students to self-monitored college students, which likely contributes to the diversity of results. With different populations and samples varying in age and ability, goal setting and its effects on achievement are likely to vary substantially.

Meader conducted a study concerning the outcome of goals regarding student perseverance in the math setting in his math classroom (n.d.). The study took place in a high school math classroom. Thirty-one total students set goals related to the curriculum. She compared retention of students who set goals to those who did not as measured by their continuing attendance in the program. The results showed that students who set goals were more likely to complete the math program. Meader reported, “for goal setting to be effective, it must be continuing” (p. 15). This study required one group of first graders to set their own goals. The goal setting happened on a weekly basis throughout the research process, which made the goal setting continuous. The researcher wanted to find the difference, if any, between students who set their own goals, students with teacher-given goals, and students with no goals. According to Meader, students who set their own goals showed more internal motivation by continuing on the math program.

For goals and goal setting to be effective, students must understand what achieving a goal means and the ways in which to achieve the set goals. Swain conducted a study on the subject of student understanding of goals in reading. Four special education teachers, along with 19 sixth

and seventh graders participated in the research. “For students to have an understanding of their academic progress, they need to understand their reading goals and be able to work with their teachers to determine if they are making progress” (p. 4). This study utilized the curriculum-based measurement system. Curriculum-based measurement (CBM) uses goal setting and data to continuously set goals, both daily and long-term. The participants used a CBM computer system that generated results and was used to document the progress. Students were trained on how to use and understand CBM. They were instructed on the objective of goals, how to recognize their goal, how to reach their goal, and how to verify their successfulness based on the computer program. Students saw the goal line set by the teacher and were told that their daily goal should be one to two words higher than their previous score. Eighty-nine percent of the students met the study goals set for them by the educator; only thirty eight percent of the students however, met their personal daily goals. This study showed the effectiveness of teacher-set goals in combination with the student knowledge about those goals and does not show a strong correspondence for student set goals.

Shih and Alexander (2000) conducted a study that involved self-efficacy in relation to goal setting. They worked from the premise that students who complete goal setting acquire more knowledge and are more determined than students who do not. The study took place in Taiwan with 84 elementary students. The students set goals based on their assessment data or on feedback given to them. Shih and Alexander found that their hypothesis of goal-setting success was rejected through their study. There were no statistically significant differences in scores based on goal setting. Students did not show any signs of being more self-monitored than students who did not participate in the goal setting study. The hope of this research is to contradict the Shih and Alexander study.

Goal setting is greatly influenced and effective only when coupled with self-efficacy. Wood and Locke (1987) conducted a series of four studies to determine the relationship between self-motivation in school and actual academic achievement in college classes. The first study was the pilot, which helped to revise some of the methods used in the other three studies. There were 64 undergraduate students in a junior level management class that participated in the pilot. Study two had 194 participants, study three had 212 participants and study four had 111 participants. The results of the study showed that self-efficacy had a significant relationship with educational accomplishment. Statistically significant evidence supported the positive effect of setting goals for grades on college course success. Wood and Locke's study found that when students set goals, they are motivated internally.

Johnson, Graham, and Harris (1997) completed a study regarding goal setting and self-instruction, combined collaboratively and individually, and the effects on the retention of a reading comprehension strategy. The study employed 52 fourth through sixth grade learning disabled students. The students were divided into four groups. The first group received only the strategy instruction. The second group received the strategy instruction coupled with goal setting. The third group received the strategy instruction and goal self-instruction. The last group received all three: strategy instruction, goal setting, and self-instruction. The results showed a positive gain for all students and retention of over one month. However, the results did not show any statistical differences between the groups. There was no control group permitted in this study. This study does not prove that any instruction with goal setting combination is effective.

Several significant studies have been conducted regarding goal setting in classrooms. However, many studies focus on older students and specific strategies. The purpose of this

research project is to focus on goal setting in younger students, specifically first graders, in the area of regular classroom reading. The rationale is that the educator's school focuses on student goal setting. The educator seeks to find the significance and outcomes of student-generated or teacher-set setting goals compared to students with no specifically set goals. The specific research questions to be addressed include: (a) what are the effects of self-generated goal setting on students' reading comprehension skills? (b) What are the effects of self-generated goal setting on students' sight word reading skills? and (c) Are there differences in gain scores among students who set their own goals, students who receive teacher-determined goals, and students who set or receive no goals?

CHAPTER 3

METHODS

Participants

The participants in this research project were in a school district in the Midwest, which had a total of 4874 students. The ethnicity of this district was 77.39% White, 6.67% African-American, 13.07% Hispanic, and 2.87% other. The gender breakdown for the district was 51.66% females and 48.34% males. The percentage of students in the district that were economically disadvantaged is 51.04% (KSDE, 2004-2005).

The school had a total of 430 enrolled in grades preschool through sixth. The ethnicity of the school was 72.79% White, 12.56% Hispanic, 10.23% African-American, and 4.42% other. The building had 51.63% females and 48.37% males. The percentage of students in the school that were economically disadvantaged is 78.14% (KSDE, 2004-2005). Information on the amount of students in special education was unavailable.

The class of students involved had a total of 17 students. The breakdown of the ethnicity was 65% White, 6% African American and 29% Hispanic. There were 53% females and 47% males. Eighty-eight percent of the students received free or reduced lunch. No students speak a language other than English at home; however, two students receive ELL pullout for 30 minutes once a week. There were three special education students in the classroom who have IEP's (Individual Education Plan). One student was a selective mute and had not spoken in school since Head Start. There were three other students who receive extra reading and math support provided by Title I services. The students were selected for this study by placement into the educator's first grade classroom for the 2007-2008 school year. They were divided into three groups for the purposes of the intervention. The pre-assessment scores were ranked from highest

to lowest. The students were put into three heterogeneous reading ability groups based upon their pre-assessment score. Students were ranked from 1 to 17 according to the pre-assessment score obtained from the Scott-Foresman Unit 2 Test. When multiple students scored the same on the pre-assessment, the educator used the pre-assessment Dolch word score to rank the students correctly. The educator divided the rankings into groups of three and then took the top one, middle, and last one until all students were gone. Group consisted of students #1, 5, 9, 10, and 14. Group two contained students #2, 6, 7, 11, 15, and 16. Group three had students #3, 4, 8, 12, 13, and 17. The breakdown of students is included in Appendix B.

Measurement Instruments

The measurement instruments were typically used measures in this first grade classroom. To assess reading comprehension, the Scott-Foresman end-of-the-unit assessments were used: Unit 2 Benchmark test and Unit 3 Benchmark test. The unit tests assessed the students over these categories: reading comprehension, high-frequency words, phonics, and grammar. Beck Evaluation and Testing Association Incorporated (BETA) created the testing materials for Scott Foresman (Beck, 2005). “All test items developed by BETA are written by experienced test-development professionals, all with extensive experience at creating test questions in the appropriate content areas and for all targeted grade levels” (p. 5). Ninety-eight percent of *Scott Foresman* reading tests aligned above the median for recently aligned state assessments (www.pearsonschool.com).

At the end of each unit (six basal stories), students were assessed with a unit assessment (see Appendix C). This assessment was online and assessed all the skills taught in that particular unit as well as reading comprehension of small stories in the assessment. BETA created the testing materials for Scott Foresman (Beck, 2005). The Scott Foresman materials were selected

for this study due to the fact that the district adopted the curriculum and mandates the teaching of it.

To assess sight word reading, a researcher-generated Dolch sight word list measure was utilized (see Appendix D). The students started out reading from the Pre-Primer list, then continued into the next level up. The Dolch word lists progress in this order: pre-primer, primer, first grade, second grade, and third grade. The students were held accountable for the words on three lists: pre-primer, primer, and first grade. If a student completed the first grade list, they continued onto the second and third grade sight word lists. Every child had the opportunity to read the words on the list weekly. Data was collected for each reading. Both measures were administered pre- and post intervention. The Dolch sight word list was selected because the researcher's school adopted the list as the indicator as to whether a student has mastered automatic sight word recognition, which is a district as well as school standard.

Procedures for Intervention

The data was collected from several pieces of weekly information. Students engaged in daily reading groups on their instructional level (as determined by the pre-assessments). Whole group instruction was also given on a daily basis. More in-depth lesson plans are included in Appendix E. At the end of the week, students completed a mini assessment that tested the skills of that week and the comprehension of the weekly story. This weekly assessment was part of the Scott Foresman reading series. These weekly quizzes were not analyzed in the pre and post study data but were the driving force when setting goals during the study. Students were also tested weekly on their Dolch word recognition.

The three groups defined earlier participated in this study: (a) students who set their own goals based on their assessment data, (b) students who had their goals set by the teacher, based

on assessment data, and (c) students who had no goals set. Students were assigned a group based on their pre-assessment score from the Unit 2 Scott Foresman test. Students were ranked from 1 to 17. The educator divided the rankings into groups of three and then took the top one, middle, and last one until all students are gone. Group one consisted of students #s 1, 5, 9, 10, and 14. Group two contained students #s 2, 6, 7, 11, 15, and 16. Group three had students #s 3, 4, 8, 12, 13, and 17. Students in the first group determined their own goals and designated an amount of words to learn as their goal for the next week (on the sight word measure) and set a score to receive on the weekly reading comprehension measure. The instructor asked the students in group one to look at their current score and what they would like to score on the quiz and Dolch words the following week. The students recorded their answers and also wrote a section on how they would reach those goals. The second group of students received a goal from the teacher on the amount of words to learn for the next week and a score to achieve on the reading comprehension measure. The teacher discussed each student's current score of the weekly quiz and Dolch word recognition with the students in group two and gave each student a goal of one more correct on the quiz and two new words for Dolch sight word recognition. If a student had a perfect score on the quiz, the goal was to keep the perfect score the following week. The student would come up with the ways to reach the teacher-set goals. The third group of students did not receive or set a goal of any sort. The instructor checked for sight word recognition with the students in group three. There were no goals set for quiz scores or sight word recognition. The students' weekly scores were recorded and compared to the goals set. The goal sheet used is included in Appendix F. The students in both group one and two came up with the method in which to accomplish their goals. The educator determined that since the students were familiar

with goal setting, that even the students with teacher-set goals would be able to determine the steps to achieve their goals.

Table 1

Assessments

Test	Used For
Unit 2 Test	Pre-study data
Dolch Words	Pre/Post-test data Goal setting information during the study (formative)
Weekly quizzes	Goal setting information during the study (formative)
Unit 3 Test	Post-study data

Students participated in daily reading groups four days a week (in a typical five day school week). The reading groups were based on students' instructional levels. Guided reading groups and whole group instruction followed the plan of Scott Foresman. To replicate this study, any reading instruction may be used, with the emphasis on goal setting. On the fifth day of every week, students took a weekly quiz. The teacher would work one on one with each student on graphing their quiz score and reading sight words. Students in the first group would set a goal for the next week as well as explain how they would achieve that goal. Students in the second group went through the same procedure, however the teacher set the student goals. The teacher set the quiz goal as one above the current week score, or maintaining a perfect score. The teacher-set goal on the sight words was two new words each week. The students in the third group kept track of their quiz scores and sight word recognition, but did not have any goals.

CHAPTER 4

RESULTS

The results show the students' groups scores and the statistical analysis of them. The students' pre and post test scores for both comprehension and sight word analysis were analyzed as a whole group, and then in the specific three thesis groups to determine the outcome of the hypothesis.

Preliminary Analyses

Descriptive statistics for the entire sample as well as each group are presented in Table 2. Data were first examined to determine if they violated assumptions of normality. The Shapiro Wilks test of normality was conducted. Results indicated that none of the variables violated assumptions of normality (*ps* ranging from .08 to .86). These results indicated the use of parametric statistics.

Table 2
Descriptive Statistics

Measures	All (n=15)			Group 1 (n=5)			Group 2 (n=6)			Group 3 (n=4)		
	M	SD	R	M	SD	R	M	SD	R	M	SD	R
Comp. Pre	65.8	13.8	35-90	68.5	15.0	50-90	63.3	18.3	35-85	66.0	7.6	5-75
Comp. Post	73.5	14.9	40-93	71.0	20.7	40-90	70.8	12.9	57-93	80.6	9.7	67-90
Dolch pre	46.0	30.9	0-88	43.2	27.3	14-88	48.8	40.9	0-88	45.4	27.0	19-85
Dolch post	98.3	62.6	0-220	120.0	68.5	34-220	90.0	68.9	0-176	83.8	54.0	35-133

The comprehension pre and post test scores come directly from the students' scores on the unit two and three Scott Foresman tests (40 points possible). The Dolch pre and post scores come from sight word assessment (220 words possible).

Primary Analyses

This study examined the impact of goal setting on sight word recognition and reading comprehension using three groups of students (a) those who set their own goals: Group 1, (b) those who had teacher-set goals: Group 2, and (c) those with no set goals; Group 3.

To address the first research questions: What are the effects of self-generated goal setting on students' reading comprehension skills? What are the effects of self-generated goal setting on students' sight word reading skills?, only data from Group 1 (set own goals) were analyzed. Pre- and post-intervention scores on the reading comprehension measure and the sight word reading measure were statistically compared using a one sample *t* test. This analysis determined if the intervention had a statistically significant effect on students post test scores (i.e., it determines if the differences between pre and post test scores were statistically significant). Results indicated that there were statistically significant differences between pre and post test scores for Group 1 on both the Dolch sight word list, $t(4) = 3.92$, $p < .017$ as well as on the comprehension test, $t(4) = 7.66$, $p < .002$. indicating that statistically, differences between pre and post test scores were significant.

To address the final research question (Are there differences in gain scores among students who set their own goals, students who receive teacher-determined goals, and students who set or receive no goals?) pre- and post-test scores for the three groups of participants (own goals, teacher-set goals, not set goals) were compared statistically using the independent group analysis of variance (ANOVA). This analysis determined if the intervention had differential effects on students based on goal group. Results indicated that there were no statistically significant differences in gains made based on reading comprehension or sight word recognition based on group membership, $F(2, 14) = .423$, $p < .665$, $F(2, 14) = .587$, $p < .571$, respectively. Figure 1 shows the mean comprehension scores by group.

Figure 1: Comprehension Mean Graph

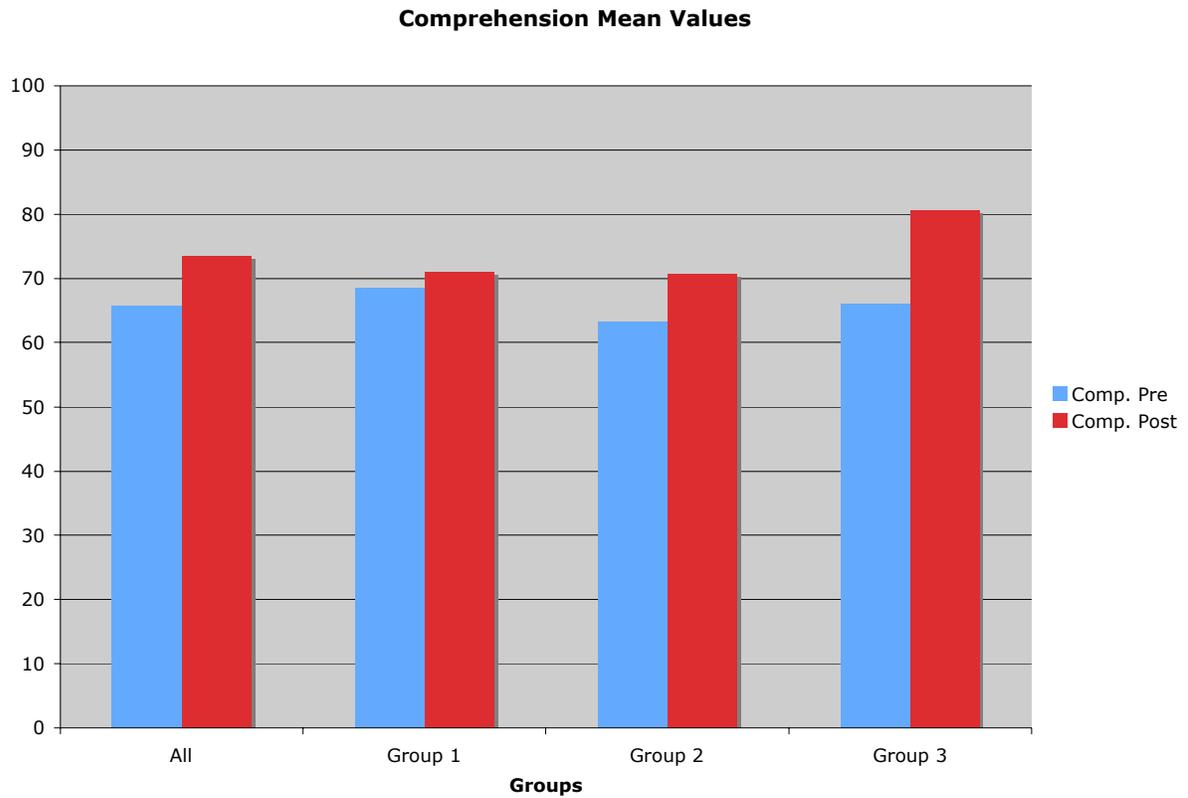
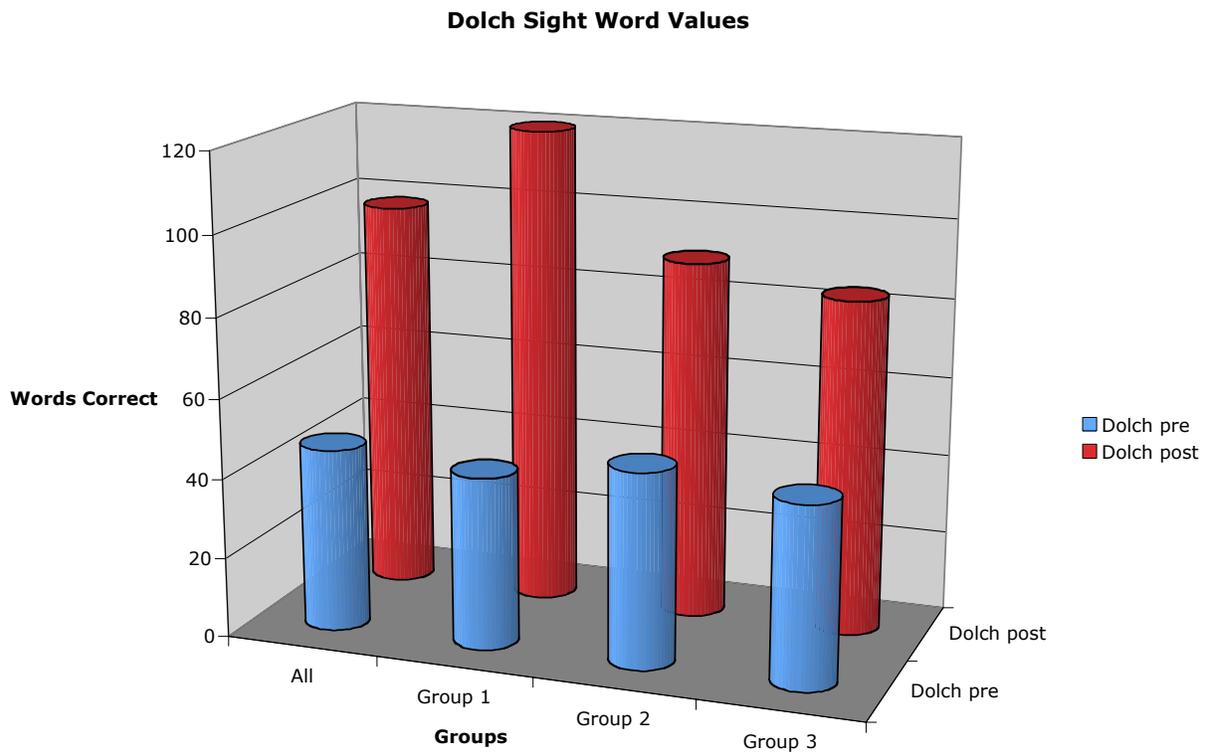


Figure 2 shows the difference in achievement as it relates to the sight word recognition pre and post-test by group.

Figure 2: Sight Word Recognition Mean Graph



Anecdotal Evidence

The educator noticed a distinct difference between the interactions of all three groups. The first group, students who set their own goals, often set very high goals, such as knowing all of the sight words. With the high goal setting, the educator noticed the students gaining remembrance of multiple words in a week. In group two, students with teacher-set goals, the students were given attainable goals of one or two more than currently achieved. These students typically achieved that specific goal, however, never exceeding that goal. The students in group two often used a flashcard to remember the new sight words for the next week. This strategy was fairly helpful. In group three, students without any set goals, the major achievement gap

seemed to be in the sight word recognition. Students did not seem motivated to learn the words, and thus often had no new words each week.

Students who created their own personal goals or received teacher-generated goals, had to come up with strategies on how to achieve the set goals. Some of the those student-created strategies were to “study harder,” “read more,” “practice,” and “do better.” The most practical as well as most popular strategy was to memorize sight words were flashcards. The students would designate what words they wanted on their flashcards and keep them all week until they were tested again.

A very notable impact of the intervention was the way students in both group one and two looked at their achievement data. It seemed to the instructor that the students became aware of the chance for improvement and began talking about their personal goals. Several conversations were overheard about a person’s goal and what words they were working on. Often, students would be asking the educator to check sight words before the fifth day of the week arrived. The educator saw this as a positive.

CHAPTER 5

CONCLUSIONS

The specific research questions addressed in this research study include: (a) What are the effects of self-generated goal setting on students' reading comprehension skills? (b) What are the effects of self-generated goal setting on students' sight word reading skills? and (c) Are there differences in gain scores among students who set their own goals, students who receive teacher-determined goals, and students who set or receive no goals?

When comparing all of the data in both the comprehension and sight word recognition pre and post-test, the intervention of goal setting did not make a statistical difference between the three groups. However, there are some unique differences to explore.

The first research question was: what are the effects of self-generated goal setting on students' reading comprehension skills? The results showed that within Group 1 (self-generated goals), there were significant differences between the performance of the comprehension pre and post-test scores. Thus the conclusion can be made that student-created goals translated into improved scores. However, there were no statistically significant differences in the pre-post test scores among the groups, indicating that self-generated goal setting was not more effective in improving comprehension and sight word reading than teacher-generated goals or no pre-determined goals. When looking at all three of the groups and comparing the mean post-test score, group three has the highest. Group three did not have any goals set during the intervention time period. This could show that first graders are still too immature to set comprehension goals and translate that into motivation to learn in the reading classroom. The students who set their own goals (group one) did barely better than group two, with teacher set goals, not enough to qualify an analysis of the difference. Johnson, Graham, and Harris (1997) concluded in their

study that there was no correlation between instruction, goal setting and the end result. This same result was found in the pre and post-test scores for comprehension.

One difference that was noted anecdotally was the level of goals set by those in Group 1 (self-generated goals). The educator observed that these students would often give themselves rather daunting goals (such as to learn a whole list in week), but also that these students would recognize more words than either of the other two groups on a weekly basis. This result shows that with a specific skill, first graders should be given the chance to set their own goals. Group two, with teacher-set goals, achieved steadily, but still did not have the end result of high increase such as group one. Meader (n.d.) supports this conclusion in his study by showing that students who set their own goals often have more internal motivation to succeed than those who do not. This finding is in contrast to what Shih and Alexander (2000) found in their Taiwan study. Wood and Locke's study found that students who set their own goals were motivated internally. The differences could be in culture or simply in setting. It is the supposition of this study that Wood and Locke's (1987) conclusion was supported through the Group One achievement in the sight word recognition assessment. They found that no matter what age, students who set their own personal goals are more intrinsically motivated to achieve. Even though this study did not formally test intrinsic motivation, the researcher believed that Wood and Locke's study gives insight into why Group One outperformed the others on the skill of sight word recognition.

Both of these results concur with the findings of Covington (2000). He stated that young students would attain more with a learning goal than a performance goal. Setting quiz score goals was a performance goal and neither of the goal setting groups achieved higher than group

three, with no goals. However, when the students set their own learning goals in sight-word recognition, they were successful.

The third research question was: Are there differences in gain scores among students who set their own goals, students who receive teacher-determined goals, and students who set or receive no goals? When considering all of the data, there were no significant differences between the three groups. These results indicate, that in this particular situation and research study, student-generated goals, teacher-set goals, and students without goals were not affected differently.

Limitations

The major limitation of this study is that it utilized a small sample size. The class size started at seventeen students originally. One student moved out of the district during this research and took the entire class size down to sixteen. Group One had five students; Group Two had six students; Group Three had five students. This study was non-experimental which is another limitation of this research, restricting generalizability.

Future Research

This research could be conducted in any classroom, regardless of age or achievement level. The findings should be similar, with students succeeding under their own learning goals and not making a significant difference with any performance goals. However, future research could explore the possibility that first graders are too immature to handle the performance goals by using the intervention in an upper elementary classroom. Generalizing the results of this study could be limited in the future because of the small sample size represented in this study.

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APPENDICES

Appendix A

Definitions

Word	Definition
<i>Goal</i>	“A goal is the object or aim of an action, for example, to attain a specific standard or proficiency, usually within a specified time limit” (Locke & Latham 1).
<i>Data Notebook</i>	A collection of student test and quiz scores as well dolch word memorization progress. Also included in a student’s data notebook was the class purpose, mission, and vision. If the student had a goal for this study, that goal was also included in the data notebook.
<i>Dolch Words</i>	A list of sight words used in the researcher’s school. Students are expected to learn up to the second grade list by the end of first grade. The lists go in this order: pre-primer, primer, first, second, third.
<i>Scott Foresman</i>	Scott Foresman refers to a reading series adopted by the researcher’s school district. It contains weekly lessons with a story, spelling, and grammar skills.

Appendix B

Breakdown of Students

Rank	Unit 2 Score	Dolch Words
1	90%	36
2	85%	88
3	85%	61
4	80%	85
5	75%	88
6	75%	82
7	72.5%	83
8	67.5%	32
9	65.0%	43
10	62.5%	35
11	62.5%	36
12	62.5%	30
13	55%	19
14	50%	14
15	50%	4
16	35%	0
17	Moved	

Group 1: 1, 5, 9, 10,
(set own goals) 14

Group 2: 2, 6, 7, 11,
(teacher set goals) 15, 16

Group 3: 3, 4, 8, 12,
(no official goals) 13, 17

Appendix C

Unit Tests

Unit 2 Benchmark Test Name: _____

Date: _____

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Unit 2 Benchmark Test

1

PART 1: COMPREHENSION Directions: **Little Bear wants dinner. Read the story to find out how Big Bear finds it. Then answer the questions that follow. Finding**

Dinner Little Bear needed dinner.

There was no food!

Big Bear said, "I'll go out.

I have a place to chase animals." Big Bear walked

around the huge forest. He wanted to catch mice. He couldn't find them. He came to a nice lake. He hunted for fish. He just got wet feet. He was

sad. Then he looked for honey. It was in the tall

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Unit 2 Benchmark Test

trees! Big Bear walked home. He gave the honey to Little Bear. Little Bear ate it all!

What gave Big Bear wet feet?

A walking in the forest

B hunting in the water

C looking in the trees

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Unit 2 Benchmark Test

2

PART 1: COMPREHENSION Directions: **Little Bear wants**

dinner. Read the story to find out how Big Bear finds it. Then answer the questions that follow. Finding

Dinner Little Bear needed dinner.

There was no food!

Big Bear said, "I'll go out.

I have a place to chase animals." Big Bear walked

around the huge forest. He wanted to catch

mice. He couldn't find them. He came to a nice

lake. He hunted for fish. He just got wet

feet. He was

sad. Then he looked for honey. It was in the tall

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Unit 2 Benchmark Test

trees! Big Bear walked

home. He

What is this story all about?

A helping

B walking

C playing

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Unit 2 Benchmark Test

3

PART 1: COMPREHENSION Directions: **Little Bear wants dinner. Read the story to find out how Big Bear finds it. Then answer the questions that follow. Finding**

Dinner Little Bear needed dinner.

There was no food!

Big Bear said, "I'll go out.

I have a place to chase animals." Big Bear walked

around the huge forest. He wanted to catch

mice. He couldn't find them. He came to a nice

lake. He hunted for fish. He just got wet

feet. He was

sad. Then he looked for honey. It was in the tall

trees! Big Bear walked home. He gave the honey to Little Bear. Little Bear ate it all!

What made Big Bear sad?

- A He did not like the mice.
 - B He could not get honey.
 - C He could not find food.
-

4

PART 1: COMPREHENSION Directions: **Little Bear wants dinner. Read the story to find out how Big Bear finds it. Then answer the questions that follow. Finding**

Dinner Little Bear needed dinner.

There was no food!

Big Bear said, "I'll go out.

I have a place to chase animals." Big Bear walked

around the huge forest. He wanted to catch mice. He couldn't find them. He came to a nice lake. He hunted for fish. He just got wet feet. He was

sad. Then he looked for honey. It was in the tall

trees! Big Bear walked home. He gave the honey to Little Bear. Little Bear ate it all!

Big Bear got some honey. Then he went

- A to the lake.
 - B to the forest.
 - C back home.
-

5

PART 1: COMPREHENSION Directions: **Little Bear wants dinner. Read the story to find out how Big Bear finds it. Then answer the questions that follow. Finding**

Dinner Little Bear needed dinner.

There was no food!

Big Bear said, "I'll go out.

I have a place to chase

animals." Big Bear walked

around the huge forest. He wanted to catch

mice. He couldn't find them. He came to a nice

lake. He hunted for fish. He just got wet

feet. He was

sad. Then he looked for honey. It was in the tall

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Unit 2 Benchmark Test

trees! Big Bear walked

home. He gave the honey to Little Bear. Little

Bear ate it all!

The author wrote the story to tell about

A two bears.

B all animals.

C mice and fish.

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Unit 2 Benchmark Test

6

PART 1: COMPREHENSION Directions: **Little Bear wants dinner. Read the story to find out how Big Bear finds it. Then answer the questions that follow. Finding**

Dinner Little Bear needed dinner.

There was no food!

Big Bear said, "I'll go out.

I have a place to chase

animals." Big Bear walked

around the huge forest. He wanted to catch

mice. He couldn't find them. He came to a nice

lake. He hunted for fish. He just got wet
feet. He was
sad. Then he looked for honey. It was in the tall

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Unit 2 Benchmark Test

trees! Big Bear walked
home. He gave the honey to Little Bear. Little
Bear ate it all!

What is a good name for this story?

A Big Bear Has Fun

B Big Bear Helps Little Bear

C Little Bear Is Sad

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Unit 2 Benchmark Test

7

PART 1: COMPREHENSION Directions: **Little Bear wants dinner. Read the story to find out how Big Bear finds it. Then answer the questions that follow. Finding**

Dinner Little Bear
needed dinner.

There was no food!

Big Bear said, "I'll go out.

I have a place to chase
animals." Big Bear walked

around the huge forest. He wanted to catch
mice. He couldn't find them. He came to a nice
lake. He hunted for fish. He just got wet
feet. He was

sad. Then he looked for honey. It was in the tall

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Unit 2 Benchmark Test

trees! Big Bear walked
home. He gave the honey to Little Bear. Little
Bear ate it all!

When there was no food, Big Bear had to

A get dinner.

B go out to play.

C get help.

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Unit 2 Benchmark Test

8

PART 1: COMPREHENSION Directions: **Little Bear wants dinner. Read the story to find out how Big Bear finds it. Then answer the questions that follow. Finding**

Dinner Little Bear

needed dinner.

There was no food!

Big Bear said, "I'll go out.

I have a place to chase animals." Big Bear walked

around the huge forest. He wanted to catch

mice. He couldn't find them. He came to a nice

lake. He hunted for fish. He just got wet

feet. He was

sad. Then he looked for honey. It was in the tall

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Unit 2 Benchmark Test

trees! Big Bear walked

home. He gave the honey to Little Bear. Little

Bear ate it all!

What did Big Bear want to do?

A grow food

B play

C find food

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Unit 2 Benchmark Test

9

PART 1: COMPREHENSION Directions: **Little Bear wants dinner. Read the story to find out how Big Bear finds it. Then answer the questions that follow. Finding**

Dinner Little Bear

needed dinner.

There was no food!

Big Bear said, "I'll go out.

I have a place to chase animals.” Big Bear walked around the huge forest. He wanted to catch mice. He couldn’t find them. He came to a nice lake. He hunted for fish. He just got wet feet. He was sad. Then he looked for honey. It was in the tall

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Unit 2 Benchmark Test

trees! Big Bear walked home. He gave the honey to Little Bear. Little Bear ate it all!

The author wanted

- A to make you safe in the forest.
 - B you to see Big Bear helping Little Bear.
 - C to tell you where to find honey.
-

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Unit 2 Benchmark Test

10

PART 1: COMPREHENSION Directions: **Little Bear wants dinner. Read the story to find out how Big Bear finds it. Then answer the questions that follow. Finding**

Dinner Little Bear needed dinner.

There was no food!

Big Bear said, “I’ll go out.

I have a place to chase animals.” Big Bear walked around the huge forest. He wanted to catch mice. He couldn’t find them. He came to a nice lake. He hunted for fish. He just got wet feet. He was sad. Then he looked for honey. It was in the tall

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Unit 2 Benchmark Test

trees! Big Bear walked home. He gave the honey to Little Bear. Little

Bear ate it all!

How can you tell this story is make-believe?

A Big Bear could talk.

B Big Bear looked for food.

C Little Bear liked honey.

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Unit 2 Benchmark Test

11

PART 1: COMPREHENSION Directions: **Little Bear wants dinner. Read the story to find out how Big Bear finds it. Then answer the questions that follow. Finding**

Dinner Little Bear

needed dinner.

There was no food!

Big Bear said, "I'll go out.

I have a place to chase

animals." Big Bear walked

around the huge forest. He wanted to catch

mice. He couldn't find them. He came to a nice

lake. He hunted for fish. He just got wet

feet. He was

sad. Then he looked for honey. It was in the tall

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Unit 2 Benchmark Test

trees! Big Bear walked

home. He gave the honey to Little Bear. Little

Bear ate it all!

Where did Big Bear look for food last?

A in the lake

B in the trees

C in the park

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Unit 2 Benchmark Test

12

PART 1: COMPREHENSION Directions: **Little Bear wants dinner. Read the story to find out how Big Bear finds it. Then answer the questions that follow. Finding**

Dinner Little Bear
needed dinner.
There was no food!
Big Bear said, "I'll go out.
I have a place to chase
animals." Big Bear walked
around the huge forest. He wanted to catch
mice. He couldn't find them. He came to a nice
lake. He hunted for fish. He just got wet
feet. He was
sad. Then he looked for honey. It was in the tall

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Unit 2 Benchmark Test

trees! Big Bear walked
home. He gave the honey to Little Bear. Little
Bear ate it all!
At the end of the story, the author wanted you to
A eat your dinner.
B be sad.
C feel good.

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Unit 2 Benchmark Test

13
PART 1: COMPREHENSION Directions: **Little Bear wants
dinner. Read the story to find out how Big Bear finds it. Then answer the
questions that follow. Finding**

Dinner Little Bear
needed dinner.
There was no food!
Big Bear said, "I'll go out.
I have a place to chase
animals." Big Bear walked
around the huge forest. He wanted to catch
mice. He couldn't find them. He came to a nice
lake. He hunted for fish. He just got wet
feet. He was
sad. Then he looked for honey. It was in the tall

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Unit 2 Benchmark Test

trees! Big Bear walked home. He gave the honey to Little Bear. Little Bear ate it all!

Where did this take place?

- A in a forest
 - B in a lake
 - C in a town
-

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Unit 2 Benchmark Test

14

PART 1: COMPREHENSION Directions: **Little Bear wants dinner. Read the story to find out how Big Bear finds it. Then answer the questions that follow. Finding**

Dinner Little Bear needed dinner.

There was no food!

Big Bear said, "I'll go out.

I have a place to chase animals." Big Bear walked

around the huge forest. He wanted to catch mice. He couldn't find them. He came to a nice lake. He hunted for fish. He just got wet feet. He was

sad. Then he looked for honey. It was in the tall

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Unit 2 Benchmark Test

trees! Big Bear walked home. He gave the honey to Little Bear. Little Bear ate it all!

At the end of the story, little Bear was

- A sad.
- B glad.
- C mad.

15

PART 2: HIGH-FREQUENCY WORDS Directions: **For the following questions, find the word that best fits in each sentence.**

The dog can not _____ his bone.

- A family

- B some
- C find

16

PART 2: HIGH-FREQUENCY WORDS Directions: For the following questions, find the word that best fits in each sentence.

It was cold. We _____ not go to the zoo.

- A could
 - B new
 - C put
-

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Unit 2 Benchmark Test

17

PART 2: HIGH-FREQUENCY WORDS Directions: For the following questions, find the word that best fits in each sentence.

Jane put seeds in the cage. The birds needed _____.

- A good
- B food
- C grow

18

PART 2: HIGH-FREQUENCY WORDS Directions: For the following questions, find the word that best fits in each sentence.

We all rode bikes _____ the big park.

- A also
- B around
- C people

19

PART 2: HIGH-FREQUENCY WORDS Directions: For the following questions, find the word that best fits in each sentence.

We wanted to go _____, but Mom said to play inside.

- A out
- B under
- C horse

20

PART 2: HIGH-FREQUENCY WORDS Directions: For the following questions, find the word that best fits in each sentence.

Is _____ a place you will let us play?

- A now
 - B old
 - C there
-

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21

PART 3: PHONICS Directions: **For the questions that follow, listen to the question and then click the circle next to the correct answer.**

Directions

A mice

B wish

C lost

22

PART 3: PHONICS Directions: **For the questions that follow, listen to the question and then click the circle next to the correct answer.**

Directions

A talked

B made

C wanted

23

PART 3: PHONICS Directions: **For the questions that follow, listen to the question and then click the circle next to the correct answer.**

Directions

A two

B tree

C they

24

PART 3: PHONICS Directions: **For the questions that follow, listen to the question and then click the circle next to the correct answer.**

Directions

A made

B need

C man

25

PART 3: PHONICS Directions: **For the questions that follow, listen to the question and then click the circle next to the correct answer.**

Directions

A nose

B nest

C nice

26

PART 3: PHONICS Directions: **For the questions that follow, listen to the question and then click the circle next to the correct answer.**

Directions

A dash
B rice
C was
27

PART 3: PHONICS Directions: For the questions that follow,
listen to the question and then click the circle next to the correct answer.

Directions

A can
B shine
C chin
28

PART 3: PHONICS Directions: For the questions that follow,
listen to the question and then click the circle next to the correct answer.

Directions

A page
B pig
C tug

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PART 3: PHONICS Directions: For the questions that follow,
listen to the question and then click the circle next to the correct answer.

Directions

A wish
B witch
C with
30

PART 3: PHONICS Directions: For the questions that follow,
listen to the question and then click the circle next to the correct answer.

Directions

A I do
B I am
C I will
31

PART 3: PHONICS Directions: For the questions that follow,
listen to the question and then click the circle next to the correct answer.

Directions

A cute
B must
C duck
32

PART 3: PHONICS Directions: For the questions that follow,
listen to the question and then click the circle next to the correct answer.

Directions

- A wet
 - B bee
 - C go
-

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33

PART 3: PHONICS Directions: **For the questions that follow, listen to the question and then click the circle next to the correct answer.**

Directions

- A bone
- B box
- C hot

34

PART 3: PHONICS Directions: **For the questions that follow, listen to the question and then click the circle next to the correct answer.**

Directions

- A picnic
- B kite
- C snack

35

PART 4: GRAMMAR, USAGE, MECHANICS Directions: **For the following questions, find the best answer.**

The _____ is in the water.

- A could
- B under
- C fish

36

PART 4: GRAMMAR, USAGE, MECHANICS Directions: **For the following questions, find the best answer.**

There are four _____ in the park.

- A workers
 - B worker
 - C work
-

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Unit 2 Benchmark Test

37

PART 4: GRAMMAR, USAGE, MECHANICS Directions: **For the following questions, find the best answer.**

Which sentence is written correctly?

- A My cat tom plays with mice.
- B My cat Tom plays with mice.
- C My Cat tom plays with mice.

38

PART 4: GRAMMAR, USAGE, MECHANICS Directions: **For the following questions, find the best answer.**

Which sentence is written correctly?

- A I like Mrs. Jones.
- B I like Mrs. jones.
- C I like mrs. jones.

39

PART 4: GRAMMAR, USAGE, MECHANICS Directions: **For the following questions, find the best answer.**

Which sentence is written correctly?

- A We play ball on sunday.
- B We play Ball on sunday.
- C We play ball on Sunday.

40

PART 4: GRAMMAR, USAGE, MECHANICS Directions: **For the following questions, find the best answer.**

Which sentence is written correctly?

- A It is hot in june.
- B It is hot in June.
- C It is Hot in June.

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Unit 3 Benchmark Test Name: _____

Date: _____

1

PART 1: COMPREHENSION Directions: **Many things start to happen in spring. Read about them. Then answer the questions that follow. Is It**

Spring? Squirrel

looked out from the tree.

"Is it spring?" he asked.

"It isn't cold any more," said

Bird. "The rain has stopped,"

said Caterpillar.

"The flowers are growing again."

"Then I think it's spring!" shouted Squirrel.

He ran down the tree.

He went running to see his
friends. Bird flew away.
The sun did feel warmer on her feathers.
She went looking for a good place to make a

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Unit 3 Benchmark Test

nest. Caterpillar crawled
around the tree.
It was time to eat dinner.
The leaves were very green.
He'll eat the greenest ones.
Soon he will be fat.
Then he will become a beautiful butterfly.
What did Bird do at the end of the story?
A She flew to see Squirrel.
B She looked for a place for a nest.
C She crawled around the tree.

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2

PART 1: COMPREHENSION Directions: **Many things start to happen in spring. Read about them. Then answer the questions that follow. Is It Spring?** Squirrel looked out from the tree. "Is it spring?" he asked. "It isn't cold any more," said Bird. "The rain has stopped," said Caterpillar. "The flowers are growing again." "Then I think it's spring!" shouted Squirrel. He ran down the tree. He went running to see his friends. Bird flew away. The sun did feel warmer on her feathers. She went looking for a good place to make a

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nest. Caterpillar crawled
around the tree.
It was time to eat dinner.
The leaves were very green.
He'll eat the greenest ones.

Soon he will be fat.
Then he will become a beautiful butterfly.

How are Squirrel, Bird, and Caterpillar the same?

- A They are all happy it is spring.
B They all want to see their friends.
C They all need to eat leaves.
-

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Unit 3 Benchmark Test

3

PART 1: COMPREHENSION Directions: **Many things start to happen in spring. Read about them. Then answer the questions that follow. Is It**

Spring? Squirrel

looked out from the tree.

"Is it spring?" he asked.

"It isn't cold any more," said

Bird. "The rain has stopped,"

said Caterpillar.

"The flowers are growing again."

"Then I think it's spring!" shouted Squirrel.

He ran down the tree.

He went running to see his

friends. Bird flew away.

The sun did feel warmer on her feathers.

She went looking for a good place to make a

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Unit 3 Benchmark Test

nest. Caterpillar crawled
around the tree.

It was time to eat dinner.

The leaves were very green.

He'll eat the greenest ones.

Soon he will be fat.

Then he will become a beautiful butterfly.

How are Bird and Caterpillar different?

- A Bird needs to eat leaves.
 - B Bird likes the spring.
 - C Bird needs to make a nest.
-

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Unit 3 Benchmark Test

4

PART 1: COMPREHENSION Directions: **Many things start to happen in spring. Read about them. Then answer the questions that follow. Is It**

Spring? Squirrel

looked out from the tree.

"Is it spring?" he asked.

"It isn't cold any more," said Bird. "The rain has stopped,"

said Caterpillar.

"The flowers are growing again."

"Then I think it's spring!" shouted Squirrel.

He ran down the tree.

He went running to see his friends. Bird flew away.

The sun did feel warmer on her feathers.

She went looking for a good place to make a

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Unit 3 Benchmark Test

nest. Caterpillar crawled around the tree.

It was time to eat dinner.

The leaves were very green.

He'll eat the greenest ones.

Soon he will be fat.

Then he will become a beautiful butterfly.

What did Squirrel do first?

- A He ate leaves from the tree.
 - B He looked out from the tree.
 - C He ran to the ground.
-

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5

PART 1: COMPREHENSION Directions: **Many things start to happen in spring. Read about them. Then answer the questions that follow. Is It**

Spring? Squirrel

looked out from the tree.

"Is it spring?" he asked.

"It isn't cold any more," said

Bird. "The rain has stopped,"

said Caterpillar.

"The flowers are growing again."

"Then I think it's spring!" shouted Squirrel.

He ran down the tree.

He went running to see his

friends. Bird flew away.

The sun did feel warmer on her feathers.

She went looking for a good place to make a

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Unit 3 Benchmark Test

nest. Caterpillar crawled
around the tree.

It was time to eat dinner.

The leaves were very green.

He'll eat the greenest ones.

Soon he will be fat.

Then he will become a beautiful butterfly.

How did the animals know it was spring?

A The grass was green.

B It was raining.

C They saw flowers.

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6

PART 1: COMPREHENSION Directions: **Many things start to happen in spring. Read about them. Then answer the questions that follow. Is It**

Spring? Squirrel

looked out from the tree.

"Is it spring?" he asked.

"It isn't cold any more," said
Bird. "The rain has stopped,"
said Caterpillar.
"The flowers are growing again."
"Then I think it's spring!" shouted Squirrel.
He ran down the tree.
He went running to see his
friends. Bird flew away.
The sun did feel warmer on her feathers.
She went looking for a good place to make a

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nest. Caterpillar crawled
around the tree.
It was time to eat dinner.
The leaves were very green.
He'll eat the greenest ones.
Soon he will be fat.
Then he will become a beautiful butterfly.
How can you tell this story is make-believe?
A The animals talked.
B Squirrel ran down the tree.
C Caterpillar turned into a butterfly.

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7

PART 1: COMPREHENSION Directions: **Many things start to happen in spring. Read about them. Then answer the questions that follow. Is It Spring?** Squirrel
looked out from the tree.
"Is it spring?" he asked.
"It isn't cold any more," said
Bird. "The rain has stopped,"
said Caterpillar.
"The flowers are growing again."
"Then I think it's spring!" shouted Squirrel.
He ran down the tree.
He went running to see his
friends. Bird flew away.

The sun did feel warmer on her feathers.
She went looking for a good place to make a

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nest. Caterpillar crawled
around the tree.
It was time to eat dinner.
The leaves were very green.
He'll eat the greenest ones.
Soon he will be fat.
Then he will become a beautiful butterfly.

In this story, the author wanted to

- A make you feel sad about spring.
 - B make you plant flowers in spring.
 - C tell you what animals do in the spring.
-

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8

PART 1: COMPREHENSION Directions: **Moving to a new house can be hard. Read about Dan. Then answer the questions that follow. New**

Friends Dan had
moved to a new house.
He watched from the window.
The workers were bringing in the boxes with his things.
Dan did not want to be in a new house.
He did not want to go to a new
school. Dan saw some
kids playing in the park.
His mother saw them too.
She said, "Dan, do you want to go to the park and
play?" Dan went to the

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Unit 3 Benchmark Test

park.
He played with his new friends.
His new friend Bill said, "We've had fun."

We'll help you on your first day of school." When Dan came home, he had a smile on his face.

How did this story start?

- A Dan made a new friend.
 - B Dan came to a new house.
 - C Dan went to a new school.
-

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9

PART 1: COMPREHENSION Directions: **Moving to a new house can be hard. Read about Dan. Then answer the questions that follow. New**

Friends Dan had moved to a new house. He watched from the window. The workers were bringing in the boxes with his things. Dan did not want to be in a new house. He did not want to go to a new school. Dan saw some kids playing in the park. His mother saw them too. She said, "Dan, do you want to go to the park and play?" Dan went to the

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park. He played with his new friends. His new friend Bill said, "We've had fun. We'll help you on your first day of school." When Dan came home, he had a smile on his face.

What did Dan do first?

- A He went to school.
 - B He played in the park.
 - C He watched the workers.
-

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10

PART 1: COMPREHENSION Directions: **Moving to a new house can be hard. Read about Dan. Then answer the questions that follow. New**

Friends Dan had

moved to a new house.

He watched from the window.

The workers were bringing in the boxes with his things.

Dan did not want to be in a new house.

He did not want to go to a new

school. Dan saw some

kids playing in the park.

His mother saw them too.

She said, "Dan, do you want to go to the park and play?" Dan went to the

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park.

He played with his new friends.

His new friend Bill said, "We've had fun.

We'll help you on your first day of school." When Dan came

home, he had a smile on his face.

Why did Dan smile at the end?

A He was glad to have a new friend.

B He had many things to play with.

C He saw some of his old friends.

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11

PART 1: COMPREHENSION Directions: **Moving to a new house can be hard. Read about Dan. Then answer the questions that follow. New**

Friends Dan had

moved to a new house.

He watched from the window.

The workers were bringing in the boxes with his things.

Dan did not want to be in a new house.

He did not want to go to a new

school. Dan saw some
kids playing in the park.
His mother saw them too.
She said, "Dan, do you want to go to the park and
play?" Dan went to the

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Unit 3 Benchmark Test

park.
He played with his new friends.
His new friend Bill said, "We've had fun.
We'll help you on your first day of
school." When Dan came
home, he had a smile on his face.

The big idea of this story is

- A playing in the park.
 - B talking with Mother.
 - C finding new friends.
-

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12

PART 1: COMPREHENSION Directions: **Moving to a new house can be hard. Read about Dan. Then answer the questions that follow. New**

Friends Dan had
moved to a new house.
He watched from the window.
The workers were bringing in the boxes with his things.
Dan did not want to be in a new house.
He did not want to go to a new
school. Dan saw some
kids playing in the park.
His mother saw them too.
She said, "Dan, do you want to go to the park and
play?" Dan went to the

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park.

He played with his new friends.
His new friend Bill said, "We've had fun.
We'll help you on your first day of
school." When Dan came
home, he had a smile on his face.

What did Dan do last?

- A He came home.
 - B He talked to his mother.
 - C He went to school.
-

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13

PART 1: COMPREHENSION Directions: **Moving to a new house can be hard. Read about Dan. Then answer the questions that follow. New**

Friends Dan had
moved to a new house.
He watched from the window.
The workers were bringing in the boxes with his things.
Dan did not want to be in a new house.
He did not want to go to a new
school. Dan saw some
kids playing in the park.
His mother saw them too.
She said, "Dan, do you want to go to the park and
play?" Dan went to the

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park.
He played with his new friends.
His new friend Bill said, "We've had fun.
We'll help you on your first day of
school." When Dan came
home, he had a smile on his face.

At the end of this story

- A Dan wanted to move away.
 - B Dan was happy he had friends.
 - C Dan did not like his new house.
-

14

PART 1: COMPREHENSION Directions: **Moving to a new house can be hard. Read about Dan. Then answer the questions that follow. New**

Friends Dan had

moved to a new house.

He watched from the window.

The workers were bringing in the boxes with his things.

Dan did not want to be in a new house.

He did not want to go to a new

school. Dan saw some

kids playing in the park.

His mother saw them too.

She said, "Dan, do you want to go to the park and play?" Dan went to the

park.

He played with his new friends.

His new friend Bill said, "We've had fun.

We'll help you on your first day of school." When Dan came

home, he had a smile on his face.

How did Dan change in this story?

A First he was sad, and then he was happy.

B First he was mad, and then he was sad.

C First he was happy, and then he was sad.

15

PART 2: HIGH-FREQUENCY WORDS Directions: **For the following questions, find the word that best fits in each sentence.**

Mark takes the bus to _____.

A were

B stay

C school

16

PART 2: HIGH-FREQUENCY WORDS Directions: For the following questions, find the word that best fits in each sentence.

His family lives in a big _____.

A enough

B house

C our

17

PART 2: HIGH-FREQUENCY WORDS Directions: For the following questions, find the word that best fits in each sentence.

My grandmother lives far _____.

A away

B any

C afraid

18

PART 2: HIGH-FREQUENCY WORDS Directions: For the following questions, find the word that best fits in each sentence.

"Your hands are still dirty," said Dad. "You must wash them _____."

A again

B wait

C push

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19

PART 2: HIGH-FREQUENCY WORDS Directions: For the following questions, find the word that best fits in each sentence.

I did not eat any lunch. I hope Mother has dinner for us _____.

A how

B soon

C know

20

PART 2: HIGH-FREQUENCY WORDS Directions: For the following questions, find the word that best fits in each sentence.

There is no rain. This is a good _____ to play outside.

A any

B done

C day

21

PART 3: PHONICS Directions: **For the following questions, find the best answer.**

It was time to eat dinner. Which word has the same sound as the “I” in time ?

A wig

B bee

C why

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22

PART 3: PHONICS Directions: **For the following questions, find the best answer.**

The leaves were very green. Which word has the same ending sound as very?

A fly

B penny

C try

23

PART 3: PHONICS Directions: **For the following questions, find the best answer.**

Soon he will be fat. Which word rhymes with he ?

A tree

B cute

C her

24

PART 3: PHONICS Directions: **For the following questions, find the best answer.**

Then he will become a beautiful butterfly. Which word is made of two words put together?

A will

B butterfly

C beautiful

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25

PART 3: PHONICS Directions: **For the following**

questions, find the best answer.

It is spring. Which word has the same ending sound as spring ?

- A wag
- B wink
- C wing

26

PART 3: PHONICS Directions: For the following questions, find the best answer.

Mother tells Dan to go to the park. Which word rhymes with go ?

- A no
- B for
- C to

27

PART 3: PHONICS Directions: For the following questions, find the best answer.

The workers bring in boxes. Which word has the same sound as the es in boxes ?

- A trees
- B cakes
- C dishes

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28

PART 3: PHONICS Directions: For the following questions, find the best answer.

Squirrel said Then I think it's spring. Which word has the same ending sound as think ?

- A then
- B bank
- C thing

29

PART 3: PHONICS Directions: For the following questions, find the best answer.

Bird said It isn't cold anymore . Which word rhymes with more ?

- A store
- B star
- C fur

30

PART 3: PHONICS Directions: For the following questions, find the best answer.

The animals know it's spring. It's means

A it was.

B it is.

C it will.

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31

PART 3: PHONICS Directions: **For the following questions, find the best answer.**

Caterpillar eats the greenest leaves.

The greenest leaves are

A the most green.

B not green.

C a little green.

32

PART 3: PHONICS Directions: **For the following questions, find the best answer.**

Dan plays in the park . Which word has the same middle sound as park ?

A dirt

B pack

C dart

33

PART 3: PHONICS Directions: **For the following questions, find the best answer.**

Caterpillar sees that it is not raining any more. The rain has

A stoped.

B stopped.

C stopt.

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34

PART 3: PHONICS Directions: **For the following questions, find the best answer.**

Bill said We've had fun. Which two words make up we've ?

A we are

B we will

C we have

35

PART 4: GRAMMAR, USAGE, MECHANICS Directions: **For the following questions, find the best answer.**

Which word is a verb?

- A eat
- B always
- C old

36

PART 4: GRAMMAR, USAGE, MECHANICS Directions: **For the following questions, find the best answer.**

He _____ the horse.

- A rided
- B ride
- C rides

37

PART 4: GRAMMAR, USAGE, MECHANICS Directions: **For the following questions, find the best answer.**

They _____ to go to the park.

- A wants
 - B wanting
 - C want
-

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38

PART 4: GRAMMAR, USAGE, MECHANICS Directions: **For the following questions, find the best answer.**

Which one tells what is happening now?

- A She looks out the window.
- B She looked out the window.
- C She was looking out the window.

39

PART 4: GRAMMAR, USAGE, MECHANICS Directions: **For the following questions, find the best answer.**

Which one tells what happened in the past?

- A We walk to school.
- B We walked to school.
- C We are walking to school.

40

PART 4: GRAMMAR, USAGE, MECHANICS Directions: **For the following questions, find the best answer.**

Which sentence is written correctly?

- A They wont' come inside.
- B They wo'nt come inside.

C They won't come inside.

Appendix D

Dolch Sight Word List

Pre-Primer Words

a
and
away
big
blue
can
come
down
find
for
funny
go
help
here
I
in
is
it
jump
little
look
make
me
my
not
one
play
red
run
said
see
the
three
to
two
up
we
where
yellow
you

Primer

all
am
are
at
ate
be
black
brown
but
came
did
do
eat
four
get
good
have
he
into
like
must
new
no
now
on
our
out
please
pretty
ran
ride
saw
say
she
so
soon
that
there
they
this
too
under

want
was
well
went
what
white
who
will
with
yes

First Grade

after
again
an
any
as
ask
by
could
every
fly
from
give
giving
had
has
her
him
his
how
just
know
let
live
may
of
old
once
open
over
put

round
some
stop
take
thank
them
then
think
walk
were
when

Second Grade

always
around
because
been
before
best
both
buy
call
cold
does
don't
fast
first
five
found
gave
goes
green
its
made
many
off
or
pull
read
right
sing
sit

sleep
tell
their
these
those
upon
us
use
very
wash
which
why
wish
work
would
write
your

Third Grade

about
better
bring
carry
clean
cut
done
draw
drink
eight
fall
far
full
got
grow
hold
hot
hurt
if
keep
kind
laugh
light

long
much
myself
never
only
own
pick
seven
shall
show
six
small
start
ten
today
together
try
warm

Appendix E

Lesson Plans

Week 1: (December 10-14) Thesis Pre-test given (Unit 2 Benchmark) on computer. Students complete it independently, unless otherwise specified in IEP.

Week 2-7: General Outline –

Monday-Thursday: 3 Guided reading groups based upon instructional levels, whole group instruction on the weekly story

Friday: Students independently take the weekly quiz, unless alterations are specified in their IEP.

Meet one-on-one with each student to go over quiz score and either assign them a goal or have them assign their own goal, except for students in group #3. Students will read Dolch words as well and get a goal, pick their own, or not have one.

Group 1 Students: Discuss quiz score. Ask student what their goal for next week will be. Ask how they will get to their goal. Write all answers down. Have them read Dolch Sight word list they are working on. Ask what their goal is for next week and how they will get there. Write answers down.

Group 2 Students: Discuss quiz score. Teacher says, “Your goal for next week is ____.” (Should be 1 point above what they scored). Ask the student how they will achieve the goal. Write down answers. Have the student read the Dolch sight word list they are currently on. Teacher says, “Next week, I want you to have ____ words memorized.” (Should be 2 more than what they have). Student will explain the strategies to memorizing them. Answers are written down.

Group 3 Students: Record quiz score. Read the Dolch word list they are working on.

Week 8: Thesis post-test (Unit 3 Benchmark) on computer. Students complete the test independently unless otherwise specified in IEP.

Week 2: (December 10-14)

Monday – Reading Groups:

Strategic – Preview *The Family Picnic*. Discuss what happens at a picnic. Echo read the story.

On-Level – Discuss what people do when they go fishing. Preview, predict, and read through *Going Fishing* independently. Find the words with the digraphs –sh, -th.

Above – Introduce “compare and contrast.” Preview, predict, and read independently *Nothing Stays the Same*; Discuss how the book shows compare and contrast.

Whole Group:

1. Introduce the concept of “compare and contrast.” Read through a short story and think aloud how to use compare and contrast.
2. Build background with the students about growing and changing.
3. Read through the weeks sight words.
4. Preview and echo read *And Egg is an Egg*.
5. Introduce the grammar – action verbs. Show examples on the overhead.
6. Make a spelling list independently with words ending in –y making the long I or long e sound in two different columns.

Tuesday -- Reading Groups:

Strategic – Discuss what people do when they go fishing. Preview, predict, and read through *Going Fishing* independently. Find the words with the digraphs –sh, -th.

On-Level – Introduce “compare and contrast.” Preview, predict, and read independently *Nothing Stays the Same*; Discuss how the book shows compare and contrast.

Above – Discuss tall tales (realism and fantasy). Preview/predict/read *Not Just Any Boy*. Give specific examples of how the story is a tall tale.

Whole Group:

1. Read through *And Egg is an Egg* together. Discuss how each thing changes. Discuss author’s purpose.
2. Do a spelling and grammar worksheet for the objectives.

Wednesday -- Reading Groups:

Strategic – Discuss what people do when they go fishing. Preview, predict, and read through *Going Fishing* together. Find the words with the digraphs –sh, -th.

On-Level – Discuss tall tales (realism and fantasy). Preview/predict/read *Not Just Any Boy*. Give specific examples of how the story is a tall tale.

Above – Look through *Your Amazing Body!* Discuss the text features of the nonfiction text. Read half of the story independently and discuss author’s purpose.

Whole Group:

1. Partner read through *An Egg is an Egg*. Discuss characters and plot.
2. Students write about something that changes in their journal.
3. Spelling pictures – students make a grid with one spelling word in each box and a picture that illustrates that word.

Thursday -- Reading Groups:

Strategic – Introduce “compare and contrast.” Preview, predict, and read together *Nothing Stays the Same*; Discuss how the book shows compare and contrast.

On-Level – Review and read *Not Just Any Boy*. Summarize the book and discuss the plot (what happens at the beginning, middle, and end).

Above – Finish reading *Your Amazing Body!* Discuss the text features of the nonfiction text. Read half of the story independently and discuss author’s purpose.

Whole Group:

1. Action verb charades. Students pick an action verb out, they act it out, and their peers guess what it is.
2. Spelling worksheet.
3. Students independently read through *An Egg is an Egg*.

Friday -- Whole Group:

1. Read through and review *An Egg is an Egg* together.
2. Students independently take the weekly story quiz.
3. Spelling test.

Week 3: (December 17-21)

Monday – Reading Groups:

Strategic – Preview the story *Inside and Outside*. Brainstorm things that are inside or outside. Echo read the story.

On-Level – Preview the story *Get the Ball*. Gather ideas of what the problem and solution of the story could be. Students read the story independently and then discuss the actual problem/solution.

Above – Preview and predict *Can Hank Sing?* Individually read *Can Hank Sing?* Students summarize and discuss realism vs. fantasy.

Whole Group:

1. Build background about growing and changing. Introduce a time line. Students talk about what happens at different ages.
2. Go over sight words for the week.
3. Think aloud: model plot for the selection “Something Else to Do”. Explain that plot is what happens at the beginning, middle, and end.
4. Preview and predict *Ruby in Her Own Time*. Read the story together.
5. Grammar – focus on verbs that add –s.
6. Make a spelling list for the week.

Tuesday -- Reading Groups:

Strategic – Review and summarize *Inside and Outside*. Students read the story independently.

On-Level – Preview and predict *Can Hank Sing?* Individually read *Can Hank Sing?* Students summarize and discuss realism vs. fantasy.

Above – Discuss how we are like our parents. Introduce “compare and contrast.” Students independently read *Just Like Me*.

Whole Group:

1. Read through *Ruby in Her Own Time*. Discuss characters, setting, and plot.
2. Work with verbs that add –s.
3. Make spelling pictures.

Wednesday -- Reading Groups:

Strategic – Preview the story *Get the Ball*. Gather ideas of what the problem and solution of the story could be. Students read the story together and then discuss the actual problem/solution.

On-Level – Discuss how we are like our parents. Introduce “compare and contrast.” Students independently read *Just Like Me*.

Above – Discuss tall tales. Read *A Bed for Paul* halfway through. Give examples of what was fantasy about the story.

Whole Group:

1. Partner read through *Ruby in Her Own Time*. Students find ten sentences and where they are located in the story.
2. Spelling and grammar worksheets.

Thursday -- Reading Groups:

Strategic – Preview and predict *Can Hank Sing?* Collectively read *Can Hank Sing?* Students summarize and discuss realism vs. fantasy.

On-Level – Review *Just Like Me*. Read in partners.

Above – Discuss the character of *A Bed for Paul*. Finish reading it independently. Students complete a timeline of the story.

Whole Group:

1. Read through *Ruby in Her Own Time* together.
2. Discuss plot. Students re-read the story independently.
3. Spelling and grammar worksheets.

Friday -- Whole Group:

1. Spelling test
2. Students read through *Ruby in Her Own Time*.
3. Story quiz

Week 4: (January 7-11)

Monday:

Guided Reading Groups:

Strategic – Reread *We See Pets* for fluency.

On-Level – Review the long a sound made with a-e. Read through *Wake Up Nate* independently. Discuss and find the long a words.

Above – Students tell about their personal moving experiences. Look through and read independently *A Big Move*.

Whole Group:

1. Build background about growing and changing.
2. Preview and predict *Jan's New Home*. Echo read it and discuss the characters.
3. Make a spelling list.
4. Introduce verbs that do not add –s.

Tuesday -- Reading Groups:

Strategic – Review the long a sound made with a-e. Read through *Wake Up Nate* independently. Discuss and find the long a words.

On-Level – Students tell about their personal moving experiences. Look through and read independently *A Big Move*.

Above – Ask the students to explain what a park needs. Preview and predict *The New Park*. Students read independently and discuss theme as a group.

Whole Group:

1. Read through *Jan's New Home*. Discuss theme.
2. Do a grammar worksheet together.
3. Spelling pictures.

Wednesday -- Reading Groups:

Strategic – Students tell about their personal moving experiences. Look through and read *A Big Move* together.

On-Level – Ask the students to explain what a park needs. Preview and predict *The New Park*. Students read independently and discuss theme as a group.

Above – Show the students an example of a map. Ask what maps tell us and what we could do with them. Explain that the characters in the story use a map for a very special purpose. Students read half of *Pins in the Map* independently.

Whole Group:

1. Partner read *Jan's New Home*.
2. Discuss the problem and solution to the story.
3. Students write about a time they have moved or what it would be like to move and share with a partner.
4. Spelling and grammar worksheet.

Thursday -- Reading Groups:

Strategic – Re-read *A Big Move* for fluency. Discuss and find theme.

On-Level – Partner read *The New Park* for fluency. Discuss and find theme.

Above – Students finish reading *Pins in the Map* and discuss theme.

Whole Group:

1. Read through *Jan's New Home* together. Discuss author's purpose.
2. Students rainbow write spelling words.
3. Shared writing – focus on verbs that don't add –s.

Friday -- Whole Group:

1. Spelling test
2. Read *Jan's New Home* independently.
3. Take weekly story quiz.

Week 5: (January 14 – 18)

Monday – Reading Groups:

Strategic –

On-Level – Discuss the s sound made by c and the j sound by g. Read through *Where is Dave?* Find the words that follow those respective patterns.

Above – Students describe what a garden is, how to make one, and how they look. Read through *The Garden* independently. Review plot and make a graphic organizer of beginning, middle, and end.

Whole Group:

1. Introduce frog and toad stories by reading one by Arnold Lobel. Talk about how the animals act.
2. Preview, predict, and read through *Frog and Toad Together: The Garden*.
3. Discuss the characters and problem/solution in the story.
4. Make a spelling list.
5. Introduce verbs for now and the past.

Tuesday -- Reading Groups:

Strategic – Preview and predict *Mom Races*. Find the long –a words.

On-Level – Students describe what a garden is, how to make one, and how they look. Read through *The Garden* independently. Review plot and make a graphic organizer of beginning, middle, and end.

Above – Read through *A Funny Garden* independently. Compare and contrast this book with *The Garden*.

Whole Group:

1. Spelling pictures.
2. Build background by discussing changes in nature.
3. Read through story and discuss plot.
4. Grammar worksheet.

Wednesday -- Reading Groups:

Strategic – Discuss the s sound made by c and the j sound by g. Read through *Where is Dave?* Find the words that follow those respective patterns.

On-Level – Read through *A Funny Garden* independently. Compare and contrast this book with *The Garden*.

Above – Preview and predict the story *The Mile-a-Minute Vine*. Read through half of it independently. Predict how the problem will be solved.

Whole Group:

1. Echo read through the story. Re-discuss the plot and write it on individual organizer.
2. Shared writing – focus on writing verbs for now and past.
3. Use the spelling words in a sentence.

Thursday -- Reading Groups:

Strategic – Students describe what a garden is, how to make one, and how they look. Read through *The Garden* together. Review plot and make a graphic organizer of beginning, middle, and end.

On-Level – Reread *The Funny Garden* for fluency. Write about a funny garden they could create.

Above – Finish reading *The Mile-a-Minute Vine* independently. Discuss the main idea.

Whole Group:

1. Spelling test
2. Read *Frog and Toad Together: The Garden* independently.
3. Take weekly story quiz.

Friday -- NO SCHOOL

Week 6: (January 21-25)

Monday – Reading Groups:

Strategic – Students discuss what a farm is. Read *A Day at the Farm* together.

On-Level – Review the long –I sound made with i-e. Read through *A Home for Cat* independently. Students find all of the long –I words.

Above – Discuss how animals grow and change. Read through *Animals Grow and Change* independently. Each student will pick one life cycle to explain to the rest of the group.

Whole Group:

1. Review the changes in last week’s story. Build background by looking at other changes in nature.
2. Preview *I’m a Caterpillar*. Read through it together.
3. Partner read through the story.
4. Discuss nonfiction and why it is nonfiction.
5. Introduce am, is, are, was, were as verbs.
6. Spelling list.

Tuesday -- Reading Groups:

Strategic – Review the long –I sound made with i-e. Read through *A Home for Cat* together. Students find all of the long –I words.

On-Level – Discuss how animals grow and change. Read through *Animals Grow and Change* independently. Each student will pick one life cycle to explain to the rest of the group.

Above – Ask the students to make predictions about what a “butterfly greenhouse” is. Students read *A Visit to a Butterfly Greenhouse* independently. Students discuss what they learned about butterfly greenhouses.

Whole Group:

1. Think aloud for “drawing conclusions.”
2. Read through the weekly story and draw conclusions from the pictures and words as a group.
3. Grammar and spelling worksheets.

Wednesday -- Reading Groups:

Strategic – Re-read *A Home for Cat* in partners.

On-Level – Ask the students to make predictions about what a “butterfly greenhouse” is. Students read *A Visit to a Butterfly Greenhouse* independently. Students discuss what they learned about butterfly greenhouses.

Above – Students complete a KWL about butterflies. Read half of *Butterflies*.

Whole Group:

1. Build background with a butterfly video.
2. Partner read through the story.
3. Students write a story like they are a caterpillar changing into a butterfly.

Thursday -- Reading Groups:

Strategic – Discuss how animals grow and change. Read through *Animals Grow and Change* together. Each student will pick one life cycle to explain to the rest of the group.

On-Level – Re-read *A Visit to a Butterfly Greenhouse* in partners for fluency. Students draw and label the butterfly life cycle.

Above – Finish reading *Butterflies*. Students complete the KWL.

Whole Group:

1. Share individual butterfly stories.
2. Read through the weekly story all together.
3. Shared writing with am, is, are, was, and were in sentences.
4. Spelling pictures.

Friday -- Whole Group:

1. Spelling test.
2. Students read *I'm a Caterpillar* independently.
3. Take weekly story quiz.

Week 7: (January 28-February 1)

Monday – Reading Groups:

Strategic – Preview and predict *A Big Day for Mom*. Read through it together.

On-Level – Discuss what a bus ride is like. Students read *Bus Ride* independently.

Above – Discuss what seasons are. Students read *Seasons Change* independently. Discuss the characteristics of each season as a group.

Whole Group:

1. Discuss more changes in nature, specifically what happens during the different seasons.
2. Preview and predict *Where are my Animal Friends?*
3. Echo read through the story.
4. Introduce contractions with not.
5. Spelling list.

Tuesday -- Reading Groups:

Strategic – Re-read *A Big Day for Mom* for fluency. Discuss the theme.

On-Level – Discuss what seasons are. Students read *Seasons Change* independently. Discuss the characteristics of each season as a group.

Above – Preview/predict *Spring Rose, Winter Bear*. Students read the story independently and sequence it.

Whole Group:

1. Read through the story together.
2. Students complete the 10 important sentences (writing what page number they can be found on in the story.)
3. Contraction game: Students are each given a card. Some have the contraction, some have 2 words that make a contraction. They have to walk around and quietly find their partner.

4. Spelling pictures.

Wednesday -- Reading Groups:

Strategic – Discuss what a bus ride is like. Students read *Bus Ride* independently.

On-Level – Preview/predict *Spring Rose, Winter Bear*. Students read the story independently and sequence it.

Above – Discuss and brainstorm different types of weather. Students read half *Weather or Not* independently.

Whole Group:

1. Contraction game – review from yesterday.
2. Partner read the story.
3. Contraction matching page.
4. Spelling worksheet.

Thursday -- Reading Groups:

Strategic – Discuss what seasons are. Students read *Seasons Change* together.

Discuss the characteristics of each season as a group.

On-Level – Re-read *Spring Rose, Winter Bear*.

Above – Finish reading *Weather or Not*. Discuss author's purpose.

Whole Group:

1. Read through the story and discuss the plot and problem/solution.
2. Students pick a character from the story and in small groups act it out.
3. Spelling and grammar worksheet.

Friday -- Whole Group:

1. Spelling test
2. Read *Where Are my Animal Friends?* independently.
3. Take weekly story quiz.

Appendix F

Goal Setting Sheet

Reading Goals

Name _____

Date _____

Reading Quiz

My Score Today:

Goal for next week:

How will I get to my goal?

Dolch Words

How many I got right today:

How many I will learn this week:

How will I get to my goal?

Appendix G

IRB Form

**Wichita State University Institutional Review Board
for the Protection of Human Subjects (IRB)**

**APPLICATION FOR APPROVAL OF RESEARCH INVOLVING HUMAN
SUBJECTS**

Double click gray boxes to enter information.

Name of Principal Investigator(s): Jeri A. Carroll

(For a student project, Principal Investigator **must** be a WSU faculty member; student is listed as Co-Investigator.)

Departmental/Program

Affiliation: Curriculum and Instruction Campus Box: 28 Phone 6865

Name(s) of Co-

Investigator(s): Jeri A. Miller

Co-Investigator(s) is/are: Faculty Member Graduate Student Undergraduate Student

Type of Project: Class Project Capstone Project Thesis or Dissertation

Funded Research Unfunded Research

If student project, address of student: 519 W. 15th Ave, Hutchinson, KS 67501

Title of Project/Proposal: The Effects of Student Directed Goals Compared to Teacher Directed Goals and Students with No Goals

Expected Completion Date: May 2008 Funding Agency (if applicable): NA

Please attach additional sheets, if necessary, with numbers of responses corresponding to those listed below.

1. Describe the research in non-technical language:

In my first grade classroom, I am going to measure the differences achieved in

the area of reading. The three groups I will be comparing will be students who set their own reading goals, students who have teacher set goals, and students who don't have any pre-set goals. The objective is to see if setting goals is effective in a first grade reading setting.

2. Describe the benefits of the research to the human subjects, if any, and of the benefits to human or scientific knowledge:

This research project will help the education world with valuable information. For years, educators have been toying with goals and motivating students in various areas of instruction. Reading is a fundamental area and extremely vital. This project revolving around the effectiveness of goals with first graders will give an insight into another strategy to improve student reading achievement.

3. Describe the subjects, how the subjects are to be selected, how many are to be used, and indicate explicitly whether any are minors (under age 18 per Kansas law) or otherwise members of "vulnerable" populations, including, but not limited to, pregnant women, prisoners, psychiatric patients, etc.

I will be using the seventeen students who have been assigned to my first grade classroom for the 2007-2008 school year. They are all minors.

4. Describe each procedure step-by-step, including the frequency, duration, and location of each procedure.

The data will be collected from several pieces of weekly information. Students are given a weekly assessment over the reading story from the Scott Foresman basal. The assessment is also contained in the Scott Foresman resources. The weekly score will be compared to the students' goals. If the student does not have a goal, his/her score will be recorded and not compared to any goal. All scores will be kept in the student's data notebook.

Students will be tested weekly on their Dolch word recognition. Students who determined their own goals will designate an amount of words to memorize as their goal for the next week. The second group of students will receive a goal from the teacher on the amount of words to memorize for the next week. The third group of students will not receive or make a goal of any sort. The students' weekly increase of word recognitions will be recorded and compared to the goals set.

A pre-test will be given to all students and is the Scott Foresman unit 2 first grade test. Those scores will be shown to the students who determine their own goals and they made a goal for the next test. The teacher will show students in the second group their unit 2 scores and gave them each an individual goal for the unit 3 test. The third group of students will be shown their test data and goals

will not be discussed. All unit scores will be recorded in the students' data notebooks.

5. Describe any risks or discomforts (physical, psychological, or social) and how they will be minimized.

The activities used in this research project are not atypical from any classroom procedure used. The discomforts or risks will be the same as in a non-researched classroom.

6. Describe how the subject's personal privacy is to be protected and confidentiality of information guaranteed (e.g. disposition of questionnaires, interview notes, recorded audio or videotapes, etc.).

No names, identifying marks, or characteristics will be used when reporting the data. All questionnaires, interview notes, audio tapes, and video tapes will be held by the principal investigator for three years following the research project.

7. Describe the informed consent process and attach a copy of all consent and/or assent documents. These documents **must** be retained for three years beyond completion of the study. Any waiver of written informed consent must be justified.

The parents of the children will receive a consent form to be signed before the investigation starts. Parents will be given the option to pull their child from the study at any time. The students for whom we do not receive a signed consent form will participate in the research study as it is part of the normal classroom instruction, however, their data will not be recorded or used in the study.

8. Attach all supporting material, including, but not limited to, questionnaire or survey forms and letters of approval from cooperating institutions.

*Consent forms

*Pre-Post Test

*Any other test

*Any way to monitor their data or progress

The Principal Investigator agrees to abide by the federal regulations for the protection of human subjects and to retain consent forms for a minimum of three (3) years beyond the completion of the study. If the data collection or testing of subjects is to be performed by student assistants, the Principal

Investigator will assume full responsibility for supervising the students to ensure that human subjects are adequately protected.

—
Signature of Principal Investigator Date

—
Signature of Co-investigator (for student project) Date

PURPOSE: Your child is invited to participate in a study of the effectiveness of goals on reading achievement. I hope to learn if goals help students achieve higher than without goals.

PARTICIPANT SELECTION: Your child was selected as a possible participant in this study because he or she is in Miss Miller's 2007-2008 first grade class.

EXPLANATION OF PROCEDURES: If you decide your child will be able to participate, he/she will participate in the regular classroom instruction. He/She will either set his/her own goals, have the teacher set goals for him/her, or not set any goals once a week. An example of a goal might be: I will learn 3 new sight words this week.

DISCOMFORT/RISKS: There should be no risks or discomforts different from typical school instruction and procedures.

BENEFITS: Your student will understand their achievement and how to set goals at the end of this project.

CONFIDENTIALITY: Any information obtained in this study in which you can be identified will remain confidential and will be disclosed only with your permission.

REFUSAL/WITHDRAWAL: Participation in this study is entirely voluntary. If you agree to allow your child to participate will not affect your future relations with Wichita State University. If you agree to allow your student to participate in this study, you are free to withdraw him/her from the study at any time without penalty. Refusing to participate will not affect future relations with McCandless Elementary or USD 308.

CONTACT: If you have any questions about this research, you can contact me at: Jeri Miller, 519 W. 15th Ave, Hutchinson, KS (620-694-6508) or Dr. Jeri Carroll at . If you have questions pertaining to your rights as a research subject, or about research-related injury, you can contact the Office of Research Administration at Wichita State University, Wichita, KS 67260-0007, telephone (316) 978-3285.

You are under no obligation to participate in this study. Your signature indicates that you have read the information provided above and have voluntarily decided to participate.

You will be given a copy of this consent form to keep.

_____ Signature
of Parent or Legal Guardian Date _____

Student Name

