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## KENT STATE UNIVERSITY

College of Education, Health, and Human Services

## DOCTORAL DISSERTATION DEFENSE

of

**Meghan A. Valerio**

For the degree of

Doctor of Philosophy

Curriculum and Instruction

Literacy Emphasis

## NEGOTIATIONS, ENACTMENTS, AND CULTURAL CONSTRUCTS DURING GUIDED READING: A CASE STUDY OF A THIRD GRADE CLASSROOM COMMUNITY

June 7, 2023

9:00 am – 11:00 am

Room 408 White Hall  
Kent State University

**Meghan Ashley Valerio**

M.Ed., Reading Instruction with Specialization  
Goucher College, 2013

B.A. American Studies and Elementary Education  
University of Maryland, Baltimore County, 2008

Meghan began her teaching career in Baltimore, Maryland, teaching second and third grade, and later served as a K-5 reading specialist. She has taught literacy courses for pre-service and in-service teachers at UMBC, Youngstown State University, and Kent State University. Additionally, Meghan was a literacy consultant for the Cleveland Metropolitan School District. Recently, she accepted a position as a District Literacy Coach for Canfield Schools where she will continue literacy research.

Meghan's research includes two interconnected themes: literacy instructional practice explorations both inside and out of the classroom and literacy-mediated equity and social justice work. To date, she has completed four research investigations: 1) A content analysis of the *Newbery Medal* winners, 2) An action research study exploring how award-winning children's literature paired with critical literacy leveraged preservice teachers towards a social justice orientation, and 3) A research synthesis investigating 20 years of guided reading research, and 4) An action research study investigating the use of crossover picturebooks with in-service teachers and teacher educators to explore and combat self-censorship. She has presented research findings at the conferences of the *Literacy Research Association*, the *American Education Research Association*, and the *National Council of Teachers of Education*, among others. Meghan's work has been published in *Reading Research Quarterly*, *Voices from the Middle*, *Literacy Today*, *Dragon Lode*, and the *Journal of Education Foundations*. Meghan is an active member of the *Children's Literature Assembly* of *NCTE* and has served on the graduate committee for two years and contributed to their professional blog.

**NEGOTIATIONS, ENACTMENTS, AND CULTURAL  
CONSTRUCTS DURING GUIDED READING: A CASE STUDY OF  
A THIRD GRADE CLASSROOM COMMUNITY**

Guided reading, a ubiquitous form of small group instruction designed to meet readers' needs through individualized conferring and independent reading with instructional-leveled texts, has been under scrutiny and needs more research. This case study investigated guided reading in a third-grade classroom and explored how the classroom community co-constructed reading and the reading process.

Theoretically framed by social constructivism, psycholinguistics, socio-psycholinguistics, and sociolinguistics, this ethnographic-informed case study of  $n=1$  third-grade teacher and  $n=17$  students revealed adherences to and deviations from recommended guided reading instruction. The teacher's guided reading enactment was influenced by imperfect professional development and past reading experiences. This led to enacted adherences (before reading schema building, during reading independent reading, after reading text discussions) and deviations (round-robin reading and absence of conferring). These findings suggest value in identifying non-negotiables of guided reading and possible negotiable elements in deference to teacher agency. Additionally, an examination of reading and the reading process as cultural constructions yielded a set of norms, such as "reading is about the words" and "reading is not an attention sustaining act" that revealed discrepancies between stated values and co-constructed culture.

Implications for practice include embracing a reading-in-process stance; and offering professional development that encourages the interrogation of literacy ideologies. Implications for researchers include the necessity of observational data to report nuanced (mis)understandings and illuminate the complexities of enacting guided reading. Further research is needed to understand why deviations to practice occur and the ways actual classroom communities culturally co-construct reading and the reading process.