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Texts In Reading Intervention Programs: Are They Culturally Representative Of English Learner Populations?

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TEXTS IN READING INTERVENTION PROGRAMS:
ARE THEY CULTURALLY REPRESENTATIVE OF
ENGLISH LEARNER POPULATIONS?

by Lisa N. Marquardt

A capstone submitted in partial fulfillment of the requirements for the degree of Master of
Arts in English as a Second Language

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CHAPTER ONE:

Introduction

The present study was designed to determine the extent to which the texts in two reading intervention curriculum programs are culturally representative of the English Learner population from a large, urban metropolitan area in the Upper Midwest. This research project sought to uncover the range of racial identities and nationalities, as well as the intended audiences and purposes of the texts from Leveled Literacy Intervention (LLI) and Read 180, and in doing so, increase awareness for the need to include texts that feature authentic representations and narratives of culturally and linguistically diverse populations throughout intervention programs. My research focused on two major, interrelated questions:

- To what extent are the selected texts culturally representative of the EL population in the region being studied? How does this compare to national publishing statistics?
- To what extent are the selected texts from LLI culturally authentic? How does this compare to the selected texts from Read 180?

Overview of Chapter One

In this chapter, I will begin by sharing a personal narrative that details the impetus for this research. Following this anecdote, I will provide readers with an understanding of the reading intervention landscape in a large metropolitan area in the Upper Midwest, including the top six programs currently in use by these public school districts. I will also outline my initial research direction, which was to include the efficacy of reading intervention programs for use with English Learners; this explanation will include a rationale for why my research

focused instead to representation of culturally and linguistically diverse groups in literature. Chapter One concludes with a discussion of professional significance regarding how this study fills a gap in the research, as well as a preview of Chapter Two.

Personal Significance

Late on a spring evening during parent-teacher conferences in an urban elementary school in a large metropolitan area in the Upper Midwest, I sat in a meeting with my colleagues where the only person of color was the Somali mother of a second-grade boy who was struggling with reading. Included in the group clustered around the kidney table were the English Language (EL) teacher, the classroom teacher, the student teacher, and me, the reading interventionist. The mother was gravely concerned that her son, who I will call Guled, was still reading at Level D – and had been since kindergarten. As a reading interventionist who has worked with a number of English Language Learners (ELLs) over the past seven years, I had to admit that I was at a loss; I had failed this child. What surprised me even more was that my EL colleague – who also has a strong background in literacy education – was also unsure of what to do. Her response was one that I have heard over and over, but this time the answer hit me square in the face: the lack of reading growth for these students is often attributed to their EL status and “it just takes time” for English Learners (ELs) to catch up to their peers.

This marked the end of my first and only year working at the primary level, and I had been hopeful that the issues I encountered as a reading interventionist at the secondary level could be remedied in kindergarten, first, and second grades. While there is a plethora of research that does indicate that it may take seven years or more for English Learners to catch up to their peers, they are nevertheless faced with a moving target (Gibbons, 2009). That is, the native English speakers continue to make gains in their own language development, and

even when ELs make steady improvements, they are still behind their native English counterparts. Knowing that Guled was nearly a third grader and still performing at a kindergarten level was terrifying to me, for I could easily visualize what would happen by the time this child reached middle school and high school. The future would not be promising, and I needed to figure out how to help children like Guled before they began middle school.

Reading Interventions in the Region Being Studied

My failure with Guled was the impetus for this research. I needed to figure out which reading intervention programs were effective for ELs. I already knew that there were at least two interventions which considered the unique needs of ELs, including Irene Fountas and Gay Su Pinnell's Leveled Literacy Intervention and Ted Hasselbring's Read 180, both of which I had experience in as a literacy educator. However, what I didn't know was whether these modifications for ELs were effective, or if there were other reading intervention curriculum programs out there that included such modifications. Understanding that the population of ELs across the specific metropolitan area has been steadily increasing, I took to investigating which programs were actually in use in public school districts across the region. I discovered a total of twenty-nine different programs being used in twenty-five districts, with six programs dominating the geographical area (listed in rank order, starting with highest frequency):

1. Leveled Literacy Intervention (LLI)
2. Read Naturally
3. Pathways to Reading Excellence in School Site (PRESS)
4. Reading Recovery
5. Read 180
6. System 44

Detailed information, including the districts which utilize specific programs, is included in Appendix B. Armed with this information, I began to examine each of the six aforementioned reading intervention programs to determine which included modifications to help meet the needs of ELs. Four out of the six programs included these adaptations: LLI, Read Naturally, Read 180, and System 44; as such, Reading Recovery and PRESS were eliminated. In order to further narrow my research, I eliminated the program which did not include a mixture of both fiction and non-fiction texts: Read Naturally.

Finally, I wanted to focus on interventions that were comprehensive in nature, meaning that they emphasized comprehension but still included instruction in vocabulary and fluency. System 44 focuses mostly on word study, phonology, and phonemic awareness – all of which are essential to successful reading but do not necessarily ensure accurate comprehension; as such, this program was eliminated through the last criterion having an overall focus on reading comprehension. Ultimately, I chose to conduct a thorough investigation regarding the efficacy of LLI and Read 180 when used with English Learners. This selection process is described in greater detail in Chapter Three.

Initial Research Direction

Through this investigation, I learned that, while there has been a great deal of research on the efficacy of reading intervention curriculum programs, there is significantly less on the efficacy of these same programs when implemented with English Learners. Given the number of programs which include modifications for ELs, as well as the rising EL population across rural, suburban, and urban areas, it would appear that there is a strong rationale for conducting research in this area. As such, my initial aim was to determine the efficacy of a few specific reading intervention curriculum programs with ELs. However, in a substantive review of the literature, which will be presented in detail in Chapter Two, ample

evidence – though not all empirical – was uncovered to suggest that some ELs can benefit from prescriptive reading intervention programs. Thus, the focus of my research shifted.

Professional Significance

It is important to note that, while there are modifications to existing curricula in an effort to meet the needs of ELs, many programs were not originally designed with the English Learner in mind. Like all students, ELs deserve to read texts that feature characters like themselves, specifically those with similar cultural backgrounds and experiences (Sims Bishop, 1990). While companies like Lee and Low have made names for themselves by publishing diverse texts, the industry is lagging far behind in terms of portrayal of culturally and linguistically diverse populations (Cooperative Children’s Book Center, 2015). In a country where the school-age population is becoming increasingly diverse, researchers have taken note and have begun to investigate the diversity – or lack thereof – in a variety of core reading programs (Buescher, Lightner, and Kelly, 2016) and in children’s literature and book award lists (Rawson, 2010). One gap in this research is related to multicultural representation in the texts within reading intervention programs; at the time of this writing and to the best of my knowledge, only one such study existed (Wu and Coady, 2010).

If reading intervention curriculum programs are shown to be effective for ELs, and if educators plan to use reading intervention curriculum programs with ELs, then the texts in these programs should reflect the experiences of the EL population. For comparative purposes, 11.9 percent of the public-school students in this specific Midwestern metropolitan area are classified as English learners, while individual districts have EL populations which range from 1.6 to 31.2 percent. The table below shows a racial breakdown of public-school students in this particular region.

Table 1.1: Midwestern Metropolitan Area K-12 Student Demographic Data, Disaggregated by Racial Identity.

Racial Identity	Percent
Hispanic / Latino	11
American Indian / Alaska Native	1
Asian / Pacific Islander	12
Black / African-American	16
White	56
Multiracial	5

This racial breakdown indicates that, even though the percentage of ELs in the region is only 11.9 percent, nearly half of the public-school students do not identify as White. As such, it is necessary to understand the cultural representations in literature and how that contrasts with the current population of this particular region.

The present study was designed to determine the extent to which the texts in two reading intervention curriculum programs are culturally representative of the English Learner population from a large, urban metropolitan area in the Upper Midwest. This research project sought to uncover the range of racial identities and nationalities, as well as the intended audiences and purposes of the texts from Leveled Literacy Intervention (LLI) and Read 180, and in doing so, increase awareness for the need to include texts that feature authentic representations and narratives of culturally and linguistically diverse populations throughout intervention programs. My research focused on two major, interrelated questions:

- To what extent are the selected texts culturally representative of the EL population in the region being studied? How does this compare to national publishing statistics?
- To what extent are the selected texts from LLI culturally authentic? How does this compare to the selected texts from Read 180?

In order to answer these questions, I utilized a mixed-methods approach in which I analyzed a total of 52 equivalently leveled texts from the two aforementioned reading intervention programs. Determining the answers to these questions will allow educators to look beyond efficacy data to consider how these programs validate the experiences of English learners from a cultural perspective. Furthermore, it will provide educators with information regarding which groups are not strongly represented in LLI and Read 180, which will give them ideas on the types of texts that need to be purchased to supplement these programs. For example, if through my investigation I discover that the representation of East African cultural groups is lacking, teachers with students from this geographic region will find it important to add texts to their collections that fill this gap.

Conclusion

In this chapter, I have shared about my interactions with Guled and his family, who are the impetus for this research. I also described the landscape of reading intervention programs in the Midwestern metropolitan area being studied, including the top six programs currently in use across the region (see Appendix B). Since it is important to help my readers understand the direction of my research, in this chapter I also wrote about the evolution of my topic, specifically how it morphed from focusing on efficacy to instead examining representation of English Learner populations. I concluded this chapter with a discussion of professional significance regarding how this study fills a gap in the research.

Chapter Two includes a review of the relevant literature, specifically the intersection of the Response to Intervention approach and English Learners, as well as information on the efficacy of LLI and Read 180 with this unique population. Chapter Two will also include an overview of the seminal research on the need for both windows and mirrors in children's

literature (Sims Bishop, 1990). A detailed methodology will be presented in Chapter Three, and Chapter Four will focus on the resulting data and findings.

CHAPTER TWO:

Literature Review

Educators today face many challenges, one of which involves meeting the needs of the English Learner (EL) population, which is not at all a homogeneous group. What works for one EL will not necessarily work for another because there are a variety of factors at play: intelligence, language learning aptitude, learning style, personality, attitude and motivation, identity and ethnic group affiliation (Lightbown and Spada, 2013), as well as prior schooling and the strength of the child's literacy in the first language (WIDA, 2013). While some of these factors are specific to ELs, many of these factors also impact monolingual children. Literacy learning itself poses additional challenges, as many teachers – including myself – often wonder whether language or reading is the true concern when ELs struggle to make gains in the area of literacy. Because this is difficult to pinpoint, many ELs receive reading intervention services in addition to – or worse, in place of – English Language services.

The present study was designed to determine the extent to which the texts in two reading intervention curriculum programs are culturally representative of the English Learner population from a large, urban metropolitan area in the Upper Midwest. This research project sought to uncover the range of racial identities and nationalities, as well as the intended audiences and purposes of the texts from Leveled Literacy Intervention (LLI) and Read 180, and in doing so, increase awareness for the need to include texts that feature authentic representations and narratives of culturally and linguistically diverse populations throughout intervention programs. My research focused on two major, interrelated questions:

- To what extent are the selected texts culturally representative of the EL population in the region being studied? How does this compare to national publishing statistics?
- To what extent are the selected texts from LLI culturally authentic? How does this compare to the selected texts from Read 180?

Overview of Chapter Two

In this chapter, I will begin by explaining how ELs benefit from a Response to Intervention (RtI) approach. This will be followed by a description of each reading intervention curriculum program being studied, including an overview of the curriculum itself, the modifications present for ELs, and data on the efficacy of these programs with ELs; I will examine Fountas and Pinnell's Leveled Literacy Intervention (LLI) first and then move onto Hasselbring's Read 180. LLI and Read 180 were selected for this research for many reasons, which are outlined in the selection criteria below. These programs:

- rank in the top six reading interventions in use throughout the specific metropolitan area being studied (LLI came in first, with Read 180 coming in fifth);
- include modifications to help meet the needs of English learners across a variety of grade levels and language groups;
- have an ample research base on their effectiveness;
- feature a mixture of both fiction and non-fiction texts; and
- are comprehensive in nature, meaning that they focus primarily on reading comprehension, while including some instruction in vocabulary and fluency.

This selection process is described in greater detail in Chapter Three. Through a presentation of student data on each of the programs within this chapter, both LLI and Read 180 will be shown as having the potential to be effective with ELs.

The last section of the literature review will center on my specific research questions through a discussion on multicultural education and literature. This section will begin with establishing a shared understanding in regard to the benefits of including multicultural literature in the classroom, thereby illustrating a gap in the research related to multicultural representation in reading intervention curriculum programs. I will end this section with a sampling of the literature on ways to describe multicultural literature, including information on Sims Bishop's work on intended audiences and purposes (1982).

Response to Intervention

Origins of Response to Intervention. It is important to note that there is no specific individual that can be credited with creating the Response to Intervention, or RtI, framework. What is clear, however, is that RtI was introduced as an alternative approach to diagnosing specific learning disabilities; with the passage of the No Child Left Behind legislation in 2002 and the 2004 reauthorization of Individuals with Disabilities Education Act (IDEA), states were free to discontinue IQ testing as the sole method to determine special education eligibility (National Center for Learning Disabilities, 2016) and replace it with an evidence-based approach. As the RtI movement grew, it was applied to the general education setting as a way to better meet the needs of all students (National Center for Learning Disabilities, 2016). Another term that is often used synonymously with RtI is Multi-Tiered Systems of Support, or MTSS. According to a 2015 interview with Fuchs and Jenkins, it is appropriate to use the terms interchangeably because both are multi-tiered frameworks which address evidence-based instruction, assessment, and intervention (National Center on Intensive Intervention).

Response to Intervention components. The Response to Intervention framework has at least three necessary components, each of which is vital to student success. Because

there are a variety of RtI models and frameworks, I consulted and synthesized several sources to present the reader with three necessary components. The first key component relates to the RtI framework's having multiple tiers of instruction and intervention, with each level increasing in intensity and duration (American Institutes for Research, 2017; Gamm et al., 2012; Hughes and Dexter, 2011; National Center for Learning Disabilities, 2016; Wepner and Strickland, 2008). The RtI framework commonly consists of three levels, or tiers, of prevention before identification of a learning disability. At Tier 1, all students receive core instruction and are assessed using universal screeners. Information from the universal screener(s) is used to determine whether the student requires more specialized instruction – Tier 2 or Tier 3 – in order to meet or exceed grade-level benchmarks. Tier 2 generally consists of interventions at a moderate intensity in a smaller group. Tier 3 interventions occur in even smaller groups, sometimes in one-on-one settings, and are even more intensive.

A second key component in RtI involves the use of a clear assessment system with data-driven decision-making at its core (American Institutes for Research, 2017; Gamm et al., 2012; Hughes and Dexter, 2011). Within this component are two types of assessment: universal screening (Allison et al., 2010; American Institutes for Research, 2017; National Center for Learning Disabilities, 2016) and progress monitoring (Allison et al., 2010; American Institutes for Research, 2017; Gamm et al., 2012; Hughes and Dexter, 2011; National Center for Learning Disabilities, 2016; Wepner and Strickland, 2008) measures. As discussed in the previous paragraph, universal screeners are used at Tier 1 to determine baseline data for all students. Progress monitoring data is collected throughout Tier 2 and 3, but may also be employed in Tier 1. Data from progress monitoring allows educators to make evidence-based decisions regarding student movement across the tiers (Hughes and Dexter, 2011).

A third key component in the RtI framework is the provision for high-quality, research-based instruction (Allison et al., 2010; Gamm et al., 2012; Hughes and Dexter, 2011; National Center for Learning Disabilities, 2016; Wepner and Strickland, 2008) and intervention (Allison et al., 2010; Wepner and Strickland, 2008). First-time instruction from classroom teachers must be scientifically based, and the interventions provided in Tier 2 and 3 must also have research-based support. Particularly in regard to interventions, fidelity checks must be in place to ensure that students are responding – or not responding – to interventions that are properly implemented (Allison et al., 2010; Gamm et al., 2012; Wepner and Strickland, 2008); without these checks, a student may be inaccurately referred to special education because of a teacher’s inability to correctly administer said intervention.

Response to Intervention and English learners. According to Burns and Gibbons (2008), the RtI framework is appropriate for English language learners. The WIDA Consortium (2013) also agrees with this stance but cautions that specific practices must be in place in order to ensure a culturally and linguistically relevant process; these practices are outlined in Appendix C. Burns and Gibbons (2008), as well as Woolley (2010) and others (Linan-Thompson et al., 2006), stress the importance of assessing ELs in their native language(s) and the target language in order to identify whether the child has a reading disability or poor reading skills (Linan-Thompson et al., 2006). Assessing students in multiple languages helps to address the common problem of misidentifying ELs for special education (Linan-Thompson et al., 2006; WIDA, 2013; Woolley, 2010;), thereby increasing the number of ELs who are appropriately referred for special education services (WIDA, 2013).

Since RtI is thought to be effective and appropriate for ELs as long as particular practices are in place, it may be a valid claim to say that reading interventions are effective

for ELs. Several authors have written on the efficacy of reading interventions for English learners, and they have found that successful interventions for this population must include specific features. One of these features is extensive professional development and coaching, which is necessary to ensure that the intervention is implemented with fidelity (Cheung & Slavin, 2012; Fountas & Pinnell, 2011; Kamps et al., 2007). Because ELs benefit from frequent opportunities for practicing their oral language in authentic environments, interventions with specific cooperative learning strategies that are built into the program are also advantageous (Adesope, Lavin, Thompson, & Ungerleider, 2011; Cheung & Slavin, 2012).

Several scholars (Fountas & Pinnell, 2011; Kamps et al., 2007; Linan-Thompson et al., 2006) have also concluded that comprehensive interventions [which include instruction in each of the five areas described in the National Reading Panel report (2000)] show the most promising results for students learning English as an additional language. For example, in Linan-Thompson and colleagues' research on the degree to which students responded to given reading interventions, the authors found that comprehensive programs afforded better results and higher responder rates for English learners when compared to less comprehensive programs (2006). This conclusion remained true for reading interventions provided in both English and Spanish (Linan-Thompson et al., 2006), which is echoed in Cheung and Slavin's (2012) findings that "quality of instruction is more important than language of instruction" (p. 26).

Utilizing a systematic intervention curriculum is also integral to success within the Response to Intervention framework, for English learners and non-ELs alike (Fountas and Pinnell, 2011; Kamps et al., 2007; Linan-Thompson et al., 2006). Kamps and colleagues (2007) conducted research on 318 first- and second-grade students and discovered that small

groups of three to six children participating in systematic interventions were optimal for all students, including the 170 English learners who spoke Spanish, Somali, Sudanese, and Vietnamese as their home languages. When compared to larger groups [upwards of six] that did not receive these systematic, direct instruction interventions, the English learners in the control group did not fare nearly as well. This information on group size coincides with Fountas and Pinnell's (2011) recommendation that a 3:1 or 4:1 student-to-teacher ratio creates the best opportunities for effective intervention.

In summation, reading interventions that are effective for English learners include ongoing professional development and regular fidelity checks; built-in cooperative learning strategies; comprehensive instruction and systematic curriculum; and a relatively small student-to-teacher ratio. The next section provides detailed information on Fountas and Pinnell's Leveled Literacy Intervention, one of the programs that will be analyzed in the present research study.

Leveled Literacy Intervention

Overview of program. Irene C. Fountas and Gay Su Pinnell first published Leveled Literacy Intervention (LLI) in 2009, with systems for kindergarten, first grade, and second grade. This portion of the program was designed for small groups of no more than three learners receiving 30 minutes of daily instruction from a qualified reading teacher. The texts used in the program were specifically written to engage struggling readers, and the lesson sequence alternates between instructional and independent level books. Years later, Fountas and Pinnell developed systems for older students, starting with the Red System, designed for third graders; the last of seven systems is the Teal System, designed for students in grades six through twelve and published in 2015. The program designed for students in grade three and

above is intended for use with no more than four learners who receive 45 minutes of daily instruction from a qualified reading teacher.

Key differences from guided reading. It is imperative to understand that LLI supplements, but does not supplant, daily guided reading instruction. While there are many similarities between LLI and guided reading, there are marked differences, as Fountas and Pinnell indicate in their 2009 comparison of the two approaches. Perhaps the primary difference rests in teacher control. With guided reading lessons, teachers self-select texts and lesson focus based on student needs, particularly what is needed to help the students move up to the next level; this is appropriate instruction for all students. However, LLI has much less teacher control in that the texts and lessons are specially sequenced to allow for teaching efficiency and accelerated growth in struggling readers. LLI is also designed to be temporary in nature; students typically participate in this intervention for up to twenty weeks per academic year. Another key differentiating factor is the intensity and length of time spent in reading instruction: guided reading groups may only occur for fifteen to twenty minutes at a frequency of three to five times per week; whereas LLI requires daily 30-minute (K-2) or 45-minute (3-12) lessons. The last difference worth noting is that of group size; guided reading groups may include up to eight children, while LLI groups consist of three (K-2) or four (3-12) learners (Fountas and Pinnell, 2009).

Lesson structure. For students in grades three through twelve, each lesson has a different structure, depending on whether it is an odd-numbered or even-numbered lesson. Table 2.1 outlines the general structure of each lesson, Appendix D includes a sample odd-numbered lesson, and Appendix E provides a sample even-numbered lesson. As is evident from these lesson components, students receive a new book with each new lesson, thereby providing them with frequent opportunities to successfully complete reading of books –

something that can be rare for reluctant readers who often pick up books ill-suited to their interests and subsequently abandon them long before completion.

Table 2.1: Lesson Sequence in LLI for Grades 3 through 12.

Odd-Numbered Lesson Sequence	Even-Numbered Lesson Sequence
Discussion of yesterday's new book	Revisiting yesterday's new book (comprehension, vocabulary, or fluency)
Revisiting yesterday's new book (comprehension, vocabulary, or fluency)	Rereading and assessment
Phonics and word study	Writing about reading
Reading a new book (instructional level text)	Phonics and word study
	Reading a new book (independent level text)

Modifications for English learners. At the end of each lesson, Fountas and Pinnell include modifications that may be necessary when LLI is used with ELs. These modifications range from ensuring students understand specific vocabulary and idioms to providing time for “oral rehearsal before writing” (Fountas & Pinnell, 2013, p. 564). These modifications are specifically tailored to each lesson, as evidenced by the recommendations that include references to potentially difficult language and content. The sample lessons provided in Appendix D and E include a section focused on “Supporting English Language Learners;” this information is present in every LLI lesson across all seven systems.

LLI efficacy with English learners. Four quasi-experimental research projects have shown that the Leveled Literacy Intervention system is effective when used with English learners (Mertes, 2015; Ransford-Kaldon et al., 2010; Ransford-Kaldon et al., 2013; Ward, 2011). Both studies conducted by Ransford-Kaldon and colleagues (2010, 2013) from the Center for Research in Educational Policy, or CREP, out of the University of Memphis, focused on students in kindergarten, first, and second grades; one project (2010) analyzed data from LLI implementation in rural and suburban districts, while the 2013 project considered implementation in an urban school district. Ward's (2011) research and data

collection project investigated results from K-5 students receiving LLI, as does Mertes' (2015) doctoral dissertation.

In the first empirical efficacy study of LLI conducted by Ransford-Kaldon and colleagues (2010), a total of 427 students across two school districts participated in the experiment; of the 427 students, approximately half were in a control group who did not receive LLI. Approximately 14 percent of the participants were English learners, and nearly 85 percent of aggregate participants received free and reduced meal prices. Over two-thirds of the student participants were children of color. Researchers found that, after an average of 38 days of instruction in LLI, the experimental group of kindergarten ELs had gained an average of 1.55 levels, while their control-group counterparts had only gained an average of 0.5 levels. In order to confirm their results, Ransford-Kaldon and colleagues also assessed students using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) tool. When the kindergarten ELs were given the Phoneme Segmentation Fluency (PSF) test, they “outperformed ELL students in the control group, *as well as* non-ELL students in both the treatment and control groups” (p. 3). Overall, African-American first graders in the treatment group improved made twice the gains that those in the control group made, and Black and Hispanic second graders in the LLI treatment groups “finished at the highest levels compared to all others” (p. 4) and exceeded the results of the control groups.

Researchers at CREP (2010) continued to confirm their results by surveying LLI and classroom teachers on their perceptions of LLI and the literacy instruction in their schools. There were three questions which addressed the needs of ELs. Of the LLI teachers surveyed, 64 percent felt that LLI had helped their ELs extensively or sufficiently, and 42 percent stated that their school should continue to use LLI because of its ability to change outcomes for ELs and other special populations. Of the classroom teachers surveyed, 70 percent

believed that their school's literacy program had helped their ELs extensively or sufficiently. Through the use of three data points – Fountas and Pinnell's Benchmark Assessment System, appropriate DIBELS measures, and teacher perception surveys – Ransford-Kaldon and colleagues have illustrated that English learners in rural and suburban regions are positively impacted by their participation in Fountas and Pinnell's Leveled Literacy Intervention (2010).

Ward (2011), under the direction of Fountas and Pinnell, conducted a nationwide research and data collection project to determine the reading progress of students participating in LLI. In this data collection project, there were a total of 925 English learners, ranging from kindergarten to fifth grade. Of these ELs, 73 percent were Hispanic, with other subpopulations of Asian-Pacific Islander, Black, White, and multiracial each making up less than ten percent of the EL group. This data confirmed the 2010 findings of Ransford-Kaldon and colleagues (2010), though Ward's results showed even more promise. After participating in LLI for an average of 16.9 weeks, the average growth for ELs was 8.1 months (Ward, 2011). In other words, English Learners made eight months' growth in four months' time, which is highly accelerated growth.

The next study was again conducted by Ransford-Kaldon and colleagues (2013) through CREP at the University of Memphis. This project was supposed to include a sample size of between 600 and 800 students from an urban environment, but it ended up having a much smaller sample size of 320. Of the 320 students, approximately one-third were English learners and spoke Hispanic, Vietnamese, Arabic, Karen, Burmese, or Somali as their native language; 163 students were in the treatment group and received instruction in LLI. Again, similar findings emerged, with ELs in the treatment group outperforming their control-group counterparts in all three grades represented in the study: kindergarten, first grade, and second

grade. The LLI teacher survey also substantiated the data, with 81 percent of teachers reporting that LLI had extensively or sufficiently helped their English learners. When principals were asked the same question, only 57 percent responded with the “extensively” or “sufficiently” category on the Likert scale.

The most recent study was the focus of Mertes’ (2015) dissertation, which followed 50 ELs receiving LLI instruction for three months. The students included in her study ranged in grades from first to fifth, and the setting was a suburban elementary school. Mertes’ work is unique because she considered students’ growth using the WIDA ACCESS test, in addition to AIMSweb reporting and comprehension scores on a statewide assessment. Her results indicated that participation in LLI resulted in statistically significant improvements in English learners’ comprehension as evidenced by the statewide assessments and the WIDA ACCESS test. Unlike other researchers (Ransford-Kaldon et al., 2010; Ransford-Kaldon et al., 2013; Ward, 2011), Mertes did not use students’ guided reading levels as an indicator of success; however, her use of unique growth measurement devices provides further confirmation that LLI is effective for English learners. The next section describes the other reading intervention program being analyzed, Read 180.

Read 180

Overview of program. Ted Hasselbring released Read 180 nationwide in 1999 as instructional software that could adapt to the needs of each user based on performance data (Scholastic, 2005). To date, the primary authors include Hasselbring, Kinsella, Feldman, and Goin (Houghton Mifflin Harcourt, 2015a). Read 180 is currently touted as being for students in grades four through twelve (Houghton Mifflin Harcourt, 2015b).

While this program is best implemented for 90 minutes on a daily basis in classrooms of no more than 27 students, it can be used in 45-minute increments instead; the resulting

gains will take twice as long to achieve, however (Houghton Mifflin Harcourt, 2016). Read 180 should be used to fidelity with students for a maximum of three years – when students receive ninety minutes of daily instruction (National Center on Intensive Intervention); extrapolating this information means that implementing a 45-minute model would allow for a maximum of six years that a student could participate in a Read 180 program. If, after the maximum number of years, depending of course on implementation model, the student was not making adequate gains, it meant that Read 180 was not an appropriate intervention for that child. This indicates a clear difference between Read 180 and LLI. Read 180 has an implementation time-limit, whereas LLI may be used for an unlimited number of years with individual students as long as accelerated progress is made and teachers adhere to flexible entry and exit to the program.

Organization of a Read 180 class period. The Read 180 program consists of four main components: whole-group learning, small-group learning, independent reading, and student application. In a 90-minute implementation model (illustrated in Figure 2.1 below), the first 15 to 20 minutes is comprised of whole-group instruction. What follows is a series of three 20-minute rotations, with students visiting each station once: student application through the use of the topic software on computers or tablets; independent reading of paperbacks, digital books, eReads, and audiobooks; and small-group instruction with the teacher. The 90-minute model concludes with five to ten minutes of whole-group instruction. It is important to note that, regardless of the amount of time spent in a Read 180 classroom each day, students should still receive core literacy or language arts instruction as well. Like LLI, Read 180 supplements core literacy instruction rather than supplants it.

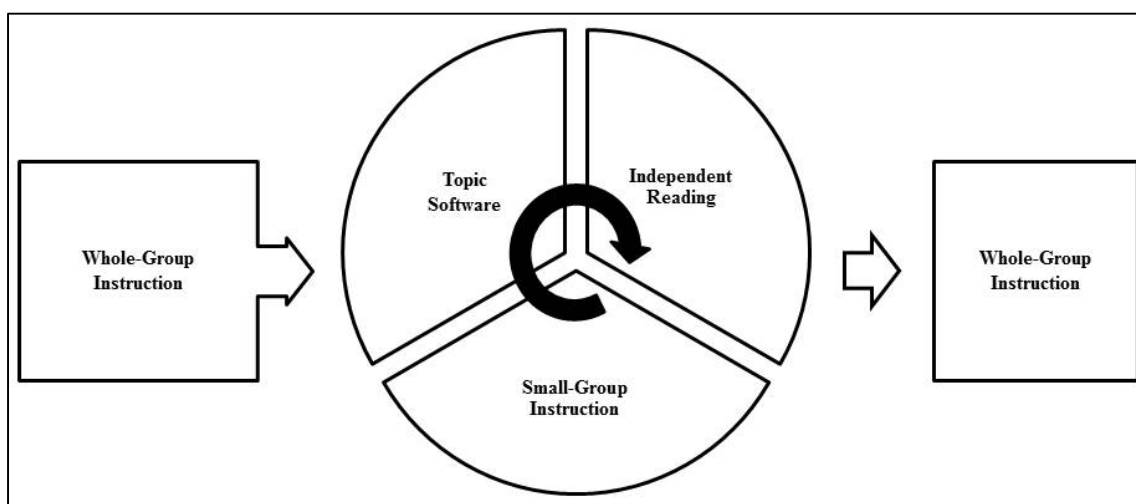


Figure 2.1: Organization of a Read 180 Class Period.

Modifications for English learners. Read 180 claims to include components which are differentiated to meet the needs of ELs, including second language support, development of academic language, and the presence of multicultural content (Houghton Mifflin Harcourt, 2015c). However, as Wu and Coady (2010) suggest, the multicultural content is generic at best and does not always facilitate “opportunities for [the students] to negotiate their identities” (p. 161). In regard to developing academic language, Read 180 does offer translation of key vocabulary, captioning within the Anchor Videos, supports in eReads, and parent materials. These translations are currently available in Spanish, Vietnamese, Filipino, Cantonese, and Mandarin (Houghton Mifflin Harcourt, 2015c).

The most prominent modification to the program is the LBook, or Language Book, developed by Kate Kinsella and Tonya Ward Singer. The LBook is designed as a pre-teaching sequence for beginning to early advanced ELs in order to help them access the standard Read 180 content. The LBook contains sections on academic and oral language development, comprehension, writing, and grammar skills, and all of these items are directly connected to the standard Read 180 content (Vickers, 2015). Utilizing the LBook in alternation with the standard Read 180 content allows ELs to learn the language needed to

succeed with the standard content; this follows a typical acceleration model in which students are taught specific items in advance to ensure their success with the core content on the following lesson (Rollins, 2014).

Read 180 efficacy with English learners. While there are many research briefs available on the efficacy of Read 180, there are fewer that link Read 180 and success for English learners. From 2003 to 2015, there have been at least five studies conducted which indicate Read 180's having a positive impact on English learners, and one of these reports met criteria for review by the What Works Clearinghouse (WWC) and the Best Evidence Encyclopedia, or BEE (Desert Sands Unified School District [USD], 2015). The five studies described in this paper focus on student populations ranging from fourth to tenth grade, and they represent a wide geographical distribution which includes school districts in Arizona, California, Massachusetts, Minnesota, and New York. Three of the five research projects utilized state assessments to measure English learners' success (Deer Valley USD, 2015; Desert Sands USD, 2015; Lawrence Public Schools [PS], 2015), and two of the five used Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) for this purpose (Kipp NYC, 2015; Lawrence PS, 2015). Three studies also made use of Read 180's internal progress monitoring tool, The Reading Inventory – formerly known as the Scholastic Reading Inventory (Admon, 2005; Deer Valley USD, 2015; Kipp NYC, 2015).

State-level tests were administered in three public school districts as way to measure the impact of Read 180 on English learners (Deer Valley USD, 2015; Desert Sands USD, 2015; Lawrence PS, 2015). The Deer Valley Unified School District, located in Arizona, reported a 31-percentage point increase in the number of ELs' meeting or exceeding state standards, rising from six to 37 percent proficiency for this population after just one year of participation in Read 180 (Deer Valley USD, 2015). In a smaller study conducted in

Massachusetts, 49 ELs participated in Read 180, and 47 percent of these students increased their performance level the state assessment, while 41 percent remained stagnant (Lawrence PS, 2015). This indicates that only 10 percent of students' state performance levels decreased as a result of participation in Read 180 (Lawrence PS, 2015). In California, 58 percent of participants in the Desert Sands Unified School District's research project were ELs (Desert Sands USD, 2015). The ELs who participated in Read 180 averaged an increase of 13 scale score points on their state exam, whereas ELs not participating in Read 180 averaged an increase of only five scale score points; the ELs in Read 180 showed a nearly 2.5 times larger improvement when compared to their control-group peers (Desert Sands USD, 2015). The results in these three districts suggest that Read 180 has a favorable impact on ELs when measured by proficiency or improvement on state assessments.

Are the results similar when utilizing the MAP test as an independent measure of Read 180's influence on English learners? Not only did Massachusetts' Lawrence Public Schools measure EL success via their state assessment, but they also drew evidence from the MAP test to confirm their results (Lawrence PS, 2015). In the 2008-2009 academic year, 16 percent of Read 180 students were ELs, and 56 percent of these ELs met or exceeded the grade-level target on the MAP test, with 51 percent exceeding the target (Lawrence PS, 2015). A study conducted in the Knowledge Is Power Program (KIPP) New York City schools reported even more favorable results, with 65 percent of current ELs and 75 percent of former ELs [participating in Read 180] exceeding typical growth goals on the MAP test (Kipp NYC, 2015).

KIPP New York City schools confirmed their findings when combining their MAP data with scores from The Reading Inventory (Kipp NYC, 2015): 82 percent of current ELs participating in Read 180 exceeded the average annual growth rate, along with 88 percent of

former ELs in the experimental group. ELs in Arizona also fared well on The Reading Inventory, though specific gains were not reported; this confirmed the independent measure indicating that ELs participating in Read 180 showed improved levels of proficiency on the state exam (Deer Valley USD, 2015). In a Minnesota study with 573 participants and 217 ELs, the EL population exceeded annual growth expectations with an average 136-Lexile gain from fall to spring administration (Admon, 2005).

When taken together, state-level, nationally normed, and internal Read 180 assessments all show that English Learners make significant gains in their literacy development as a result of participation in Read 180. For these reasons, the present study does not seek to determine the efficacy of reading intervention programs for ELs; rather, the goal is to ascertain the degree to which the student texts in these programs are culturally representative of the English Learner population. The section that follows provides a rationale for the inclusion of multicultural texts, as well as different ways to analyze texts for audience and purpose.

Multicultural Representations in Literature

As can be seen from the above section on the reading intervention programs included in this study, the literature seems to suggest that both LLI and Read 180 are effective reading intervention programs for English Learners. For that reason, the present study does not aim to add to the body of research on efficacy of these programs with ELs. Rather, the present study looks at the extent to which these programs are culturally representative of the EL population. This emerged as an area of interest and a significant gap through my reading of Wu and Coady's 2010 qualitative study on how four adolescent ELs responded to the Read 180 curriculum in relation to their needs for identity development as culturally and linguistically diverse students.

Recent data. This gap in the research becomes even more evident when looking at the most recent data from the Cooperative Children’s Book Center (CCBC). In 2016, of the 3,200 children’s books published in the U.S. and examined by the CCBC,

- eight percent of the books contained African or African American content, while only three percent of those books were written by African or African American authors;
- one percent of the books had Native American content, while less than one percent of the books were written by Native American authors;
- seven percent of the books had significant Asian/Pacific or Asian/Pacific American content, while only six percent of those books were written by individuals of this background; and
- five percent of the books contained Latino content, while three percent of those books were written by individuals of Latino or Hispanic descent.

Based on even the most recent data, the publishing industry is not as representative as it could be in terms of content and authorship for people of color.

Historical data. Nancy Larrick conducted the seminal research in this area in 1965 when she published “The All-White World of Children’s Books.” In this article, the former president of the International Reading Association asserted that, of the 5,206 trade books she analyzed that were published from 1962 through 1964, only 349 of these books included African Americans – and some of these inclusions were based on the presence of an African American pictured in a crowd in the background of an illustration (Larrick, 1965). Larrick reported that a majority of children’s books which include African Americans portray them in subservient roles, and even science-based trade books from the early 1960s promoted

white supremacy through photographs which show white hands holding thermometers and test tubes (1965). Furthermore, she sent a strong statement to white readers of the *Saturday Review* when she explained the dangers of all-white children's books:

“[T]he white child learns from his books that he is the kingfish. There seems little chance of developing the humility so urgently needed for world cooperation, instead of world conflict, as long as our children are brought up on gentle doses of racism through their books.” (p. 63)

By 1973, it would be reasonable to suspect that some changes had occurred. However, Dorothy M. Broderick (1973) found that the primary purpose for Black-inclusive books was to educate white children on what they should know about Blacks, from a White Supremacist perspective. Rudine Sims (1982) echoed this idea in her own investigation of Black-inclusive children's literature; she categorized such texts as “socially conscious” because they were designed to help White children develop a level of tolerance for Blacks “and their problems” (p. 17).

Inferring audience and purpose. In 1982, Rudine Sims Bishop entered the scene with the publication of her first book entitled *Shadow and Substance: Afro-American Experience in Contemporary Children's Fiction* (Sims, 1982). In this book, she wrote about her examination of 150 fictional children's books featuring significant African American content. Sims Bishop decided to look at books published in the time since Larrick's 1965 study, with her goal being to identify common characteristics across the body of African American children's literature. She analyzed texts published between 1965 and 1979, and three categories emerged: “social conscience” books, “melting pot” books, and “culturally conscious” books.

Socially conscious texts. Sims' socially conscious texts are characterized by conflicts between Blacks and Whites which emphasize the ability for desegregation to heal old wounds (Sims, 1982). Furthermore, these books only serve to perpetuate, rather than eliminate or reduce, stereotypes. Sims (1982) admits that these books were well-intentioned and increased the visibility of Blacks in children's literature, but they remain problematic. For purposes of this study, I will expand Sims' classification system to include people of color, or non-White individuals. As such, when I refer to socially conscious texts throughout the remainder of this paper, I will use a more general definition as outlined below. Socially conscious texts emphasize desegregation between whites and people of color, perpetuate stereotypes about people of color, and include token characters of color. In addition to the aforementioned elements, socially conscious texts are written specifically for the white population to help them develop a tolerance for people of color, and they are typically not written or illustrated by people of color.

Melting pot texts. Sims (1982) outlines the "melting pot" texts as those which focus on the universality of the human experience and thus seek to ignore racial differences. Ultimately, characters in these books are "culturally interchangeable" (p. 33) and are often only classified as people of color based upon illustrations. The primary theme of the melting pot texts is that of assimilation and integration into the dominant, or White, culture. While the socially conscious books are aimed at a White audience, the melting pot books are written for anyone because of their focus on the idea that "people are people" (p. 33). Simply put, these texts are devoid of cultures different from the White middle class; they copy and paste this culture onto people of color and assume that this is an accurate representation of their experiences.

Culturally conscious texts. The texts Sims (1982) labels as “culturally conscious” are closely aligned to the concept that nine-tenths of culture exists below the surface (Hall, 1959; Hall, 1976; Ruhly, 1976), and most were written by Black authors. As such, their primary audience was that of Black children. By generalizing this criterion to include all people of color, culturally conscious texts are meant to serve as mirrors that reflect their lived experiences. While the melting pot texts depict people of color only through illustrations, the culturally conscious texts differ in that prose itself helps to classify it.

Culturally conscious texts are typically told from the perspective of a person of color, and set in a community primarily populated by people of color. Furthermore, the author is not shy about describing the characters’ physical attributes, including skin color, which is often likened to imagery associated with foods; for example, the phrase “coffee-colored” skin is not uncommon in culturally conscious texts (p. 70). Also, the language used by the characters – and perhaps in the narration – reflects the cultural group being depicted. Thus, if a text focuses on Blacks, the culturally correct use of the “be” copula would appear regularly.

Culturally conscious texts focus on themes of oppression, survival, and understanding identity as a person of color while growing up. In addition, manners of address, familial relationships, religion, and historical and cultural traditions play strong roles in these texts. It is important to note that, even though the culturally conscious texts are aimed at people of color, they can also serve as healthy windows into non-dominant culture for white learners.

Limitations to Sims Bishop’s classification system. While Sims conducted detailed work while investigating texts focused on the Black or African American population, this is also a limitation of her classification system. Through the use of a brief pilot study, it became clear that differentiating between the “socially conscious” and “melting pot” texts was challenging for me as a white woman. I also found it necessary to include a category for

those texts which could not be classified due to a lack of human characters. The result was a new classification system with four categories of text: culturally conscious, socially conscious, culturally unconscious, and cannot be classified. Each of these four categories of text is summarized in the form of a classification rubric in Chapter Three and is also present in Appendix F as part of the coding instrument.

Rationale for Diverse Books

Noticing the disparities in children's literature in regard to the African American presence in this field, in 1985, the CCBC began to collect annual data on children's books published and the races represented by the characters, authors, and illustrators of these texts. Unfortunately, they found that very little had changed (CCBC, 2015). Nearly 30 years after Larrick's 1956 study, there was still a strong need for multicultural literature for children.

Sims Bishop continued to be this advocate when she turned her attention towards the needs of young readers. In 1990, she coined the concept of "windows and mirrors," explaining that readers of all backgrounds need texts which provide windows into other cultures and mirrors which reflect the experiences of the audience (Sims Bishop, 1990). Lee Galda agreed with Sims Bishop's stance, and he also began advocating for greater diversity in children's books (1998). Since then, researchers and teachers alike have cited a need for increasing the number of books in library collections that serve as both windows and mirrors into the varied cultural experiences of children (Botelho and Rudman, 2009; Boyd, Causey, and Galda, 2015; Moller, 2014).

However, increasing representation of non-White populations in literature is not enough, as Abu El-Haj explains in her essay "Arab Visibility and Invisibility" in Pollock's *Everyday Antiracism* (2008). Aiming to make non-dominant populations more visible can actually cause harm to all learners because of the simplistic ways in which these groups are

represented (Abu El-Haj in Pollock, 2008; McCarty in Pollock, 2008). Instead of merely looking for books with more diverse characters, educators must immerse themselves in knowledge about the varied histories and cultures of each group so that they can ensure the texts they select for use in the classroom serve to make visible people of color in “rich, complex, and humanizing ways” (Abu El-Haj in Pollock, 2008, p. 177). McCarty closely echoes Abu El-Haj’s sentiments in her *Everyday Antiracism* essay entitled “Evaluating Images of Groups in Your Curriculum” when she explains that “both Native and non-Native students gain when representations of Native Americans are realistically complex” (in Pollock, 2008, p. 180). McCarty also points out that representing non-White populations must move beyond visual representations and into text-based methods of authentically depicting people of color.

For the aforementioned reasons in this section, it is important for me to not only investigate the numerical representation of different cultural groups within the intervention texts, but also to examine the level of authenticity in these authors’ portrayal of diverse cultures. In Chapter Three, I will go into greater detail regarding the data collection and analysis process, though the reader should be aware at this point that information will be collected on race and nationality for numerical analysis, and data on levels of authenticity will also be collected. This will allow for an investigation into how these intervention programs move beyond the visual representations of race, as McCarty suggests.

Conclusion

In this chapter, I have provided background information on the Response to Intervention (RtI) approach, including its origins and the three major components. I have also explained how ELs benefit from RtI, specifically in regard to the features that must be present throughout interventions for this population. What followed was a description of two

literacy programs that are commonly used as interventions in the specific Midwestern metropolitan area being studied: Leveled Literacy Intervention and Read 180. For each of these reading intervention curriculum programs, I summarized the curriculum, the organization of a lesson or class period, and the modifications present for ELs. Data on the efficacy of each of these programs – when used with EL populations – was also synthesized throughout this literature review. This efficacy data illustrated why both LLI and Read 180 have been shown to be effective interventions for ELs.

The last section of the literature review centered on my specific research questions through a discussion on multicultural education and literature, beginning with establishing a shared understanding in regard to the benefits of including multicultural literature in the classroom. My research indicated a possible gap related to multicultural representation in reading intervention curriculum programs. I concluded with a sampling of the literature on ways to describe multicultural literature, including information on Sims Bishop's work on intended audiences and purposes (1982). The next section, Chapter Three, details the research methods that will be used in this study, including the research paradigm; the program selection criteria and an overview of the texts in each intervention program; and the data collection procedure.

CHAPTER THREE:

Methods

The present study was designed to determine the extent to which the texts in two reading intervention curriculum programs are culturally representative of the English Learner population from a large, urban metropolitan area in the Upper Midwest. This research project sought to uncover the range of racial identities and nationalities, as well as the intended audiences and purposes of the texts from Leveled Literacy Intervention (LLI) and Read 180, and in doing so, increase awareness for the need to include texts that feature authentic representations and narratives of culturally and linguistically diverse populations throughout intervention programs. My research focused on two major, interrelated questions:

- To what extent are the selected texts culturally representative of the EL population in the region being studied? How does this compare to national publishing statistics?
- To what extent are the selected texts from LLI culturally authentic? How does this compare to the selected texts from Read 180?

Chapter Three details the research methods used in this study of the student texts of two reading intervention curriculum programs: Leveled Literacy Intervention and Read 180. First, an overview of the mixed-methods research design will be provided, followed by an explanation of the data collection protocol and techniques present in the current study. Next, the reader will be led through the specific data collection procedures. The chapter concludes with a review of the methods employed by the author and with a preview of Chapter Four.

Research Paradigm

This research project presents a combination of both quantitative and qualitative aspects; hence, I have utilized a mixed methods approach. Scholars typically use mixed methods as a way to view a topic from multiple perspectives, specifically from both quantitative and qualitative viewpoints, as data of one type can help to confirm or contradict data of another type (Mackey and Gass, 2016). The data collected takes the form of a text analysis in which I examined 52 texts to identify race and nationality of individuals within each text, as well as the overall level of authenticity for each text. Even though this research project focuses on data collection and analysis from texts, the topic went through the Human Subjects Review process and received approval from Hamline University faculty. Comparative analyses were used to show the similarities and differences between the different intervention programs as well as to indicate alignment – or lack thereof – with the regional population and national publishing trends. The sections that follow describe in greater detail the quantitative and qualitative aspects of my research.

Quantitative aspects. A mixed-methods text analysis was utilized to uncover the range of racial identities and nationalities of individuals featured in the texts of two reading intervention curriculum programs. This text analysis required noting the racial identities of the author, illustrator, and individuals featured in each text. A tally system was employed to identify individuals from these specific populations: African or African American, Native American or Indigenous, Asian or Asian American, Hispanic or Latino, and White. Nationalities, however, were not tallied; rather, they were listed as they were uncovered. After analyzing all 52 texts, nationalities were coded and tallied.

Following data collection regarding racial identity and nationality, the information was analyzed for patterns and trends within and across the two intervention programs.

Furthermore, the nationality data was used as a second data point on racial identity; the nationality was used to create a generalized race-equivalent data set for comparative purposes. All of this intervention-specific data also underwent a comparative analysis to check for alignment to the K-12 regional population and to the U.S. publishing statistics for children's books in 2016. Examining the qualitative data in this way allowed for an understanding of the extent to which the selected intervention texts and programs are culturally representative of the EL population.

Qualitative aspects. In order to understand how cultural groups are represented in each text, texts were also analyzed qualitatively in terms of content, subject-matter, characters, and setting. Texts were grouped into one of four categories partially based upon Sims Bishop's (1982) three categories related to intended audience and purpose, authenticity of culture, and author perspective as a cultural insider or outsider. However, due to some limitations with Sims Bishop's classification system which are described in Chapter Two, I chose to modify her work and instead include four text types: culturally conscious, socially conscious, culturally unconscious, and unable to be classified. The classification rubric used in this study is shown in Table 3.2 and Appendix F. Data on the four types of texts were collected quantitatively, but the rationale underlying the categorization was qualitative in nature.

Materials

Selection criteria. In order to determine which reading intervention curriculum programs to investigate, I began by reading through the local literacy plans for each of the twenty-five public school districts from a large metropolitan area in the Upper Midwest. Twenty-nine different programs are used in this geographic area, and of those, six programs

appeared most often. The distribution of the six most common reading intervention programs across the specific region being studied is shown in Table 3.1 below.

Table 3.1: Six Most Frequently Used Reading Intervention Programs in the Region.

Reading Intervention Program	Districts Using this Program
Leveled Literacy Intervention (LLI)	68 percent
Read Naturally	32 percent
Path to Reading Excellence in School Site (PRESS)	24 percent
Reading Recovery	24 percent
Read 180	20 percent
System 44	20 percent

Based on my own previous experience with LLI and Read 180, I knew that they included modifications for use with English Learners (Houghton Mifflin Harcourt, 2015c; What is Leveled Literacy Intervention..., 2016). I also discovered that Read Naturally includes specific strategies to assist ELs in improving their oral reading fluency and comprehension (English Language Learners, n.d.), as does System 44 (Our approach to RTI, 2015).

Because Path to Reading Excellence in School Sites (PRESS) is a framework rather than a curriculum program, it was eliminated from my list for potential text analysis. At the time of this writing, PRESS was also found to be lacking in terms of available published research. The other program eliminated from my study was Reading Recovery. There is data in support of the use of Reading Recovery with ELs (Ashdown and Simic, 2000; Gilliam, 2002; Mykysey, 2004), but the program must be conducted in a one-on-one environment with first-grade students (Benzle, 2016). Due to these limiting factors and my desire to research programs that can be used with a range of grade levels, I chose to eliminate this program from my study.

In an effort to further narrow my research, I chose to focus my work through a number of criteria. First, the program had to include modifications for use with ELs; all four remaining programs – LLI, Read Naturally, Read 180, and System 44 – met this initial

requirement. It was also important for the programs studied to a) include a mixture of both fiction and non-fiction texts, and b) require at least forty-five minutes of daily instruction, which eliminated Read Naturally from the possible programs. I also wanted to ensure that the programs under examination were considered comprehensive in nature, meaning that they placed the strongest emphasis on comprehension while still including some instruction in the areas of vocabulary and fluency. Through this last criterion, System 44 was eliminated. The only programs which met all criteria were LLI and Read 180, so they were selected for use in this text analysis.

Overview of texts in both programs. As stated in the previous section, both LLI and Read 180 include a mixture of fiction and nonfiction texts. Because LLI was created more recently, there is a larger emphasis on nonfiction texts, also due in part to the requirements of the Common Core State Standards (National Governors Association..., 2010). Through an examination of LLI and Read 180 texts at equivalent levels, I chose to focus my research on the grade level equivalent of 3.5, or the level at which a reader is expected to perform by the middle of third grade. The corresponding guided reading level to 3.5 is Level O, and the Lexile range is between 691 and 770 (Fountas & Pinnell, 2012; Level correlation chart, 2015). A detailed description of the types of reading students encounter at Level O is provided in Appendix G. This resulted in a total of 52 books for analysis, with 25 of the texts coming from LLI and the remaining 27 from Read 180.

Details on the Leveled Literacy Intervention texts for analysis. In order to ensure consistency in number of texts across the intervention programs being studied, I chose to analyze 25 LLI books from the Gold System, which is designed for use with fourth-grade students struggling with reading. A focus on Level O was chosen because a similar number of books were available from Read 180 in the corresponding Lexile range. Within the Level-

O texts in LLI, there are 16 fiction and 9 nonfiction texts. All are trade books consisting of no more than 36 pages, with the exception of one novel which is 74 pages in length. All titles are properly cited in Appendix H.

What makes the LLI texts unique is that they were written with struggling readers in mind; the titles did not exist prior to the creation of the program. According to Fountas and Pinnell (2011), utilizing an “engaging, specially written and sequenced collection of level texts” is one of fifteen keys to effective reading intervention, and they designed LLI with this characteristic in mind.

It is also important to note that the texts themselves that are within the Level-O band of lessons are not all written at Level O. The books are written and sequenced to alternate between independent and instructional levels, so a student will read a Level-O book during Gold Lesson 1, followed by a text at Level M during Gold Lesson 2. This alternating sequence of levels allows for students to stair-step their way up to becoming independent at Level O, while also providing frequent opportunities for successful reading with independent texts. Students learn specific reading behaviors with instructional texts in the odd-numbered lessons and are then expected to apply these reading behaviors as they work through the independent texts from the even-numbered lessons. As the independent texts’ levels increase throughout the band of lessons, so too do the reading behaviors of the students. By the time they reach the end of the lesson sequence for Level O, students are able to demonstrate independence with that level – keeping in mind that when they began the band of lessons for Level O, this was an instructional level rather than an independent level. For purposes of this study, I have examined all LLI texts that fall within the Level-O lesson sequence, which includes texts at Level M, Level N, and Level O.

Details on the Read 180 texts for analysis. The Read 180 texts that were analyzed do not come from the small-group or whole-group curriculum, as the texts in the rBook and LBook are not differentiated by Lexile level. Instead, 27 texts from the Read 180 independent reading library underwent thorough examination. This text analysis was conducted on 23 fiction and four nonfiction titles, all of which are Read 180 approved texts for the independent library. This is not to say that other titles do not appear in Read 180 classrooms; rather the opposite is true: many Read 180 teachers supplement their collections with additional novels and trade books of interest to the students. However, within the Lexile range between 691 and 770, there are 27 books which Read 180 provides when the program is purchased by a district. These are the books which were analyzed in the present study, and they are listed in Appendix H.

Different from LLI books, the titles in Read 180 were all written separate from the curriculum program. Designers of the program selected texts that were already in existence; Read 180 texts were not written with the struggling reader in mind – though the selection process may have included this consideration. While all LLI texts are paperback trade books, Read 180 titles differ considerably in their format. Included in the Read 180 independent library are paperback books, digital books, and audiobooks.

Procedure

Before outlining the procedures involved in my text analysis, it is important to review my research questions:

- To what extent are the selected texts culturally representative of the EL population in the region being studied? How does this compare to national publishing statistics?
- To what extent are the selected texts from LLI culturally authentic? How does this compare to the selected texts from Read 180?

In order to answer the aforementioned questions, I analyzed a sample of texts in each curriculum program. I did this by first obtaining a copy of each text at the grade level equivalent of 3.5. LLI books were borrowed from a local elementary school, while the Read 180 texts were borrowed through the public library system.

After obtaining the texts, I read each one in its entirety. Because of the high number of visuals in the LLI texts, I also scanned each book so that I could refer to them throughout the present study as necessary and relevant to cultural representation. Upon completion of the study, scanned images were destroyed so as not to infringe on copyright laws.

As I read each text, I tallied the racial identities of individuals featured in the texts, including the authors and illustrators. I also made note of the nationalities of these individuals, which was coded and tallied once all titles had been read. In order to ensure validity and reliability of data, I included a rationale that explains how I came to classify the individual's racial identity and nationality. The rationale may be related, but is not limited to: an illustration, the origins of the person's name, or in-text information for individuals featured within the texts, or web-based research for biographies and photographs of authors and illustrators.

Next, I examined the level of authenticity of each text based on four distinct categories: culturally conscious, socially conscious, culturally unconscious, or unable to be classified. To categorize each text, I used the rubric below (Table 3.2), which is also presented in Appendix F.

In terms of data collection and final categorization, each box within the rubric was assigned a number; boxes located in the "culturally conscious" column received three points, those in the "socially conscious" column received two points, and boxes falling in the

“culturally unconscious” column received one point. For items which could not be classified according to the descriptors within the rubric, zero points were awarded.

Table 3.2: Rubric for Determining Text Types.

	Culturally Conscious (3)	Socially Conscious (2)	Culturally Unconscious (1)
Author and/or Illustrator	The author and/or illustrator is a person of color.	-	The author and/or illustrator is from the dominant culture.
Purpose for Including People of Color	To create a mirrored experience for people of color.	To increase visibility of people of color and/or to normalize the experience of people of color as one that aligns to the dominant culture.	There are no people of color in this text.
Stereotypes, Generalizations, Misrepresentation	To the best of my knowledge as a white woman, no stereotypes, generalizations, or misrepresentations occur in this text.	Stereotypes and generalizations are perpetuated in this text. Misrepresentation may also exist.	There are no people of color in this text.
How People of Color are Identified	In-text descriptors are used to convey racial identities, including overt descriptions of skin color.	Illustrations are used to convey racial identities.	There are no people of color in this text.
Setting	The events in this text take place in a community of color.	-	The events in this text take place in the dominant culture.
Character(s)	The majority of character(s) are people of color.	The majority of character(s) are from the dominant culture. People of color are present as “token” characters, and racial differences are ignored.	All character(s) are from the dominant culture.
Conflict Resolution	Character(s) of color resolve the conflict.	-	Character(s) from the dominant culture resolve the conflict.

For example, one LLI text called *Making Art for Fish* (Morais, 2013) had an author from the dominant culture; thus, I awarded this text one point in the row designated for “author and/or illustrator.” However, the setting of this text was in the Caribbean, a community of color. As such, in the “setting” row, this text received three points. After points were awarded for each row in Table 3.2, the points were totaled and averaged to determine an overall classification. In the case of *Making Art for Fish* (Morais, 2013), there were a total of ten points awarded and an average of 1.43. The average was rounded down to 1.00, which signals that the text is “culturally unconscious.” This procedure was followed for each text, leading to an overall count for each of the four categories, the results of which will be shared in Chapter Four. Documents for tallying racial breakdowns are presented in Appendices I and J, and the grid for recording levels of cultural authenticity are shown in Appendices K and L.

Limitations

It is important to note that there are some limitations to this research project as a result of its inherent design. First, I am a White woman conducting a text analysis on the degree to which books are culturally authentic to non-White populations, which could result in flawed evaluations of these texts; a scholar of color may come to different conclusions due to their experiences as an individual in a White-dominated culture. A second limitation to this research involves the sample size of 52 books. Each LLI system has 120 titles, and one Read 180 stage includes 81 texts. As such, it is hard to generalize the results reported in Chapter Four to the specific intervention programs being studied. The last limitation in terms of research design takes into account the fact that the LLI and Read 180 texts are of significantly different lengths and formats – trade books and children’s books versus full-

length novels – which may impact the ability to conduct a true comparative analysis between the two intervention programs.

Conclusion

In this chapter, I have outlined the mixed-methods research design that were used throughout this project and summarized the criteria to be used in categorizing the texts for analysis. The present study was designed to determine the extent to which the texts in two reading intervention curriculum programs are culturally representative of the English Learner population from a large, urban metropolitan area in the Upper Midwest. This research project sought to uncover the range of racial identities and nationalities, as well as the intended audiences and purposes of the texts from Leveled Literacy Intervention (LLI) and Read 180, and in doing so, increase awareness for the need to include texts that feature authentic representations and narratives of culturally and linguistically diverse populations throughout intervention programs. My research focused on two major, interrelated questions:

- To what extent are the selected texts culturally representative of the EL population in the region being studied? How does this compare to national publishing statistics?
- To what extent are the selected texts from LLI culturally authentic? How does this compare to the selected texts from Read 180?

Answers to these questions will be essential to educators considering whether to implement Leveled Literacy Intervention or Read 180 with their English learners; this information will allow educators to make informed decisions, particularly regarding the types of texts they may need to add to their classroom libraries in order to create increased opportunities for texts that mirror their diverse students' experiences and identities. Chapter Four will present the findings of this study, broken down by each specific research question.

CHAPTER FOUR:

Results

The present study was designed to determine the extent to which the texts in two reading intervention curriculum programs are culturally representative of the English Learner population from a large, urban metropolitan area in the Upper Midwest. This research project sought to uncover the range of racial identities and nationalities, as well as the intended audiences and purposes of the texts from Leveled Literacy Intervention (LLI) and Read 180, and in doing so, increase awareness for the need to include texts that feature authentic representations and narratives of culturally and linguistically diverse populations throughout intervention programs. My research focused on two major, interrelated questions:

- To what extent are the selected texts culturally representative of the EL population in the region being studied? How does this compare to national publishing statistics?
- To what extent are the selected texts from LLI culturally authentic? How does this compare to the selected texts from Read 180?

Overview of Chapter Four

As stated in the introduction to this chapter, there are two sets of major, interrelated research questions addressed by this study. The chapter begins with a presentation and discussion of results related to the first set of research questions on the extent to which the intervention texts are culturally representative of the region and to national publishing statistics. In this section, data is first shared on the racial identities of characters, followed by the nationality data which was used to make race-equivalent generalizations. Next, the focus

will shift to the racial identities and nationalities of the authors and illustrators. Within each of these subsections, results for LLI will come first, then Read 180, a comparative analysis to the regional population data, and a comparative analysis to the national publishing statistics.

The second part of this chapter focuses on the second set of research questions on the extent to which the intervention texts are culturally authentic. Overall results will be shared in the form of a breakdown by text type: culturally conscious, socially conscious, culturally unconscious, and unable to be classified. After providing information on the intervention texts as a whole, data will be shared by program, with a discussion of specific details of each text as it relates to text type classification. This section concludes with a comparative analysis of the two reading intervention program in terms of their level of cultural authenticity.

Characters by Racial Identity

In order to address the first research question, a total of 52 books from Fountas and Pinnell's Leveled Literacy Intervention and Hasselbring's Read 180 were examined to determine each character's racial identity. Because some of the texts were non-fiction, the term "character" refers to any human or part-human individual featured within the text. Determining the racial identity of characters required a close look at text descriptions as well as illustrations or photographs. Overall, 39 percent of racial identities were classified based on illustrations and photographs, while a smaller number of racial identities were categorized based on in-text descriptors (27 percent) or inferences (34 percent).

The sections that follow provide greater detail in terms of data disaggregated by racial identity as well as intervention program. First, I will share the data collected on characters in the LLI texts, followed by data on the Read 180 characters. I will conclude the section on characters by racial identity with a comparative analysis which looks at the programmatic

distribution by race versus the K-12 regional population and the CCBC data for characters of color (shown in Table 4.1 below).

Table 4.1: Data for Comparative Analysis on Characters.

	Black	Native	Asian	Hispanic	White
Regional K-12 Population	16 percent	1 percent	12 percent	11 percent	56 percent
2016 CCBC Study	8 percent	1 percent	7 percent	5 percent	Not collected by CCBC

Leveled Literacy Intervention. Of the characters whose racial identities could be identified, 93 percent were classified based on photographs or illustrations, with the remaining seven percent being categorized based on in-text descriptions. This was likely due to the fact that LLI texts are highly visual in nature; as short texts of no more than 36 pages, illustrations and photographs are quite common. There were six characters categorized into a racial identity due to their names: Rico, Ramon Estes, and Ramon’s papa fell into the Latino category because their names are generally found in Spanish-speaking cultures. In the case of the character Rico in *The Genius Club*, there was also confirming evidence of his Latino heritage within the illustrations which depicted him as having brown skin in contrast to Audrey’s white skin, as pictured below in Figure 4.1.



Figure 4.1: Illustration from *The Genius Club* (Sibley O’Brien, 2013, 22).

When looking at the LLI texts as a collection, characters were distributed across four of the five possible racial identities: Black, Asian, Hispanic or Latinx, and White. The Native American population was not represented in this sample of LLI texts. Figure 4.2 shows the distribution of racial identities in the LLI texts, with just 25 percent illustrated as characters of color; the remaining 75 percent were White characters. Both Black and Asian characters each appeared ten percent of the time, while Hispanic or Latinx characters made up five percent of the overall number of characters.

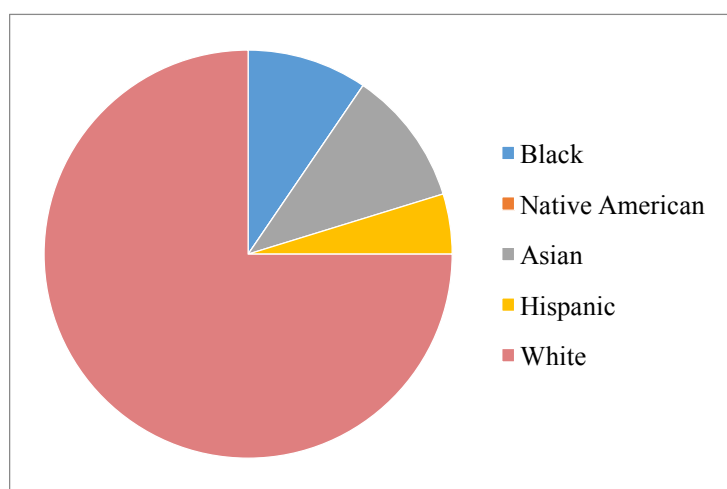


Figure 4.2: LLI Characters Disaggregated by Racial Identity.

Read 180. There were many more novels within the Read 180 collection, which meant that in-text descriptions and inferences were the primary method of categorizing characters by racial identity, totaling 75 percent. The remaining 25 percent of racial identities were classified according to illustrations. Inferences as an identification method included statements such as this one describing Madison Jameson, a White character in *The Great Wall of Lucy Wu*: “Her [Madison’s] family practically came over on the Mayflower” (Wan-Long Shang, 2011, p. 27). People who immigrated to the United States via the Mayflower came from Europe, a predominantly White continent, so it seems reasonable to

infer that Madison is White. Inferences were also made based upon the character's nationality or language group; for example, there were many characters in Gary Soto's *Help Wanted* who spoke Spanish as a home language, which led to the inference that these characters should be classified as Latinx. Several characters in *The Grand Plan to Fix Everything* originated from India; as such, I inferred that these characters were Asian.

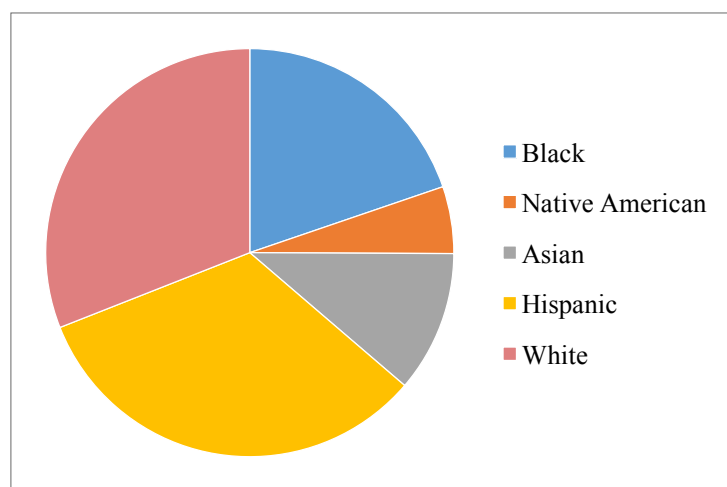


Figure 4.3: Read 180 Characters Disaggregated by Racial Identity.

As a collection of Read 180 texts, all five racial identities were represented, with the breakdown being 69 percent characters of color and 31 percent White characters. This data is nearly the opposite of the LLI data, in which 75 percent of characters were White and the remaining 25 percent were characters of color. Of the characters of color in the Read 180 texts, the largest subpopulation was Hispanic or Latinx at 33 percent, followed by White at 31 percent and Black at 20 percent. As Figure 4.3 (above) indicates, Asian or Asian Pacific Islander and Native American or Indigenous populations were significantly lower, at 11 and five percent respectively.

Comparative Analysis. In order to fully answer the first research question focused on the extent to which intervention texts are culturally representative of the K-12 regional population and U.S. publishing statistics, it is necessary to conduct a comparative analysis.

First, however, it is essential that readers see and visualize the data before a discussion can take place. Table 4.2 shows the distribution of each racial identity for each intervention program, the K-12 regional population being studied, and the CCBC study on characters in children’s books published in 2016.

Table 4.2: Comparative Analysis of Characters, Regional K-12 Population, and U.S. Publishing Statistics, Disaggregated by Racial Identity.

	Black	Native	Asian	Hispanic	White
LLI	10 percent	0 percent	11 percent	5 percent	75 percent
Read 180	20 percent	5 percent	11 percent	33 percent	31 percent
Regional Population	16 percent	1 percent	12 percent	11 percent	56 percent
2016 CCBC Study	8 percent	1 percent	7 percent	5 percent	n/a

It is important to note that the CCBC’s goal (2015) is to study characters, authors, and illustrators of color; as such, they do not record information on individuals of the White-dominant culture. Furthermore, the data on characters of color that is displayed in Table 4.2 does not imply that 79 percent of characters were White. Rather, the 79 percent consists of White and non-human characters (CCBC, 2015). The data shown in Table 4.2 is presented

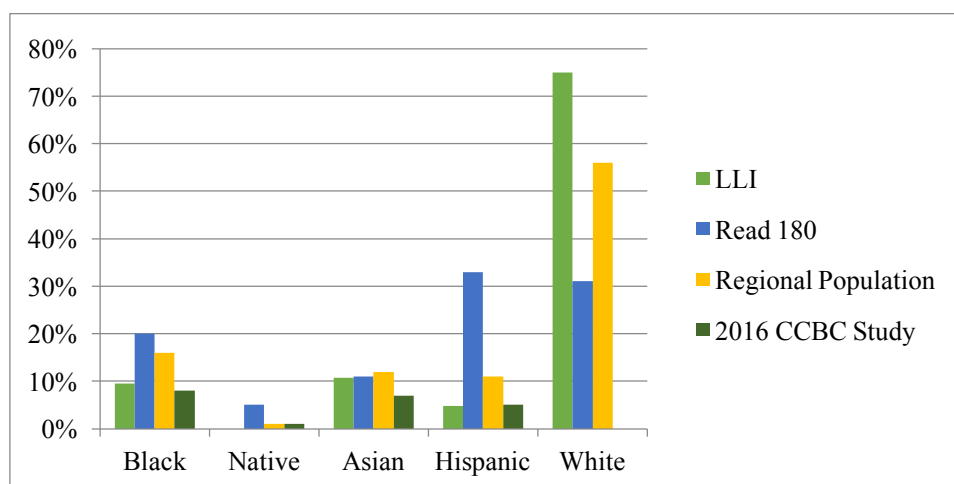


Figure 4.4: Comparative Analysis of Characters, Regional K-12 Population, and U.S. Publishing Statistics, Disaggregated by Racial Identity.

visually in Figure 4.4 above, which helps the reader to see discrepancies between intervention programs and in relation to the regional population and the 2016 CCBC data.

Intervention program data compared to K-12 regional population data. When looking at individual K-12 subpopulations within the regional, the characters in the Read 180 texts showed greater alignment when compared to the characters in the LLI texts. Three of five the racial identities for Read 180 fell within five percentage points of the corresponding regional data; this applied to the Black or African American, Native American or Indigenous, and Asian or Pacific Islander subpopulations. However, the Hispanic or Latinx and the White subgroups were significantly different from the regional population, with more than ten percentage points separating them. Like the characters in Read 180 texts, the Native American or Indigenous and Asian or Pacific Islander characters in the LLI texts also fell within five percentage points of the K-12 regional population. However, the Black and Hispanic or Latinx characters in the LLI texts were within six to ten percentage points, and the White population was again separated from the regional population by a significant amount. Ultimately, when examining characters of color as a whole versus White characters in relation to the K-12 regional data, LLI is actually separated by fewer percentage points (19) than Read 180 (25). Thus, LLI is more closely aligned to the regional population for characters of color as a cohort, while Read 180 is more closely aligned for a majority of isolated subpopulations.

Intervention program data compared to U.S. publishing statistics. Again, the percentage of characters of color in LLI texts is most closely aligned to the U.S. publishing statistics for children's books published in 2016, as indicated by the CCBC's data for that year. There is only a four-percentage-point gap between LLI and the publishing statistics for characters of color; whereas the gap for Read 180 is 48 percentage points. LLI is also more

closely aligned to the U.S. publishing statistics when analyzing for isolated subpopulations. All four of the isolated subpopulations for characters in LLI texts either matched exactly (Hispanic or Latinx) or fell within five percentage points of the CCBC 2016 data. Conversely, Read 180 character subgroups were split evenly, with Native American or Indigenous and Asian or Pacific Islander falling within five percentage points, and Black and Hispanic or Latinx separated from the U.S. publishing statistics by more than ten percentage points. Overall, LLI performs better than Read 180 when compared to U.S. publishing statistics as a character of color cohort and as isolated racial categories.

Overall alignment. In order to determine the overall level of alignment for each program in relation to the regional population and the CCBC data, I calculated the number of percentage points of separation for each subpopulation and found the average. In doing so, I found that, on average across all subpopulations, Read 180 was weak in its alignment to the school-aged population in the region, separated by an average of 11.2 percentage points. Read 180's alignment to the national publishing statistics was also weak with an average separation of 12 percentage points across all subgroups.

Using the same protocol for the LLI texts, some alignment existed between the distribution of characters in the sample and the regional population; the average difference in percentage points was 6.4. LLI's alignment with the CCBC data was very strong, however, with an average separation of 1.75 percentage points. While this indicates LLI's strong alignment to the national publishing statistics, it is worth noting that Read 180's weak alignment is actually ideal because its subgroup percentages actually exceed the national statistics, which is a step in the right direction. LLI merely meets the CCBC data, which does not show upwards movement in increasing the number of books about people of color.

Now we shift our attention to the nationalities of the characters in the LLI and Read 180 texts.

Characters by Nationality

Nationality, or country of origin, was also collected, when possible, for each character in the LLI and Read 180 texts. This data was necessary for a few reasons; first, nationality data is especially useful in terms of examining the countries represented within a specific race. In Wu and Coady's research on Read 180, they found that many texts about the Hispanic or Latinx population focused almost exclusively on characters from Mexico (2010). Tracking the nationality data in addition to the racial identities of characters allows for a deeper understanding of the diverse experiences within each subgroup.

Second, racial identities can be generalized based upon nationality; this allows for confirmation or contradiction of the racial identity data presented in the previous section. For purposes of this research, the country of origin was assigned to a specific continent or region, and each continent or region was considered equivalent to a specific race. Table 4.3 shows the relationship between each continent or region and its generalized racial identity.

Table 4.3: Continents or Regions and Generalized Racial Identities.

Continent or Region	Generalized Racial Identity
North America (U.S. and Canada)	White
Asia	Asian or Pacific Islander
Europe	White
Africa	Black
Latin America	Hispanic or Latinx
Oceania	Asian or Pacific Islander

A more detailed breakdown of countries and their corresponding continents or regions is provided in the sections that follow.

When possible, each character's nationality was identified primarily through inferences based on the text's setting; this accounted for 78 percent of all identified nationalities. The remaining 22 percent of characters' nationalities was determined through in-text descriptors; in the non-fiction texts, this was mostly through captions of photographs. In the fictional texts, the author used a variety of in-text descriptors to inform the reader of a character's country of origin. Specific examples of the in-text descriptors are provided in the sections devoted to each intervention program.

The sections that follow begin with a focus on the nationality data for characters in the LLI texts, followed by data on the nationalities of the Read 180 characters. I will conclude the section on characters by nationality with a comparative analysis which looks at the programmatic distribution by nationality-to-race equivalent versus the K-12 regional population data and the CCBC data for characters of color (see Table 4.1).

Leveled Literacy Intervention. A majority of characters' nationalities in the LLI texts were classified based on in-text descriptors (56 percent), with inferences making up 44 percent of the classification methodology. Five of the six continents or regions were represented in the LLI texts' characters, but the Latin American population was strangely missing; it is strange because Fountas and Pinnell have published Spanish versions of their Benchmark Assessment Systems (Heinemann, 2017). As such, I would have anticipated that this subgroup would not be missing in terms of nationality, yet this data is in alignment with the racial identity data that showed only five percent of characters' being of Hispanic or Latinx descent. Figure 4.5 (below) shows the distribution of LLI characters across the five continents or regions. In this case, North America included LLI characters from both the United States and Canada, while Asia included only the United Arab Emirates. Europe

consisted only of Spain; Africa included South Africa; and Oceania was made up of Australia and Papua New Guinea.

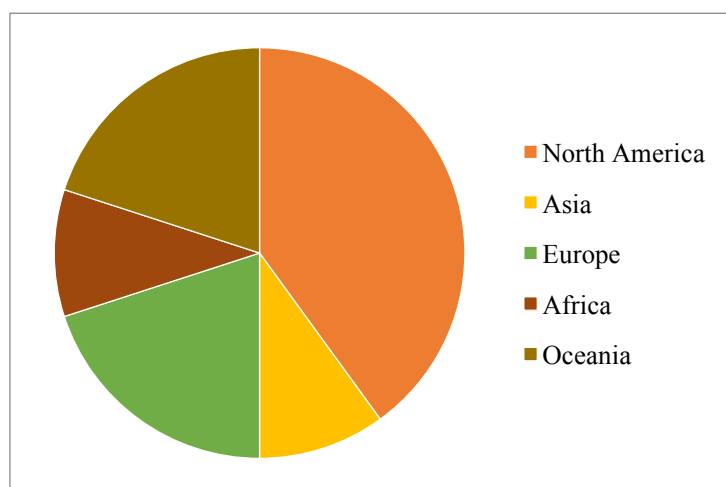


Figure 4.5: LLI Characters' Nationalities by Continent.

One specific example of the use of in-text descriptors to identify a character's nationality came from *The Boy Who Saves Camels* in which the boy, Cameron, is described as being "from the country of South Africa" (Morais, 2013, p. 6). Another example is in *The Story of Naismith's Game*, which details the evolution of basketball as beginning with James Naismith, a physical education teacher from Canada (Sandler, 2013). Several of Naismith's students are depicted throughout the illustrations, and because the school at which Naismith taught was in Massachusetts (Sandler, 2013), it was inferred that these characters were from the United States.

When matching nationality to continent or region and subsequently generalized race (as shown in Table 4.3), Figure 4.5 indicates that a majority of the characters in the LLI texts came from White-dominant regions, totaling 60 percent from North America and Europe combined. Further, only ten percent of the LLI characters were Black, and 30 percent were Asian or Pacific Islander. While the distribution is different, the majority White characters

also holds true when looking solely at racial identity, rather than a generalized race-equivalent based on nationality. Regardless of whether race or nationality data is examined, overall, LLI texts are very much dominated by White characters rather than characters of color.

Read 180. The texts and characters in Read 180 tell a different story in regard to nationality, continents/regions, and generalized race equivalents: less than half of Read 180 characters come from White-dominant regions. Like LLI, five of the six continents or regions are represented among the Read 180 characters, including North America, Asia, Europe, Africa, and Latin America, as pictured in Figure 4.6 below.

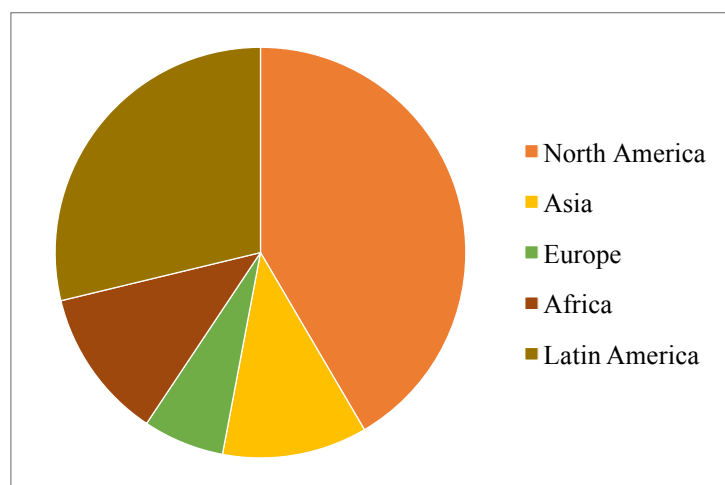


Figure 4.6: Read 180 Characters' Nationalities by Continent.

Also similar to LLI, North America is the leading continent or region, with 42 percent of characters hailing from that area of the globe. Latin America follows in second at 29 percent, with Africa and Asia at 12 and 11 percent respectively. There were very few Read 180 characters who originated from Europe; only six percent of characters were born in that region. For additional detail on the countries included within each continent or region for the Read 180 characters, see Table 4.4 below.

When examining generalized race equivalents for each of these continents or regions, as stated previously, 52 percent are characters of color, with the remaining 48 percent being from White-dominant regions (i.e., North America and Europe). In particular, the race-equivalent data for the Hispanic subgroup is in strong alignment with the race-only data, separated only by three percentage points. The percentage of Asian characters in Read 180 texts remains the same across race-equivalent and race-only data, thereby confirming the use of nationality as a data point for triangulation in terms of racial identity. Overall, Read 180 generally exhibits greater percentages of characters of color than White characters, whether analyzing race-equivalent (52 percent) or race-only (69 percent) data. Thus, it seems reasonable to say that, for this sampling of texts, Read 180 is dominated by characters of color.

Table 4.4: Countries Represented for Each Continent or Region for Read 180 Characters.

Continent or Region	Countries Represented
North America	Canada, United States of America
Asia	China, Hong Kong, India, Japan
Europe	England, France, Hungary, Ireland, Netherlands, Spain
Africa	Ghana, Mozambique, Nigeria, Sudan, Togo
Latin America	Argentina, Colombia, Cuba, Dominican Republic, Guatemala, Mexico, Peru, Puerto Rico, West Indies

Comparative Analysis. In order to give greater depth to the first research question focused on the extent to which intervention texts are culturally representative of the K-12 regional population and U.S. publishing statistics, it was necessary to also conduct a comparative analysis of characters' nationalities. Because there is a great deal of data to compare and contrast, it is essential that readers first visualize the data. I will begin by presenting the data (see Figure 4.7 below) and discussing the similarities and differences between LLI and Read 180 in terms of characters' nationalities by continent or region. The

remaining sections will focus on race-equivalent data and how this data compares to the K-12 regional data as well as to the U.S. publishing statistics for children's books from 2016.

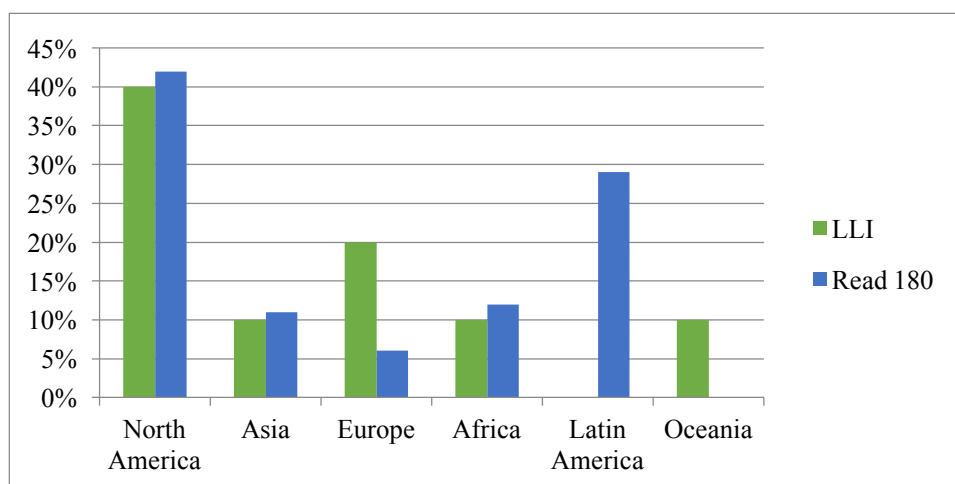


Figure 4.7: Characters' Nationalities by Continent or Region.

Comparing nationalities across intervention programs. Of the six continents or regions identified based on characters' nationalities, half were within one to two percentage points of each other when considering LLI versus Read 180 data (see Figure 4.7). As illustrated in Table 4.5 below, this trend holds true for the data regarding characters from North America, Asia, and Africa. However, substantial differences exist between the two intervention programs with characters originating from Europe, Latin America, and Oceania.

Table 4.5: Characters' Nationalities, Breakdown by Continent or Region and Intervention Program.

Continent or Region	LLI	Read 180
North America	40	42
Asia	10	11
Europe	20	6
Africa	10	12
Latin America	0	29
Oceania	10	0

The most alarming difference is in terms of characters originating from Latin America, especially since Spanish is ranked second among the world's most widely spoken languages. Given my experience as a LLI teacher, I know that there are several books featured Latinx

characters; however, they are clearly not distributed evenly throughout the program and across reading levels, as indicated by the complete lack of this subpopulation in this sampling of LLI texts.

An analysis of race-equivalent data taken from the nationality data (see Table 4.3 for Nationality to Race Equivalent) shows significant differences for three of the five racial identity subgroups across both LLI and Read 180. The Black and Native subpopulations between the two intervention programs are within two percentage points of one another, as illustrated in Table 4.6 below.

Table 4.6: Generalized Race-Equivalent Data [based on Nationality Data] by Intervention Program.

Generalized Race Equivalent	LLI	Read 180
Black or African American	10	12
Native American or Indigenous	0	0
Asian or Pacific Islander	30	11
Hispanic or Latinx	0	29
White	60	48

However, the Asian or Pacific Islander, Hispanic or Latinx, and White subpopulations are separated by ten or more percentage points when contrasting LLI characters' race-equivalent data with Read 180 characters' race-equivalent data.

This data is further complicated by the fact that race-only and race-equivalent data is relatively consistent (separated by no more than ten percentage points for both intervention programs) for Black or African American, Native American or Indigenous, and Hispanic or Latinx subgroups. Regardless of the data set (race-only or race-equivalent), however, LLI remains an intervention program dominated by White characters. Read 180, though, oscillates between having a majority of White characters (race-only) or having a majority of characters of color (race-equivalent), depending on the data set. Still, the Read 180 data is not a strong majority in either instance (48 to 56 percent White characters), while LLI data

shows a vast majority of White characters (60 to 75 percent White characters) in both instances. This indicates that Read 180 may be more equitable than LLI in terms of being more representative of the student population. To accurately make this claim, however, two additional points of evidence are necessary, which follows in the next two comparative analyses of the K-12 regional population and the 2016 CCBC data.

Intervention program data compared to K-12 regional population data. The data on characters' race-equivalent identities is being compared to the K-12 regional population from a large metropolitan area located in the Upper Midwest; this regional population data is presented in Table 4.1 and is shown visually as a comparison to the LLI and Read 180 data in Figure 4.8 below.

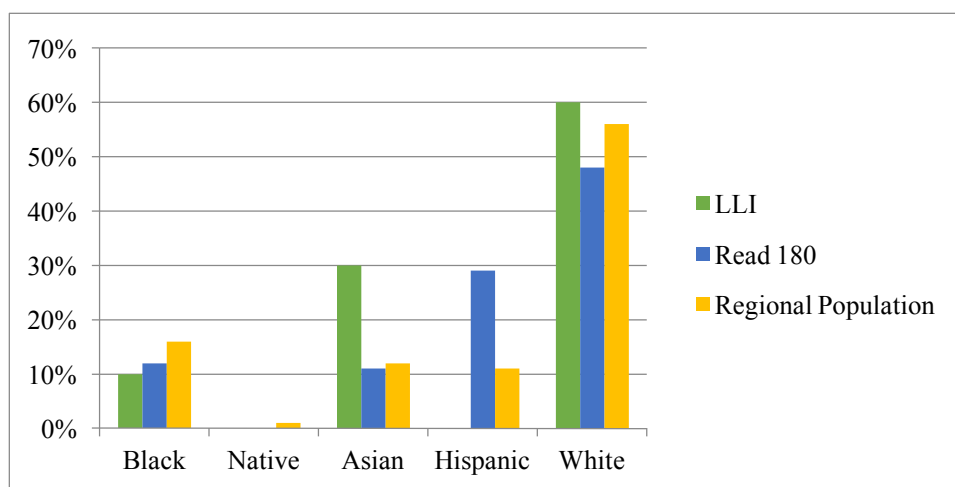


Figure 4.8: Race-Equivalent Data from Intervention Programs Compared to K-12 Regional Population.

As the graph above indicates, exactly half of the subpopulations fell within five percentage points of the K-12 regional population data. For both LLI and Read 180, the Native American or Indigenous subgroup fell within this range. Thus, for this particular metropolitan area, the number of LLI and Read 180 texts with Native American or Indigenous characters is relatively proportional to the number of K-12 students of this

specific background. The same holds true for White characters in LLI books, and Asian or Pacific Islander and Black characters in Read 180 books; this data is proportionate.

However, half of the subpopulations were separated from the regional population by more than five percentage points, thereby representing disproportionality in terms of the races represented by the characters. For both LLI and Read 180, Hispanic or Latinx characters fell into this range, each trailing the regional population by more than ten percentage points. This data seems to suggest that there is a very significant disproportionality in intervention texts with Hispanic or Latinx characters, and each intervention program could benefit from a greater number of texts that address this gap. With LLI characters of Black or African American and Asian or Pacific Islander, there are also disproportionalities, which local teachers need to address as they plan for adding to their classroom libraries. For local Read 180 teachers, an increased focus on texts that feature Asian or Pacific Islanders is a necessary addition to the independent reading collection.

Finally, when considering the race-equivalent data in terms of White characters versus characters of color, LLI data fell within four percentage points for both categories. This indicates strong overall proportionality between the characters in the LLI texts and the regional K-12 population. Read 180 data fell within eight percentage points for both White characters and characters of color when compared to the regional population data set. There is a relatively strong overall proportionality here, though Read 180 does not have as strong a relationship as LLI when contrasted with the regional population. The final section on characters' nationalities concludes with a comparative analysis of the intervention program data and the 2016 study conducted by the CCBC on characters of color in U.S. children's books.

Intervention program data compared to U.S. publishing statistics. Every year, the CCBC publishes statistics on the number of children’s books about characters of color; comparing the LLI and Read 180 data to these statistics uncovers the extent to which the intervention program data collected in this study is in alignment with the publishing industry as a whole. Overall, a strong majority (75 percent) of the generalized race-equivalent subpopulations fell within five percentage points of U.S. publishing industry statistics on characters of color; 75 percent of these subgroups also fell within five percentage points for the individual intervention programs. In other words, three subpopulations from LLI were within five percentage points (Black, Native, and Hispanic), and three subpopulations from Read 180 were also within five percentage points (Asian, Black, Native) of the industry trend. However, there is a larger discrepancy between Asian or Pacific Islander characters in LLI and the CCBC’s statistics; this large discrepancy also exists for Hispanic or Latinx characters in Read 180. Both of these subpopulations are more than ten percentage points away from U.S. publishing trends for children’s books, as shown in Figure 4.9 below.

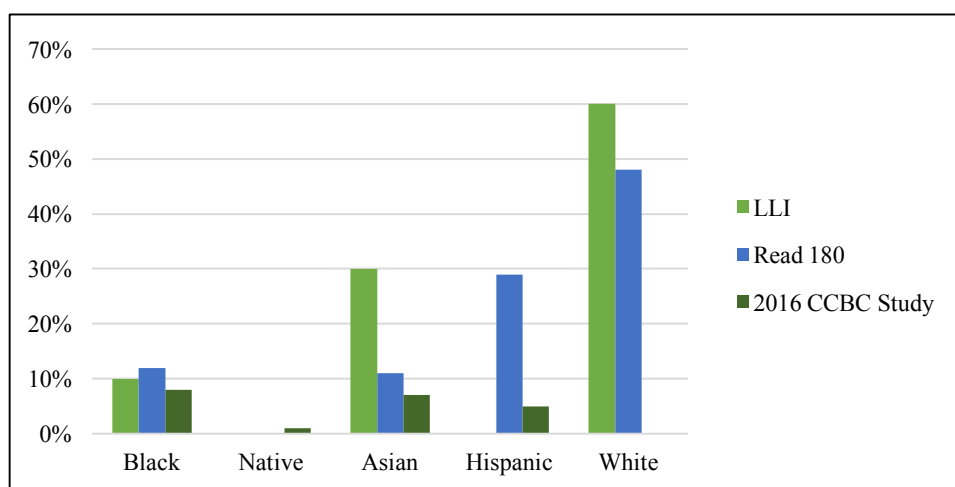


Figure 4.9: Race-Equivalent Data from Intervention Programs Compared to 2016 CCBC Statistics.

An examination of the generalized race-equivalent data into a “character of color cohort” for each reading intervention program shows that LLI and Read 180 have

significantly higher percentages of characters of color than the U.S. children's book publishing industry as a whole. According to the CCBC statistics, only 21 percent of the books published in 2016 were about people of color. However, 40 percent of LLI characters and 52 percent of Read 180 characters are people of color. While LLI and Read 180 are not in line with industry trends for books about people of color, this is actually positive because it shows that these intervention programs may be making more of an effort to include characters from diverse backgrounds.

Overall alignment. As was done with the race-only data, overall alignment of the race-equivalent data with the regional population and the national publishing statistics was calculated using the average number of percentage points of separation. Both Read 180 and LLI showed some alignment with the regional population data, with an average of 6.4 and 8.0 percentage points' separation respectively. There was also some alignment for both programs in terms of their relationship to the CCBC data. The race-equivalent data from Read 180 was separated from the national publishing statistics by an average of 8.25 percentage points, while LLI averaged a 7.75 percentage point separation. The next section details the data on authors and illustrators of the 52 intervention texts.

Authors and Illustrators by Racial Identity

Not only do students need to see themselves in the characters depicted in texts, but they also need to recognize people like them who are authors and illustrators; this allows for learners to form a belief that they, too, can become authors or illustrators. In addition to this benefit to students, diverse authors and illustrators are better able to accurately and authentically describe the culture(s) being depicted within the text. For this reason, I have also examined the authors and illustrators of the intervention texts to determine the extent to which they are representative of the school-age population in the region (see Table 4.1) and

to the U.S. publishing statistics for children’s books authors and illustrators of color (Table 4.7 below) that was compiled by the CCBC in 2016.

Table 4.7: 2016 U.S. Publishing Statistics for Children’s Books Written and/or Illustrated by People of Color.

Black	Native	Asian	Hispanic
3 percent	0 percent	6 percent	3 percent

I will begin with an examination of the race-only data for LLI and Read 180, followed by a comparative analysis of the data in relation to the regional K-12 population and to the 2016 CCBC data. The section will conclude with an analysis of the race-equivalent data based on author and illustrator nationality, as well as another comparative analysis to the regional population and the 2016 publishing data.

Leveled Literacy Intervention. All of the authors and illustrators of this specific sample of LLI texts were White. Because the authors and illustrators of these texts traditionally work only on leveled readers, their racial identities were determined through Google searches with their names in quotation marks, followed by the term “author” or “illustrator.” Through this search method, a variety of results were used to classify the individual’s race, including but not limited to biographies and/or photographs on personal websites, LinkedIn profiles, publishing company websites, Amazon listings, and/or websites for the author or illustrator’s agent. Because all of the identifiable authors and illustrators of the LLI texts are White, this calls into question the accuracy and authenticity of the depiction of cultures and characters of color, which make up between 25 (race-only data) 40 (race-equivalent data) percent of the texts within this sample set.

Read 180. Compared to LLI, the authors and illustrators of the Read 180 texts are substantially more diverse. Overall, the split between authors and illustrators of color versus those who are White is even at 50 percent each. As can be seen in Figure 4.10 below, Hispanic or Latinx is the largest non-White population represented among the authors and

illustrators cohort at 28 percent, with Asian or Pacific Islander coming in second at 13 percent. Nine percent of the Read 180 authors and illustrators are Black, and there are no authors and illustrators from Native American or Indigenous populations.

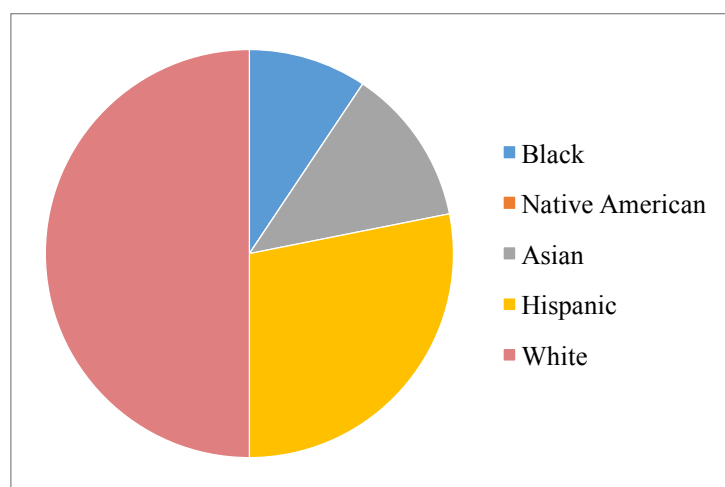


Figure 4.10: Racial Identities of Read 180 Authors and Illustrators.

In addition to the resources consulted for the LLI texts to determine authors' and illustrators' racial identities, I was also able to examine biographies and/or photographs within the Read 180 texts themselves when this information was present.

Comparative Analysis. As shown in Table 4.1, the school-age population of the large metropolitan area in the Upper Midwest being studied is 56 percent White, 16 percent Black or African American, 12 percent Asian or Pacific Islander, 11 percent Hispanic or Latinx, and 1 percent Native American or Indigenous. Exactly 30 percent of the race-only data from LLI and Read 180 falls within five percentage points of this regional population distribution, thus indicating limited alignment overall in regard to authors' and illustrators' being culturally representative of the K-12 public school students in the region. The only subpopulations that show strong alignment are Native American or Indigenous authors and illustrators in both LLI and Read 180, as well as Asian or Pacific Islanders for Read 180.

Four of the five racial identities for the authors and illustrators of LLI texts are well out of alignment with the regional population due to their being separated from the regional data by more than ten percentage points. Read 180 fared better in terms of alignment to regional data; only one subpopulation – Hispanic or Latinx – was separated from the regional population data by 17 percentage points. Figure 4.11 illustrates the above data in the form of a bar graph, and it also includes a comparison to the U.S. publishing statistics compiled by the CCBC on authors and illustrators of color in the year 2016. The comparative analysis to the CCBC data follows Figure 4.11 below.

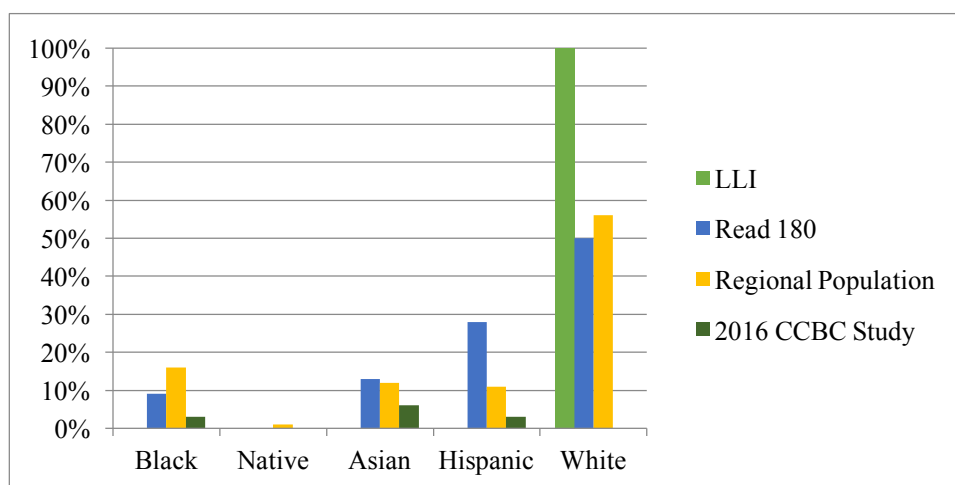


Figure 4.11: Comparative Analysis of Authors and Illustrators, Regional K-12 Population, and U.S. Publishing Statistics, Disaggregated by Racial Identity.

When comparing the racial identities of authors and illustrators to the annual statistics collected to the CCBC on books written or illustrated by individuals of color, there is a significantly greater level of alignment, with half of the subpopulations falling exactly or within five percentage points of the 2016 CCBC data. Three of these four subgroups come from LLI, and they are the Black or African American, Hispanic or Latinx, and Native American or Indigenous populations. The remaining 50 percent of subpopulations are six or

more percentage points away from the U.S. publishing statistics for authors and illustrators of color, with three of the four subgroups' coming from Read 180. The comparative analysis of this data set seems to suggest that LLI is more closely aligned to the 2016 CCBC data than Read 180.

Overall alignment. Similar to the data on characters, the average percentage point separation between the data on authors and illustrators and the regional population or CCBC data was calculated to determine overall alignment. In the case of the Read 180 authors and illustrators, there was some alignment to both the regional population and the national publishing statistics, with average difference in percentage points at 6.4 and 9.5 respectively. LLI's data on authors and illustrators showed weak alignment with the regional population data, separated by an average of 16.8 percentage points across all five subgroups. In terms of the CCBC data, LLI once again exhibited strong alignment, similar to the results with characters. The section that follows investigates the nationalities of the authors and illustrators in each program, as well as the generalized race-equivalent data derived from their nationalities.

Authors and Illustrators by Nationality

Similar to analyzing nationality data for characters in LLI and Read 180 texts, doing so with the authors and illustrators allows for comparative analyses to take place based on generalized race-equivalent data. Without these generalized race-equivalent data sets, there is no way to triangulate the race-only data. For a list of continents or regions and their generalized race equivalents, see Table 4.3. As with previous sections, the data for each reading intervention program will be shared first, followed by comparative analyses to the K-12 regional data and to the 2016 U.S. publishing statistics.

Leveled Literacy Intervention. As with the race-only data in which all LLI authors and illustrators were determined to be White, the majority of authors and illustrators according to race-equivalent data also shows a White-dominant trend. Most of the authors and illustrators originate from the United States or England (represented by North America and Europe in Figure 4.12), totaling 96 percent White. The remaining four percent are from Latin America, specifically Argentina, though this particular author was judged to be White using the race-only data, which was based primarily on photographic evidence. It is important to note that individuals are judged to be of a specific race before they begin to speak or indicate their nationality; as such, some Latinx individuals – and others – may appear as one race while self-identifying as a different race. This research project was approached with the idea that individuals are typically judged based on appearance first. The next section addresses the nationality and race-equivalent data for Read 180 authors and illustrators.

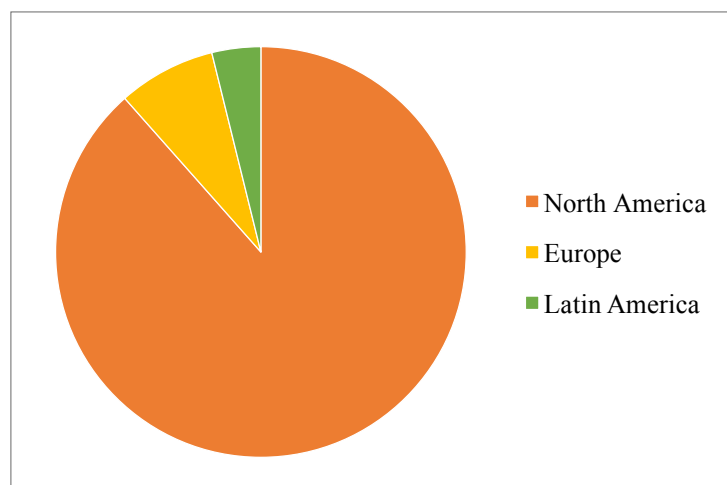


Figure 4.12: Nationalities of LLI Authors and Illustrators by Continent.

Read 180. Like with the race-only data, the nationality and race-equivalent data for the Read 180 authors and illustrators is more diverse than for LLI. The continents or regions represented among this cohort of authors and illustrators includes North America, Asia,

Europe, and Latin America. The North American authors and illustrators makes up the majority, or 71 percent, of the cohort, and they originate from the United States and Canada. Latin America comes in second with 16 percent and includes individuals from Argentina, the Dominican Republic, Mexico, and Puerto Rico. Ten percent of the authors and illustrators are from Asia, specifically Hong Kong and India, and the remaining three percent is from England and Hungary in Europe. Figure 4.13 below shows this breakdown in visual form.

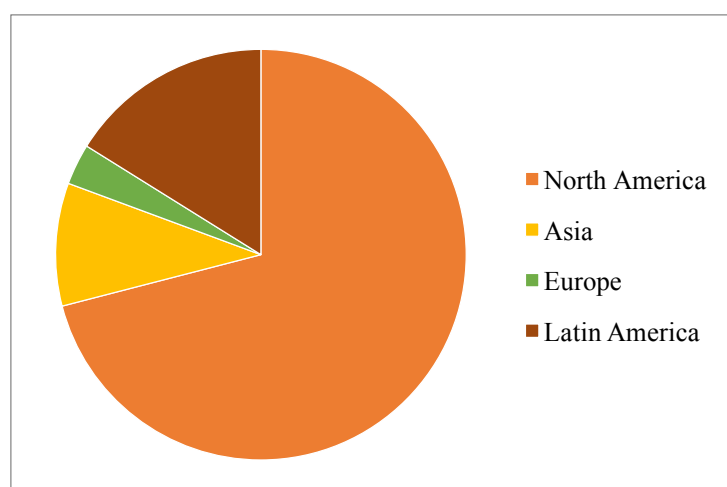


Figure 4.13: Nationalities of Read 180 Authors and Illustrators by Continent.

The White population is significantly higher when examining race-equivalent data, totaling 74 percent, versus the race-only data that totaled only 50 percent. The percentage of authors and illustrators from Asian or Pacific Islander backgrounds is in alignment, regardless of data set; only three percentage points separate these two points of data. The Hispanic or Latinx population using the race-equivalent data, however, is 12 percentage points lower than the race-only data indicates, suggesting a lack of alignment for this subpopulation. The next section focuses on comparative analyses between the program data, the K-12 regional population, and the 2016 CCBC statistics on authors and illustrators of color.

Comparative Analysis. This comparative analysis will make use of the race-equivalent data on LLI and Read 180 authors and illustrators and contrast it with the K-12 regional population data shown in Table 4.1. The race-equivalent data overall shows greater alignment to the regional data when compared to the race-only data; 40 percent of the race-equivalent subgroups fell within five percentage points of the regional population, whereas only 30 percent of the race-only subgroups fit into this category. The race-equivalent subpopulations that fell within five percentage points were the Read 180 authors and illustrators of Hispanic or Latinx and Asian or Pacific Islander descent. The remaining 60 percent were six or more percentage points away from the regional population, suggesting a relatively weak level of alignment. Between the two intervention programs, Read 180 is more closely aligned to the regional population data than LLI when utilizing race-equivalent data. However, both programs show a White-dominant cohort of authors and illustrators based upon the race-equivalent data set. As such, both LLI and Read 180 could stand to diversify their author and illustrator base to better match the population.

In terms of the 2016 statistics compiled by the CCBC on authors and illustrators of color (see Table 4.7), overall, the two programs are in relatively strong alignment to this data. However, there are only three data points for use in this comparative analysis, hence weakening the claim of strong alignment. A greater sample size of texts is necessary in order to determine the alignment of race-equivalent data to the U.S. publishing statistics. The next section focuses on the second research question in regard to the intended audiences and purposes of the LLI and Read 180 texts.

Whole-Text Classification Breakdown

An examination of each text's level of cultural authenticity is necessary in order to address the second set of research questions:

To what extent are the selected texts from LLI culturally authentic? How does this compare to the selected texts from Read 180?

In order to demonstrate the extent to which each text is culturally authentic, a classification rubric was constructed – and partially based upon Sims Bishop’s 1982 work on intended audiences and purposes – and used as an evaluation measure. Four categories were developed in this rubric to describe each text type as either culturally conscious, socially conscious, culturally unconscious, or unable to be classified. The rubric is pictured in Appendix F as part of the coding instrument.

As a whole group of 52 intervention texts, only six percent were unable to be classified, which was typically due to the absence of human characters. One-quarter of the texts were classified as culturally conscious, and 42 percent were socially conscious. The remaining 27 percent of Level-O intervention texts were culturally unconscious, meaning they were dominated by the White subpopulation. The sections that follow provide greater detail in regard to the breakdown of text types for each reading intervention program, as well as a comparative analysis of the two programs. The first section focuses on the selected texts from Fountas and Pinnell’s Leveled Literacy Intervention.

Leveled Literacy Intervention.

Of the 25 texts from the Gold System of Fountas and Pinnell’s Leveled Literacy Intervention, the majority were classified as socially conscious, totaling 48 percent, with culturally unconscious texts totaling 40 percent. The remaining 12 percent of texts were unable to be classified, and there were no culturally conscious texts in this sample of LLI books – all of which is illustrated in Figure 4.14 below.

The absence of culturally conscious texts could be due to the fact that the publishers hired an entirely White cohort of authors and illustrators, thus increasing the likelihood of

producing texts that are not culturally conscious. In the subsections that follow, I will describe the common characteristics of the texts in each category, starting with the socially conscious texts and ending with those that were unable to be classified.

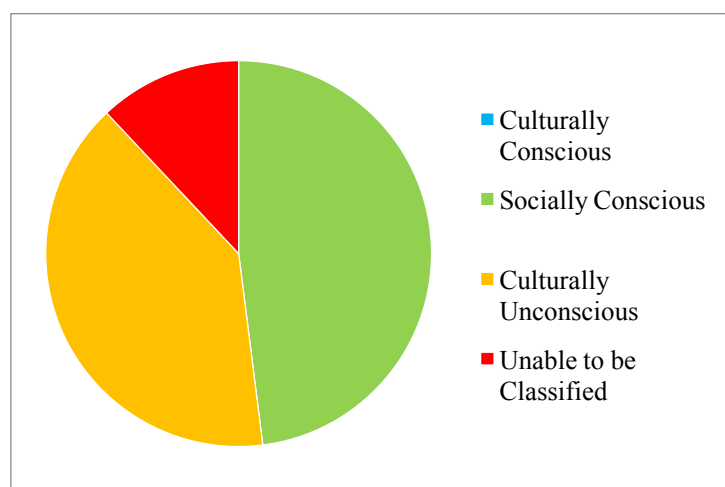


Figure 4.14: Text Type Breakdown for LLI.

Socially conscious texts. As shown in Figure 4.14, nearly half of the LLI texts were classified as socially conscious. All but two of these books were written and/or illustrated by individuals from the dominant (i.e., White) culture; the two books which were the exception had authors and/or illustrators unable to be identified in terms of race and/or nationality. Regarding the purpose for including characters of color, I inferred that all texts aimed simply to increase visibility for people of color, which was consistent with the vast majority (75 percent) of these texts' including token characters of color. In all of these texts, the characters of color were identified via illustrations, and 75 percent took place in a dominant-culture community. Only half of these texts had conflicts which were resolved by White characters, with one-sixth of texts' not having a conflict, and the remaining 33 percent were resolved by characters of color.

Most important to examine, however, are the stereotypes, generalizations, and misrepresentations that happen in 75 percent of the socially conscious texts. In *The Turning*

Point (Bensen, 2013), the token character of color is a Black female who is depicted at the edge of a pool at the beginning of a swimming contest, surrounded by White females who are also competing (see Figure 4.15).

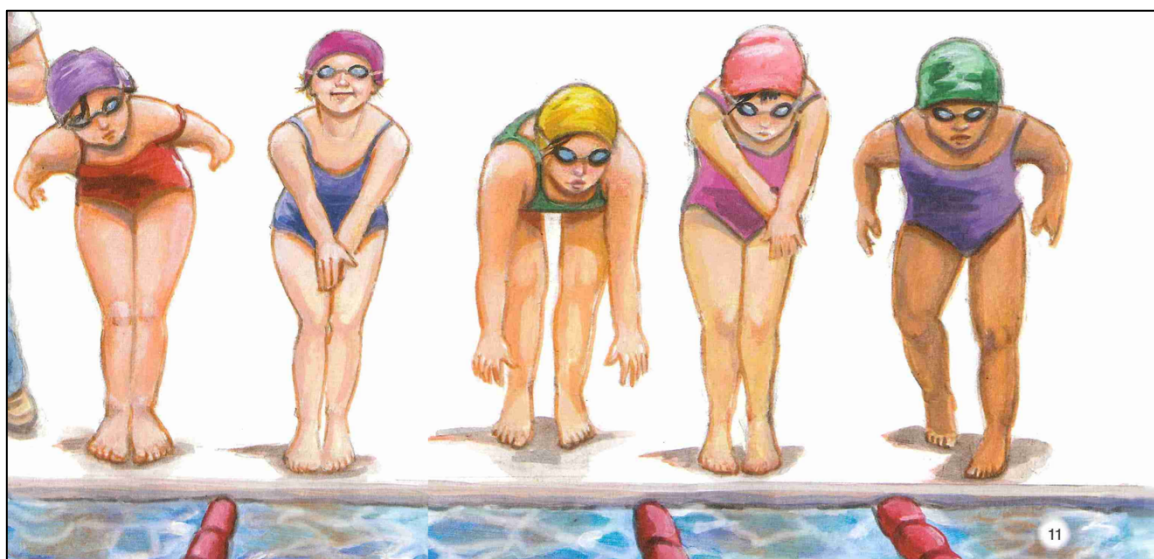


Figure 4.15: Illustration from *The Turning Point* (Bensen, 2013, 10-11).

This Black female is the only individual shown in what could be deemed as an aggressive stance, thereby reinforcing the mean, competitive Black girl persona. Furthermore, this character is not even named; she is merely shown in this illustration. In *How to Train Your Human* (Byers, 2013), a book told from the point of view of a canine, the only human character is an unnamed Asian male, leading to an underlying assumption that people of color have little experience with training animals.

There are several LLI texts in the socially conscious category that make efforts to include people of color, yet fail to depict them as equal to dominant-culture individuals. Logan's *Fake Cake* (2013) begins with a White female character named Mika Darling assigning the two Black characters, Greg and Shari, to the menial task of clean-up duty for the school bake sale. Yet another instance of people of color shown as lesser human beings occurs in *A Fresh Start*, a story in which Ramon Estes, a Latinx male, moves into a new

neighborhood and is described as having “anxiety” and “the jiggles” (p. 4), which is likely code for attention deficit hyperactive disorder (Dion, 2013). In a nation where students of color are overrepresented among students receiving special education services, the author’s decision to label a Latinx character with a mental health disorder borders on unethical. Mr. Stanley, an older Black man in *The Shiner*, is described as a “grump” (Zavoral, 2013, p. 11), and Coach Akmed in *Trying Out* is portrayed as being “tough” (p. 3), which is reinforced by the illustration which shows him yelling at one of the basketball players (Cebulash, 2013, p. 7). Finally, the token Asian character in *Revolting Recipes* is referred to as “King Kong” because of his size – and likely his racial identity (Bensen, 2013, p. 14). While there are many stereotypes, misrepresentations, and generalizations in the socially conscious texts, the next category of texts – the culturally unconscious texts – are mostly devoid of people of color, which further exemplifies the lack of racial and cultural consciousness of texts.

Culturally unconscious texts. A total of ten LLI books from this sample were classified as culturally unconscious, primarily due to their lack of characters of color. All but one text, *Andromeda Clark Walks on the Moon* (Phillips, 2013), included only characters from the White-dominant culture. In all of these texts, the racial identity of characters was determined through illustrations, which is how it was determined that the single Black unnamed male in *Andromeda Clark Walks on the Moon* (Phillips, 2013) was a token character of color. As such, it was inferred that the purpose for including this individual was to increase the visibility of people of color. Finally, all but one of these texts occurred in a dominant-culture community, with the only exception being *Making Art for Fish* (Morais, 2013), which takes place in the Caribbean – a community of color. However, in this text, the White artist arrives to solve the conflict of vanishing coral reefs by installing concrete sculptures for sea creatures to use instead. Thus, even though it is set in a community of

color, because the person who resolves the conflict is from the dominant culture, this book was classified as culturally unconscious.

There are a few inaccurate assumptions that can be made in two of the texts as well in regard to stereotypes, generalizations, and misrepresentations. Morais' *Making Art for Fish* features a White artist (2013), which could lead to an underlying assumption that all artists are White – a concept which is consistent with examinations of artists typically covered in art history courses and textbooks. The one other instance of misrepresentation in this category of texts is in *The Thorny Dragon*, a nonfiction book detailing the life of an Australian desert lizard (Solins, 2013). On one of the pages, a White individual's thumb is shown in a photograph holding the infant lizard. Whether intentional or not on the part of the publishers, the inclusion of a White person holding the reptile creates the underlying message that scientists are White. Such stereotypes, misrepresentations, and generalizations can be harmful to both children of color and White children, as it subconsciously tells them that certain roles are available only to individuals from the dominant culture, thus reinforcing a racial hierarchy which places Whites at the top.

Texts unable to be classified. The remaining three texts were unable to be classified due to their absence of human characters. These texts included a two-way book telling two “trickster tales” from Mexico (Robinson, 2013), a book called *Glow-in-the-Dark Animals* (Morais, 2013), and a text entitled *Animals and Their Tools* (Solins, 2013). These three books constituted 12 percent of the LLI texts, and two-thirds of them were nonfiction. The next section focuses on the whole-text classification breakdown for the second reading intervention program being studied, Read 180.

Read 180.

In comparison to LLI, Read 180 is better in terms of providing culturally authentic texts for its struggling readers performing at Level O. As can be seen in Figure 4.16, nearly half (48 percent) of the 27 Read 180 texts were classified as culturally conscious.

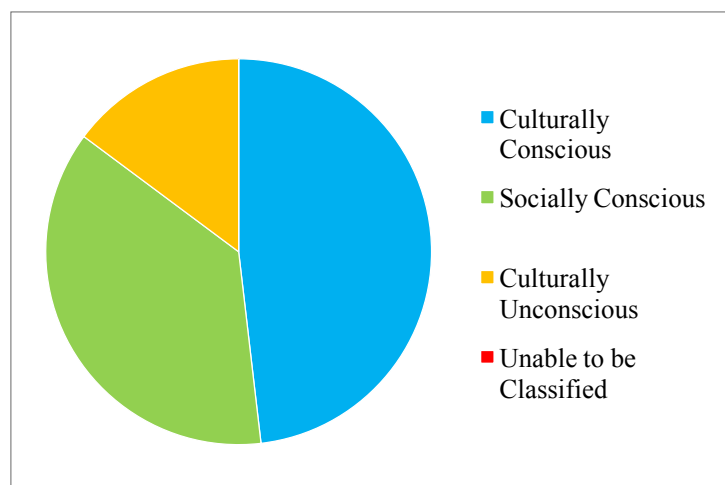


Figure 4.16: Text Type Breakdown for Read 180.

A little over a third (37 percent) fell into the socially conscious category, and the remaining 15 percent were culturally unconscious. Unlike LLI, there were no Read 180 texts which could not be classified.

The high number of culturally conscious texts may be attributable to the fact that Scholastic, the former Read 180 publisher, and Houghton Mifflin Harcourt, the current publisher, have both made efforts to include authors of color. In the subsections that follow, I will describe the common characteristics of the texts in each category, starting with the culturally conscious texts and ending with the culturally unconscious texts.

Culturally conscious texts. As stated previously, nearly half of the 27 Read 180 texts in this sample set were classified as culturally conscious. Of these 13 culturally conscious texts, 12 were written and/or illustrated by people of color and, as such, were inferred to serve as a mirror for children of color. To the best of my knowledge as a White woman, all

of these texts were devoid of stereotypes, generalizations, and misrepresentation. In a majority of the culturally conscious texts, the racial identity of characters was determined using in-text descriptors, and in many cases, overt descriptions of skin color were used. The authors of these texts do not shy away from race; rather, they embrace it and the conflicts that arise as a result. For example, in *The Great Wall of Lucy Wu*, the main character is told by her sister that she is “yellow on the outside” and “white on the inside” (Wan-Long Shang, 2011, p. 18). Lucy, as with many characters throughout the Read 180 culturally conscious texts, deals with her own conflicted racial identity throughout the course of the book, which is well-summarized in this passage:

“I closed my eyes and wished, for just a second, that I had American relatives like everyone else’s. Ones who didn’t stand out. Ones who spoke English and blended in perfectly.” (p. 174)

By the conclusion of the novel, Lucy is proud of her Chinese heritage. The same is true of Miguel and his Latinx heritage in *How Tia Lola Came to Visit Stay* (Alvarez, 2001), and Evelyn and her Puerto Rican roots in *The Revolution of Evelyn Serrano* (Manzano, 2012), to name a few examples.

The majority of these texts are also set in communities of color, ranging from the diverse El Barrio in New York (Manzano, 2012) to the predominantly Latinx farm camps in California (Munoz Ryan, 2000). All of these texts are dominated by people of color. These culturally conscious texts are also marked by the racial identities of the characters who resolve the central conflict; they are people of color. The only exception is *A Long Walk to Water* (Park, 2010) in which the main character, Salva, is adopted out of the African refugee camp by a family from the United States. However, this is a very small part of the novel, and

Salva resolves the mental conflicts within himself in order to survive his long walk from Sudan.

As a White female reader, it was refreshing to experience a number of texts which provided the detailed, inside perspectives into cultures different from my own. I am much more accustomed to reading socially conscious or culturally unconscious texts. As a result of my experiences, I will definitely seek out culturally conscious texts to read in the future.

Socially conscious texts. Of the 27 texts in the Read 180 sample, ten were classified as socially conscious. Exactly 80 percent of the texts were written by White authors, with the exceptions being *Mission: Mars* (Lee, 2013) and *Riding Freedom* (Munoz Ryan, 1998). All but one text, however, only included token characters of color, which is why these texts were inferred to serve the purpose of increasing the visibility of people of color, rather than to mirror their experiences in an authentic manner. In most cases, the dominant culture served as the backdrop or setting of the socially conscious texts, and White characters resolved the central conflict. Illustrations were used to determine characters' racial identity in half of these texts, while in-text descriptors were used 50 percent of the time.

There were, however, multiple examples of stereotypes, generalizations, and misrepresentations in the ten socially conscious texts. In Riordan's *The Lightning Thief* (2005), there are only two characters of color: Medusa and Charon. Both of these characters are described as being Black, and they are also strongly associated with the story's villains. Medusa is a monster with venomous snakes instead of flowing hair, and Charon is the ferryman who brings the dead across the River Styx to the god Hades. It is unfair of Riordan to depict characters associated with doom and gloom as people of color. A second example involves the skilled deep sea diver in *Dive: The Discovery* and *Dive: The Deep* (Korman, 2003), Menasce Gerard, who is a West Indian man described as having a "dark face" (p. 25).

In all three books in the *Dive* trilogy, the four adolescent characters, Kaz, Dante, Adriana, and Star, are afraid of him because of his size and his grumpiness – and likely his racial identity. While Gerard ends up rescuing the kids every time they find themselves in trouble, it is unfortunate that the author chose to depict him as a person of color. However, the next set of texts – the culturally conscious texts – are even more unfortunate because characters of color are entirely absent.

Culturally unconscious texts. Of the 27 Read 180 books analyzed in this study, only four were classified as culturally unconscious. This was due in large part to the absence of characters of color. Without any characters of color, these books are unrealistic in terms of the cultural representation of the region being studied. What follows is a comparative analysis between LLI and Read 180 in terms of each program's ability to publish culturally authentic texts for the diverse learners they propose to serve.

Comparative Analysis.

Figure 4.17 below shows a side-by-side comparison of text types by reading intervention program. Each program has texts that fall into three of the four categories, and the number of socially conscious books for LLI and Read 180 appear to be in strong alignment with one another, as they are only separated by two books; however, they are actually separated by nine percentage points, signaling only some alignment. Considerable differences exist for the other categories, and clearly Read 180 is more culturally authentic than LLI due to its lack of culturally conscious texts. Thus, in response to the second set of research questions regarding the extent to which the LLI and Read 180 texts are culturally authentic, LLI has limited cultural authenticity, while Read 180 is culturally authentic with nearly half its texts in this sample set.

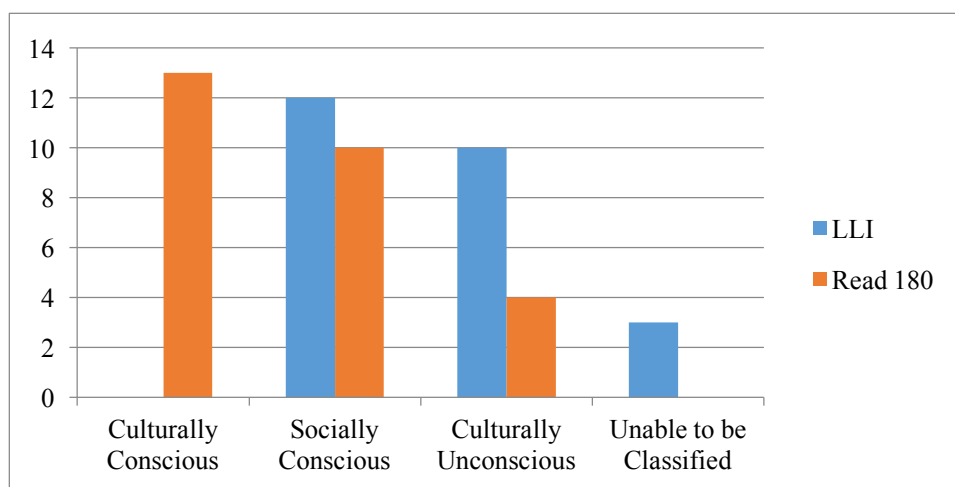


Figure 4.17: Comparative analysis of text types by intervention program.

Conclusion

The present study was designed to determine the extent to which the texts in two reading intervention curriculum programs are culturally representative of the English Learner population from a large, urban metropolitan area in the Upper Midwest. This research project sought to uncover the range of racial identities and nationalities, as well as the intended audiences and purposes of the texts from Leveled Literacy Intervention (LLI) and Read 180, and in doing so, increase awareness for the need to include texts that feature authentic representations and narratives of culturally and linguistically diverse populations throughout intervention programs. My research focused on two major, interrelated questions:

- To what extent are the selected texts culturally representative of the EL population in the region being studied? How does this compare to national publishing statistics?
- To what extent are the selected texts from LLI culturally authentic? How does this compare to the selected texts from Read 180?

In order to address the first set of research questions, I shared data on the racial identities and nationalities of characters, authors, and illustrators; this information was

organized by intervention program, followed by a comparative analysis to the regional K-12 population and the national publishing statistics for children's books, data which was initially shared in the literature review. Overall, in terms of characters in the intervention texts as a whole, there was some alignment to the regional population and to the CCBC data. This was also true in terms of authors and illustrators; there was some alignment overall to the regional population and to the CCBC data. These data sets from LLI and Read 180 serve to confirm the recent data on multicultural representations presented in the literature review.

The second set of research questions required a qualitative look at each of the texts to determine the level of cultural authenticity. A rubric with four text types – culturally conscious, socially conscious, culturally unconscious, or unable to be classified – was used as a measurement tool. Overall, Read 180 was shown to be significantly more culturally authentic in comparison to LLI due to nearly half of its texts falling into the culturally conscious category. Chapter Five is a conclusion of the entire project, complete with limitations and direction for further research.

CHAPTER FIVE:

Conclusion

The present study was designed to determine the extent to which the texts in two reading intervention curriculum programs are culturally representative of the English Learner population from a large, urban metropolitan area in the Upper Midwest. This research project seeks to uncover the range of racial identities and nationalities, as well as the intended audiences and purposes of the texts from Leveled Literacy Intervention (LLI) and Read 180, and in doing so, increase awareness for the need to include texts that feature authentic representations and narratives of culturally and linguistically diverse populations throughout intervention programs. My research focuses on two major, interrelated questions:

- To what extent are the selected texts culturally representative of the EL population in the region being studied? How does this compare to national publishing statistics?
- To what extent are the selected texts from LLI culturally authentic? How does this compare to the selected texts from Read 180?

Overview of Chapter Five

In this chapter, I will begin by sharing a brief summary of my results in regard to the research questions presented above. Next, I will discuss the implications for my research as well as the ways in which I plan to communicate my results to a broad audience. Limitations to this study are also included in this chapter, and I will conclude the paper with a personal reflection on my project.

Summary of Results

There were a total of 52 texts which were examined for cultural representation and authenticity in this study; 25 came from Fountas and Pinnell's Leveled Literacy Intervention, and 27 came from Hasselbring's Read 180. I will summarize the results by research question.

To what extent are the selected texts culturally representative of the EL population in the region being studied? Overall, there was some alignment between the cultural representation of the characters, authors, and illustrators of the intervention program texts and the school-age population in the region; this was indicated by an average 9.9 percentage-point separation between the data from the texts and the regional distribution of racial identities. Read 180 was slightly more aligned to the regional population than was LLI, but it was not significantly different.

To what extent are the selected texts culturally representative of the national publishing statistics? In this regard, there was a greater level of alignment overall in comparison to the alignment with the regional population; there was an average of 6.2 percentage points of separation between the data from the texts and the data from the Cooperative Children's Book Center (2016) which was initially presented in the literature review. However, this is still only considered some alignment – strong alignment would require a difference of no more than five percentage points. In comparison across intervention programs, LLI had stronger alignment to the CCBC data than did Read 180, though this is not positive; rather, it is confirmation of a grave lack of racially and culturally conscious texts across both LLI and the children's book publishing industry. Because the Read 180 sample of texts had a higher level of diversity than the national publishing statistics suggest, it is accurate to claim that Read 180 is performing better than the industry overall in

terms of cultural representation. However, there is still room for both intervention programs to improve their levels of critical cultural and racial consciousness.

To what extent are the selected texts from LLI culturally authentic? The LLI texts were limited in their cultural authenticity, as there were no texts that could be classified as culturally conscious. The majority of LLI texts were classified as socially conscious, meaning that people of color were represented in the texts, but other than illustrations, there were generally no indicators of racial identity.

To what extent are the selected texts from Read 180 culturally authentic? The Read 180 texts had significantly more cultural authenticity when compared to the LLI texts. In fact, 48 percent of the selected texts were classified as culturally conscious. This can be partially attributed to the fact that there were authors and illustrators of color for the Read 180 texts, whereas all of the known authors and illustrators of the LLI texts were White. Based on these results, it is important to consider how this information will be utilized by educators; the next section provides some of those implications.

Implications for Educators

As educators, it is important that we ask ourselves the degree to which intervention programs result in improved student achievement. However, it is also necessary to consider how our students, particularly English learners, respond to the texts within these intervention programs. In order to predict how ELs will respond to specific texts, it is equally important for educators to examine the cultural representation and authenticity of these texts.

For educators teaching or considering the use of LLI in their classrooms or schools, based on my results, it will be essential that instructors have a diverse library to which ELs have access. With no known authors or illustrators of color and only 25 percent characters of color, educators will need to intentionally select texts for reading aloud, for guided reading

groups, and for independent reading libraries that feature people of color in authentic ways. These educators should examine their classroom or school libraries and aim to have less than 50 percent of books featuring characters, authors, and illustrators from the White-dominant culture; this is necessary to offset the imbalance in cultural representation for LLI. Many of the titles from Read 180 would be excellent additions to the classroom or school library due to their much higher levels of cultural representation and authenticity. In order to successfully select culturally conscious texts, educators will benefit from utilizing the rubric used throughout this study, which is available in Appendix F.

For educators teaching or considering the use of Read 180 in their classrooms or schools, based on my results, there is an appropriate amount of diversity in the texts when compared to the regional population. However, there is only one book in this sample set about first-generation African immigrants and refugees; as such, the educator would be wise to seek out additional texts to fill this gap. There are also no books featuring characters, authors, or illustrators from the Middle East, so additions to the classroom or school library will also be necessary in this area. Furthermore, my study focused on a small sample of 27 Read 180 texts. This means that Read 180 educators will benefit from examining the rest of the texts in their independent reading library for cultural and racial consciousness by utilizing the rubric in Appendix F.

Communication of Results

As described in the section on implications above, educators must become aware of the results of this study so that they can make appropriate adjustments to their classroom and school libraries. In order to increase educator awareness, I plan to reach out to Title I and Title III coordinators in the public-school districts within the region. Since I also have over 700 connections on LinkedIn, I will also share my findings electronically with my

professional network. Finally, I will make efforts to provide the results of my findings with the publishers of each intervention program in order to encourage changes to future versions of their curricula.

Limitations and Subsequent Areas for Further Study

There are several limitations to this study, the first of which being that I am a White woman conducting a text analysis on the degree to which books are culturally representative and authentic to non-White populations. As a result of my experiences that are influenced by my White privilege, my evaluation of cultural representation and authenticity for cultures other than my own may be flawed, and it is possible that a person of color may come to different conclusions if the research were to be repeated with the same texts and procedures. Due to this limitation, I could only rely on the research of others and the second-hand experiences of my colleagues of color. My first recommendation is for a scholar of color to replicate this study in order to ensure reliability; another way to ensure reliability would be to conduct the text analysis in collaboration with a colleague of color.

A second limitation to this research involves the sample size of texts. For the purposes of this study, I was only able to examine a total of 52 texts: 25 from LLI and 27 from Read 180. Thus, it is difficult to generalize my results when each intervention system has many more texts. In the Gold System of LLI, there are a total of 150 unique titles; my sample size only accounted for 17 percent of all texts in the Gold System. This does not include all of the other systems within LLI, each which have at least 120 titles. With Read 180, Stage A, which is designed for students in grades four, five, and six, there are 81 independent reading texts; the sample size examined here is a mere 33 percent of the texts for Stage A alone. Missing here are all of the texts from Stage B, which is designed for middle school students, and Stage C, which is designed for high school students. As such, my

second recommendation is to a) investigate whether the results are similar to or different from texts in these reading intervention programs at other levels, and b) determine the degree to which the results are similar when the procedures are enacted with a larger sample size.

There was another noticeable limitation to my research in that I was comparing programs that feature books of very different lengths. The LLI texts are primarily trade books of no more than 36 pages in length; whereas the Read 180 independent reading texts are primarily novels. An area for further research would be to conduct a comparative analysis within programs. For example, a future study on LLI might examine differences in cultural representation and authenticity for the Red System versus the Gold System. A similar study in Read 180 would compare results in Stage A versus Stage B.

Finally, many of the LLI authors and illustrators were not well-known. In other words, conducting a Google search on many individuals ended in limited results. This lack of information led to fewer authors and illustrators who could be identified racially for purposes of this study. A way to remedy this limitation in future research would be to contact Heinemann, the publisher, for photographs and biographies of its authors and illustrators.

Personal Reflection and Conclusion

Through this research, I was hoping to confirm my personal feelings about LLI and Read 180; as an educator, I have seen LLI work for students, but I have not experienced success with Read 180. As a result of these personal experiences, I have held a belief that LLI is the superior reading intervention program. Furthermore, Wu and Coady's (2010) research on the lack of cultural authenticity in Read 180 seemed to confirm this belief. While LLI may be superior in terms of overall program design and efficacy, this could not be further from the truth when examining cultural representation and authenticity for English

learner populations. In fact, Read 180 is actually significantly more culturally representative of the regional population and more authentic when contrasted with LLI. Because of my love of LLI and all things Fountas and Pinnell, this data is rather disappointing, to say the least.

However, hope remains because knowing is half the battle. Being aware of the fact that LLI is limited in its cultural representation and authenticity means that I can work to ensure that my classroom library – and those of my colleagues – is more reflective of my English learners and their experiences. As a result of this research, I am now much more conscious of the ways in which the dominant culture manifests itself as superior throughout children's literature. Thanks to Sims Bishop's work on intended audiences and purposes (1982), I also know what to look for in order to accurately select culturally conscious texts for use with students. In the near future, I plan to examine the texts in my classroom library with a newfound sense of urgency in order to better validate and support the experiences of the English learners I teach.

When I began this research, my former student Guled was finishing second grade and had made little progress under my care as his reading interventionist. As he enters fourth grade this fall, I think about the conversations we had as I worked with him through LLI. During the reading of one story about caring for a dog, he more or less indicated that it was hard to relate to such a text because he couldn't own a dog due to religious beliefs. That was Guled's cry for more books that served as windows into his own Somali culture, and both LLI and I failed him in this regard. As educators, we must always consider the needs of students like Guled; we have a moral obligation to fulfill. We must ensure that Guled – and all culturally and linguistically diverse students – see themselves in literature that represents their culture in authentic, rather than simplistic, ways. Guled and his peers deserve it!

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APPENDIX A:**Terms and Definitions Relevant to the Study**

ACCESS	Assessing Comprehension and Communication in English State-to-State; an English-language proficiency assessment designed by World-class Instructional Design and Assessment
CCBC	Cooperative Children’s Book Center; organization which compiles racial representation across U.S. children’s literature on an annual basis
EAL	English as an Additional Language; term used to describe students learning English as an additional language
EL	English Learner; term used to describe students learning English as an additional language
ELL	English Language Learner; term used to describe students learning English as an additional language
ESL	English as a Second Language; term used to describe students learning English as an additional language
LEP	Limited English Proficiency; federal government’s designation for students learning English as an additional language
LLI	Leveled Literacy Intervention; a reading intervention program designed for students in kindergarten through grade 12

MAP	Measures of Academic Progress; a computer-adaptive assessment designed to show growth in reading or math across a school year; developed by the Northwest Evaluation Association
MTSS	Multi-Tiered Systems of Support; synonymous with Response to Intervention
NWEA	Northwest Evaluation Association; creators of the Measures of Academic Progress test
Read 180	a reading intervention program designed for students in grades 4 through 12
RtI / RTI	Response to Intervention, a problem-solving framework to meet all students' needs; synonymous with Multi-Tiered Systems of Support
WIDA	World-class Instructional Design and Assessment; a consortium of states and countries who utilize a common set of language-proficiency assessments

APPENDIX B:**Intervention Programs Used in Public School Districts in a Midwest Metropolitan Area**

District	LLI	RN	PRESS	RR	R180	S44	OG	StS	EIR	PALS	Other
A	x		x		x	x			x		x
B	x			x							
C							x				
D	x					x					x
E	x	x									x
F	x										
G	x			x							
H	x										
I			x								
J					x	x					
K	x										
L	x	x						x			x
M	x								x		
N	x	x			x	x		x		x	x
O	x										x
P	x		x		x		x			x	x
Q				x	x						
R		x				x	x				x
S	x	x						x			x
T			x	x							
U				x							
V	x	x									x
W	x	x	x				x				
X	x	x		x							x
Y	x		x								

Abbreviation	Name of Reading Intervention Program
LLI	Leveled Literacy Intervention
RN	Read Naturally
PRESS	Pathways to Reading Excellence in School Site
RR	Reading Recovery
R180	Read 180
S44	System 44
OG	Orton Gillingham
StS	Soar to Success
EIR	Early Intervention to Reading
PALS	Peer-Assisted Learning Strategies

APPENDIX C:**Necessary Conditions for ELLs to Experience the Benefits of a Responsive RtI² System**

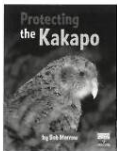

Excerpt from the WIDA Consortium's 2013 document on Response to Instruction and Intervention (RtI²), page 9:

- Use innovative practices and reforms in all tiers with a focus on enrichment, increased comprehensibility, and meaningfulness rather than remediation.
- Customize RtI² systems according to a school or district's individual needs, and select multiple and different practices for the multiple tiers of support. Implement these practices in a cohesive, contextualized, and comprehensible way from a sociocultural perspective.
- Make certain that all educators are aware of the research on what practices, strategies, approaches, and interventions work with whom, by whom, and in what contexts (Klingner and Edwards, 2006).
- Ensure that students receive culturally responsive, appropriate, quality content and language instruction that is evidence-based at all levels.
- Provide linguistic supports when assessing students' content knowledge.
- Provide time for team members to plan for students' instruction, resulting in instruction and intervention strategies that are cohesive, authentic and meaningful, and connected to the core curriculum.
- Include approaches that focus on complex sociocultural phenomena and better address students' unique educational contexts.
- Look not only at classrooms, but also at languages and outside social/educational settings for insights into students' performance.

- Recognize the need for both appropriate ELL literacy instruction as well as academic language instruction across content areas.
- Differentiate at all tiers of support according to students' academic language proficiency levels.

APPENDIX D:

Sample Odd-Numbered LLI Lesson

		LESSON 111 LEVEL 0
<p>You Will Need</p> <ul style="list-style-type: none"> • <i>Protecting the Kakapo</i>, Level O • <i>Trash Day</i>, Level M • words (see Appendix A) 		<p>Visit fountasandpinnell.com/resources to download technological resources to support this lesson, including:</p> <ul style="list-style-type: none"> • Excerpt from <i>Trash Day</i> • Draw 3 Game
		<p>SYSTEM Red</p> <p>NEW BOOK <i>Protecting the Kakapo</i></p> <p>GENRE Nonfiction/Expository</p>
 <p>NEW BOOK <i>Protecting the Kakapo</i>, Level O</p>  <p>REREADING <i>Trash Day</i>, Level M</p>		<p>LEVEL 0</p> <p>LESSON 111</p>
<h2>Goals</h2>		
<p>COMPREHENSION</p> <ul style="list-style-type: none"> ■ Infer reasons for a character's actions at the turning point of a story. ■ Notice cause/effect and problem/solution in a nonfiction text. ■ Use a sidebar to learn important information. ■ Notice a writer's rationale for an opinion. 		
<p>WORD STUDY/VOCABULARY</p> <ul style="list-style-type: none"> ■ Notice and use terms defined in a text. ■ Use a glossary. ■ Use context and word parts to derive the meanings of words. ■ Add inflectional endings (<i>-s</i>, <i>-ed</i>, <i>-ing</i>) to base words. 		
<p>FLUENCY</p> <ul style="list-style-type: none"> ■ Notice and use word stress to interpret the author's meaning. 		
<p>Analysis of New Book Characteristics <i>Protecting the Kakapo</i>, Level O</p>		
<p>HOW THE BOOK WORKS This expository text uses chronological sequence to explain events that led to the near extinction of the kakapo. It uses embedded structures including cause/effect and problem/solution to describe scientists' efforts to save the bird. A table of contents, a glossary, photographs, and maps are included.</p>		
<p>GENRE/Form</p> <ul style="list-style-type: none"> ■ Nonfiction ■ Expository ■ Series book 	<p>LANGUAGE AND LITERARY FEATURES</p> <ul style="list-style-type: none"> ■ Similes (Imagine a fat green parrot that waddles like a duck, grows like a dog, and has whiskers like a cat.) ■ Single-topic focus 	<p>ILLUSTRATIONS</p> <ul style="list-style-type: none"> ■ Colorful photographs ■ Photographs support the concepts
<p>TEXT STRUCTURE</p> <ul style="list-style-type: none"> ■ Chronological sequence ■ Cause/effect ■ Problem/solution 	<p>SENTENCE COMPLEXITY</p> <ul style="list-style-type: none"> ■ Variety in sentence length ■ Variety in sentence complexity 	<p>BOOK AND PRINT FEATURES</p> <ul style="list-style-type: none"> ■ Table of contents ■ Headings ■ Sidebars ■ Captions ■ Labels ■ Maps ■ Glossary ■ Graphic about the kakapo population ■ Pronunciation guides (KAH-keh-poh) ■ Quotation marks to denote special usage (This sound is called "booming.") ■ Bold used for glossary terms (Then a recovery team was formed.) ■ Full range of punctuation
<p>CONTENT</p> <ul style="list-style-type: none"> ■ Some technical content that is challenging and not typically known ■ Unfamiliar setting ■ Concepts of endangered species and extinction 	<p>VOCABULARY</p> <ul style="list-style-type: none"> ■ Some content words related to scientific tools (transmitter, snark, incubator) ■ Some content words related to the kakapo (bowl, booming, hatching) ■ Scientific terminology (species, extinction) ■ Most terms defined in the text 	
<p>THEMES AND IDEAS</p> <ul style="list-style-type: none"> ■ Humans' carelessness almost caused the disappearance of an entire species ■ People must be more thoughtful in the future and protect all animals 	<p>WORDS</p> <ul style="list-style-type: none"> ■ Simple compound words (backpack, someday, without) ■ Words with affixes (unusual, rarest, survival, careful) ■ Many two- and three-syllable words ■ A few four-syllable words (helicopter, incubator) 	

Discussing Yesterday's New Book



REREADING
Trash Day, Level M



PROMPTING GUIDE, PART 2
Refer to page 43 as needed

- Invite students to share their thinking about *Trash Day*. Some key understandings they may express:

Thinking <i>Within</i> the Text	Thinking <i>Beyond</i> the Text	Thinking <i>About</i> the Text
<ul style="list-style-type: none"> ■ Cedric found a robot in the trash. ■ Cedric fixed up the robot and put batteries in it. ■ The robot did Cedric's homework and cleaned his room. ■ The robot started to nag Cedric. ■ Cedric put the robot in the trash. 	<ul style="list-style-type: none"> ■ Cedric was happy when the robot did his chores. ■ Cedric's attitude changed when the robot nagged him. ■ Cedric put the robot back in the trash because he was really annoyed with the robot. ■ Paulita will have the same problem with the robot. 	<ul style="list-style-type: none"> ■ The author showed that the robot was annoying through what the robot said. ■ The author led the reader to predict that Paulita will have the same problem with the robot and that previous owners of the robot had a similar experience.

MESSAGES A dream come true can sometimes turn into a nightmare. It is not helpful to nag and criticize someone. It's better to do your own work.

Revisiting Yesterday's New Book

Options and Suggested Language

- ✓ Choose one:
- Comprehension
 - Vocabulary
 - Fluency



REREADING
Trash Day, Level M

Comprehension Infer

Let's look back at your reading from yesterday to talk about your thinking.

- **Close Reading** Read page 14 of *Trash Day*. This is the turning point in the story. As you read, think about why Cedric made the decision he did. [Students read.] What did Cedric decide? Why? [Students respond.]
- **Confirm Thinking** You noticed that Cedric decided to give up the robot because the robot's comments were more annoying than having to do his work himself. What do you think the writer was trying to tell you—what was her message? [Students respond.] If there is time, read some or all of "Learning More About Robots" on the inside back cover.

Vocabulary Use Morphology and Word Parts: *ignored*

Let's look back at your reading from yesterday to think together about word meaning.

- Cedric didn't like the robot telling him what to do all the time. Read page 10 of *Trash Day* and think about the meaning of the word *ignored*. [Students read.] Have the students individually write a quick definition of *ignored* and then share it with a partner. Partners decide on one definition to share with the group.
- Cedric was finding it hard to ignore the robot. Ignore means "to pay no attention to." Write the words *ignore* and *ignored* on the whiteboard and discuss their meanings. Then write *ignorant* on the whiteboard. What do you notice about this word? [Students respond. They may notice word parts that look similar.]
- The word *ignorant* means "not having knowledge or to be unaware." The meanings of *ignorant* and *ignore* are close. Both words have something to do with attention—with knowing or noticing something. What are the differences in the meanings? [Students respond.] When you ignore something, you are not paying attention to something on purpose. When you are ignorant of something, you just don't know about it, so you don't pay attention to it.



**PROMPTING
GUIDE, PART 1**
Refer to page 18
as needed

Phonics/ Word Study

Inflectional
Endings
(-s, -ed, -ing)

Fluency Echo Reading: Word Stress

Let's look back at your reading from yesterday to think about how your reading sounds.

- Read Paulita's dialogue on page 16 of *Trash Day* to the students. *What did you notice about how I read Paulita's dialogue? Why did I stress or emphasize some words?* [Students respond.] *Now read the page to your partner using the same word stress.*

Principle Add -s, -ed, or -ing to a word to change its meaning.

ask <u>s</u>	ask <u>ed</u>	ask <u>ing</u>
decid <u>es</u>	decid <u>ed</u>	decid <u>ing</u>
hunt <u>s</u>	hunt <u>ed</u>	hunt <u>ing</u>
spot <u>s</u>	spot <u>ted</u>	spot <u>ting</u>
carri <u>es</u>	carri <u>ed</u>	carri <u>ing</u>

Add and Remove Parts

- Show the following words and use each in a sentence: *asks, asked, asking, decides, decided, deciding, hunts, hunted, hunting, spots, spotted, spotting, carries, carried, carrying.*
- Give the students the same words. Invite them to identify and underline the base word in each word and circle the ending.
- What do you notice about the meaning and the spelling of each word?* [The ending changes the tense of the word, and sometimes the spelling of the word changes.]
- Review the important spelling principles for adding inflectional endings. Note the examples of simply adding the ending, dropping the *e*, doubling the consonant, and changing the *y* to *i*.
- Give the students a copy of the excerpt from *Trash Day*. Have them find words with the endings *-ed* and *-ing*. Ask the students to underline the base word and circle the ending.
- Summarize the lesson by restating the principle.
- Give students the Draw 3 Game to play in class or at home.

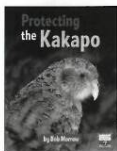
LEVEL 0

LESSON 111

SAMPLE ODD-NUMBERED LESSON

Reading a New Book

Suggested Language



NEW BOOK
Protecting the Kakapo,
Level 0

GENRE FOCUS This informational text explains the events that led to the near extinction of a native New Zealand bird, the kakapo. The book discusses scientists' efforts to save the species by moving the birds to a safe environment and protecting kakapo chicks.

Introducing the Text

- You have a new nonfiction book today called *Protecting the Kakapo*. This book is part of the *Intriguing Animals Series*.
- The kakapo is a type of parrot that does not fly. It is flightless. Read "Uncertain Future" on the inside back cover to the students. Then have the students read the back cover. *What is the problem in the book?* [Students respond.]
- Turn to page 2. Listen while I read the description of this strange parrot. Read page 2 to the students and ask them what they are thinking.
- On page 3, you see the map showing where New Zealand is in the world. There is also a close-up of the two big islands in New Zealand.
- Turn to page 4 and read the heading. [Students read.] You will learn that about 700 years ago, the Maori people came to New Zealand from islands in the Pacific Ocean. They hunted the kakapo. Then in the 1700s, more people came to New Zealand, and they hunted the kakapo, too. They also brought animals that hurt the kakapo.
- There's a very interesting chart on page 5. Look at it carefully. What does it tell you? [Students respond.]
- People thought that the kakapo was extinct. But then in the 1970s, people found a few kakapo parrots, and scientists decided to try to save the species.
- Find the word *species* on page 6. What does *species* mean? [Students respond.] Clarify the meaning if needed.
- Scientists formed a recovery team. Look at the sidebar on page 7 to find the definition of a recovery team. The recovery team used some tools to help the kakapo. They put radio transmitters on the birds, so they could keep track of them.
- Look at page 9. That box has a radio receiver. It's called a snark, and it picks up the birds' signals when they are on the move.
- The scientists tried to help the kakapo lay more eggs. They even used incubators to keep the eggs warm if a mother kakapo left her nest for a long time. Remember, there are not many kakapo parrots, so it is important for the eggs to hatch.
- There are some scientific words in this book. If you are not sure of the meaning of a word in bold, you can check the glossary at the end.
- As you read, think about why it is important to help the kakapo survive. Also think about what needs to happen so that kakapo can survive without this unusual level of help from humans.



PROMPTING GUIDE, PART 1
Refer to pages 9 and 12 as needed

Reading the Text

- Students read the text silently.
- Sample oral reading and prompt, as needed, for taking words apart and using multiple sources of information. Use *Prompting Guide, Part 1* for precise language.



**PROMPTING
GUIDE, PART 2**
Refer to page 40
as needed

Discussing and Revisiting the Text

- Invite the students to talk about what they learned from the book.
- *The problem in the book is that almost no kakapo parrots are left in the world. What were the causes of the problem?* [Students respond.] Ask students to cite evidence from the text.
- *Often several different things cause problems rather than just one.*
- Continue the discussion, guiding students toward the key understandings and the main messages in the text. Some key understandings students may express:

Thinking <i>Within</i> the Text	Thinking <i>Beyond</i> the Text	Thinking <i>About</i> the Text
<ul style="list-style-type: none"> ■ The kakapo almost became extinct due to human carelessness. ■ Scientists worked to save the kakapo species. ■ Scientists moved the kakapo to a safe environment and looked after them. ■ Humans must protect the kakapo. 	<ul style="list-style-type: none"> ■ When an animal has too many predators, it may become extinct. ■ The scientists cared about the kakapo. ■ Scientists hope that someday the kakapo will be so numerous that they will not need help to survive. 	<ul style="list-style-type: none"> ■ The author wrote this book to help the reader understand the plight of the kakapo and how scientists are now helping the birds. ■ The author wanted the reader to be aware of the human role in causing extinction in order to protect future species.

MESSAGES Human carelessness can cause the disappearance of a species. People must be more thoughtful about their actions and protect all animals from extinction.



**PROMPTING
GUIDE, PART 2**
Refer to page 41
as needed

Teaching Points

- Based on your observations, use *Prompting Guide, Part 2* to select a teaching point that will be most helpful to the readers. You may also use the suggestion below.
- *Turn to page 15 of Protecting the Kakapo. The writers of informational texts often provide reasons—called rationales—for their point of view. What’s this writer’s argument or point of view?* [Students respond.]
- *What does the writer do to argue or provide a reason for his opinion?* [Students respond.]
- *You noticed that the writer asks the question that some readers might raise in their minds—why help the kakapo survive? Then the writer suggests that people in New Zealand would miss the bird. Many animal species have been lost, so people want to protect every living species that they can.*
- *When you write an informational book like this one, you may want to state your opinion and offer reasons for it.*

LEVEL 0

LESSON 111

SAMPLE ODD-NUMBERED LESSON

Classroom and Homework

- Play the Draw 3 Game to practice words with inflectional endings.

Assessing Reading and Writing Behaviors

Observe to find evidence that readers can:

- infer reasons for a character's decisions at the turning point of a story.
- notice cause/effect and problem/solution in a nonfiction text.
- use a sidebar to learn important information.
- notice a writer's support for an argument.
- notice and use terms defined in a text.
- use a glossary to define technical words.
- use context and word parts to derive the meanings of words.
- add inflectional endings (*-s, -ed, -ing*) to base words.
- notice and use word stress to interpret the author's meaning.

Supporting English Language Learners

To support English language learners, you can:

- **ensure** understanding of the term *turning point*.
- **support** students in understanding how knowing that this text has a chronological sequence will help them understand what to expect when reading.
- **describe** the meaning of *back from the brink of extinction*.
- **ensure** understanding of content vocabulary: *flightless, species, unique bird, uncertain future, critically endangered, rarest, hollows, forest rangers, snark, radio receiver, incubator, bowl*.
- **check** for understanding of the text features and the information they provide.
- **be sure** students understand the meaning of words being used in Vocabulary and Phonics/Word Study: *ignored, ignorant, base word*.
- **be explicit** in describing and using verbs in context, so ELLs understand how the tenses work in English (e.g., *decides, decided, deciding*).
- **demonstrate** the use of a sidebar to find the meaning of a phrase.

Professional Development Links



Professional Development and Tutorial DVDs, *LLI Red System*
View "Odd-Numbered Lesson" on the Professional Development DVD.



When Readers Struggle, Levels L-Z: Teaching That Works (in press)
Select and read sections of Chapter 9, "Intentional Teaching to Expand Vocabulary."



Genre Study: Teaching with Fiction and Nonfiction Books
Read Chapter 11, "Nonfiction Texts: Analysis of Design."






Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K-8
Read pages 185–189 of Chapter 13, "Understanding the Demands of Nonfiction Texts."



Leveled Literacy Intervention System Guide, LLI Red System
Read "Series Books" in Section 1.

APPENDIX E:

Sample Even-Numbered LLI Lesson

You Will Need	LESSON 112 LEVEL 0	LEVEL 0 LESSON 112
<ul style="list-style-type: none"> • <i>The Pangolin</i>, Level M • <i>Protecting the Kakapo</i>, Level 0 • words (see Appendix A) 	Visit fountasandpinnell.com/resources to download technological resources to support this lesson, including: <ul style="list-style-type: none"> • Recording Form • Draw 3 Game 	
	Goals	
NEW BOOK <i>The Pangolin</i> , Level M	COMPREHENSION	
	<ul style="list-style-type: none"> ■ Evaluate the effectiveness of the lead in a nonfiction book. ■ Use a pronunciation guide and other readers' tools. ■ Identify information that is new learning. ■ Make connections between two texts. ■ Understand how an animal's body is adapted for survival. ■ Infer the bigger ideas from a nonfiction text. 	
REREADING <i>Protecting the Kakapo</i> , Level 0	WORD STUDY/VOCABULARY	
	<ul style="list-style-type: none"> ■ Use context and word parts to derive the meaning of a word. ■ Add <i>-er</i> or <i>-est</i> to words to show comparison. 	
	FLUENCY	
	<ul style="list-style-type: none"> ■ Read the lead of a nonfiction text in an interesting way. ■ Read with orchestration of the multiple dimensions of fluency. 	
	WRITING ABOUT READING	
	<ul style="list-style-type: none"> ■ Describe problem/solution relationships. 	
	Analysis of New Book Characteristics <i>The Pangolin</i> , Level M	
	HOW THE BOOK WORKS The book describes each of the ground pangolin's unusual body parts and explains how this nearly blind, toothless insect eater uses them to find food, care for its young, and protect itself from predators.	
GENRE/Form	SENTENCE COMPLEXITY	BOOK AND PRINT FEATURES
<ul style="list-style-type: none"> ■ Nonfiction ■ Expository ■ Series book 	<ul style="list-style-type: none"> ■ Variety in sentence length and complexity ■ Question/answer in text ■ Introductory phrases (When it gets dark, the pangolin goes out to look for a meal.) 	<ul style="list-style-type: none"> ■ Table of contents ■ Headings ■ Subheadings ■ Labels ■ Captions ■ Sidebars with important information ■ Pronunciation guide (PANG-uh-lin) ■ Cutaway drawing showing pangolin's tongue in termite tunnel ■ Map of ground pangolin habitat ■ Summary chart ■ Learn More feature (websites for videos) ■ Parentheses for showing feet into meters equivalent (Its tongue is more than 1 foot (0.3 meters) long.) ■ Colons signaling clarifying information to follow (The pangolin has two favorite foods: ants and termites.)
TEXT STRUCTURE	VOCABULARY	
<ul style="list-style-type: none"> ■ Temporal sequence ■ Cause/effect ■ Problem/solution 	<ul style="list-style-type: none"> ■ Content-specific vocabulary explained in text and illustrations (nocturnal, termites) 	
CONTENT	WORDS	
<ul style="list-style-type: none"> ■ Animal adaptations for survival 	<ul style="list-style-type: none"> ■ Multisyllable words that may be challenging to take apart (pangolin, nocturnal, medicine) ■ Compound words (eyelids, themselves) ■ Hyphenated adjective (strange-looking) ■ Possessives (pangolin's, bugs', animal's) 	
THEMES AND IDEAS	ILLUSTRATIONS	
<ul style="list-style-type: none"> ■ To survive in its environment, the ground pangolin needs some unusual physical features 	<ul style="list-style-type: none"> ■ Photographs and illustrations enhance understanding 	
LANGUAGE AND LITERARY FEATURES		
<ul style="list-style-type: none"> ■ Figurative and descriptive language (It looks like a big walking pine cone.) 		

Revisiting Yesterday's New Book

Options and Suggested Language

- ✓ Choose one:
- Comprehension
 - Vocabulary
 - Fluency



REREADING
Protecting the Kakapo,
Level 0



**PROMPTING
GUIDE, PART 1**
Refer to page 20
as needed

Comprehension Critique

Let's look back at your reading from yesterday to talk about your thinking.

- **Close Reading** A writer of an informational book tries to write a lead, or beginning, that gets the readers interested in the topic. Read Bob Morrow's lead for Protecting the Kakapo on page 2. Then you can tell whether you think he has written an interesting lead and what made it interesting (or not interesting) to you as a reader. [Students read and respond.]
- **Confirm Thinking** Some of you thought the lead was interesting because of the description of the kakapo, including how it smells. Some of you also thought the illustration was interesting and made you want to read about the bird. Sometimes you are interested in a topic, such as helping endangered animals survive, and the lead isn't the most important thing. But writers can't depend on that. If they care about the topic, they need to get you interested enough to keep reading.

Vocabulary Learn from Context: *thrived*

Let's look back at your reading from yesterday to think together about word meaning.

- Read page 3 and think about the meaning of *thrived*. [Students read.] Have students work with a partner to write a brief definition of the word. Then they share their definitions.
- Write the word *thrive* on the whiteboard and then write the definition. *Thrive means "to grow quickly or to be successful."*
- Write *thrived* and *thriving* on the whiteboard and point out the endings and how they change the word.
- *The kakapo thrived, or were healthy, and their numbers were growing, because there were no animals to eat them and no people to hunt them.*
- *Today the kakapo are surviving, but are they thriving?* [Students may answer "no" because the kakapo are still small in numbers and must have human help to survive.]

Fluency Echo Reading: Integration

Let's look back at your reading from yesterday to think about how your reading sounds.

- *The writer of this book tried to write a lead that would make the topic interesting to readers. Listen while I read it in an interesting way.*
- Then have students immediately read the lead on page 2 the same way you read it. Finally, have students read it to partners.

Rereading and Assessment

Suggested Language



PROMPTING GUIDE, PART 1
Refer to page 20 or

PROMPTING GUIDE, PART 2
Refer to page 13 as needed

- **Rereading for a Purpose** Reread *Protecting the Kakapo* starting on page 6. As you read, think about what caused the problems for the kakapo and what people are trying to do to solve the problem of the kakapo becoming extinct.
- **Assessment** While other students read for a purpose, listen to one student read the section identified in *Protecting the Kakapo*. Code the reading behavior on the Recording Form. Engage the student in a brief comprehension conversation, give scores for fluency and comprehension, and select a brief teaching point that will be most helpful to the reader. Analyze the record later.

Writing About Reading

Suggested Language

Shared Writing Two-Column Writing

- Talk with the students about the causes for the problems for the kakapo and the possible solutions. *The kakapo were becoming extinct. Why was this happening? What was being done to help solve this problem?* [Students respond.]
- Create two columns on chart paper. Write *Problem* at the top of the first column and *Solution* at the top of the second column. Working with the students, list the problems the kakapo have in the first column. In the second column, list what people are doing to save the kakapo.

Problem	Solution
<ul style="list-style-type: none"> • The kakapo were almost extinct. • Some people hunted the kakapo for food and feathers. • Other animals hunted the kakapo, too. 	<ul style="list-style-type: none"> • The Recovery Team brought the kakapo to Codfish Island where there were no predators. • The Recovery Team tracked the kakapo. • The Recovery Team was checking to see if the babies were safe.

Phonics/ Word Study

Comparative Endings (-er, -est)

Principle Add *-er* or *-est* to the end of a word to show comparison. Sometimes the spelling of the base word changes.

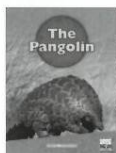
hot	hotter	hottest
happy	happier	happiest

Add and Remove Parts

- Show the following base words: *cool, flat, fine, lucky*. As you write each word, use it in a sentence.
- Show each base word a second time. Then change the base word to its comparative form by adding *-er* at the end of *cool*, *-ter* at the end of *flat*, *-r* at the end of *fine*, and *-ier* at the end of *lucky*. With *lucky*, either erase the *y* or place the *-ier* ending over the *y*. As you form each new word, use it in a sentence. Repeat the procedure for the superlative forms (*coolest, flattest, finest, luckiest*).
- *What do you notice about each group of words?* [Students respond.]
- Help students conclude that the words show comparison.
- Point out the spelling changes to the students.
 - *Sometimes the -er or -est is just added.*
 - *When a word ends in a short vowel and one consonant, the consonant is doubled before the ending is added.*
 - *When a word ends in e, just the -r or -st is added.*
 - *When a word ends in y, the y is changed to i before adding -er or -est.*
- Give partners the base words *hot* and *happy* to write in the word study section of their Literacy Notebooks. Then have them write the words with *-er* and *-est* endings.
- Summarize the lesson by restating the principle.
- Give students the Draw 3 Game to play in class or at home.

Reading a New Book

Suggested Language



NEW BOOK
The Pangolin, Level M



PROMPTING GUIDE, PART 1
Refer to page 9 as needed

GENRE FOCUS This expository text, from the Intriguing Animals Series, describes the ground pangolin of Africa, whose unique physical characteristics enable it to survive the challenges of its environment.

Introducing the Text

- Your new book, *The Pangolin*, is another in the *Intriguing Animals Series* about unusual animals. The kakapo has some very unusual characteristics, and you will find the pangolin has some different but equally interesting characteristics. You can see a picture of a pangolin on the cover of the book. There are eight kinds of pangolins in the world. This book is about the ground pangolin.
- Ask students to read what it says on the back cover of the book. Then read some or all of the information on the inside back cover to the students. *What do you find surprising or interesting?* [Students respond.]
- Take a look at the table of contents. *What do you predict you are going to learn about the pangolin?* [Students respond. They may mention how the pangolin feeds itself and protects itself. They may wonder if the pangolin is endangered.]
- Help students use the pronunciation guide on page 2 to say *pangolin*.
- Turn to page 3 for a good picture of a pangolin. *What does the writer compare this animal to?* [Students respond.]
- *The pangolin's body is covered with brown scales. Those are like little plates and are very hard.*
- *The map on page 4 will help you know where the pangolin lives. Use the key at the bottom. Where would you find a ground pangolin?* [Students respond.]
- *You will learn from the writer that the pangolin is a nocturnal animal. It sleeps during the day and goes out at night to look for food. You will find out what the pangolin eats and how it gets bugs like termites.*
- *Take a look at page 11. The writer and illustrator have provided a cutaway drawing to show you how long the pangolin's tongue is. The tongue is sticky, and it's getting the termites.*
- *The pangolin has no teeth, but you will find out what the pangolin has instead to help it grind up food. You'll also find out how it protects itself from being eaten by other animals. Do you have any predictions?* [Students respond.]
- *Look at page 23. There is a chart that summarizes the information about the pangolin's body. So if you want facts quickly, you can look at the chart. Also, two websites are listed at the end of the book. You can watch a video of this animal.*
- *As you read, think about how the pangolin's body helps it in many ways. The chart will help you. Also think about the kakapo. Are there any similar ideas in these two books?*

Reading the Text

- Students begin to read the text silently if there is time.
- Sample oral reading and prompt, as needed, for searching for and using information from multiple sources. Use *Prompting Guide, Part 1* for precise language.

LEVEL 0

LESSON 112

SAMPLE EVEN-NUMBERED LESSON

Classroom and Homework

- Finish reading *The Pangolin*.
- Play the Draw 3 Game for practice with comparatives (optional).

Assessing Reading and Writing Behaviors

Observe to find evidence that readers can:

- critique the lead in a nonfiction book.
- identify information that is new learning.
- understand how an animal's body is designed to help it survive.
- infer the bigger ideas from a nonfiction text.
- make connections between two texts.
- use a pronunciation guide and other readers' tools.
- describe problem/solution relationships in writing.
- use context and word parts to understand a word.
- add *-er* or *-est* to words to show comparison.
- read the lead of a nonfiction text in an interesting way.
- read with orchestration of the multiple dimensions of fluency.

Supporting English Language Learners

To support English language learners, you can:

- **check** for understanding of the concept of an animal having unique physical characteristics that enable it to survive.
- **describe** the role of the chart on page 23 of *The Pangolin*.
- **be sure** students understand the prompts used to support orchestration of the dimensions of fluency. Use teaching language if necessary.
- **check** for understanding of the use of a colon.
- **ensure** understanding of possessives.
- **be sure** students understand the meaning of the words being used in Vocabulary and Phonics/Word Study.
- **be explicit** in describing the concept of comparing.
- **use** comparative forms of words in sentences to support understanding.

Professional Development Links



Professional Development and Tutorial DVDs, *LLI Red System*
View "Even-Numbered Lesson" on the Professional Development DVD.



When Readers Struggle, Levels L–Z: Teaching That Works (in press)
Select and read sections from Chapter 9, "Intentional Teaching to Expand Vocabulary."



Genre Study: Teaching with Fiction and Nonfiction Books
Read Chapter 18, "Writing About Reading in a Reader's Notebook."



Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K–8
Refer to Figure 26-10 "Planning for Guided Reading Using Informational Texts," on pages 430–432 in Chapter 26. Draw out parallels for LLI lessons using nonfiction texts.



Leveled Literacy Intervention System Guide, LLI Red System
Read "Teaching Standard (Even-Numbered) Lessons" in Section 4.

	Culturally Conscious (3)	Socially Conscious (2)	Culturally Unconscious (1)
Author and/or Illustrator	The author and/or illustrator is a person of color.	-	The author and/or illustrator is from the dominant culture.
Purpose for Including People of Color	To create a mirrored experience for people of color.	To increase visibility of people of color and/or to normalize the experience of people of color as one that aligns to the dominant culture.	There are no people of color in this text.
Stereotypes, Generalizations, Misrepresentation	To the best of my knowledge as a white woman, no stereotypes, generalizations, or misrepresentations occur in this text.	Stereotypes and generalizations are perpetuated in this text. Misrepresentation may also exist.	There are no people of color in this text.
How People of Color are Identified	In-text descriptors are used to convey racial identities, including overt descriptions of skin color.	Illustrations are used to convey racial identities.	There are no people of color in this text.
Setting	The events in this text take place in a community of color.	-	The events in this text take place in the dominant culture.
Character(s)	The majority of character(s) are people of color.	The majority of character(s) are from the dominant culture. People of color are present as “token” characters, and racial differences are ignored.	All character(s) are from the dominant culture.
Conflict Resolution	Character(s) of color resolve the conflict.	-	Character(s) from the dominant culture resolve the conflict.

(Total Points Awarded = _____) / 7 = _____

Culturally Conscious (2.49 – 3.00)	Socially Conscious (1.50 – 2.49)	Culturally Unconscious (0.50 – 1.49)	Unable to Be Classified (0.00 – 0.49)
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APPENDIX G:

Level-O Text Descriptors

Excerpted from *The Fountas and Pinnell Literacy Continuum, Grades PreK-8* (2017):

At level O, readers can identify the characteristics of a growing number of genres. They read books and shorter fiction and nonfiction texts. Fiction narratives are straightforward but have plots with multiple episodes and characters who develop and change over time. They are reading a wide range of genres and gaining depth within genres. They enjoy series books and special types of fiction texts such as mystery and sports stories. Readers may also encounter hybrid texts that combine more than one genre in a coherent whole. Some nonfiction texts provide information in categories on several related topics, and readers can identify and use underlying structures (description, cause and effect, chronological sequence, categorization, comparison and contrast, problem and solution, question and answer). They can process sentences that are complex, contain prepositional phrases, introductory clauses, and lists of nouns, verbs, or adjectives. They solve new vocabulary words, some defined in the text and others to be derived from context or reference tools. Word solving is smooth and automatic in both silent and oral reading. Oral reading demonstrates fluency in all dimensions. They can read and understand descriptive words, some complex content-specific words, common connectives, and some technical words. Length is no longer a critical factor as texts vary widely. They read silently with little overt problem solving. They continue to expand academic vocabulary that they understand and can use. (504)

APPENDIX H:

Included Titles

Leveled Literacy Intervention Titles, Sorted by Text Type

Socially Conscious Texts (12):

- Benson, R. (2013). *The turning point*. Portsmouth, NH: Heinemann.
- Benson, R. (2013). *Revolting recipes*. Portsmouth, NH: Heinemann.
- Byers, H. (2013). *How to train your human*. Portsmouth, NH: Heinemann.
- Cebulash, M. (2013). *Trying out*. Portsmouth, NH: Heinemann.
- Dion, M. (2013). *A fresh start*. Portsmouth, NH: Heinemann.
- Eaton, D. (2013). *Playing tricks*. Portsmouth, NH: Heinemann.
- Friend, C. (2013). *The broken elevator*. Portsmouth, NH: Heinemann.
- Logan, J. (2013). *Fake cake*. Portsmouth, NH: Heinemann.
- Morais, C. (2013). *The boy who saves camels*. Portsmouth, NH: Heinemann.
- Rogus, D. (2013). *Kangaroos in trees*. Portsmouth, NH: Heinemann.
- Sibley O'Brien, A. (2013). *The genius club*. Portsmouth, NH: Heinemann.
- Zavoral, N. (2013). *The shiner*. Portsmouth, NH: Heinemann.

Culturally Unconscious Texts (10):

- Asha, M. (2013). *The truth about bats*. Portsmouth, NH: Heinemann.
- Kalafarski, J. (2013). *Dinosaur fleas*. Portsmouth, NH: Heinemann.
- Morais, C. (2013). *Making art for fish*. Portsmouth, NH: Heinemann.
- Myers, L. (2000). *Surviving Brick Johnson*. New York: Clarion Books.
- Phillips, A. W. (2013). *Andromeda Clark walks on the moon*. Portsmouth, NH: Heinemann.
- Phillips, A. W. (2013). *The pocket watch*. Portsmouth, NH: Heinemann.
- Sandler, M. (2013). *The story of Naismith's game*. Portsmouth, NH: Heinemann.

Solins, J. (2013). *The thorny dragon*. Portsmouth, NH: Heinemann.

Sullivan, M. (2013). *Double double trouble trouble*. Portsmouth, NH: Heinemann.

Sullivan, M. (2013). *The great tug-of-war*. Portsmouth, NH: Heinemann.

Texts Unable to Be Classified (3):

Morais, C. (2013). *Glow-in-the-dark animals*. Portsmouth, NH: Heinemann.

Robinson, F. (2013). *Holding up the sky / Coyote's dinner*. Portsmouth, NH: Heinemann.

Solins, J. (2013). *Animals and their tools*. Portsmouth, NH: Heinemann.

Read 180 Titles, Sorted by Text Type

Culturally Conscious Texts (13):

Alvarez, J. (2001). *How Tia Lola came to visit stay*. New York: Yearling.

Armstrong, N. M. (1994). *Navajo long walk*. New York: Scholastic.

Delacre, L. (2000). *Salsa stories*. New York: Scholastic.

English, K. (2013). *Dog days: The Carver chronicles*. New York: Houghton Mifflin
Harcourt.

Jiménez, F. (2000). *La mariposa*. New York: Houghton Mifflin Harcourt.

Johnson, A. (2002). *Looking for red*. New York: Simon Pulse.

Krishnaswami, U. (2011). *The grand plan to fix everything*. New York: Atheneum Books.

Manzano, S. (2012). *The revolution of Evelyn Serrano*. New York: Scholastic.

Muñoz Ryan, P. (2000). *Esperanza rising*. New York: Scholastic.

Park, L. S. (2010). *A long walk to water*. New York: Houghton Mifflin Harcourt.

Saldaña, R. (2009). *The case of the missing pen*. Houston, TX: Piñata Books.

Soto, G. (2005). *Help wanted: Selected stories*. New York: Harcourt.

Wan-Long Shang, W. (2011). *The great wall of Lucy Wu*. New York: Scholastic.

Socially Conscious Texts (10):

Holub, J., & Williams, S. (2014). *Red riding hood gets lost*. New York: Scholastic.

Korman, G. (2003). *Dive: The discovery*. New York: Scholastic.

Korman, G. (2003). *Dive: The deep*. New York: Scholastic.

Lee, P. (2013). *Mission: Mars*. New York: Scholastic.

Lewis Tilden, T. E. (2008). *Belly-busting worm invasions!* New York: Scholastic.

Muñoz Ryan, P. (1998). *Riding freedom*. New York: Scholastic.

Pilkey, D. (1999). *Captain Underpants and the invasion of the incredibly naughty cafeteria ladies from outer space*. New York: Scholastic.

Pilkey, D. (1997). *The adventures of Captain Underpants*. New York: Scholastic.

Riordan, R. (2005). *The lightning thief*. New York: Disney Hyperion Books.

Urban, L. (2015). *Milo Speck, accidental agent*. New York: Houghton Mifflin Harcourt.

Culturally Unconscious Texts (4):

Hinton, S. E. (2017). *The outsiders*. New York: Penguin Books.

Leitner, I. (1992). *The big lie*. New York: Scholastic.

Stamper, J. B. (1993). *Wait until dark: Tales of suspense*. New York: Scholastic.

Urban, L. (2007). *A crooked kind of perfect*. New York: Houghton Mifflin Harcourt.

APPENDIX I:

Classification and Racial Breakdown by Text – LLI

<i>Title of Text</i>	Culturally Conscious	Socially Conscious	Culturally Unconscious	Unable to be Classified	Characters				
					Black	Native American	Asian	Hispanic / Latino	White
<i>A Fresh Start</i>		X			0	0	0	2	1
<i>Andromeda Clark Walks on the Moon</i>			X		1	0	0	0	8
<i>Animals and Their Tools</i>				X	0	0	0	0	0
<i>Dinosaur Fleas</i>			X		0	0	0	0	1
<i>Double Double Trouble Trouble</i>			X		0	0	0	0	4
<i>Fake Cake</i>		X			2	0	0	0	3
<i>Glow-in-the-Dark Animals</i>				X	0	0	0	0	0
<i>Holding Up the Sky / Coyote's Dinner</i>				X	0	0	0	0	0
<i>How to Train Your Human</i>		X			0	0	1	0	0
<i>Kangaroos in Trees</i>		X			0	0	2	0	0
<i>Making Art for Fish</i>			X		0	0	0	0	1
<i>Playing Tricks</i>		X			0	0	2	0	0
<i>Revolting Recipes</i>		X			0	0	1	0	7
<i>Surviving Brick Johnson</i>			X		0	0	0	0	5
<i>The Boy Who Saves Camels</i>		X			0	0	0	0	2
<i>The Broken Elevator</i>		X			1	0	0	1	2
<i>The Genius Club</i>		X			1	0	2	1	6
<i>The Great Tug-of-War</i>			X		0	0	0	0	2
<i>The Pocket Watch</i>			X		0	0	0	0	3
<i>The Shiner</i>		X			1	0	0	0	3
<i>The Story of Naismith's Game</i>			X		0	0	0	0	3
<i>The Thorny Dragon</i>			X		0	0	0	0	1
<i>The Truth about Bats</i>			X		0	0	0	0	3
<i>The Turning Point</i>		X			1	0	0	0	6
<i>Trying Out</i>		X			1	0	1	0	2

<i>Title of Text</i>	Culturally Conscious	Socially Conscious	Culturally Unconscious	Unable to be Classified	Authors and/or Illustrators				
					Black	Native American	Asian	Hispanic / Latino	White
<i>A Fresh Start</i>		X			0	0	0	0	1
<i>Andromeda Clark Walks on the Moon</i>			X		0	0	0	0	0
<i>Animals and Their Tools</i>				X	0	0	0	0	0
<i>Dinosaur Fleas</i>			X		0	0	0	0	0
<i>Double Double Trouble Trouble</i>			X		0	0	0	0	1
<i>Fake Cake</i>		X			0	0	0	0	0
<i>Glow-in-the-Dark Animals</i>				X	0	0	0	0	1
<i>Holding Up the Sky / Coyote's Dinner</i>				X	0	0	0	0	2
<i>How to Train Your Human</i>		X			0	0	0	0	1
<i>Kangaroos in Trees</i>		X			0	0	0	0	1
<i>Making Art for Fish</i>			X		0	0	0	0	1
<i>Playing Tricks</i>		X			0	0	0	0	0
<i>Revolting Recipes</i>		X			0	0	0	0	1
<i>Surviving Brick Johnson</i>			X		0	0	0	0	2
<i>The Boy Who Saves Camels</i>		X			0	0	0	0	1
<i>The Broken Elevator</i>		X			0	0	0	0	2
<i>The Genius Club</i>		X			0	0	0	0	2
<i>The Great Tug-of-War</i>			X		0	0	0	0	1
<i>The Pocket Watch</i>			X		0	0	0	0	0
<i>The Shiner</i>		X			0	0	0	0	1
<i>The Story of Naismith's Game</i>			X		0	0	0	0	0
<i>The Thorny Dragon</i>			X		0	0	0	0	1
<i>The Truth about Bats</i>			X		0	0	0	0	0
<i>The Turning Point</i>		X			0	0	0	0	1
<i>Trying Out</i>		X			0	0	0	0	1

APPENDIX J:

Classification and Racial Breakdown by Text – Read 180

<i>Title of Text</i>	Culturally Conscious	Socially Conscious	Culturally Unconscious	Unable to be Classified	Characters				
					Black	Native American	Asian	Hispanic / Latino	White
<i>A Crooked Kind of Perfect</i>			X		0	0	0	0	0
<i>A Long Walk to Water</i>	X				12	0	0	0	4
<i>Belly-Busting Worm Invasions!</i>		X			19	0	1	0	15
<i>Captain Underpants and the Invasion of the Incredibly Naughty...</i>		X			1	0	0	0	6
<i>Dive: The Deep</i>		X			2	0	1	0	4
<i>Dive: The Discovery</i>		X			2	0	1	0	6
<i>Dog Days</i>	X				11	0	0	0	0
<i>Esperanza Rising</i>	X				0	3	1	7	1
<i>Help Wanted</i>	X				0	0	3	29	0
<i>How Tia Lola Came to Visit Stay</i>	X				0	0	0	5	5
<i>La Mariposa</i>	X				0	0	0	6	2
<i>Looking for Red</i>	X				6	0	0	0	0
<i>Milo Speck, Accidental Agent</i>		X			0	0	0	2	3
<i>Mission: Mars</i>		X			2	0	2	0	5
<i>Navajo Long Walk</i>	X				0	15	0	1	8
<i>Red Riding Hood Gets Lost</i>		X			1	0	1	0	3
<i>Riding Freedom</i>		X			1	0	0	0	5
<i>Salsa Stories</i>	X				1	0	0	46	0
<i>The Adventures of Captain Underpants</i>		X			1	0	0	0	4
<i>The Big Lie</i>			X		0	0	0	0	9
<i>The Case of the Missing Pen</i>	X				0	0	0	8	0
<i>The Grand Plan to Fix Everything</i>	X				0	0	13	0	1
<i>The Great Wall of Lucy Wu</i>	X				1	0	15	0	1
<i>The Lightning Thief</i>		X			2	0	0	0	12
<i>The Outsiders</i>			X		0	0	0	0	8
<i>The Revolution of Evelyn Serrano</i>	X				5	0	0	7	0
<i>Wait Until Dark: Tales of Suspense</i>			X		0	0	0	0	3

<i>Title of Text</i>	Culturally Conscious	Socially Conscious	Culturally Unconscious	Unable to be Classified	Authors and/or Illustrators				
					Black	Native American	Asian	Hispanic / Latino	White
<i>A Crooked Kind of Perfect</i>			X		0	0	0	0	1
<i>A Long Walk to Water</i>	X				0	0	1	0	0
<i>Belly-Busting Worm Invasions!</i>		X			0	0	0	0	1
<i>Captain Underpants and the Invasion of the Incredibly Naughty...</i>		X			0	0	0	0	1
<i>Dive: The Deep</i>		X			0	0	0	0	1
<i>Dive: The Discovery</i>		X			0	0	0	0	1
<i>Dog Days</i>	X				2	0	0	0	0
<i>Esperanza Rising</i>	X				0	0	0	1	0
<i>Help Wanted</i>	X				0	0	0	1	0
<i>How Tia Lola Came to Visit Stay</i>	X				0	0	0	1	0
<i>La Mariposa</i>	X				0	0	0	2	0
<i>Looking for Red</i>	X				1	0	0	0	0
<i>Milo Speck, Accidental Agent</i>		X			0	0	0	0	2
<i>Mission: Mars</i>		X			0	0	1	0	0
<i>Navajo Long Walk</i>	X				0	0	0	0	0
<i>Red Riding Hood Gets Lost</i>		X			0	0	0	0	2
<i>Riding Freedom</i>		X			0	0	0	1	1
<i>Salsa Stories</i>	X				0	0	0	1	0
<i>The Adventures of Captain Underpants</i>		X			0	0	0	0	1
<i>The Big Lie</i>			X		0	0	0	0	2
<i>The Case of the Missing Pen</i>	X				0	0	0	1	0
<i>The Grand Plan to Fix Everything</i>	X				0	0	1	0	1
<i>The Great Wall of Lucy Wu</i>	X				0	0	1	0	0
<i>The Lightning Thief</i>		X			0	0	0	0	1
<i>The Outsiders</i>			X		0	0	0	0	1
<i>The Revolution of Evelyn Serrano</i>	X				0	0	0	1	0
<i>Wait Until Dark: Tales of Suspense</i>			X		0	0	0	0	0

APPENDIX K:

Rubric Results Leading to Classification – LLI

<i>Title of Text</i>	Author and/or Illustrator	Purpose for Including PoC	Stereotypes, Generalizations, Misrepresentation	How PoC are Identified	Setting	Character(s)	Conflict Resolution	Average Points Awarded	Classification
<i>A Fresh Start</i>	1	2	2	0	1	2	3	1.57	SC
<i>Andromeda Clark Walks on the Moon</i>	0	2	0	2	1	2	1	1.14	CC
<i>Animals and Their Tools</i>	0	0	0	0	0	0	0	0.00	UC
<i>Dinosaur Fleas</i>	0	1	1	1	1	1	1	0.86	CU
<i>Double Double Trouble Trouble</i>	1	1	1	1	1	1	1	1.00	CU
<i>Fake Cake</i>	0	2	2	2	1	2	3	1.71	SC
<i>Glow-in-the-Dark Animals</i>	1	0	0	0	0	0	0	0.14	UC
<i>Holding Up the Sky / Coyote's Dinner</i>	1	0	0	0	3	0	0	0.57	UC
<i>How to Train Your Human</i>	1	2	2	2	3	3	0	1.86	SC
<i>Kangaroos in Trees</i>	1	2	3	2	3	3	0	2.00	CU
<i>Making Art for Fish</i>	1	1	2	1	3	1	1	1.43	SC
<i>Playing Tricks</i>	0	2	2	2	1	3	3	1.86	SC
<i>Revolting Recipes</i>	1	2	2	2	1	2	1	1.57	SC
<i>Surviving Brick Johnson</i>	1	1	1	1	1	1	1	1.00	CU
<i>The Boy Who Saves Camels</i>	1	2	3	2	3	2	1	2.00	SC
<i>The Broken Elevator</i>	1	2	3	2	1	2	1	1.71	SC
<i>The Genius Club</i>	1	2	2	2	1	2	1	1.57	SC
<i>The Great Tug-of-War</i>	1	1	1	1	1	1	1	1.00	CU
<i>The Pocket Watch</i>	0	1	1	1	1	1	1	0.86	CU
<i>The Shiner</i>	1	2	2	2	1	2	3	1.86	SC
<i>The Story of Naismith's Game</i>	0	1	1	1	1	1	1	0.86	CU
<i>The Thorny Dragon</i>	1	1	2	1	1	1	1	1.14	CU
<i>The Truth about Bats</i>	0	1	1	1	1	1	1	0.86	CU
<i>The Turning Point</i>	1	2	2	2	1	2	1	1.57	SC
<i>Trying Out</i>	1	2	2	2	1	2	1	1.57	SC

APPENDIX L:

Rubric Results Leading to Classification – Read 180

<i>Title of Text</i>	Author and/or Illustrator	Purpose for Including PoC	Stereotypes, Generalizations, Misrepresentation	How PoC are Identified	Setting	Character(s)	Conflict Resolution	Average Points Awarded	Classification
<i>A Crooked Kind of Perfect</i>	1	1	1	1	1	1	1	1.00	CU
<i>A Long Walk to Water</i>	3	3	3	3	3	3	1	2.71	CC
<i>Belly-Busting Worm Invasions!</i>	1	2	2	2	3	3	1	2.00	SC
<i>Captain Underpants and the Invasion of the Incredibly Naughty...</i>	1	2	3	2	1	2	1	1.71	SC
<i>Dive: The Deep</i>	1	2	2	3	3	2	3	2.29	SC
<i>Dive: The Discovery</i>	1	2	2	3	3	2	3	2.29	SC
<i>Dog Days</i>	3	2	2	2	3	3	3	2.57	CC
<i>Esperanza Rising</i>	3	3	3	3	3	3	3	3.00	CC
<i>Help Wanted</i>	3	3	3	3	3	3	3	3.00	CC
<i>How Tia Lola Came to Visit Stay</i>	3	3	3	3	1	3	3	2.71	CC
<i>La Mariposa</i>	3	3	3	3	1	3	3	2.71	CC
<i>Looking for Red</i>	3	3	3	3	3	3	3	3.00	CC
<i>Milo Speck, Accidental Agent</i>	1	2	3	3	1	2	1	1.86	SC
<i>Mission: Mars</i>	3	2	2	2	1	2	0	1.71	SC
<i>Navajo Long Walk</i>	0	3	3	3	3	3	3	2.57	CC
<i>Red Riding Hood Gets Lost</i>	1	2	3	2	1	2	0	1.57	SC
<i>Riding Freedom</i>	3	2	2	3	1	2	1	2.00	SC
<i>Salsa Stories</i>	3	3	3	3	3	3	3	3.00	CC
<i>The Adventures of Captain Underpants</i>	1	2	3	2	1	2	1	1.71	SC
<i>The Big Lie</i>	1	1	1	1	1	1	1	1.00	CU
<i>The Case of the Missing Pen</i>	3	3	3	3	3	3	3	3.00	CC
<i>The Grand Plan to Fix Everything</i>	3	3	3	3	3	3	3	3.00	CC
<i>The Great Wall of Lucy Wu</i>	3	3	3	3	3	3	3	3.00	CC
<i>The Lightning Thief</i>	1	2	2	3	1	2	1	1.71	SC
<i>The Outsiders</i>	1	1	1	1	1	1	1	1.00	CU
<i>The Revolution of Evelyn Serrano</i>	3	3	3	3	3	3	3	3.00	CC
<i>Wait Until Dark: Tales of Suspense</i>	0	1	1	1	1	1	1	0.86	CU