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Spelling Instruction and Young Learners' Literacy Development

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Spelling Instruction and Young Learners' Literacy Development

By

Amber Gail Taylor

August 2012

A thesis or project submitted to the
Department of Education and Human Development of the
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Master of Science in Education.

Spelling Instruction and Young Learners' Literacy Development

By

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August 2012

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Abstract

For several decades, in schools across the United States, spelling instruction has been and continues to be a fundamental component of the English Language Arts curriculum in the primary and intermediate grades. Many administrators, teachers, and parents support spelling instruction, claiming that it improves student's reading and writing performance. Other interested stakeholders (including administrators, teachers, and parents) agree that spelling instruction has become a staple of the American education system because it encourages a home-school connection. This means that teachers send home weekly spelling study guides and worksheets for parents and/or guardians to help their children with in order to perform well on Friday's spelling test. At the onset of the 2008-2009 school year, Oatka Creek Elementary School took on the *Rigby: Literacy by Design* English Language Arts program for students in Kindergarten-Grade Five. Although this research-based program includes reading and writing instruction, I plan to concentrate on the spelling resources and instruction designed for first-grade general education students. During my substitute teaching experiences in first-grade classrooms at Oatka Creek Elementary School, I noticed a possible disconnect between the spelling words that first-grade students are taught and assessed on each week and their abilities to accurately use these words in their daily writing. Students intensely study a given list of words for a week, but when given a written assignment or working on daily writing, students experience difficulty spelling the words correctly, using the words appropriately in context, or students may exclude the words altogether. It seems that

the spelling instruction practices outlined in the Literacy by Design program neglects one of the key reasons why students learn how to spell: to improve their writing. The purpose of this research is to investigate whether the *Literacy by Design* spelling instruction and strategies are effective practices toward the improvement of first-grade students' writing. The goal is to determine how these methods may be tailored to support the spelling and writing needs of all students in a first-grade classroom.

Chapter One

Introduction

Background

Is being an accurate speller critical to becoming a successful reader and writer? Schools in the United States have placed an emphasis on spelling accuracy; as interested stakeholders in education, administrators, teachers, and parents recognize accurate spelling is associated with the improvement of reading ability and is a key to quality communication. Are students, regardless of their achievement on spelling tests, retaining weekly spelling words and carrying them over to the stories and essays they write; or is this information stored in their short-term memory where they are unable to recall or recognize these words in other contexts? According to the results of a national survey developed by Fresch (2007), the most prominent concern in spelling instruction for teachers is student application of spelling knowledge to writing. Are teachers employing the most effective practices in spelling instruction or is there simply insufficient, practical (clear spelling instruction ideas, with credible data, that teachers can easily incorporate into their classrooms) research made available to teachers (Calhoun, Otaiba, & Greenberg, 2010)? Prominent researcher of spelling instruction and assessment, Richard Gentry (1987) acknowledged the following, “Too much that is known about how to teach spelling isn’t being put into practice. I can think of no subject we teach more poorly or harbor more myths about than spelling” (p. 7).

Presently, there are countless methods that educators employ to teach spelling. There are teachers who believe in a naturalistic approach in which spelling is learned through authentic reading and writing opportunities (Graham, 2000); while others guide students to develop lists tailored to their specific orthographic or literary needs (Gentry, 2007). Some teachers are required to distribute spelling workbooks at the beginning of the school year and follow specified spelling instruction (Gentry, 1987). Concurrently, there are educators who distribute grade-level appropriate weekly spelling lists and adhere to explicit spelling instruction taken from a district adopted literacy program (Educational Research Institute of America [ERIA], 2008). It is the latter method of spelling instruction (district adopted literacy program) that is the focus of this qualitative investigation.

Within recent decades, there has been a heightened awareness of applying research-based spelling practices in elementary classrooms and an increasing number of school districts are adopting literacy programs that include this type of instruction. Oatka Creek Elementary School (Pre-K-Grade Six) in the Oatka Creek Central School District is one school that has implemented this sort of program. At the onset of the 2008-2009 school year, Oatka Creek Elementary School took on the *Rigby: Literacy by Design* English Language Arts program for students in Kindergarten-Grade Five. Although the program includes reading and writing instruction, I plan to concentrate on the spelling resources and instruction designed for first-grade general education students.

Research Questions

Although the *Rigby: Literacy by Design* program provides research concerning the impact of the spelling instruction practices (outlined in the program) on students' spelling development, there is little information that discusses the effects of the spelling instruction on students' overall literacy proficiency. Upon considering this lack of pertinent information regarding the scope of the spelling instruction included in the *Rigby: Literacy by Design* program, I am interested in what ways are the spelling instruction practices, using the *Rigby: Literacy by Design* program, employed by first-grade teachers influencing young learners' emergent literacy development? Upon considering the nature of the Literacy by Design program, the subsequent research questions were conceptualized:

- What does spelling instruction, using the *Rigby: Literacy by Design* program, look like in a first-grade classroom?
- In what ways do the suggested spelling instructional methods in the *Rigby: Literacy by Design* program influence first-grade students' spelling development?
- How does the spelling development of first-grade students influence their daily writing tasks?

Rationale

As in many schools throughout the United States, students at the Oatka Creek Elementary School begin to receive formal spelling instruction in first-grade. During

my substitute teaching experiences in first-grade classrooms at Oatka Creek Elementary School, I noticed a possible disconnect between the spelling words that first-grade students are taught and assessed on each week and their abilities to accurately use these words in their daily writing. More specifically, in a given week; a first-grade teacher will administer a pre-test, provide students with a list of the assigned spelling words to study, send home a study guide for parents to help their students with, guide daily activities/lessons, and administer a post-test. Yet, when asked to include these words in their writing assignments, students experience difficulty spelling the words correctly and using the words in appropriate context. It seems that the spelling instruction practices outlined in the *Rigby: Literacy by Design* program neglect one of the key reasons why students learn how to spell: to improve their writing.

The aim of this qualitative inquiry is to examine the nature of the spelling instruction and strategies provided in the *Rigby: Literacy by Design* program in a first-grade classroom. After gaining an understanding of the spelling instruction contained in the program, I will investigate whether the *Rigby: Literacy by Design* spelling instruction and strategies are effective practices toward the improvement of first-grade students' writing and determine how these methods may be differentiated to support the spelling and writing needs of all students in a first-grade classroom. Upon the examination of spelling instruction and strategies, I plan on sharing the findings with parents, teachers, and administrators at Oatka Creek Elementary School.

There are multiple parties who would benefit from the results of this study including students, teachers, and researchers within the literacy field. Foremost, teachers at the Oatka Creek Elementary School could review my data and conclusions, and use this information to enhance their spelling instruction. More specifically, by looking at the connections I make between specific spelling instruction strategies and students' written work; teachers can determine which instructional techniques enhance students' writing and should be implemented more frequently and which techniques are not advantageous and should be avoided. As a result of the improvement in teacher's spelling instructional methods, students' spelling, writing, and overall learning experience will improve. Researchers within the field of literacy will benefit from my research because these individuals can re-evaluate current literacy practices and conduct further research on a larger scale to determine if my work applies to a greater body of students who are taught using the *Rigby: Literacy by Design* program.

Study Approach and Thesis Organization

With consideration to Creswell's (1998) approach to case studies, the purpose and research questions in this qualitative inquiry lend themselves to take the form of an observational case study. A majority of the content in this study will primarily consist of qualitative data written in narrative form. The thesis consists of five chapters: chapter one introduces the topic of spelling instruction, the guiding research questions, and provides an explanation of my reasons for conducting this study on

spelling instruction practices and chapter two is comprised of multiple credible resources that address the topic of spelling instruction. Chapter three attends to the methods and procedures of the study. The study approach is also addressed briefly in the following paragraph. Chapter four presents the results and findings of the study, while chapter five addresses the conclusions developed through the analysis of the results and findings of the study.

The primary form of data collection is participant observation. Observations in the first-grade classroom will take place for a period of two weeks; in order to observe two complete spelling units (includes pretest, spelling lessons/activities, and posttest). I also intend on conducting a semi-structured interview with the first-grade teacher to see the classroom from her perspective (Seidman, 2006). In addition, I will interview the administrator who contributes to curriculum decision making and inquire about her perspective on this topic. Furthermore, I will examine reading assessment and spelling posttest data (from the observed first-grade classroom) from the 2010-2011 school year in order to gain a more comprehensive understanding of the influence of the spelling instruction practices involved in the *Rigby: Literacy by Design* program on first-grade students' literacy growth.

Summary

Much of the current research states that teachers are highly concerned about spelling instruction due to lack of sufficient data to support the practices and there are many spelling instructional methods to choose from. Likewise, the *Rigby: Literacy by Design* program, implemented by the Oatka Creek Elementary School, provides

research concerning the impact of the spelling instruction practices (outlined in the program) on students' spelling development. However, there is little information about the effects of the spelling instruction on students' overall literacy proficiency. Throughout my substitute teaching experiences in the first-grade classrooms at this school, I noticed first-grade students' lack of motivation to apply the spelling words they are taught each week to their daily writing tasks. Using a qualitative study approach, I will observe daily spelling lessons, and gather writing samples, reading assessment and spelling posttest data to examine the research questions in this study.

Chapter Two

Review of Literature

Introduction

Literacy is an umbrella term that encompasses reading, writing, and spelling, among many other facets of language. In addition, there are multiple approaches to reading, writing, and spelling instruction. It is essential to be aware of the approaches to reading and writing instruction as these serve as the foundation for spelling. According to P. David Pearson (2000), reading became “an ecumenical scholarly commodity” in the 1980’s and 1990’s (p. 11). It seems that society came to the conclusion that the ability to read created more opportunities for literate individuals.

I will discuss the multiple approaches to reading instruction including the phonics and whole language approaches, and writing instruction including the genre and process approaches. In addition, I will outline several of the current trends in spelling instruction, as well as the benefits and drawbacks to these approaches.

Approaches to Reading Instruction

There are three schools of thought concerning reading instruction: the phonics approach, the whole-language approach, and the balanced literacy approach. Supporters of the phonics approach believe that children must be taught phonemic and phonological awareness in order to comprehend the alphabetic principle which helps to facilitate the reading and writing processes. Whereas proponents of the whole language approach maintain that learning to read and write is as natural as

speaking itself and there are no explicit rules to be taught (Lieberman & Lieberman, 1991). The whole language approach involves reading and writing authentic texts. However, a growing number of educators maintain that the balanced literacy approach, in which children are taught the relationships between letters and sounds while reading and writing authentic texts is the most successful method of reading instruction (Diegmueller, 1996). Given that writing (including spelling) and reading are reciprocal processes, it is important to examine these two major approaches to reading instruction in order to fully consider the effectiveness of spelling instruction.

The Phonics Approach (Bottom-Up)

Gail E. Tompkins, author of *Literacy for the 21st Century, A Balanced Approach* defines phonics as “the set of relationships between phonology (the sounds in speech) and orthography (the spelling patterns of written language)” (2010, p. 155). Phonics instruction should only be taught to children who are experiencing difficulty reading and beginning readers in Kindergarten-Third grade (Adams, 1990; NRP, 2000; Tompkins, 2010). De Graff, Bosman, Hasselman, and Verhoeven explore the distinction between systematic and non-systematic phonics instruction. Non-systematic phonics instruction involves children practicing letter-sound correspondences, phonics, and graphemes exercises. Through systematic phonics instruction, children are taught phoneme-grapheme correlations and onset and rimes in a sequential manner. According to Ehri, Nunes, Stahl, and Willows (2001), there are a variety of systematic phonics programs developed to support students’ literacy

skills “including synthetic phonics, analytic phonics, embedded phonics, analogy phonics, larger unit phonics, and phonics-through-spelling” (as cited in de Graff, Bosman, Hasselman, and Verhoeven, 2009, p. 318).

It seems that phonics instruction can contribute to reading success if specific skills are taught in a systematic manner. Speech-language pathologist, Michele Christon, taught children letter names, speech sound production, and how to listen for changes in sounds (2000). As Christon’s students began putting together sounds to produce words, their reading, writing, and spelling developed quickly thereafter. Christon described the developmental shifts in her students’ literacy skills including the use of phonetics to decode words when reading and spell words when writing. Although it is apparent that students may successfully develop strong literacy skills using the phonics approach, there are education professionals who strongly oppose the bottom-up method of reading instruction and apply top-down strategies for literacy instruction.

The Whole Language Approach (Top-Down)

Bette Bergeron (1990), author and researcher of education literature, states that although many educators frequently use the term, “whole language” there is no concise definition of this concept. This is due to the fact that whole-language represents a variety of things to different individuals and may define a range of components of classroom reading instruction. However, Bergeron conducted a study in which she analyzed literature discussing whole-language and concluded that

“whole-language includes the use of real literature and writing in the context of meaningful, functional, and cooperative experiences to develop in students motivation and interest in the process of learning” (p. 319). It is important that there be a common language used to discuss the whole-language approach in order for educators to effectively implement it into their instruction.

According to Czubaj (1997), whole language reading instruction, which includes the use of authentic literature, displaced the basal reader method of reading instruction. Czubaj outlines the features of the top-down reading approach that contribute to student’s reading success including the educator’s background knowledge which guides the quality literature selection used in reading lessons. The teacher is enabled to select current literature with themes from various academic areas to maintain students’ interests and help students make connections across subjects. Moreover, educators may also use literature and activities tailored to the needs of the literacy needs of their students and build upon their pre-existing knowledge.

Approaches to Writing Instruction

As readers, we make meaning of the print we are reading using semantic, syntactic, and graphophonic information; as writers, we must read what we write in order to monitor and adjust the semantic, syntactic, and graphophonic information we include in our work. According to DeFord (1994), “the cognitive processes used in reading are identical to those involved in writing,” and as educators of emergent readers and writers continue to emphasize this concept, accelerated literacy learning

will occur (as cited in Anderson & Briggs, 2011, p. 546). Although there are multiple approaches to writing instruction, It is essential that educators not only focus on approaches to reading instruction, but writing instruction, due to the direct influence spelling has upon reading and writing achievement, and vice versa (Gentry, 2007). I also realized that the writing process itself is more of a cycle than a sequence of steps. As Fletcher and Portalupi address this in their book, we must help our students find an effective writing process that they understand and are easily able to apply when writing (2001).

The Process Approach

Fletcher and Portalupi (2001), explain that teachers should not teach the writing process, but tailor a process to fit our students' individual strengths and needs. The authors also mention that the writing process itself is more of a cycle than a sequence of steps. Each student works through the writing process in a different way, moving through each stage at a different pace and in a different order. These stages (in the order Fletcher and Portalupi explain each stage) include prewriting, rough drafting, revising, proofreading, and publishing. In a process approach conference, educators should coach students using Lucy Calkins' (1994) coaching format of research, decide, and teach. In the research stage, teachers observe their students as they write and discuss what strategies they are using. Once we understand our students' writing processes, then we can decide upon new strategies to teach, in order to improve their writing.

The Genre Approach

Lucy Calkins (1994) suggests that after observing students' work during the first Authors' Celebration (students' writing is put on display) for the year, teachers can better recognize students' strengths, needs, and interests, and decide the direction in which their class writing workshop should go (with regard to genre studies). Calkins strongly believes that students gain little benefit from writing tall tales, folk tales, and/or fairy tales because these tales are of an oral tradition (1994, p. 364). Unless the purpose of the inquiry was to analyze the characteristics of these specific genres (ex. parts of a fairy tale: three's, the number seven, and good vs. evil). Teachers must immerse students in the various genres of literature that are unfamiliar to them but may tap into their interests and multiple intelligences: memoir, poetry, literary nonfiction, songs, graphic novels, etc. There are various methods of reading these quality texts (shared, read-aloud, and independent); then students can evaluate and respond to the reading (p. 365). The genre approach to writing instruction challenges students to develop purposeful writing within the boundaries of a particular genre, while still providing them choice with their subject matter.

Approaches to Spelling Instruction

Presently, there are countless methods that educators employ to teach spelling. There are teachers who believe in a naturalistic approach in which spelling is learned through authentic reading and writing opportunities (Graham, 2000); while others guide students to develop lists tailored to their specific orthographic or literary needs

(Gentry, 2007). Some teachers are required to distribute spelling workbooks at the beginning of the school year and follow specified spelling instruction (Gentry, 1987). Concurrently, there are educators who distribute grade-level appropriate weekly spelling lists and adhere to explicit spelling instruction taken from a district adopted literacy program (Educational Research Institute of America [ERIA], 2008). It is the latter method of spelling instruction that is the focus of this qualitative investigation. Across literature, authors and researchers express their differences of opinions regarding spelling-based instruction. From these literary works, I have studied and derived the benefits and disadvantages of spelling instruction practices.

Types of Spelling Instruction Programs

Within recent decades, there has been a heightened awareness of applying research-based spelling practices in elementary classrooms and an increasing number of school districts are adopting literacy programs that include this type of instruction.

Although published in 2007, there is little research literature available concerning the specific spelling instruction included in the *Rigby: Literacy by Design* English Language Arts Program. Research reports that are accessible to the public indicate that Literacy by Design is a curriculum program for students in grades K-5 with lessons that cover 160 school days (ERIA, 2008; Harcourt Achieve, 2007; Magnolia Consulting, 2008). The program was designed with consideration to scientific research conclusions in literacy development (Harcourt Achieve, 2007) and the gradual release method (Magnolia Consulting, 2008). Moreover, developers of

Literacy by Design also took into account the nine categories of instructional practices (associated with improving student achievement) suggested by Marzano, Pickering, and Pollock (2001): (1) identifying similarities and differences; (2) summarizing and note-taking; (3) reinforcing effort and providing information; (4) homework and practice; (5) nonlinguistic representations; (6) cooperative learning; (7) setting goals and providing feedback; (8) generating and testing hypotheses and (9) cues, questions, and advanced organizers (as cited in Harcourt Achieve, 2007). According to Harcourt Achieve (2007), Marzano, Pickering, and Pollock's ideas were considered during the development of *Literacy by Design* due to the "positive and immediate impact they have on academic performance" (p. 4).

In the pilot case study, second-grade students and fourth-grade received program instruction for one year and were administered the Gates MacGinitie Reading Test (GMRT-4) prior to and after receiving the instruction (Harcourt Achieve, 2007). Participants made significant gains in vocabulary and word knowledge (two literary areas related to spelling) from pretest to posttest (Harcourt Achieve, 2007), and the researchers highlighted that these students previously received instruction taken from *Rigby Literacy*, the predecessor of *Literacy by Design* (Wilkerson, 2004).

Benefits of Using Spelling-Based Instruction

Morris and Perney (1984) consider the interrelated processes of spelling, reading, and writing while investigating if teachers can observe students' spelling

strategies in order to get an idea of their reading development. Seventy-five first-graders participated in the study and were tested using one authentic 18-word spelling test at two points during the school year (September and January) In May, all students were administered two reading achievement tests, along with the Metropolitan Achievement test and were analyzed with the scores from the spelling tests given earlier in the school year. The results of their Morris and Perney's data analysis revealed that the word knowledge that students bring with them to first-grade (September spelling test results), is an excellent predictor of the reading progress that they will make by the year's end (reading assessment results).

Morris, Blanton, Blanton, and Perney (1995) address the spelling instruction debate between traditionalists who argue that textbook instruction is the best method for teaching children to spell (a set number of words for students to study and an organized resource for teachers) while reformers maintain that teachers should provide a variety of authentic writing tasks, analyze students' work to identify strengths and needs, and design lessons based upon that information. The researchers conducted a year-long case study investigating four third-grade and two fifth-grade classes in which a traditional spelling program (consists of student books that include spelling lists and practice activities, and a teacher's guide that includes each page of the student book with suggestions for teaching each lesson) was implemented. Morris, Blanton, Blanton, and Perney concluded that although the words included in the student books were developmentally appropriate, the study strategies for teaching and learning the words were not empirically based; and students who score low

(around 30%) are at a greater risk for an inability to internalize their grade-level spelling words.

Disadvantages of Using Spelling-Based Instruction

Alderman and Green (2011) argue that often times, student's weekly spelling words have little to no connection to the literacy instruction in their classrooms. The authors highlight Ames's research (1992), particularly her suggested three key classroom elements that support students' learning: (1) meaningful and challenging tasks, (2) evaluation and recognition strategies that are private and stress student effort over ability, and (3) student participation in decision making. Alderman and Green make suggestions for teachers on ways of implementing the three elements within the context of spelling including developing personalized spelling lists, drawing pictures to represent words, and guiding hands-on word sorts.

Calhoun, Otaiba, and Greenberg (2010) emphasize the lack of research regarding spelling instruction; and discuss the need for professional development in spelling instruction and suggested improvements in spelling instruction/assessment to meet the needs of all students (particularly students with special needs). The first article, written by Carreker, Joshi, and Boulware-Gooden, consists of two case studies that investigated spelling training and its effect on instruction by pre-service and in-service teachers. In the first case study, in-service and pre-service teachers completed a measure of spelling knowledge and a Spelling Instruction Assessment (the teacher must identify a student's difficulty in spelling and choose the most appropriate

method of instruction to remediate the student's need). In the second case study, in-service teachers received professional development in literacy instruction and then were assessed using the previous two measures. The authors concluded that it is necessary for teachers to receive ongoing professional development in spelling activities in order to help them better identify the needs of students and how to develop spelling curriculum that attends to those needs.

Fresch (2007) developed and carried out a survey sent to a random sample of first through fifth grade teachers throughout the United States in order to determine their concerns about spelling instruction and the spelling abilities of their students. There were four sections to the survey: (1) demographics, (2) instructional program, (3) responses to theoretical statements, and (4) three open-ended statements including:

- In the teaching of spelling, one of my major instructional concerns is:
- The biggest spelling problem for students at the grade level I currently teach is:
- Any other issues you would like to add:

After 355 surveys were returned by teachers, Fresch conducted a data analysis in which he considered demographics (grade level taught, years of teaching experiences, educational background, school setting, type of school, and region) in conjunction with their responses to the open-ended statements. The author looked for similarities among the responses, then categorized and placed the categories in numerical order (based on prevalence). Several of the teacher's major instructional concerns are

applicable to my research interest including applying words learned, retaining words, and meeting individual needs.

Summary

Reading, writing, and listening are reciprocal processes contributing to students' literacy development. Educators across the nation are strong proponents of each of the three approaches to reading instruction: Phonics approach, whole language approach, and balanced approach. There are numerous approaches to writing instruction, and the process approach and genre approach are just two main methods that I address. Each school district implements a unique spelling instruction program that meets the strengths and needs of its community of learners. There are multiple programs available and each method has its benefits and challenges. The preceding background research about reading, writing, and spelling instruction will help guide my study as I conduct data collection and determine if/how spelling instruction influences young learners' writing and overall literacy development.

Chapter Three

Methods and Procedures

Introduction

This study is designed to determine the manner in which the spelling instruction methods, using the *Rigby: Literacy by Design* program, at the Oatka Creek Elementary School, influences young learners' literacy development. I will address the scope of the influence that the spelling instruction has on student's literacy development through participant observations, teacher/curriculum administrator interviews, and artifact analysis. With consideration to Creswell's (1998) approach to case studies, the purpose and research questions in this qualitative inquiry lend themselves to take the form of an observational case study. Data results and conclusions will be presented in narrative form. This chapter will discuss the context in which data collection will take place for this study including the setting and participants. Data collection instruments, procedures, and analysis will be outlined in the subsequent sections, as well.

Context and Participants

District

The Oatka Creek Elementary School is located in the Oatka Creek Central School district in New York State. The district population is comprised of five small towns within the Oatka County. There are two schools in the district: one elementary school, which enrolls students in grades Pre-K-Grade six, and one junior/senior high

school which enrolls students in grades seven-twelve. The Oatka Creek Central School District is home to approximately 1,400 students. The district spends nearly \$13,559 per student in current expenditures. The Oatka Creek Central School District adheres to the following mission statement, “Providing an exceptional, high quality educational environment where all learners are empowered to succeed.” The Oatka Creek Central School District’s graduation rate of 86% is a reflection of this mission statement.

School

About 674 of the 1,400 total students in the district are enrolled in the Oatka Creek Elementary School (Pre-K-Grade Six). Since a majority of the students who attend the Oatka Creek Elementary School are from rural areas, there is little diversity in the racial/ethnic make-up of the student body. About 94% of the students are Caucasian, 3% Black or African American, 2% Hispanic or Latino, and 1% Asian or Pacific Islander. Only 1% of the students enrolled in the elementary school are recognized as limited English proficient. Approximately 21% of students are eligible for a free lunch, while 8% receive a reduced-rate lunch. The elementary school also receives Title I funds to provide additional academic support and learning opportunities to help low-achieving children master challenging curricula and meet state standards in core academic subjects (U.S. Department of Education, 2010).

Classroom

The classroom setting for the study will take place in Mrs. S's first grade classroom, located in what is known as "The Oatka Street Building", next to the art room and across the hall from another first grade classroom. In the classroom there are 17 individual desks and chairs for each student which are organized in rows facing the front of the room. The arrangement varies throughout the year based on student's academic and behavioral needs. There is a rectangular table toward the rear of the classroom for small group work and three additional round tables for small groups to meet for centers time. There is a library corner where students may choose independent reading books. A Smart Board is positioned in the front of the classroom, while a large white board is positioned on the side wall; both are frequently utilized by Mrs. S. Mrs. S's desk is near the front of the classroom. A whole group meeting area with an easel for students to sit in front of is positioned next to Mrs. S's desk. The following posters are posted on the wall to provide support: high-frequency words (alphabetically on the word wall), reading strategies, and positive behaviors.

3.1 Daily Class Schedule

The daily class schedule is consistent and adheres to the following routine.

Subject	Time
Morning Work/Morning Message/Calendar	9:15 a.m.-9:45 a.m.
Language Arts	9:45 a.m.-10:00 a.m.
Special Class	10:00 a.m.-10:40 a.m.
Snack	10:45 a.m.-11:00 a.m.
Language Arts Lesson (continued)/Literacy Centers	11:00 a.m.-12:30 p.m.
Lunch	12:35 p.m.-1:05 p.m.
Read-Aloud	1:10 p.m.-1:25 p.m.
Math	1:30 p.m.-2:15 p.m.
Writing	2:20 p.m.-3:00 p.m.

Classroom Students

The first-grade class being observed for this case study consists of seventeen students. There are eleven boys and seven girls with a mixture of above average, average, and below average ability levels. In this classroom, two students are of African-American descent, one student is Hispanic, and the remaining fifteen students are Caucasian.

Focal Students

The first focal student will be a Caucasian female whose primary language is English. In this study, she will be referred to as Kara. Kara lives with both parents and identifies with the American culture. Kara displays a positive attitude toward learning and meets grade level expectations in all academic areas. She achieved a 100% on the first-two unit tests in math and reads texts at a Level E (equivalent to entering first grade). Kara's reading level is based upon her results on the *Reading A-Z: Level Assessment* that Mrs. S administers three times a year to all students in her classroom. The purpose of the *Reading A-Z: Level Assessment* is to determine students' instructional levels by assessing their reading skills with developmentally appropriate texts while documenting reading behavior. Kara is an extroverted individual who enjoys socializing and interacts well among her peers. She participates in soccer and is involved in Girl Scouts (she is a Daisy). Kara likes to read, draw, and go horseback riding.

The second focal student will be a male whose primary language is English. In this study, he will be referred to as Luke. Luke also lives with both parents and identifies with the Italian-American culture. He demonstrates enthusiasm and an aptitude for learning. Luke is meeting grade level expectations in all subject areas. Luke earned a 100% on the first-two unit tests in math and reads texts at a Level G (equivalent to upper first grade). Luke's reading level is also based upon his results on the *Reading A-Z: Level Assessment* administered by Mrs. S. Luke is a friendly student who cooperates well with others. Outside of school, Luke participates in Karate classes. He is interested in baseball and enjoys playing the game, Battleship.

Researcher

The teacher researcher, Amber Taylor identifies herself as Caucasian and is in her mid-twenties. Amber is a Rochester native who graduated from Greece Odyssey Academy and obtained her Associates degree from Monroe Community College. In 2009, she received her Bachelor of Science in Education degree from the State University of New York at Geneseo. Presently, she is certified in Early Childhood Education (Birth –Grade 2), Childhood Education (Grades 1-6), and Special Education (Birth-Grade 6). As an undergraduate, she had student teaching experiences in a traditional sixth grade inclusion classroom in the Rochester City School District and in a non-traditional setting with students in kindergarten through eighth grade at the Strong National Museum of Play. Amber is currently pursuing a Master of Science in Literacy Education degree at the State University of New York

at Brockport. Upon completion of this program and passing the New York State Teacher Certification Exam, she will be certified in Literacy Education (Birth-Grade 6).

Amber has been a substitute teacher for the Oatka Creek Elementary School for one and a half years now. Amber also substitutes in several other districts in the Rochester area. The variety of her teaching experiences has facilitated her application of traditional and progressive methods of teaching in rural, suburban, and urban settings. As a versatile educator, Amber approaches instruction with an understanding of various learning styles, multiple intelligences, and cultural diversity in order to help students be as successful as possible.

Data Collection Instruments

Although several methods of data collection will be employed in order to thoroughly study the manner in which spelling instructional practices influence young student's literacy development, the primary form of data collection will be participant observation. Observation in the first-grade classroom will take place for a period of three days a week for two weeks, in order to observe two spelling units (includes pre-test, spelling lessons/activities, and post-test). The amount of time allotted for spelling instruction each day is 20-30 minutes, depending on the lesson. During spelling lessons, focal students will be observed in order to determine if they are following along with Mrs. S and are actively engaged (depending on the lesson: this may

include participating in whole group discussion, completing work, discussing the topic with peers).

Following Jorgensen's (1989) suggestions for conducting formal observations, my observations will be guided by my research problem and questions. Furthermore, my formal observations should lead to informal questioning and interaction with participants (the focal students and the teacher). I will observe the manner in which the first-grade teacher approaches spelling instruction and activities taken from the Literacy by Design program. These observations will be recorded as field notes by hand with pen and paper (Appendix A). Observations of students will be recorded using annotated notes in the form of a table with the focal student's name labeled along the vertical axis and behaviors and comments labeled across the top of the horizontal axis. The observations and field notes will help me determine what spelling instruction, using the *Rigby: Literacy by Design program* looks like in a first-grade classroom (first sub-question).

Another data collection technique that will be employed is interviewing. I intend on conducting a semi-structured interview (see appendix B) with Mrs. S, who is the first grade cooperating teacher in order to understand her perspectives on the topic of spelling instruction and how student's growth in spelling impacts their development in other academic areas (Seidman, 2006). The purpose for interviewing the cooperating first-grade teacher, Mrs. S is to find out whether or not she has noticed her student's spelling skills contributing to their literacy development. I will ask about her approach to spelling instruction and if she provides her class with

opportunities to apply the spelling words they are learning in their daily writing tasks. I am also interested in Mrs. S's judgment of the *Rigby: Literacy by Design* program in terms of its benefits and challenges. I will inquire if she has noticed any growth in her student's spelling as a result of using the program.

In addition, I will interview Ms. K, the English Language Arts Coordinator for the Oatka Creek Central School District (Appendix C). The ELA Coordinator will be interviewed to determine her perspectives regarding the benefits and/or challenges to spelling instruction in the *Rigby: Literacy by Design* program and if she has noticed students applying their spelling skills to their writing. I plan to inquire about her thoughts regarding the benefits and/or challenges with spelling practices in the *Rigby: Literacy by Design* program, and if she has noticed improvement in students' writing and/or reading achievement due to the spelling program. Although I will have questions prepared before I begin, my intent is to let the responses from the people I interview lead the discussion (Hatch, 2002).

The third qualitative data collection technique I will employ is document and artifact review. Foremost, I will examine the first-grade participants' pretest and posttest scores each week (during the two weeks of observation). I can compare these scores along with writing samples (on which they are asked to apply these spelling words) produced by the focal students; look for patterns; and generate a summary statement (Appendix D). Both the interviews and artifact reviews will help me examine how spelling instructional methods in the *Rigby: Literacy by Design* program influence first-grade student's spelling development (answers the second

sub-question: In what ways do the suggested spelling instructional methods in the *Rigby: Literacy by Design* program influence first-grade students' spelling development?) and writing development (answers the third sub-question: How does the spelling development of first-grade students influence their daily writing tasks?).

Procedures

The unit of analysis for this study is a curricular unit from the *Rigby: Literacy by Design* program. The data collection includes observation notes, interview data, student writing samples, student spelling work, teacher lessons plan materials (to show what students are learning during each unit), and spelling tests scores. Lessons will differ daily and weekly, therefore, I currently cannot create a timeline of observations. However, I plan to collect observation notes, student writing samples, student spelling tests samples, teacher lesson plan materials, and spelling tests scores (pre- and post-) for two weeks. Interview data from my individual interviews with the first-grade teacher and the ELA Coordinator will be collected once during the second week of observations.

I will be observing in a first-grade general education classroom. Focal students (performing on-grade level in spelling and reading), Kara and Luke will be observed during spelling lessons (approximately 20-30 minutes each day). I anticipate observations will occur three times a week for two weeks. To record observations, I will use an observational notes sheet created for this study. I created the observation sheet based on my research questions, as well as my own experience with classroom

observation. Primarily, this observation sheet will help to document if the focal students are following along with the teacher and engaged in the lesson (completing work, participating in an activity, working/discussing with peers) or are confused and disengaged.

Interview data will be written on the first-grade teacher and professional interview questions documents. Student writing samples, and spelling test samples will be analyzed using the corresponding data abstraction forms. Teacher lesson plan materials will be included as evidence to support my research question regarding what spelling instruction looks like in a first-grade classroom. The focal students' reading assessment scores and spelling test scores will be noted as evidence to support participant selection.

The following section provides a schedule of the manner in which I will carry out this investigation; including collecting, organizing, and analyzing data in order to develop reliable and valid conclusions (See Table 3.2).

3.2 Weekly Research Schedule

Case Study Preparation	<ul style="list-style-type: none"> ❖ Look over spelling instruction lessons for each week I will be collecting data in the first-grade classroom. ❖ Parent letters, parent consent forms, letters to the professionals, and professionals consent forms will be distributed. The students will be informed of purpose of the case study and the research being conducted; and the student consent form will be read to the two focal students.
Week One: Data Collection	<ul style="list-style-type: none"> ❖ Observe focal students and record field notes during spelling lessons and activities. ❖ Interview cooperating first-grade teacher, Mrs. S. ❖ Interview Ms. K, the ELA Coordinator. ❖ Collect writing samples, spelling work and pre- and post-spelling test results from focal students. (Mrs. S will provide copies)
Week Two: Data Collection	<ul style="list-style-type: none"> ❖ Observe focal students and record field notes during spelling lessons and activities. ❖ Collect writing samples, spelling work and pre- and post-spelling test results from focal students. (Mrs. S will provide copies)
Data Organization	<ul style="list-style-type: none"> ❖ Organize all data collected during the two weeks of data collection. ❖ Determine if further data collection is necessary to conduct a thorough data analysis.
Data Analysis	<ul style="list-style-type: none"> ❖ Review qualitative data. ❖ Triangulation of data collection methods and content analysis. ❖ Generate valid conclusions.

Data Analysis

Foremost, I must recognize what spelling instruction, using the *Rigby: Literacy by Design* program, looks like in a first-grade classroom at Oatka Creek Elementary School. After observing the practices involved in spelling instruction in the first-grade classrooms at Oatka Creek Elementary School, I will examine the observation data and use content analysis to code students' behaviors and comments. I plan to conduct the interviews with Mrs. S and Ms. K and look for patterns among my notes as well (Taylor-Powell & Renner, 2003). I will interpret these observations and interview data by placing the recognized patterns into categories. Next, I will collect and analyze the focal students' spelling pre-tests and post-tests to determine the manner in which the suggested spelling instructional methods in the *Rigby: Literacy by Design* program influence first-grade students' spelling development. And in order to explore beyond the current research that solely describes the impact of spelling instruction in the *Rigby: Literacy by Design* program on students' spelling development, I will evaluate how the spelling development of first-grade students influences their daily writing tasks. I plan to address this sub-question by collecting samples of daily writing tasks from the focal students. Triangulation across the domains of data (observations, interviews, and document reviews) will be implemented to insure reliable results and generate valid conclusions (Creswell, 1998, p. 174).

Summary

This study will examine spelling instruction taught in a first-grade classroom using the *Rigby: Literacy by Design* English Language Arts program. The purpose of this research is to investigate the influence of *Rigby: Literacy by Design* spelling instruction on first-grade student's literacy reading and writing skills. Ultimately, I will determine how these methods may be tailored to support the spelling and writing needs of all students in a first-grade classroom. Data collection will take place in a first-grade classroom at the Oatka Creek Elementary School located within the rural setting of the Oatka Creek Central School District. The unit of analysis for this study is a curricular unit from the *Rigby: Literacy by Design* program. Data will be collected through observations, interviews, student writing samples, student spelling test samples, teacher lessons plan materials, reading assessment scores and spelling tests scores. Two focal students (who are performing on grade level) will be observed during spelling lessons, three days a week for two weeks. The domains of data (observations, interview information, focal student's writing samples, and focal student's spelling tests) will be triangulated and analyzed in order to determine the influence of spelling instruction on young learner's literacy development.

Chapter Four

Results

Introduction

The purpose of this research is to investigate whether the *Literacy by Design* spelling instruction and strategies are effective practices toward the improvement of first-grade students' writing. The following results and analysis were reached through annotated notes recorded based upon observations of the two focal students, Kara and Luke; Kara and Luke's spelling work samples, writing samples and pre/post test results; and interviews with the first grade teacher (S, personal communication, March 30, 2012) and ELA coordinator (K, personal communication, April 2, 2012) at Oatka Creek Elementary School. The data are organized and recorded according to the three research questions (explained in chapter one) guiding this thesis paper.

What Does Spelling Instruction, Using the *Rigby: Literacy by Design* Program, Look Like in a First-Grade Classroom?

Upon reviewing my observation notes, Mrs. S's responses to my first-grade teacher interview questions (personal communication, March 30, 2012) and spelling work samples from Kara and Luke; I have developed the following description of spelling instruction in a first-grade classroom at Oatka Creek Elementary School. (See Table 4.1 for breakdown of daily spelling lessons).

Table 4.1 Daily Spelling Instruction Schedule

Day of the Week	Spelling Lesson/Activity
Day One	<ul style="list-style-type: none"> ❖ Introduce new spelling words and spelling pattern for the week ❖ Students trace and practice writing new spelling words ❖ Students select two-three chants with movement to practice spelling new words ❖ During center time, students complete a worksheet which allows practice with spelling words ❖ Send home parent letter with spelling list for that week
Day Two	<ul style="list-style-type: none"> ❖ Read theme poem from the Rigby read aloud whole class text ❖ Highlight examples of spelling pattern in poem, re-read the poem ❖ During center time, students complete a worksheet which allows practice with spelling words
Day Three	<ul style="list-style-type: none"> ❖ Read decodable book in whole group setting ❖ During center time, students complete a worksheet which allows practice with spelling words
Day Four	<ul style="list-style-type: none"> ❖ Re-read decodable book and highlight spelling pattern ❖ During center time, students complete a worksheet which allows practice with spelling words ❖ Send home spelling test reminder
Day Five	<ul style="list-style-type: none"> ❖ For morning work, students complete a review worksheet ❖ Spelling test

On the first day of the “week-long” (consists of five days but does not necessarily begin on a Monday) spelling unit, Mrs. S introduces the new spelling words and spelling pattern/skill for the week. The spelling lists consist of ten words divided into three categories: five regular spelling words, three high-frequency words, and two challenge words. Regular spelling words are extensions and applications of the phonics skill learned that week. High-frequency words are words that students will frequently come across in a variety of texts and they must recall them quickly. Challenge words are words found in above-grade level texts that contain the phonics skill in a challenging way, break the rules of phonics, and/or have irregular spellings. During my first week of observation, the class was studying consonant L blends and then studied compound words during the second week. The introduction of the spelling words and pattern for the week includes students chanting (illustration 4.1) the letters of each word with corresponding movements.

Illustration 4.1 Word Wall Chant List

- Word Wall Chant List**
1. Blowing kisses - Blow a kiss for each letter. On the word use two hands to blow the kiss and extend both arms out and up. Tons of fun, you feel like a movie star!
 2. Caribbean Spelling - We all stand up, hand on hips, and swivel on each letter. When we say the word we put our hands up over our head and then say “Woo!” Ex: a - r - e “are” “woo!”
 3. Like a mouse - squeaky voice with hands curled up by face
 4. Like a robot - in robotic voice with arms moving back and forth.
 5. Sing opera style
 6. Fly it like a bird - arms flapping up and down
 7. Like a chicken - arms folded up to make wings and head moving forward
 8. Smelly - hold your nose and spell it
 9. Drummer - beat it on our desks
 10. Raise the roof - you just push up toward the ceiling, one push for each letter.
 11. Box it - You box the words by boxing each letter. You have to box straight in front of your body and not at anyone. When you say the word, you clasp your hands above your head like you won the fight.
 12. Letter size - This highlights tall, short and tail letters. You clasp your hands over our heads, straight out, or bent over and wagging our arms like a dog’s tail depending on the size of the letter.
 13. Frisbee - throw each letter as you would a Frisbee.
 14. Yo-yo - bend your arms at the elbow and alternate your hands up and down

- as you say each letter.
15. Voices – change your voice for each repetition, Loud, soft, whisper, squeak, growl, baby-talk, etc.
 16. Ketchup - Shake our hand like we're trying to get ketchup out of a bottle. Use your right hand then the left and finally both hands.
 17. Groups - boys cheer, girls cheer, then the whole class or one group of seats at a time, then the whole class.
 18. Dancing – moving side to side
 19. Movement - Stomping, Snapping, clapping, patting our head, bobbing heads from side to side, jumping jacks, toe touches,
 20. Cheer It (Give me an "h", etc.) Like a cheerleader.
 21. Pat – We pat our heads for tall letters, tummies for short letters and knees for letters that go below the line ..
 22. Snap and Clap - we snap for the vowels and clap for the consonants. Disco (Hand up for consonants, hand down for vowels) Pretend to be John Travolta.
 23. Throw the Stars - Throw one hand at a time toward the ceiling for each letter.
 24. Explosion - Volcano like (whisper, normal, loud) They love to do this. Pretty self-explanatory.
 25. Hula - hands on hips, swivel, hands in air to say word
 26. Marshmallow clap - Almost clap but stop before your hand touch. Say each letter.
 27. Be the Letter - (Body Language) Sort of like the YMCA song. Lots of letters we just make up. When we can't think of anything we just contort our bodies. For the "s" we slither down to the floor while saying "e -e-e-s-s-". A fun one to do.
 28. Mexican Hat Dance – alternate feet in front
 29. Flapping and Nodding - Pretend you're a bird and flap your wings and nod your head for each letter.
 30. Stomping - Just stomp your feet for each letter.
 31. Clapping syllables - Just clap for each syllable, not really spelling, but I use it before we spell so they can hear the syllables.
 32. Dribble and shoot - Dribble the letters and shoot the word.
 33. Batter up - get into the batting position and swing on each letter as you say it
 34. SLOOOWWWW - Hold the sound of the letter or a few seconds, like sit...
s.....t.....
 35. Motor cycle – you just hang on to "handle bars" and pretend that we are doing wheelies..!
 36. Blast Off - starting in a crouched position, say each letter and as you say the word jump in the air.
 37. Hand Jive- with a partner to do the hand clapping you see all the kids do on the playground clap together for consonants, laps for vowels

Following this activity, Mrs. S distributes “pre-tests” which give students the opportunity to trace and practice writing each of the spelling words (illustrations 4.2 and 4.3).

Illustration 4.2 Week One "Pre-Test"


1. black black 
2. flag flag flag
3. glide glide glide
4. plain plain plain
5. slick slick slick
6. does does does
7. with with with
8. who who who
9. quilt quilt quilt
0. splash splash splash

Illustration 4.3 Week Two "Pre-Test"

Name _____ Date _____ 12-2

1. bulldog _____
2. goldfish _____
3. hilltop _____
4. railroad _____
5. sunlight _____
6. into into _____
7. today today _____
8. good good _____
9. birthday _____
0. rainbow _____

To conclude their spelling lesson, Mrs. S distributes a letter with information for parents/guardians about the spelling words for the week and spelling routines that they can work on with their child at home (illustrations 4.4 and 4.5).

Illustration 4.4 Week One Parent Letter

Theme 12 Week 1

Dear Family,

Spelling is an important skill that requires individual practice to succeed. Below you will find this week's spelling word list and a calendar that describes a spelling practice routine for each day. Help your child complete each daily routine in order to prepare for this week's spelling test.

A "week" consists of 5 days (not necessarily beginning on a Monday). On Day 1 this type of paper will come home with the new spelling list. There are ten words divided into three categories: five regular spelling words, three high-frequency words, and two challenge words. The regular spelling words are extensions and applications of the phonics skill learned that week. High-frequency words are those words that people use frequently and students need to recall them quickly. Challenge words are words that break the rules of phonics, have irregular spellings, or contain the phonics skill in a more challenging way.

- | | |
|----------|------------|
| 1. black | 6. does |
| 2. flag | 7. with |
| 3. glide | 8. who |
| 4. plain | 9. quilt |
| 5. slick | 10. splash |

Spelling Routines

Day 1: Word Sort

Have your child write the spelling words on individual note cards or pieces of paper. (*Keep the word cards for Wednesday's activity.*) Then help your child sort the words into categories. Categories can be based on spelling pattern, letter sounds, or other criteria. Next, have your child write the words by category on a separate sheet of paper.

Day 2: Word Hunt

Help your child search through materials at home, such as books, magazines, and newspapers, for this week's spelling words. When your child finds a word, have him or her cover it up and then write the word. Then have your child uncover the word to check and correct the spelling.

Day 3: Make a Word

Have your child cut the word cards from Day 1 into separate letters and mix the letters up. Then help your child use the letters to make the spelling words.

Day 4: Practice Test

Help your child prepare for the spelling test on Day 5 by giving a practice test. Read each spelling word aloud in random order as your child writes each word one at a time. Together, check and correct the practice test. Have your child practice writing again any words spelled incorrectly.

Illustration 4.5 Week Two Parent Letter

1 name 12 week 2

Dear Family,

Spelling is an important skill that requires individual practice to succeed. Below you will find this week's spelling word list and a calendar that describes a spelling practice routine for each day. Help your child complete each daily routine in order to prepare for this week's spelling test.

A "week" consists of 5 days (not necessarily beginning on a Monday). On Day 1 this type of paper will come home with the new spelling list. There are ten words divided into three categories: five regular spelling words, three high-frequency words, and two challenge words. The regular spelling words are extensions and applications of the phonics skill learned that week. High-frequency words are those words that people use frequently and students need to recall them quickly. Challenge words are words that break the rules of phonics, have irregular spellings, or contain the phonics skill in a more challenging way.

- | | |
|-------------|-------------|
| 1. bulldog | 6. into |
| 2. goldfish | 7. today |
| 3. hilltop | 8. good |
| 4. railroad | 9. birthday |
| 5. sunlight | 10. rainbow |

Spelling Routines

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Have your child write the spelling words on individual note cards or pieces of paper. (*Keep the word cards for Wednesday's activity.*) Then help your child sort the words into categories. Categories can be based on spelling pattern, letter sounds, or other criteria. Next, have your child write the words by category on a separate sheet of paper.

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Day 4: Practice Test

Help your child prepare for the spelling test on Day 5 by giving a practice test. Read each spelling word aloud in random order as your child writes each word one at a time. Together, check and correct the practice test. Have your child practice writing again any words spelled incorrectly.









Later on in the morning during center time, students will complete a worksheet to support their practice of the phonics skill for that week (illustration 4.6 and 4.7).

Illustration 4.6 Week One, Day One Center Time Activity

Words with I Blends

Look at the I blends in the box. Write the blend that you hear at the beginning of each picture name.

bl cl gl pl sl

1.  cl	2.  gl	3.  bl	4.  sl
5.  cl	6.  rl	7.  gl	8.  cl

Write a sentence about the picture.



The clown is very happy.

Illustration 4.7 Week Two, Day One Center Time Activity

Hidden Picture with Compound Words

Read each word. Use an orange crayon to color the parts that show a compound word. What is hiding in the picture?

Write a sentence about what is hiding in the picture:

The goldfish is very happy.

On day two, the spelling lesson begins in a whole group setting with a shared reading of the themed poem for the week using the *Rigby* read-aloud flip chart

(Harcourt Achieve 2003, p. 103):

L Blends: cl, bl, sl, gl, & pl (Week One)

Clare sees walls made of glass.
And a roof for the sun to slip through.
She sees tiny plants scattered about.
She sees tiny plants, too.
Across the room are many blooms,
Of petals red and blue.
Where is Clare? Can you guess?
She's in the greenhouse again. YES!

After reading the poem, Mrs. S calls on volunteers to highlight words with the phonics skill they are learning about that week and then they re-read the text as a class (Harcourt Achieve 2003, p. 108):

Compound Words (Week Two)

One afternoon, a ladybug,
Dressed in black and red,
Flew into the air as she always did,
Past the greenhouse and the shed.

She saw a pretty rosebud, Standing tall in the sun
She also saw a spider move
Along the web it had spun.






During center time, students complete a worksheet which allows them continued practice with the phonics skill for the week (illustrations 4.8 and 4.9).

Illustration 4.8 Week One, Day Two Center Time Activity

THEME 12 Consonant / Blends *high sky other side*

black flag glide plain slick does with quilt splash

Finish each sentence with a spelling word.

-  The color of the night sky is black.
-  A bird can glide in the air.
-  The first girl's dress is plain.
-  The steps are slick.
-  The flag is flying.

Spelling Challenge

Letter Check • Write more words that have the underlined letters.

quilt melt plain plain
 splash please plain plain

Find more *ll* and *pl* words in a book!

Literacy by Design, Grade 1, Theme 12, Week 1

Spelling Master 2

Illustration 4.9 Week Two, Day Two Center Time Activity

THEME 12 Compound Words

Say each word and write it in the boxes.
 Write your Personal Word. Draw boxes around the letters.

- into

i	n	t	o
---	---	---	---

 8. gold
- today

t	o	d	a	y
---	---	---	---	---
- bulldog

b	u	l	d	o	g
---	---	---	---	---	---
- railroad

r	a	i	l	r	a	i	d
---	---	---	---	---	---	---	---
- hilltop

h	i	l	l	t	o	p
---	---	---	---	---	---	---
- goldfish

g	o	l	d	f	i	s	h
---	---	---	---	---	---	---	---
- sunlight

s	u	n	l	i	g	h	t
---	---	---	---	---	---	---	---

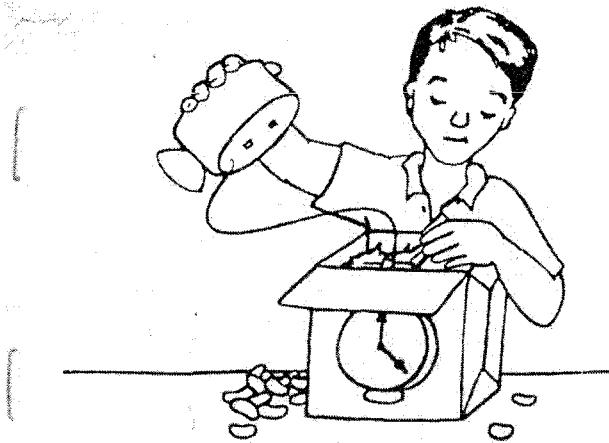
Computer Corner Type your spelling words in ABC order.

Literacy by Design, Grade 1, Theme 12, Week 2

Spelling Master 1

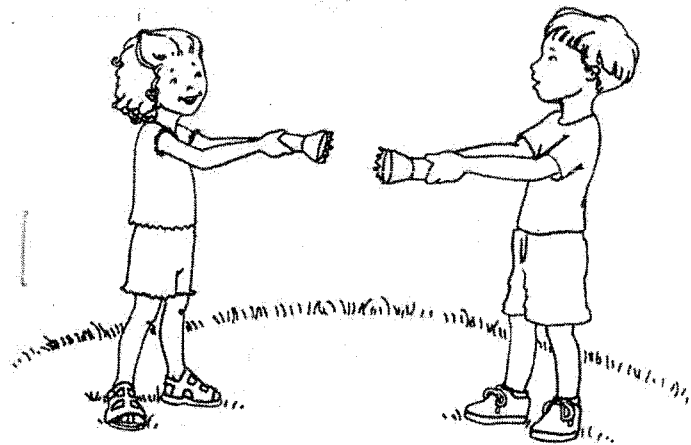
On day three, during their whole group spelling lesson students read a short decodable book that includes their spelling words and words with the phonics pattern for the week (illustrations 4.10 and 4.11).

Illustration 4.10 Week One Decodable Reader



The Cluck, Cluck Clock

Illustration 4.11 Week Two Decodable Reader



Flashlight Tag

During center time, students are asked to select three spelling words and write them into complete sentences (illustrations 4.12 and 4.13).

Illustration 4.12 Week One, Day Three Writing Practice

12a

Good Job!



Name L

does	black
with	flag
who	glide
quilt	plain
splash	slick

Pick 3 of your spelling words. Write them in sentences. Remember periods and capitals.

1. I like the

color black.

2. Does Parker like

cars?

3. I see birds

glide to the ground.

Illustration 4.13 Week Two, Day Three Writing Practice

12b

into	bulldog
today	goldfish
good	hilltop
birthday	railroad
rainbow	sunlight

Name K. S.

Pick 3 of your spelling words. Write them in sentences. Remember periods and capitals.

1. Today I'm getting
a goldfish and a
bulldog.

2. The railroad is
on the hilltop.

3. Take bull into
dog. Is for the dog.

On day four, the class re-reads the decodable book they received the day before and they highlight their spelling words and words with the phonics pattern for the week. Following this activity, Mrs. S distributes a spelling test note to remind parents and guardians to assist their children with their spelling studies for the post-test on day five (illustrations 4.14 and 4.15).

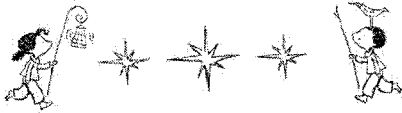
Illustration 4.14 Week One Spelling Test Reminder

23



Spelling Test Reminder

black	flag
glide	plain
slick	does
with	quilt
splash	who



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Illustration 4.15 Week Two Spelling Test Reminder

24



Spelling Test Reminder

bulldog	goldfish
hilltop	railroad
sunlight	into
today	good
birthday	rainbow



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During center time, students complete a worksheet which allows them continued practice with the phonics skill for the week (illustrations 4.16 and 4.17).

Illustration 4.16 Week One, Day Four Center Time Activity

Read: Focus: Initial consonant blends: fl, pl, and sl
 Say each picture name. Draw a ring around the letters that stand for the beginning blend. Then write the letters on the line.

















fl pl sl  _____ _____	fl pl sl  _____ _____	fl pl sl  _____ _____	fl pl sl  _____ _____
fl pl sl  _____ _____	fl pl sl  _____ _____	fl pl sl  _____ _____	fl pl sl  _____ _____
fl pl sl  _____ _____	fl pl sl  _____ _____	fl pl sl  _____ _____	fl pl sl  _____ _____
fl pl sl  _____ _____	fl pl sl  _____ _____	fl pl sl  _____ _____	fl pl sl  _____ _____

Illustration 4.17 Week Two, Day Four Center Time Activity

Skill Focus: Initial consonant blends: cl, bl, and gl

Say each picture name. Draw a ring around the letters that stand for the beginning blend. Then write the letters on the line.

 cl bl gl 	 cl bl gl 	 cl bl gl 	 cl bl gl
 cl bl gl 	 cl bl gl 	 cl bl gl 	 cl bl gl
 cl bl gl 	 cl bl gl 	 cl bl gl 	 cl bl gl
 cl bl gl 	 cl bl gl 	 cl bl gl 	 cl bl gl

For morning work on day five, students are given the opportunity to practice identifying and writing words with the phonics pattern they studied that particular week (illustrations 4.18 and 4.19).

Illustration 4.18 Week One, Day Five Morning Work

Read each sentence. Draw a ring around the word that completes the sentence. Then write the word on the line.

1. Do not <u>slip</u> on the ice.	slip sleep slam
2. Paul broke the <u>snail</u> on his coat.	snake snail snap
3. We have a spruce <u>tree</u> by our home.	train trip tree
4. Do you know how to <u>float</u> ?	lag float flame
5. Kim will be a pretty <u>bride</u> .	bride brain broke
6. Is this the <u>street</u> where you live?	strap stripe street
7. My mom <u>quit</u> her job on Wednesday.	quit queen queer
8. Bill and Marie like to <u>skate</u> .	skid skin skate
9. Jane put the ment on the big <u>plane</u> .	plate plum plane

Illustration 4.19 Week Two, Day Five Morning Work

Write the word that completes each sentence. Use the words in the box.

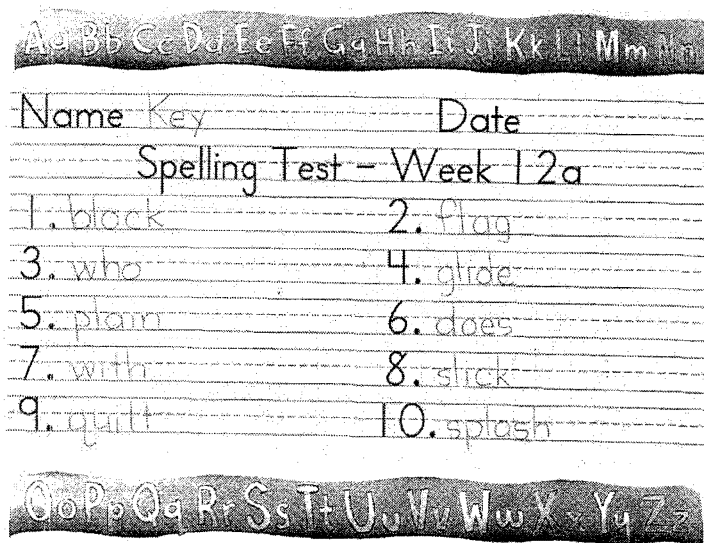
flashlight aftermoon sunsef raincoat hilltop



1. "We can go up to the hilltop," said Dad.
2. "We can stay all afternoon."
3. "We may even stay after sunsef. We have all that we need," said Dad.
4. "We have a flashlight to help us see."
5. "Do we have a raincoat so we do not get wet?" Luke asked.

Afterward, during their usual spelling lesson time, Mrs. S administers the spelling test (illustrations 4.20 and 4.21). Not only are students asked to spell all ten words accurately, but they must write a dictated sentence, as well. The dictated sentence is scored in the following areas: spelling of high-frequency words, spelling of word family words, capitals, punctuation, lowercase letters, spacing, and neatness.

Illustration 4.20 Week One Spelling Test



SCORING RUBRIC	Score	Possible Score
High Frequency Words		4
Word Family Words		3
Capitals		3
Punctuation		1
Lowercase Letters		1
Spacing		1
Neatness		1
SCORE		14

Illustration 4.21 Week Two Spelling Test



Name _____ Key _____ Date _____

Spelling Test - Week 1 2b

1. bulldog 2. gold fish

3. good 4. hill top

5. railroad 6. into

7. today 8. sunlight

9. birthday 10. rainbow



1. Let them walk over to
the sand dune.

SCORING RUBRIC	Score	Possible Score
High Frequency Words		6
Word Family Words		2
Capitals		1
Punctuation		1
Lowercase Letters		1
Spacing		1
Neatness		1
SCORE		13

It appears that spelling instruction, using the *Rigby: Literacy by Design* program, in a first-grade classroom includes a combination of independent and whole group work, with a key component of support at home from parents/guardians. It is evident that students are receiving spelling instruction through a balanced literacy approach because students are reciting the words and spellings of each word and hearing their teacher/peers/parents recite the words and spellings of each word. Students also have

opportunities to read the words in context (decodable books and *Rigby* poem) and spell and write the words individually and in sentence form. Furthermore, students are exposed to their weekly words in multiple contexts; they view the words on a daily basis, and review the words during the following weeks of the school year.

In What Ways Do The Suggested Spelling Instructional Methods in the *Rigby: Literacy by Design* Program Influence First-Grade Students' Spelling Development?

Foremost, I asked the ELA coordinator, Ms. K and first grade teacher, Mrs. S about the benefits to the spelling instructional methods in *Rigby: Literacy by Design* program. Ms. K stated that the spelling words used for instruction include both high frequency words and spelling patterns from texts in their reading themes (personal communication, April 2, 2012). The methods are based on active learning and participation that are consistent throughout the grade levels: sorting words by patterns, searching for words in newspapers/magazines/books, cutting words into individual letters and reassembling them. First grade teacher, Mrs. S affirms Ms. K's responses and explained that the pattern in the spelling words help students apply this skill to other words in their writing (personal communication, March 30, 2012). In addition, students gain exposure to high-frequency words that they will often come across while reading texts and will want to include in their writing.

Mrs. S also mentioned that the word wall chants with corresponding movements enhance students' memorization of the weekly spelling words, as well as the phonics skills taught each week (personal communication, March 30, 2012). Additionally, the

spelling worksheets and activities included in the program are at the students' developmental levels and students receive opportunities to use the skills in a variety of ways. And according to Ms. K, the students will continue to receive the same spelling instruction when they move onto second grade, so they will be able to build upon the skills they learned this year (personal communication, April 2, 2012). However, Mrs. S explained that her primary concern is that students store the words and phonics skills in their long term memory, not simply recall them for the weekly tests: "It is mostly students with above grade level reading and writing skills who retain the words and phonics patterns and transfer them to their writing or apply them while reading (personal communication, March 30, 2012)."

Mrs. S and Ms. K agree that the leading cause of this drawback to the spelling instructional methods is the lack of direct instruction in school (S, personal communication, March 30, 2012 and K, personal communication, April 2, 2012). I noticed this during my observations, while analyzing spelling documents used in school and those sent home, and both Mrs. S and Ms. K's responses to my question concerning the challenges of the program indicated a lot of the spelling practices and routines are intended to be done at home with parent/guardian support. Mrs. S further explained that students' spelling development is dependent upon the support (or lack thereof) received at home with their families (personal communication, March 30, 2012). It is evident that students who have the opportunities to receive direct spelling instruction from their parents or guardians at home are more easily to acquire the phonics/spelling skills practiced in the classroom.

While conducting my observations, directly before Kara and Luke took their spelling tests (weeks one and two) I asked both students, if they completed the spelling routines at home with their families each week. Luke explained that he spends time with his mom or dad each night working on homework, studying, or reading so he can get better at learning. Kara explained that a few times a week (not every night) she will usually sit at the kitchen table with her mom and complete her spelling homework and any other homework she has. Kara explained that if her parents are too busy, she will complete the work on her own. This led me to review Kara and Luke “pre-test” and post-test results (see table 4.2)

Table 4.2 Focal Student’s Spelling Pre-Test and Post-Test Results

	Kara	Luke
Week One Pre-Test	6/10	8/10
Week One Post-Test	9/10	10/10
Dictation Score	12/14	14/14
Week Two Pre-Test	8/10	8/10
Week Two Post-Test	9/10	10/10
Dictation Score	10/13	11/13

These results indicate that perhaps the direct instruction and consistent support Luke receives at home from his parents enhances his performance on weekly spelling tests. I also noted while observing Kara and Luke during spelling instruction and while completing spelling tasks independently during center time, that Luke seemed much more confident and would work at a steady pace, while Kara was often asking her peers and Mrs. S for help and was one of the last students finished with her work.

However, according to Fresch's 2007 national survey, the most prominent spelling instruction concern for educators is students' application of their spelling knowledge to their writing (p. 314).

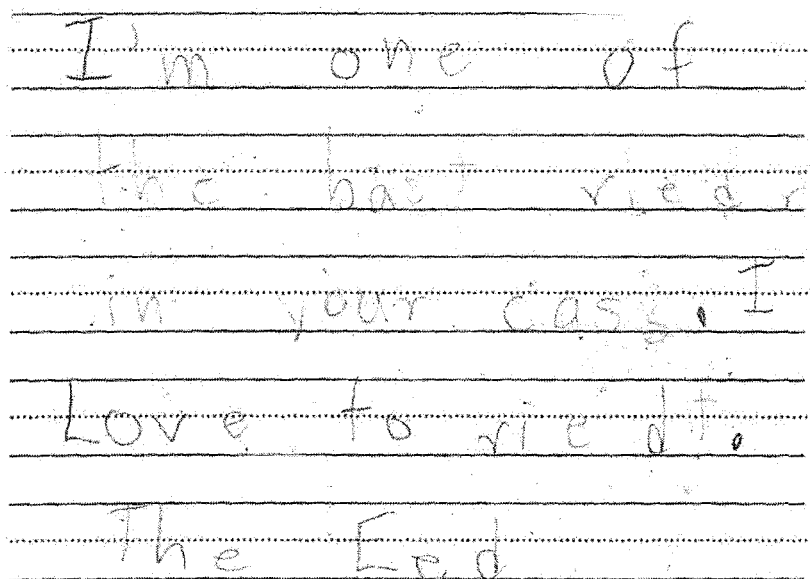
How Does the Spelling Development of First-Grade Students Influence Their Daily Writing Tasks?

In my interview with Mrs. S, (personal communication, March 30, 2012) she indicated that the two major challenges of the spelling instructional methods in the *Rigby: Literacy by Design* program include the lack of flexibility because teachers are unable to select words that would meet their students' writing needs (including words that students would normally use) and there are an insufficient number of words with phonics skills commonly encountered in everyday texts (insufficient practice with blends and select word families). When asked if they noticed students accurately (correct spelling and appropriate context) applying their weekly spelling words in their writing, Ms. K affirmed that average to above average students, transfer the words they learn in spelling to their writing if the words are appropriate (personal communication, April 2, 2012). Ms. K further explained that some words on the list fit the spelling pattern being taught, but might not otherwise be a word the students would typically use. I also observed that the spelling words are good for reinforcing patterns and the concept of analogy, students indicated "if I know how to read and write this word, then I can read and write this word" (ex. back- sack, black, snack).

The writing samples that Mrs. S provided me are copies of Kara and Luke's journal entries, which are "informal" pieces of writing. The students select the topics

of their journal entries based upon their interests, there are no requirements given by the teacher, and the teacher reads and responds to the entries, but does not grade them. Upon reviewing Kara's writing samples (illustrations 4.22, 4.23, and 4.24) and Luke's writing samples written during my two weeks of observation, I noticed that only Kara accurately spelled the word, "birthday" from week two's spelling list in her journal entry, written on day five of week two (illustration 4.22). However, the sentence that includes this word is somewhat jumbled and is not written in a grammatically correct manner.

Illustration 4.22 Week One, Day Three Writing Sample



I'm one of
the best reader
in your class. I
Love to read.
The End

Illustration 4.23 Week Two, Day Three Writing Sample

fiably

fiay is soss because
you mit not find
one like it. Charlie
is is gon to
be onc this

morn. Aut Jase
is going to get
me before Octobr
this year. I'm
going to be her
for a gig.

Illustration 4.24 Week Two, Day Five Writing Sample

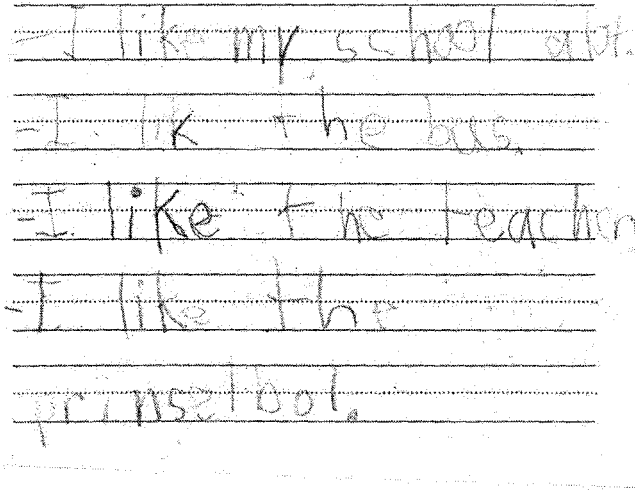
My Dad



I love my Dad. he
kiss me or he go
to work. W ir bid he
kiss you? becas he
love me birthday he lov
me

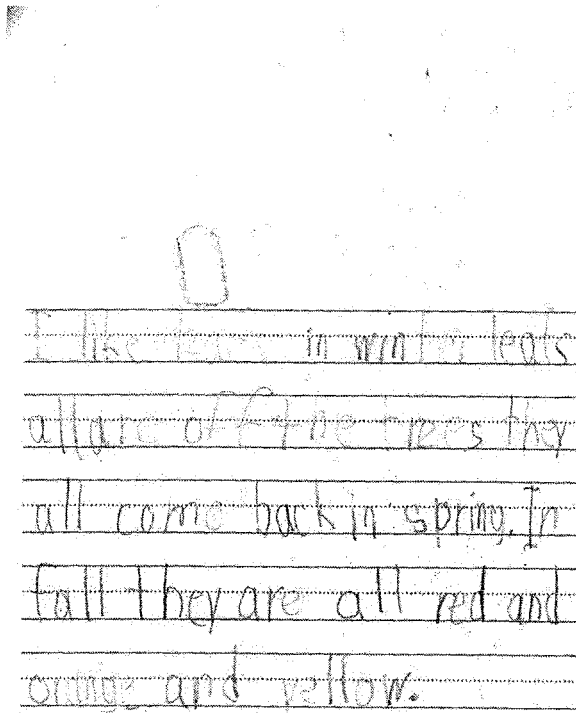
Luke did not use any of the twenty words from either spelling list in his written work (see illustrations 4.25, 4.26, and 4.27).

Illustration 4.25 Week One, Day Three Writing Sample



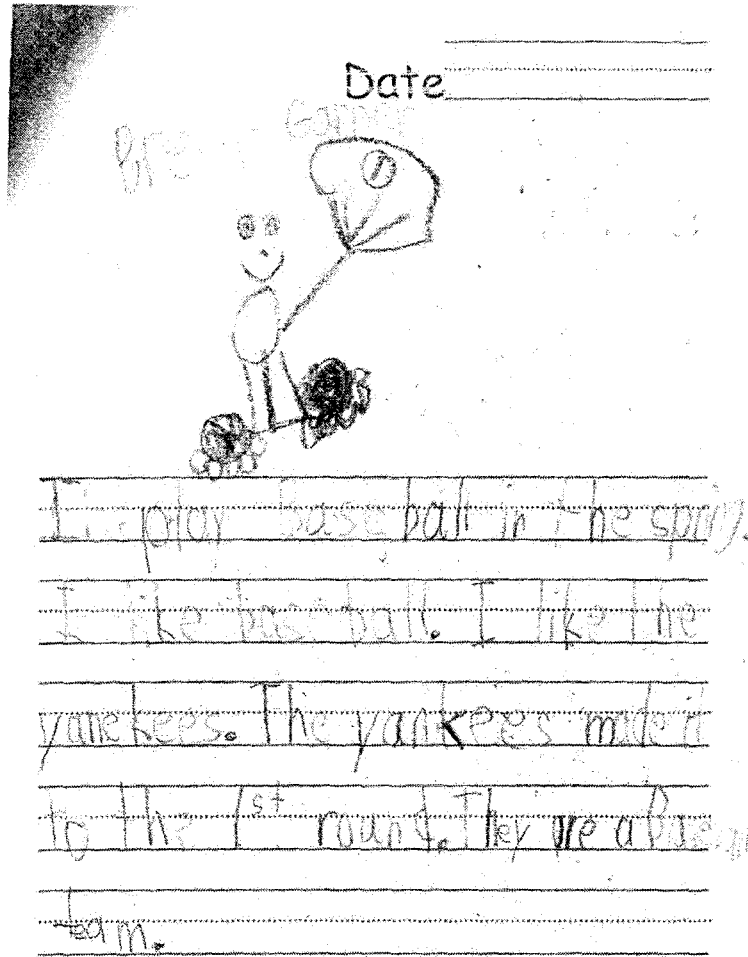
I like my school and
I like the bus.
I like the teachers
I like the
principal.

Illustration 4.26 Week Two, Day Three Writing Sample



I like trees in winter leaves
all are off the trees they
all come back in spring. In
fall they are all red and
orange and yellow.

Illustration 4.27 Week Two, Day Five Writing Sample



Summary

The aforementioned results have been gathered by means of formal and informal observations by the researcher; focal student's spelling work samples, writing work samples, spelling "pre-test" and post-test scores; and responses from the first grade cooperating teacher and the English Language Arts coordinator at Oatka Creek Elementary School. Spelling instruction in a first grade classroom using the *Rigby: Literacy by Design* program involves students studying a set of ten words each week (a "week consists of five days, but it does not necessarily begin on a Monday).

The ten words are separated into three categories, regular spelling words, high-frequency words, and challenge words. Parents receive a copy of the spelling word list, along with a list of spelling practice routines to help their children prepare for the culminating spelling test each week. The spelling lessons include activities, texts, and worksheets that allow students opportunities to practice their spelling words each week. The benefits to the program include students learning phonics patterns, along with high-frequency words which will support them while reading and writing authentic texts. An additional benefit (that is also a challenge) to the spelling instructional strategies is the direct instruction of spelling practice routines required of student's families because not all students receive the support they need. One of the greatest concerns for teachers (including Mrs. S) with regard to spelling instruction is students retaining the spelling knowledge/phonics skill and applying in their daily writing. However, Ms. K confirms that students who are reading and writing on or above grade level can make connections from the spelling words they have studied and the words they want to include in their daily writing tasks (personal communication, April 2, 2012). The following chapter includes the conclusions made based upon the literature and the analysis of the data collected by the researcher.

Chapter Five

Conclusions and Implications

Introduction

My foremost goal in conducting my research and developing this thesis was to investigate whether the *Literacy by Design* spelling instruction and strategies are effective practices toward the improvement of first-grade students' writing. In order to do so, I observed spelling instruction (using the *Rigby: Literacy by Design* program) in a first-grade classroom, (the grade level in which spelling instruction traditionally begins), at Oatka Creek Elementary School. After conducting my observations, I examined the observation data and used content analysis to code Kara and Luke's behaviors and comments. After interviewing Mrs. S and Ms. K, I looked for patterns in my notes and made connections. I also analyzed the focal students' spelling pre-tests and post-tests (along with my analysis of my observations and interview responses) to determine the manner in which the suggested spelling instructional methods in the *Rigby: Literacy by Design* program influence spelling development. I also evaluated how the spelling development of first-grade students influences their daily writing tasks by collecting samples of daily writing from the focal students and looking for patterns among them and connections to their spelling instruction. I carried out triangulation across the domains of data (observations, interviews, and document reviews) in order to generate valid conclusions (Creswell, 1998, p. 174) and determine applicable implications for educators and other interested stakeholders in the field of education.

Conclusions: What Does Spelling Instruction, Using the Rigby: Literacy by Design Program, Look Like in a First-Grade Classroom?

Foremost, the spelling instructional methods included in the *Rigby: Literacy by Design* program are research-based and consistent so that students experience the same curriculum and the curriculum builds from one grade level to the next grade level. Spelling instruction in a first grade classroom using the *Rigby: Literacy by Design* involves some traditional spelling instructional methods including students practicing writing the weekly spelling words within context and in isolation. Students not only study a set of given words each week, but they practice and learn a phonics pattern that they can store in their long-term knowledge and apply this skill when reading and writing authentic texts. Furthermore, the words they are studying include high-frequency words that they will often come across while reading, regular words that they will encounter in the texts published by the *Rigby: Literacy by Design* program, and challenge words that they may read in texts beyond their independent reading levels. Students receive some instruction in the classroom, but a majority of the instruction and support must derive from students' parents. Students may have difficulty acquiring skills if there is a lack of spelling routine practice at home. Throughout each "week" long spelling unit, students are involved in activities that require them to read, write, listen, view, and speak in order to learn the set of words and phonics skill. As in most spelling programs, the *Rigby: Literacy by Design* program require that teachers administer weekly spelling tests to monitor students' spelling development and acquisition of the phonics skills being taught.

Referring back to Morris, Blanton, Blanton, and Perney's (1995) spelling instruction debate between textbook instruction being the best method for teaching children to spell (a set number of words for students to study and an organized resource for teachers), and teachers providing a variety of authentic writing tasks, analyzing students' work to identify strengths and needs, and designing lessons based upon that information. It seems that the *Rigby: Literacy by Design* program incorporates partial components of both methods: students are given a set of words to study each week and complete printable worksheets taken from a teacher's manual. In addition, teachers ask students to write sentences that must include the words they are studying. However, these writing tasks are inauthentic and the students' daily journal entries do not always include the spelling words they are studying. Moreover, there is minimal direct instruction provided in the classroom and the teacher mostly selects instructional practices from the teacher's manuals, rather than designing lessons based upon students' needs.

Conclusions: In What Ways Do The Suggested Spelling Instructional Methods in the Rigby: Literacy by Design Program Influence First-Grade Students' Spelling Development?

The literacy activities included in the *Rigby: Literacy by Design* program involve reading, writing, listening, speaking, viewing, and moving, which supports all students who have a variety of learning styles, interests, strengths and areas of need. As Ms. K suggested in her interview, the spelling word list includes both high frequency words and spelling patterns from texts included in the *Rigby* program (personal communication, April 2, 2012). Therefore, there is a relationship between

the words and patterns they are learning in spelling and the words they read in their grade level texts. Students chant and spell aloud the words they are studying and move their bodies in motions that correspond to the word wall chant they are practicing. Students also listen to their teacher, peers, and parents when they are practicing their spelling words through daily routines and classroom activities. Furthermore, students gain a great deal of exposure (viewing) to the words they are studying each week through the texts they are reading, worksheets they are completing, and activities they are participating in. I will address the writing component in the following section.

Conclusions: How Does the Spelling Development of First-Grade Students Influence Their Daily Writing Tasks?

According to Ms. K, average to above average students, can accurately (correct spelling and appropriate context) apply their spelling words in their daily writing. However, some words that appear on the lists fit the spelling pattern being taught, but may not be words that first-grade students would typically use (personal communication, April 2, 2012). Furthermore, the spelling patterns that students learn help them make connections to words they know and choose to include in their writing (reinforces patterns and students make analogies). First-grade teachers (along with teachers in the other primary grades) assess this transfer of knowledge by giving a sentence dictation with each test that includes spelling patterns and high frequency words from previous lessons. And on a related note, although I noticed that Kara and Luke did not apply their spelling words that they studied during my two weeks of

observations (with the exception of the word “birthday” written in a grammatically incorrect manner), Mrs. S made me aware that a few of the words that Kara and Luke included in their writing are words that the class studied during the preceding weeks (personal communication, March 30, 2012). Therefore, first-grade students’ spelling development may influence their daily writing tasks when the words they are studying relate to topics that they may be interested in writing about, when they have repeated exposure to the spelling words (reading, writing, listening, speaking, etc.), and when the spelling skills they learn help them make connections to known words when writing.

Implications

The researcher designed this study to examine spelling instruction taught in a first-grade classroom using the *Rigby: Literacy by Design* English Language Arts program. The purpose of this research was to investigate whether the *Rigby: Literacy by Design* spelling instruction and strategies are effective practices toward the improvement of first-grade students’ writing. The following section describes several approaches to tailoring the *Rigby: Literacy by Design* spelling instruction practices in order to support the spelling and writing needs of all students in a first-grade classroom.

When using the *Rigby: Literacy by Design* spelling instruction techniques, first-grade educators should create a balance between using suggestions from the teacher’s manual and authentic spelling, writing, and reading texts. A majority of the current literature explains that although many teachers are pressured to distribute

grade-level appropriate weekly spelling lists and adhere to explicit spelling instruction taken from a district adopted literacy program (Educational Research Institute of America [ERIA], 2008), there are other approaches that educators can implement (partially or fully) into their classrooms. Graham (2000) describes a spelling program in which words are learned through authentic reading and writing tasks, while Gentry (2007) explains that there is a program in which educators guide students to develop lists customized to their literacy strengths and areas of need.

Along with the idea of developing personal spelling lists, students could create personalized dictionaries that they can add words that they frequently wish to write, but they may not know how to spell. The customized dictionary could be used as a scaffold to support first-grade students spelling and writing until they master particular phonics/spelling skills and/or patterns.

First-grade teachers should always post a word wall for students to reference when they are writing (they could cover up or remove the words during the day five test). Teachers could create activities in which students have to identify select spelling words, and this would also provide as an assessment of the students' knowledge of the spelling words and patterns. Students could also complete a "write-sound-the-room" in which they select a set number of words, write them on a piece of paper, and when finished, they must read them to the teacher or a peer. These writing activities allow students opportunities for continued exposure with previously studied words and they become more confident in applying the words in their writing.

The aforementioned strategies are simple ways that first-grade teachers could use the spelling instructional practices in the *Rigby: Literacy by Design* program, but modify them in order to support all learners when applying these words in their daily writing assignments.

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Appendices

Appendix A: Observation Sheet for Spelling Lessons

Date : _____

Observations	Interpretations

Key:
K-Kara
L-Luke

Appendix B: First-Grade Teacher Interview Questions

Note: The first-grade teachers will be asked the following demographic questions:

- Please identify your educational background (Bachelor's, Bachelor's + hours, Master's, Master's + hours, Doctorate).
 - How many years of teaching experience do you have (1-5, 6-10, 11-15, 16-20, 21+)?
 - How many years have you taught at Wolcott Street Elementary School (1-5, 6-10, 11-15, 16-20, 21+)?
1. What are the benefits to the spelling instruction methods in the *Rigby: Literacy by Design* program? Challenges?
 2. Compared to other methods of spelling instruction you have used, what do you consider strengths of the *Rigby: Literacy by Design* program? Any weaknesses?
 3. What is your main concern when teaching spelling?
 4. What is the most common spelling problem that you notice with the students in your classroom?
 5. Do you notice students accurately (correct spelling and appropriate context) applying their weekly spelling words in their writing?
 6. What do you consider the most effective (students can perform well on spelling posttests and apply words correctly in writing) spelling instruction practices and/or strategies in first-grade?

Appendix C: English Language Arts Coordinator Interview Questions

Note: The ELA Coordinator, will be asked the following demographic questions:

- Please identify your educational background (Bachelor's, Bachelor's + hours, Master's, Master's + hours, Doctorate).
 - How many years have you been in your current position at Wolcott Street Elementary School (1-5, 6-10, 11-15, 16-20, 21+)?
 - Have you taught in an elementary, junior high school, or high school setting?
 - If so, did you teach in this district? Other district?
 - If so, how many years of teaching experience do you have (1-5, 6-10, 11-15, 16-20, 21+)?
1. Were you involved or have an influence in the decision to implement the *Rigby: Literacy by Design* program?
 2. What was the motivation behind the decision to adopt this English Language Arts program? Was this a reform issue or building upon previous programs?
 3. What are the benefits to the spelling instruction methods in the *Rigby: Literacy by Design* program? Challenges?
 4. Do you notice students accurately (correct spelling and appropriate context) applying their weekly spelling words in their writing?
 5. How do you measure the effectiveness of spelling instruction in the *Rigby: Literacy by Design* program?

Appendix D: Data Abstraction Form

Unit of Analysis _____

Domains of Data

Emerging Theme(s)

Analytical Codes

Triangulation Across Domains of Data
