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INVESTIGATING RECOMMENDED LANGUAGE INSTRUCTION OF COMPLEX
LITERARY TEXTS: A CONTENT ANALYSIS OF CLOSE READING
LESSON PLANS FOR ELEMENTARY GRADES

by

Michelle Flory

A dissertation submitted in partial fulfillment
of the requirements for the degree

of

DOCTOR OF PHILOSOPHY

in

Education

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2021

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ABSTRACT

Investigating Recommended Language Instruction of Complex Literary Texts: A
Content Analysis of Close Reading Lesson Plans for Elementary Grades

by

Michelle Flory, Doctor of Philosophy

Utah State University, 2021

Major Professor: Kathleen A. J. Mohr, Ed.D.
Department: School of Teacher Education and Leadership

This dissertation examined online lesson plans using literary texts to determine how language instruction is embedded and recommended in the practice of close reading at the elementary level. For this content analysis, a repository of literary close reading lesson plans was collected in Phase 1 and a purposeful stratified sample was selected in Phase 2 ($n = 44$). Lessons included in the sample focused on one literary picture book or novel using close reading instruction in grades PreK-6. From these lessons, process and structural open coding of objectives showed that the most common objectives targeted the routines associated with close reading including discussions, asking and answering text-based questions, and noting key narrative details. The remaining research questions addressed the ways in which the text complexity dimension of language conventionality and clarity was targeted. The sample was analyzed using an a priori codebook of seven aspects of language including sentence-level and word-level language structure,

vocabulary, context clues, conventions, language use, and figurative language.

Analyses indicate that vocabulary dominated the recommended language instruction with an emphasis on using context clues at primary and intermediate grade levels. Vocabulary instruction was embedded largely in text-based questions, with multiple student tasks recommended as well. Though vocabulary was the most frequent aspect of language targeted, it was also largely excluded from the close reading lessons in nearly a third (27%) of the sample. Language-structure or grammar and syntax at both sentence-level and word-levels were scarce, as well as language usage, and conventions. Figurative language was not clearly aligned throughout the lessons but embedded within vocabulary or text-based questions with a surprising absence of attention in the intermediate grades. Instructional moves were also limited across all the aspects of language showcasing that language use is expected in close reading lessons but not explicitly taught or even targeted adequately. Further research topics are discussed to include extending the understanding of the practice of close reading through research of the other three dimensions of text complexity, with another text type, or through continued research at the elementary grade of close reading planning and instruction in practice.

(305 pages)

PUBLIC ABSTRACT

Investigating Recommended Language Instruction of Complex Literary Texts: A
Content Analysis of Close Reading Lesson Plans for Elementary Grades

Michelle Flory

Expectations have been placed upon elementary teachers from the Common Core State Standards in English Language Arts to guide students through close readings of informational and literary texts. This content analysis examined online close reading lesson plans to determine common objectives in elementary close reading lessons using literary text and to delineate which aspects of language are recommended for close reading instruction. Lessons for primary and intermediate grade levels were stratified and highlighted which instructional moves and student tasks are recommended for making complex language in texts more comprehensible. Key findings indicate a lack of alignment in lesson planning between objectives, lesson content, recommended vocabulary, student tasks, and assessment of multiple aspects of language creating a possible challenge for teachers to use close reading lesson plans as clear resources of close reading instruction. The most common objectives centered on the processes and routines of close reading through discussions of elements of fiction. There is scarce representation of instruction or modeling of language structure grammar and syntax, figurative language, language use and conventions used in literary text language. Intentional and incidental vocabulary instruction and use of context clues is the predominant language focus.

DEDICATION

Dedicated to my husband, Doug who was my constant cheerleader and confidante as I pursued this personal and professional goal. Also, to Carter, Haleigh, Miles, Louis, Wyatt, Max, and Willy who have journeyed this doctoral path of “Mom’s Homework” alongside me with unconditional love and support.

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To my committee...I thank you for your perspective and recommendations though my dissertation. I respect you all and have been inspired by your work and dedication in education, literacy, and leadership. To my professors...I have learned from every instructor in my coursework a new idea, a new method, a unique point of view, and wisdom from your experiences. To my cohort of classmates...thank you for your support at each milestone of this marathon. I may finish last, but your cheers were just as loud as I crossed the finish line.

To my Doug and my six children...you know more than anyone how this doctorate has been a family effort for almost a decade. I thank you for your patience, sacrifices, pep talks, neck rubs, trips to the library, assistance, and never-ending love. To my parents and relatives...thank you for believing I could do it every step of the way, especially when those steps seemed insurmountable.

To Grandma Theobald and Granny Linda...both strong women who passed on during my academic journey who would call or visit often to encourage me to finish my degree. I know they would be proud of me to be the first woman on both sides of my family to become a doctor.

Michelle Flory

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CHAPTER 1

INTRODUCTION

One of the purposes of the Common Core State Standards in English Language Arts (CCSS-ELA) is to promote text comprehension of steadily increasing complex texts as students' progress through school (National Governors Association Center for Best Practices [NGA] & Council of Chief State School Officers [CCSSO], 2010a). The rationale behind these standards is that by the time they complete Grade 12, students should be able to read and comprehend independently and proficiently the kinds of complex texts commonly found in college and careers (NGA Center & CCSSO, 2010b). Hiebert (2013) describes this process as a “staircase of text complexity” (p. 459) as students metaphorically ascend through the grades.

Text complexity is described in the CCSS-ELA as a three-part model (see Figure 1.1) with three aspects of complexity to consider for “how easy or difficult a particular text is to read” (NGA & CCSSO, 2010b, p. 4). This model suggests that text complexity be determined via the combination of (1) quantitative readability measures, (2) analysis of qualitative dimensions of a text, and (3) reader/task considerations. According to Pearson (2013), this model privileges the text above reader or tasks in two thirds of its configuration (i.e., qualitative and quantitative aspects) and implies that the reader/tasks are treated as lesser. This focus on text above all other factors has influenced changes in literacy instruction, policy, and assessment.

Fisher, Frey, and Lapp (2016) interpret text complexity as “the quantitative measures, qualitative factors, and unique characteristics of reader, text, and purpose that

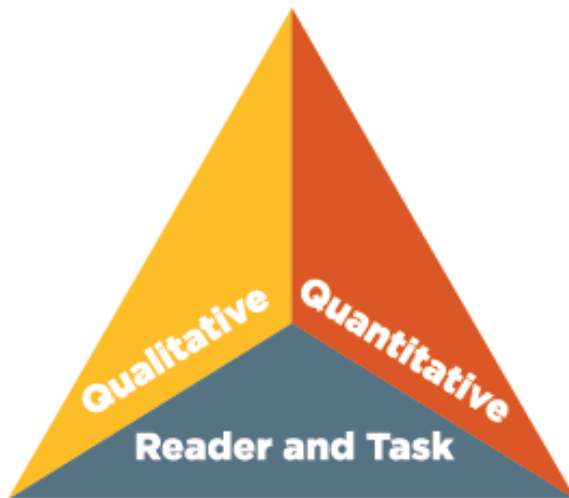


Figure 1.1

The CCSS-ELA model of text complexity (NGA & CCSSO, 2010b, p. 4).

educators need to evaluate in order to determine the complexity of the texts students read and discuss” (pp. 2-3). As this definition indicates, teachers must take an active role as evaluators and analyzers of texts. A text’s difficulty, readability, or complexity can be challenging for teachers whose responsibilities already include text selection, text analysis, lesson planning, and reading instruction. Fitzgerald et al. (2014) state that this responsibility “places weighty demands on the expertise of primary teachers” (Fitzgerald et al., 2014, p. 11). This presumed teacher understanding of text analysis warrants investigation because teachers have reported a lack of confidence and feeling underprepared to teach complex texts, especially in conjunction with the current popular instructional practice of close reading (Fox, 2017; Greeson, 2015; Harris, 2016; Kaufman, Opfer, Pane, & Thompson, 2018; Kerkhoff & Spires, 2015). Close reading as an instructional practice is one way that teachers are addressing the assumed expectation

to teach reading comprehension using texts of appropriate text complexity.

Statement of the Problem

The instructional practice of close reading has become an expectation in K-12 classrooms since the adoption of the Common Core State Standards (NGA Center & CCSSO, 2010b). Many educators have linked CCSS-ELA's Reading Anchor Standard 10 with Reading Anchor Standard 1. Essentially, the 10 Anchor Standards begin and end with the following focus on complex texts and mention of the phrase "read closely."

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text (NGA Center & CCSSO, 2010a, para 1).
10. Read and comprehend complex literary and informational texts independently and proficiently. (NGA Center & CCSSO, 2010a, p. 10)

These standards have led to the instructional practice of close reading being recommended as a way to offer students experiences using reading strategies and text analysis with difficult and challenging texts. Papola (2013) notes that close reading is not an explicit part of the actual CCSS, but "has become a significant concept and phrase associated with the new standards" (p. 46). The instructional method of close reading is defined by the Partnership for Assessment and Readiness for College and Careers (PARCC, 2011) as an analytic process that "stresses engaging with a text of sufficient complexity directly and examining meaning thoroughly and methodically, encouraging students to read and reread deliberately" (p. 7). Fisher and Frey (2012) define close reading as "an instructional routine in which students critically examine a text, especially through repeated reading" (p. 179). Brown and Kappes (2012) define close reading as

employing text-based questions and discussion so that

Students are guided to deeply analyze and appreciate various aspects of the text, such as key vocabulary and how its meaning is shaped by context; attention to form, tone, imagery and/or rhetorical devices; the significance of word choice and syntax; and the discovery of different levels of meaning as passages are read multiple times. (p. 2)

A Typical Close Reading Lesson Plan

Fisher et al. (2016) offer a close reading lesson-format model and planning template that has been widely accepted. Accordingly, a typical close reading lesson includes using short texts, passages, or excerpts and beginning reading of a text with limited pre-reading or frontloading activities (Fisher et al., 2016). The focus of reading this way is to comprehend the text itself, rather than a reader's response or connection to the text. Readers are asked to read the text several times with a different reading purpose each time. The "first read" focuses on key ideas and details as students read the text without building background knowledge beforehand. The first read can be done as an independent read, a read aloud, a literature circle experience, or a paired/shared reading. Students are encouraged as they read the text to understand the main idea, story elements, or key details provided by the author (Fisher & Frey, 2014; Fisher et al., 2016). It is recommended that the second read focus on craft and structure. Students reread a section that includes complex ideas or elements for a deeper understanding of the author's organizational patterns, vocabulary choices, text features, and text structure. A recommended active reading strategy to aid comprehension is answering text-dependent, otherwise known as text-evidence or text-based, questions, during the second and third

reads (Fisher et al., 2016). The third read in a typical close reading lesson requires students to synthesize, compare, and analyze information from several texts (Fisher et al., 2016; Fisher & Frey, 2014). Active reading strategies recommended in the Fisher and Frey (2014) model during the third read are sometimes writing tasks using graphic organizers, annotation, or journal prompts. Discussions are also highly encouraged in all three reads as teachers are admonished to scaffold student learning of complex texts with explicit instruction, modeling, and gradually releasing more responsibility to students (Pearson & Gallagher, 1983) through the lesson.

Historically, what is now called close reading was a common practice labeled under other terms including text or literary analysis in the secondary grades (Adler, 1982; Bressler, 2007; Paul & Elder, 2008; Richards, 1929), but has not been a common instructional method in the elementary or middle grades (Hiebert & Mesmer, 2013; Serafini, 2013; Welsch, Powell, & Robnolt, 2019). However, close reading has been added to the expected instructional repertoire of early grade teachers and students (Fitzgerald et al., 2014). Close reading stems from the New Criticism Theory (Brooks, 1979), which posits that the structure and meaning of text are intimately connected and should be analyzed together. This theory excludes elements of other literary theories that rely on reader background knowledge, reader connections, or reader response to text (Graff, 1987) as well as an author's intentions, historical and cultural contexts, and moralistic bias (Brooks, 1979). While New Criticism theory as a movement is no longer emphasized in literary instruction today, some of its methods, such as close reading are byproducts which are emphasized in the CCSS-ELA (NGA Center & CCSSO, 2010b).

Understanding Dimensions of Text Complexity

According to the CCSS-ELA, text complexity can be categorized into four qualitative dimensions (see Figure 1.2): (a) levels of meaning and purpose, (b) structure, (c) language conventionality and clarity, and (d) knowledge demands (NGA Center & CCSSO, 2010b). These four dimensions apply to both informational and literary texts.

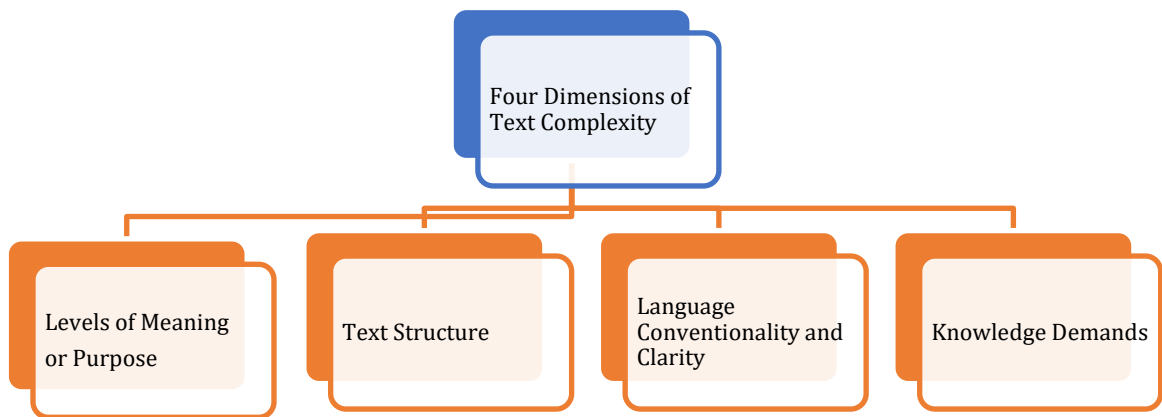


Figure 1.2

Four dimensions of text complexity (NGA Center & CCSSO, 2010a).

These dimensions of text complexity are defined broadly. Each dimension may vary according to text type, reader characteristic, selected text, and assigned tasks. Teachers who select texts for close reading must attend to these dimensions which requires teacher knowledge that can be difficult to ascertain or even lacking (Fitzgerald et al., 2014; Harris, 2016). The dimension of Language Conventionality and Clarity lacks a clear definition in many of the guides, recommendations, and rubrics (NGA Center & CCSSO, 2010b). It has been renamed and described with different terms such as language features (Lapp, Moss, Grant, & Johnson, 2015), language variations (Fisher et

al., 2016), language form and conventions (NGA Center & CCSSO, 2010b), and language skills (Board of Regents of the University of Wisconsin System, 2012). An example of this variation is found in a rubric of language complexity for literary text by the state of Utah Board of Education. Within that rubric, the text complexity dimension for language is titled Language Features with subcategories of conventionality, vocabulary, and sentence structure. Thus, the various interpretations from scholars and linguists describing how language text complexity can be categorized are ambiguous and could use more of what Hiebert (2017) calls “linguistic consistency” (p. 127). A good first step is taking the broad-stroke label of *Language* and breaking it down into more manageable parts. In a developing theoretical model and framework for text complexity for the early grades, Hiebert and Mesmer (2012) posit three text complexity levels: semantic complexity level, syntax complexity level, and the discourse complexity level. In common terms, it can be thought of as word-level, sentence-level, and paragraph/passage level aspects of language.

It is well established that teacher knowledge of language complexity has needed continued development (Moats, 1994; Moats & Foorman, 2003; Washburn, Joshi, & Binks-Cantrell, 2011). The required teacher knowledge in literacy must include an understanding and appreciation of language through the critical analysis of close reading.

Close Reading Instruction Research

Although the instructional practice of close reading is a newer expectation for lower grade levels, the research supporting the impact of close reading practices on both students and teachers is relatively unknown. We do not know how close reading supports

students' reading comprehension or motivation. We do not know if teachers have a clear understanding of text complexity or the ability to analyze texts qualitatively to meet the higher demands of text analysis. Research to describe and validate this recommended close reading practice is in its infancy, especially as practiced at the elementary level. The limited recent research in this area has thus far relied on small sample sizes, large grade-level spans, and measurements of teacher perceptions rather than teacher knowledge (Fox, 2017; Welsch et al., 2019). The promotion of this instructional practice has preceded research to validate its effectiveness, examine its accurate depiction and definition, or investigate its implementation in the classroom (Welsch et al., 2019).

Teachers' Perceptions of Close Reading

Teachers could use more support, training, and adequate materials for teaching close reading. Recent research on teacher perceptions of close reading suggests that teachers believe there is an expectation for teaching reading comprehension of complex texts but report lacking knowledge of the purpose for close reading (Fisher & Frey, 2014; Kerkhoff & Spires, 2015; Welsch et al., 2019). Teachers also report lacking confidence in how to plan and carry out instruction of complex texts and how such instruction supports text comprehension (Fox, 2017; Greeson, 2015; Harris, 2016; Kaufman et al., 2018; Kerkhoff & Spires, 2015; Welsch et al., 2019). Some critics have questioned if close reading instruction in the primary grades is appropriate for readers of that age and stage of reading development (Fitzgerald et al., 2014; Hiebert & Mesmer, 2013). There is added concern about how teachers may interpret text complexity and possibly misapply

close reading instruction causing unnecessary frustration among readers or wasted instructional time (Shanahan, Fisher, & Frey, 2012; Snow, 2016; Williamson, Fitzgerald, & Stenner, 2013).

Instructional Materials for Close Reading

A survey by the RAND American Teacher Panel (Kaufman et al., 2018) found that the resources and materials related to close reading may not be adequate for the assumed expectation of close reading instructional practices. From a study with over a thousand teachers, Kaufman et al. found that “teachers may not have the resources they need to engage all students with complex, grade-level texts” (p. 15). Kerkhoff and Spires (2015) echoed this conclusion following their case study of primary-grade teachers who were frustrated by the lack of sufficient professional development in how to conduct close reading lessons. The teachers reported “tension between the time-honored practice of prior knowledge activation, making personal connections with texts, and the newly emphasized implementation of text-based questions and answers [that] exists around the practice of close reading” (p. 54). Welsch et al (2019) plainly state in their review of the relevant literature:

Close reading is a requirement within the CCSS, yet our findings suggest a strong research base is lacking, particularly at the elementary levels, as indicated by the small number of research articles addressing close reading in the elementary and middle grade language arts classroom. (p. 104)

To help fill the gap between supposed expectations and the need for research on implementing close reading, teachers have been offered models, recommendations, and rubrics to navigate the complicated process of qualitative text analysis. Publishers,

reading programs, some literacy leaders, and organizations have offered suggestions for how to deliver appropriate reading comprehension instruction through close reading of complex texts (Fisher & Frey, 2014; Fisher et al., 2016; Goldman & Lee, 2014; Hiebert, 2013, 2014; Pearson, 2013; Student Achievement Partners, 2013). Thus far, a few case studies and teacher perception studies have been done (Fisher & Frey, 2014; Fox, 2017; Kerkhoff & Spires, 2015), but there is a lack of examinations of curricular materials or description of how those lessons are implemented in the classroom. As Welsch et al. (2019) state, “the majority of articles on close reading are situated in the practitioner’s literature, with a notable lack of research on close reading” (p. 95).

Rationale

Expectations for comprehension instruction using complex texts now apply to the earliest grades and for both narrative and informational text types. According to the staircase of text complexity (Hiebert, 2013), the CCSS specify that texts used in elementary grades should be 50% informational, increasing to 70% by the end of high school. In recent years, researchers have devoted attention to instruction using informational texts in elementary classrooms (Duke, 2000; Duke, Martineau, Frank, & Bennett-Armistead, 2009; Ness, 2011). This focus has caused an influx of products, books, and teaching materials that focus on informational texts.

The shift of attention to nonfiction and informational texts, especially for close reading, has possibly detracted from or devalued explicit instruction with literary texts. Because text analysis is challenging, it makes sense to begin close reading practices with

fictional texts. Students in the primary grades are more familiar with this genre, and the dimensions of complexity (while present) are assumed to be less complex than in informational texts, especially with text structure and knowledge demands (NGA & CCSS, 2010a). In the primary grades especially, it is still recommended that half of reading instruction time be devoted to reading experiences with literary texts, suggesting equal attention to close reading research in both literary and informational texts. It seems logical that elementary teachers should be capable of qualitative text analysis of both informational and literary texts and equipped with the knowledge to target complexity differences of these text types during close reading instruction.

Language Complexities in a Literary Text

Among the four dimensions of text complexity, the language conventionality and clarity dimension vary greatly depending on text type. Within informational text, aspects of language could include academic and domain specific vocabulary, and sentence structures that include complex constructs and ideas (Fisher et al., 2016; Lapp et al., 2015). It should not be assumed that language in a fictional or literary text is simple, even in the primary grades. There are complexities in syntactic language structure at the word- and sentence-levels (e.g., conditionals or if-then statements, irregular verb tenses, complex clauses; Mesmer, 2016; Ragan, 2010). Cohesive devices in the syntax of the text, like connectives, can support reading comprehension but need to be understood in order to be utilized by readers (Mesmer, 2016; Ragan, 2010). Another language complexity could be the inclusion of nonliteral language, also known as figurative

language or rhetorical devices. Fillmore and Snow (2000) recommend helping students develop metalinguistic awareness to support language development and reading comprehension. Metalinguistic awareness refers to the ability to consciously reflect on the nature of language (Nagy, 2007).

Vocabulary is just one aspect of language that can differ according to text type and range from simple to complex. The meanings of vocabulary can become more complex through the use of idiomatic phrases or inclusion of academic language more prevalent in textbooks. The vocabulary in a literary text differs from that of informational. A literary text typically includes “core vocabulary” (Hiebert, 2012b, p. 4), which has broad application across disciplines, topics, and genres. Literary texts may also include more infrequent vocabulary words that are less likely to be repeated. “The many unknown, single-occurring words present a problem for today’s most vulnerable learners because they cannot rely on either semantic supports or repetition to identify or retain meanings of words in text” (Mesmer, Cunningham, & Hiebert, 2012, p. 241). Instead, the reader may be offered a robust collection of synonyms with which to develop a rich understanding of the depth, intensity, and shades of meaning of the word (Hiebert, 2012a, 2012b). Readers are expected to make connections among the new unknown words and those determined through inferences and analytical comprehension skills like using context clues to determine the meaning of unknown words (Kuhn & Stahl, 1998). Imageability, or the ability to visualize the word (Woolams, 2005), is a characteristic of less complex vocabulary, while abstractness characterizes a more complex vocabulary (Woolams, 2005). Table 1.1 shares descriptions and examples of these possible

complexities of language.

The particular elements of language in literary texts offer an instructional opportunity to highlight varying literary features that can be afforded in authentic children's books. Through the instructional practice of close reading, students can be provided increased time and attention to complex texts that would support language analysis and ultimately the goal of reading comprehension.

Purpose of the Study

Given the expectation to teach close reading lessons, teachers may look for resources to meet those expectations. This assumption is supported by the tens of thousands of downloads and ratings for close reading lesson plans from the website Teachers Pay Teachers (2020) revealed by a basic search of *close reading*. For many teachers, close reading is an unfamiliar practice, especially in the elementary grades requiring professional development and resource materials.

During an extensive literature review, Welsch et al. (2019) found professional learning topics that need more research in conjunction with close reading. These areas of focus were identifying appropriate texts, developing challenging text-dependent questions, preparing close reading lessons, adjusting instructional approaches, meeting the needs of diverse learners during close reading, and allowing students to “wrestle with text meaning” (p. 108). A content analysis of available online lesson plans could help describe current close reading recommendations and objectives, frequently used texts, and how language is targeted to support comprehension of complex texts, as one of the

Table 1.1

Examples of Language Complexity in a Literary Text

Language feature	Description	Complexity	Example	Level	Source
Anaphoric relationships	Can be classified based on the type of word(s) being replaced and the word replacing it.	Become more complex when antecedent words and anaphoric words are farther apart in a sentence	The boys <u>ran through the woods, climbed the trees, and then waded into the water.</u> <u>That</u> made them very tired afterwards.	Sentence level (grammatical structure)	Mesmer (2016)
Connectives	Words that must be comprehended in order to infer the author's meaning	Levels of connectives increase with difficulty in progressing order (see Figure 1.3). Also, more complex if connective relationships are implicitly stated	Although, because, if, so, then, when, where, that, which, who, and, but, for, yet, meantime, otherwise, therefore, unless, until	Sentence level (cohesive device)	Mesmer (2016)
Rare/Unique Words	Words that go beyond the 90% core vocabulary (Tier 2 words) and are the unique 10%	Unique literary vocabulary typically occurs once with use of synonyms in text	Disagree, differ, bicker dispute, clash, brawl, battle	Word level (vocabulary)	Hiebert (2012b)
Imageability	The degree to which a word's meaning creates a mental picture	The more concrete a word's mental image is the easier to understand	Red, hop, frog vs. Love, hope, pride	Word level (vocabulary)	Woolams (2005)

dimensions of complexity which greatly affects text complexity. This sample will represent a small number of individual lessons representative of individual teacher knowledge. This sample is not representative and cannot be generalized as representative of all teachers' knowledge about close reading. That is beyond the scope of this study. However, the lesson plans examined in this sample will represent what some published lesson-plan authors perceive to be appropriate close-reading lessons—intended for use by the larger population of teachers seeking guidance in close reading. The findings from this study will help describe if and in what ways those lessons are helping or hindering the close reading instruction agenda.

At this point in time, teachers are asked to plan, teach, and model close reading, but there is insufficient evidence to describe how that is being accomplished. This endeavor would be the first study to analyze close reading lesson plans at the elementary or secondary level. It is a starting point for subsequent research of teacher knowledge and implementation of close reading instruction.

Significance of the Study

Close reading is one indicator of what has been described as our nation's text-centric movement exemplifying a “renewed interest in the texts that students read in school—positioning text as more important than the reader and the context” (Hiebert & Martin, 2015, p. 2). The RAND Reading Study Group (2002) has greatly contributed to reading comprehension instruction by defining reading comprehension as “the simultaneous extraction and construction of meaning through interaction with text” (p.

xiii). Snow (2016) suggests that close reading prioritizes extraction over construction, which places teachers in a position they might not be prepared for. However, Snow notes that close reading is an excellent technique for “probing sentence structure, nuances of word meaning, subtleties of text organization, and the structure of textual arguments” (Snow, 2016, p. 3).

This dissertation’s examination of close reading lesson plans for Grades K-6 addresses the research gap on close reading instruction recommended for elementary classrooms and the ways that language instruction is addressed within close reading practices. There are currently no studies that give attention to close reading lesson plans specifically with literary texts. Therefore, this dissertation will address a gap in attention to 50% of the text expected to be taught in the early elementary grades with special attention to language, a foundational and integral component to literacy that continues to be an area of professional development for teachers today.

Research Questions

The intended study will be guided by the following research questions.

1. What are the common objectives stated in close reading lesson plans using complex literary texts for the elementary grades?
2. Which aspects of language are targeted in the lesson plans? Where and how is language addressed? In what ways is language a focus of instruction?
3. Which (a) instructional moves and (b) student tasks are recommended in close reading lesson plans targeting language instruction?

Assumptions

Well-designed research studies reflect multiple decisions that take into consideration the context and scope of the investigation. A researcher must consider and rely on assumptions to design a practical, yet informative, study. In this dissertation, the following assumptions help to ground the intended content analysis:

1. The study assumes that given the many online resources available to K-6 teachers, a reasonable number of lessons would be available that target close reading as an instructional practice using literary texts.
2. This study presumes that a sufficient number of eligible online close reading lesson plans include elements relevant to the Language Conventionality and Clarity (also known as Language features or aspects of language or language elements) dimension of text complexity outlined by the CCSS-ELA (NGA Center & CCSSO, 2010b).
3. It is assumed that an adequate number of eligible lesson plans would be sufficiently detailed to allow for the planned analysis of language elements.

Delimitations

Delimitations are choices made by the researcher while determining the boundaries of a study (Price, 2013) to intentionally constrain the research design. This study focused on PreK-6 lessons due to the limited research in elementary-grade levels regarding text-complexity instruction. Additionally, the lesson plans were delimited to those labeled as close reading experiences featuring only literary authentic children's texts. Some close reading lesson plans target excerpts of a text rather than the whole text. A reading-comprehension lesson objective can be accomplished using a shorter passage, as is the case with many intermediate-grade text-complexity lessons. The length of the

text, in whole or in part, does not necessarily limit a teacher's ability to attend to language in support of comprehension. Thus, text complexity lessons that use passages will be included in the content analysis.

Limitations

While researchers can constrain a study with a priori delimitations, research is also influenced by limitations that can be anticipated given the context of the work. While other potential issues might arise, one possible limitation to this study is that there are disproportionate numbers of lessons targeting few or singular aspects of close reading for the elementary-grade levels, which could constrain a fuller understanding of comprehension instruction for elementary readers. However, such findings are important to the broader question of the resources and guidance available to teachers. Some lessons are also broader in scope and include many objectives, thus attenuating the focus and potentially hindering the efficacy of promoting comprehension or a particular language feature. Although potentially limiting the scope of this study, such an outcome would inform the need for additional resources for elementary teachers to access in support of reading comprehension instruction using complex texts.

Definition of Terms

For the purposes of this study, the following terms and definitions are used to promote clarity and consistency.

Close reading—a closer, more critical examination of complex text through the

process of rereads, annotation, and comprehension strategy instruction with a focus on text-based evidence (Fisher & Frey, 2014).

Language instruction—the teaching of the English language for all learners.

Language text complexity—aspects of language that “rely on literal, clear, contemporary, and conversational language and increase in complexity with more figurative, ironic, ambiguous, purposefully misleading, archaic or otherwise unfamiliar language or domain-specific vocabulary” (NGA & CCSSO, 2010b, p. 5) within texts.

Literary text—as opposed to informational or nonfiction text, narrative text consists of fictional elements including characters, plot, themes, setting with the purpose of telling a story.

Qualitative factors of text complexity—those aspects of text complexity that are best measured or only measurable by an attentive human reader, such as levels of meaning or purpose, structure, language conventionality and clarity, and knowledge demands. (NGA Center & CCSSO, 2010b).

Quantitative factors of text complexity—textual features that can be counted or quantified. Aspects of text complexity, such as word length or frequency, sentence length, and text cohesion, that are difficult for a human reader to evaluate efficiently, especially in long texts, and are thus today typically measured by computer software (NGA Center & CCSSO, 2010b).

Text—printed, visual, auditory, digital, and multimedia communications

Text analysis—the act or process of using quantifiable and qualitative factors to determine the characteristics of a text. The purpose of textual analysis is to describe the

content, structure, and functions of the messages contained in texts (Frey, Botan, & Kreps, 1999).

Text-based question—a query for which the reader must read the text in order to answer correctly. Students are encouraged to “use evidence in the text to analyze, support an opinion, make a claim, or clarify information” (Mesmer, 2016, p. 82).

Text Complexity—the combined interactions of the quantitative and qualitative characteristics of text, with the variables specific to particular readers (motivation, knowledge, and experiences) and tasks (purpose, complexity of the task assigned, and the questions posed; NGA Center & CCSSO, 2010b).

Summary

New instructional practices including close reading and increased expectations in the CCSS-ELA that focus on dimensions of text complexity have caused teachers to rethink how to approach instruction with text. Rather than resort to reader-text matching, teachers are now asked to challenge students with opportunities to read complex text. These close reading lessons require careful planning and analysis of text, teacher modeling, and scaffolding of student learning (Fisher et al., 2016). Language learning through the elementary years should move from a student’s early oral-language experiences and foundations of written language to more complex language experiences targeted reading and writing instruction. Trade books afford rich and varied language models that teachers can utilize to advance literacy development. Investigating how the dimension of language conventionality and clarity is addressed in close reading lessons

can support teachers' efforts to expand the language repertoires and support reading comprehension among their students.

CHAPTER 2

REVIEW OF LITERATURE

This chapter summarizes three theoretical frameworks that inform the data analysis and perspective of this content analysis. These theoretical frameworks have been selected because they relate to quality of literary texts, the substantial influence of language and lexicon on reading comprehension, and the particular and specific ways that text complexity is perceived in elementary grade texts. This chapter also reviews the literature relevant to text complexity studies in the elementary grades and the minimal number of close reading studies that provide a limited foundation of evidence regarding close reading—a new and somewhat unscrutinized reading practice.

Theoretical Frameworks

This study rests on three synergetic theoretical frameworks: Affordance Theory (Gibson, 1966); Reading Systems Framework (Perfetti & Stafura, 2014); and the developing theoretical framework of Text Complexity for the Early Grades (Mesmer et al., 2012). The following sections explain how these theories inform reading instruction with special attention to aspects of language that contribute to text complexity.

Affordances in Texts

One lens informing this study is that of Gibson's (1966) theory of affordances. Affordance theory posits that the world is perceived not only in terms of objects, shapes, and spatial relationships but also in terms of objects' possibilities for action, known as

affordances. The concept of affordances has also been associated with the work of Kress and colleagues within new technologies or text-making and literacy (Bearne & Kress, 2001; Kenner & Kress, 2003; Kress, 2003, 2005). Affordances are sometimes seen as potentialities whereas Kress's theory considers affordances as both possibilities and constraints. Lee (2007) found in his work regarding text-making practices and multimodality literacy that affordances in text "are not determined by what the resources naturally offer but are shaped by how people perceive what various representational resources can or cannot do for them" (p. 227).

Norman (1988) differed slightly with Gibson's view considering it too binary without considering the person/viewer/reader. Norman believed that affordances result not from what is natural within an object but from the mental interpretation of things, based on past knowledge and experience, or in other words, one's perceived affordances. Pols' (2012) description supports that notion and adds that the affordances model requires users to possess particular types of knowledge to recognize any afforded potentials.

In the case of this dissertation, the object with innate affordances is the text or book used for close reading, as well as the text of the close reading lesson plan that has perceived affordances for the teacher. Affordance theory suggests that each book used in a reading lesson plan has qualities inherent within it that could be perceived and utilized. An example of this theory in practice is when a teacher decides, based on the content, that a particular children's book is good for a lesson on exaggeration and hyperbole, whereas another book might be helpful for a lesson on synonyms. Ideally, teachers would identify and examine affordances during the book-selection phase of lesson planning and

qualitatively analyze the features and affordances of a selected text that would be beneficial to highlight or scaffold during close reading instruction. In a study conducted with fourth- and fifth-grade teachers regarding classroom discussions, Kucan, Hapgood, and Palincsar (2011) describe “affordances” (p. 64) and “obstacles” (p. 76) inherent in a text. This study used a researcher-developed survey, called CoLTS, to determine if teachers could read an informational text and qualitatively analyze its main ideas and formulate appropriate questions for discussion. They found that 67% of teachers were unable to identify the main ideas in a text passage and ultimately concluded that teachers needed a specialized knowledge of reading comprehension to lead discussions more effectively. This conclusion implies that teachers may need help in identifying text affordances and ways to use text to highlight aspects of reading comprehension.

Reading Systems Theory

Grounded in the concepts of metalinguistic awareness and the role of oral language in literacy development is a more recent theory of reading comprehension from Perfetti and Strafura (2014) called the Reading Systems Framework. This theory is described as a “wide-angle view” (p. 22) that considers “a set of intertwined problems of reading theory--how readers comprehend and how skill differences arise” (p. 22). The components of reading presented in Figure 2.1 show the interconnectedness of reading comprehension processes and linguistic systems, particularly the lexicon. Within this framework, the lexicon is a central point between word identification and comprehension processes.

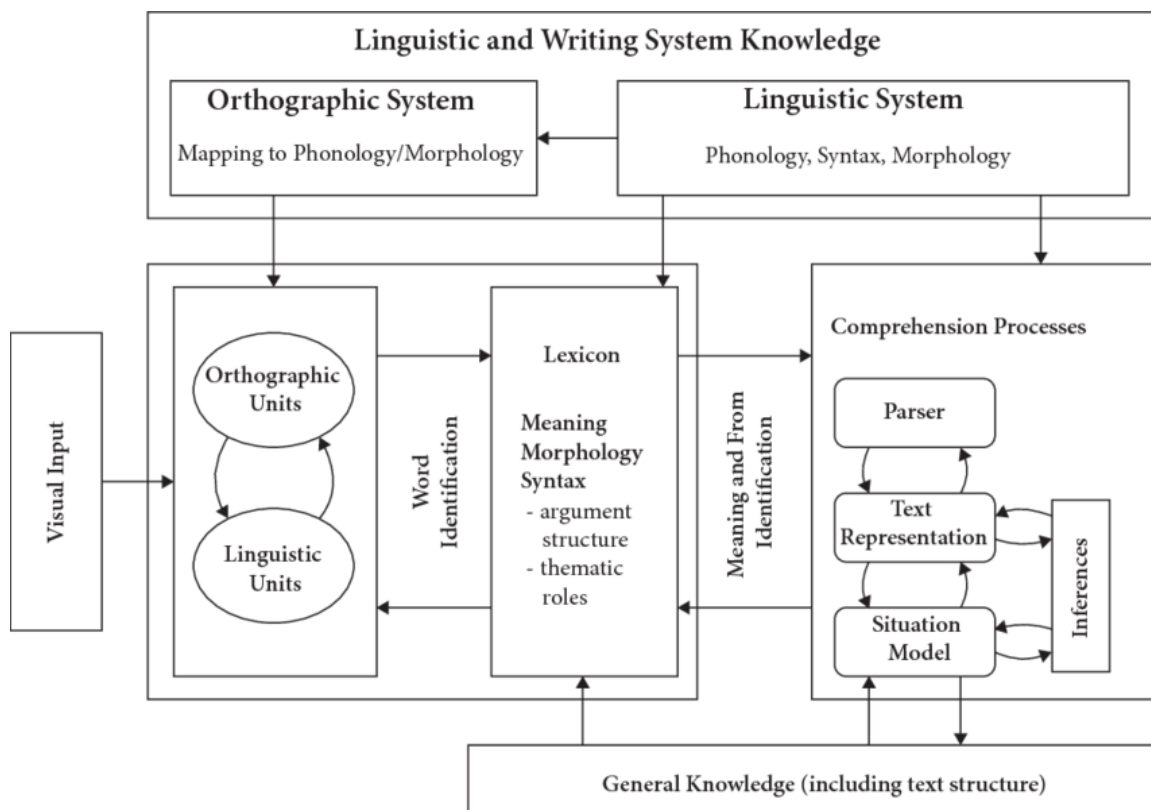


Figure 2.1. The reading systems framework (Perfetti & Stafura, 2014, p. 24).

The Reading Systems Framework represents a broad view of reading comprehension that builds on Kintsch's (1988) construction-integration (C-I) model that purports that text comprehension is an interactive combination of bottom-up (word-based) and top-down (knowledge-based) processes, but in a more dynamic way. In the Reading Systems Framework, lexical knowledge as a feature of language is a central component facilitating comprehension beyond the ability to decode (Perfetti, Landi, & Oakhill, 2005). Perfetti and Stafura (2014) reintroduced the central role of the lexicon through this framework and contend that it is "a somewhat neglected component in text comprehension research" (p. 34). Embedded in this reading comprehension framework

are two main constructs: processes and knowledge (Perfetti, 1999). According to this theory, three classes of knowledge sources are used in the process of reading: orthographic knowledge, linguistic knowledge, and general knowledge (i.e., knowledge about the world including text forms, genres, and structures). The processes of reading are described as “decoding, word identification, meaning retrieval, constituent building (sentence parsing), inferences, and comprehension monitoring” (Perfetti & Stafura, 2014, p. 25). These processes use the knowledge sources interactively and multi-directionally within a cognitive memory system. The Reading Systems theory can be used to explain not only reading comprehension but also the hypotheses of reading problems. As explained by Perfetti and Stafura, “readers can show weaknesses in specific knowledge sources, which then affect processes that use these knowledge sources in reading. An alternative view, the dominant one, is that it is weaknesses in the processes themselves that lead to comprehension breakdown” (p. 25). Perfetti and Stafura hypothesized how within the processes, there may be “pressure points” (p. 25) in the reading system that could impede reading comprehension, which is particularly true with the lexicon.

The study design of this dissertation was influenced by the Reading Systems Framework in that reading comprehension is the goal of close reading and relies on both processes and knowledge of language to accomplish text analysis. Within a close reading lesson, the lexicon serves as a central player in comprehension. Knowledge of word form and word meaning as aspects of language could be a pressure point. Perfetti (2009) suggested that reading comprehension can be increased via linguistic and word knowledge. Through the lens of Reading Systems theory, reading comprehension in close

reading is a language-centered practice building on a linguistic system with a focus on the knowledge of morphology, syntax, and word meaning. This dissertation examined the ways language instructional recommendations in close reading lesson plans focus on the lexicon and linguistic system.

Text Complexity in the Early Grades Theory

The third influencing theoretical framework used as a lens in this dissertation is the Text Complexity in the Early Grades model. Mesmer et al. (2012) introduced this developing theoretical framework specific to text complexity in the early grades in an attempt to “provide systematic organization to an ill-structured research literature such as that on early-grade text complexity” (p. 236). This framework provides a heuristic that builds on the RAND Reading Study Group’s (2002) widely accepted model of reading comprehension and extends those concepts into a broader interplay of relationships (see Figure 2.2). They acknowledged that it is a “working framework” (p. 236) because the empirical work on text complexity is in its initial stage. They also clearly stated that their theoretical model is one of the first (if only) theories focused on text and not on reading development. They defined text as a singular and plural form referring to “multiple reader-text interactions that are part of beginning reading instruction” (Mesmer et al., 2012, p. 237). An appropriate term to distinguish it would be “text treatment,” which is “the collection of texts with which beginning readers will interact longitudinally over the course of their early literacy development” (p. 238). Unlike a secondary reader who might focus on a single novel or text for a long period of time, a beginning reader more

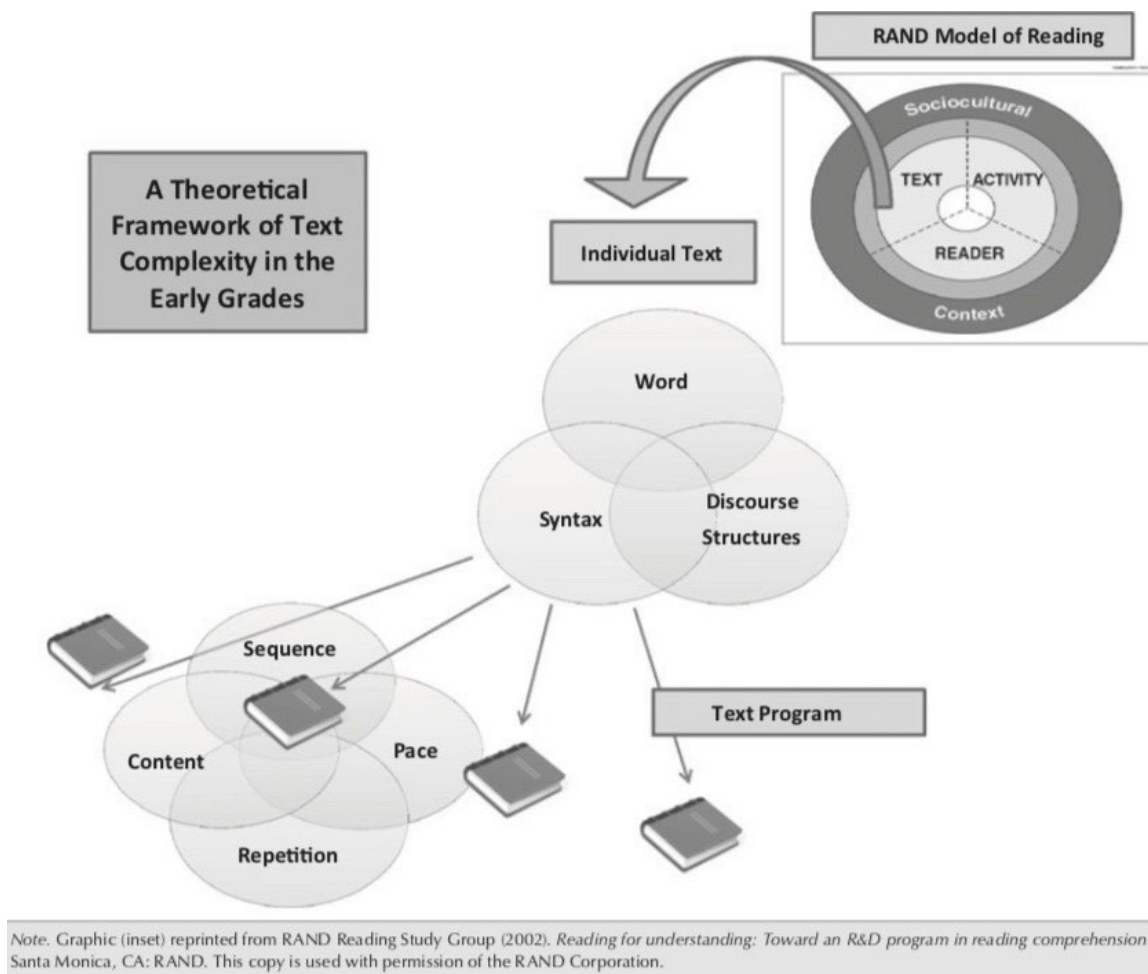


Figure 2.2. Heuristic for a text complexity theory in early grades (Mesmer et al., 2012).

typically interacts with a variety of texts daily, and often the same text repeatedly, or through multiple interactions over several instructional sessions.

Mesmer et al. (2012) delineate text into three levels: words, syntax, and discourse. These levels interact, overlap, and are interrelated depending on content, sequence, repetition, and pacing of a text program, or basal reader. Understandably, word-level complexity has received the most empirical attention in the early developmental years. In this theoretical model, the word-level complexities can include word meaning, structural

complexity, word familiarity and frequency, and semantic features like imageability, polysemy, word maturity, or morphology. Word maturity is a term introduced by Landauer, Kireyev, and Panaccione (2011) to explain how understandings of words can “grow, develop, and deepen as a student encounters them broadly in text (as cited in Hiebert & Mesmer, 2012, p. 240). Word-level complexities are supposedly attended to for a majority of instructional time in the early grades.

At the syntactic or sentence-level structure, text complexity pertains to length, cohesion, and grammatical features. Some researchers claim that syntactic complexity should be added to the three-part CCSS-ELA standards for text complexity consideration because grammatical features greatly influence the meaning of the text (Frantz, Starr, & Bailey, 2015).

Finally, Mesmer et al.’s (2012) theoretical model describes the discourse-level of text complexity as being influenced by cohesion, genre, and text length. Mesmer et al. hoped that this theoretical model could bring attention to an underrepresented element in existing literatures, namely, a focus on the text as a critical component of reading development. This framework accounts for many of the components included in a close reading lesson: the pacing of first, second and third readings; the text as a central factor; and the word- and sentence-levels of language that are subsumed within that text. It is the first theoretical framework that offers insight into the specific characteristics of text complexity at the elementary level versus that of secondary grades.

Elements of these three theories can be used synergistically to describe the complexity of close reading instruction. The affordances of texts (in their specific and

distinct text types) present teachers with instructional opportunities, if recognized. Those opportunities include exposure to word-level, sentence-level, and discourse-level aspects of language. Given that language is a critical component of reading comprehension, especially for beginning readers, teachers should consider how a text affords opportunities for language instruction and recognition of possible language complexities that could be obstacles impeding comprehension.

Literature Review Procedures

The following review examines the literature on teacher knowledge of text complexity at the elementary level and extant research on close reading. Literacy journals, teaching magazines, library lists, various literacy organizations, researchers, and experts have offered suggestions of how to analyze and select quality literature. This literature review will only include empirical research rather than professional recommendations.

Search Engines and Keywords

Numerous Utah State University Library databases and Google Scholar were used to identify relevant literature. These databases included Education Full Text, Education Source, ERIC via EBSCO Host, ProQuest Digital Dissertations, JSTOR, and Google Scholar. The computer searches initially focused on articles published since 2010 to access the most recent research following the implementation of the Common Core Standards, with some follow-up references (identified through bibliographic branching)

published before 2010. Key terms used for these searches were: *teacher, teacher knowledge, perceptions, decision making, text complexity, close reading, complex texts, reading comprehension, K-5, primary grade, elementary* and variations of these terms.

Inclusion Criteria

The following inclusion and exclusion criteria guided selection of relevant studies.

1. Peer-reviewed or labeled as dissertations.
2. Provided descriptions of methodology, data collection and analysis, and results.
3. Conducted in English-speaking countries and reported in English.
4. Published between 2010 and 2019.
5. Included elementary-grade teachers as participants.
6. Targeted close reading of complex texts.
7. Measured teacher ability, perceptions, or decision-making regarding text complexity instruction or close reading.

These adjusted criteria resulted in only five text complexity studies and three close reading studies fitting the descriptors. The studies were reviewed to identify the theoretical frameworks, research question(s), study type, grade levels and participants, methodology, and results. Results of this analysis are synthesized and listed in Table 2.1 for text complexity studies and an additional table (Table 2.2) for close reading studies.

Text Complexity Studies in the Elementary Classroom

Researchers have begun to examine teachers' knowledge, perceptions, and ability

Table 2.1

Studies of Teacher Knowledge of Text Complexity

Authors	Title	Research Questions	Type of study	Theoretical framework	Participants	Methods	Results
Fitzgerald et al. (2014)	Text complexity: primary teachers' viewpoints	What text characteristic do primary teachers think are most important for early grades text complexity?	Survey	Relational model of reading (Snow, 2002)	Kindergarten- second grade teachers, <i>N</i> = 90	Two-part activity with a paired-text comparison task and questionnaire	Teachers reported using read aloud (57%) more than guided and independent reading in time. Felt confident in matching students with appropriate levels of books. They described characteristics of text complexity as decodability, use of illustrations, high frequency words sentence length and words per page.
Gonzalez-Rodriguez, (2015)	Implementing the Common Core State Standards in English language arts: A case study of three elementary teachers' experiences	What can teachers' stories tell us about how they implemented the CCSS in literacy at one grade level?	Case study	Teachers as curriculum makers and interpreters (Craig, 2012)	Second & third grade teachers, <i>N</i> = 3	Questionnaires, classroom and grade-level observations, reflective online journaling, documents, individual interviews, and focus groups.	Teachers used creative lesson plans, the habits of mind, depth of knowledge, reading strategies, and text complexity to implement the literacy standards. Voiced a need for more PD about text
Greenson (2015)	A qualitative study of elementary educators' perception of increasing text complexity in instruction	What are teachers' experiences in relation to text complexity and how do teachers make sense of text complexity as a multi-dimensional construct?	Interpretive study	Fullen's (2009) Change Theory	Second, third & fourth grade teachers, <i>N</i> = 6	Semi-structured interviews and artifacts	Teachers believed there was a lack of PD, a need to shift materials and instruction, and that there was tension regarding the changes.

(table continues)

Authors	Title	Research Questions	Type of study	Theoretical framework	Participants	Methods	Results
Harris (2016)	Teacher perspectives of text complexity as outlined by the Common Core State Standards	What are teachers' perspectives of text complexity and how do teachers' perspectives align with the concept of text complexity as outlined by the CCSS?	Phenomenology	Rosenblatt (1978) Trans-actional Kolb (1984) Experiential Learning	Second through fifth grade teachers, $N = 8$	Interviews	Participants described text complexity using several qualitative features, more participants described text complexity by expressing concerns about mature content, the formatting and visual text features, and the type of vocabulary
Smith (2018)	An examination of teachers' understanding and use of text complexity and complex text in second grade classrooms	What are second grade teachers' conceptualization of text complexity and complex text? How do they integrate it in classrooms?	Case study	Constructivism	Second Grade teachers, $N = 3$	Field notes, interviews, observations	Analyzed within and across cases, teachers were found to be unfamiliar with the concept 'text complexity' and how to identify complex texts they can use with their students.

Note. Searched ERIC, Education Full Text, Education Source, Google Scholar, ProQuest Digital Dissertations Academic Search Premier, and JSTOR

Keywords: *text complexity + teacher + knowledge and/or perceptions and/or decision-making + elementary*

Inclusion criteria: peer reviewed or dissertation, English, 2010-2019, studies or syntheses not commentary nor recommendations, teachers as participants

Table 2.2

Nine Characteristics for Primary-Grade Text Complexity (Fitzgerald et al., 2015)

Characteristic	Definition
Word structure	<ul style="list-style-type: none"> • Decoding demand • Number of syllables in words
Word meaning	<ul style="list-style-type: none"> • Age of acquisition • Abstractness • Word rareness
Sentence and discourse-level characteristics	<ul style="list-style-type: none"> • Intersentential complexity • Phrase diversity • Text density/information load • Non-compressibility

to teach aspects of complex texts (see Table 2.1). Gonzalez-Rodriguez (2015) worked with second- and third-grade teachers ($N = 3$) in a case study using questionnaires, observations, journals, interviews, and focus groups. Participants reported that they seemed to understand the purpose for close reading and the expectations for text complexity but reported differences in implementation. One teacher felt confident that she was teaching complex texts through exposure to different text types about the same topic as well as doing re-reads within those different genres. Another teacher focused on the process of close reading, such as doing a first read for initial comprehension, a second read for analyzing the structure of the text and the literary devices, and a third read for deeper analysis of the author's purpose. One interesting finding is that the three teachers felt the need to access websites for "informational texts as well as authentic literature books to teach reading comprehension and the analysis of reading effectively" (Gonzalez-Rodriguez, 2015, p. 119).

Therefore, the way teachers addressed learning methods, strategies, and text complexity in their literacy teaching was by providing intense emphasis on text, figuring out the text by thinking about the words and ideas in the text, minimizing of external explanations, multiple and dynamic rereads, multiple purposes that focused on what a text says, and what it meant or what its value was. (p. 142)

All three teachers reported great uncertainty about selecting materials for delivering rigorous lessons and often felt that their instruction in close reading ended up being a vocabulary lesson. Participants felt that more professional development in close reading was needed in their district. Similar findings are reported from Greeson (2015) and Harris (2016) who similarly investigated teacher perceptions from interviews conducted with teachers ($N = 8$) in second through fourth grades (and fifth grade with Harris, 2016). Teachers expressed frustration and tension with the lack of professional development in using complex texts. Harris found that teachers were concerned with the developmental appropriateness of challenging vocabulary and had great uncertainty about the implementation of teaching with complex texts.

Smith (2018) had similar results in a case study with second-grade teachers ($N = 3$). Semistructured interviews and observations indicated limited understanding of text complexity and general confusion of how to use complex texts in the teaching of reading. However, one teacher noted that the use of complex texts helped students “explore higher level text, make better connections, take time to develop vocabulary, schema, and activate background knowledge” (p. 91). Overall, however, participants felt they were “unable to meet the goals outlined by Anchor Standard 10 of the CCSS” (p. 97).

Recent studies examined the differences in text complexity used within the elementary levels as opposed to secondary. For example, a study of primary-grade

teachers' perceptions of text complexity by Fitzgerald et al., (2014) found that primary-grade teachers often perceive text complexity differently than as delineated by the CCSS-ELA's four dimensions (NGA & CCSSO, 2010b). This study stands out from the others due to its larger sample size ($N = 90$). Other text complexity studies report small sample sizes of eight or fewer participants. Fitzgerald et al., (2014) found that teachers' perceptions of text complexity characteristics in the early grades related to sentence length, words per page, the number of pictures and illustrations, number of high-frequency words and level of decodability of a text. These characteristics relate to quantifiable, word-level issues.

Texts Used in Early Grades and Their Perceived Complexities

As stated earlier, Mesmer et al. (2012) proposed a model of their theoretical framework for complexity in early-grades texts that includes three text-level variables (words, syntax, discourse) and four program variables (pace, repetition, content, sequence). To help illuminate the differences in complexity for early grade texts, Fitzgerald et al. (2015) examined 350 texts frequently used in Grades K-2 for common characteristics of complexity. Via computer analysis, they found nine text characteristics that were predominant for primary-grade text complexity (see Table 2.2), which are grouped in three categories including: word structure, word meaning, sentence- and discourse-level characteristics. They note that the interaction and interplay between and among the characteristics are what educators should be aware of as they design instruction. For example, if a text has challenging vocabulary that is difficult to

understand as well as difficult to decode, then teachers “might consider ways of lessening the burden on the reader by employing other text-level characteristics” (Fitzgerald et al., 2015, p. 7). Teachers could read the text aloud to employ students’ listening skills instead of asking students to read it. Or a teacher could consider the age or skill level of the reader and spend instructional time on unfamiliar words, rather than relying on inferring word meaning through context clues. Considering scaffolding options and offering explicit instruction can help teachers “think about the ways in which characteristics can modulate and balance each other to impact the demand on linguistic knowledge required of the reader” (Fitzgerald et al., 2015, p. 7).

Close Reading Studies in the Elementary Classroom

As stated in Chapter One, a challenge of close reading instruction is that policy has preceded practice. Text analysis is common in secondary classrooms but there is a new expectation for close reading instruction to occur at the elementary levels (Serafini, 2013) with minimal research to inform its implementation.

Welsch et al. (2019) conducted a literature review on close reading to dissect the many recommendations and informational guides from the more rigorous research. Using a content analysis, these researchers focused on studies in the primary and intermediate grade levels specifically, but with student or teachers as participants. Welsch and colleagues used search terms including *close reading*, *analytic reading*, *collaborative reading/reasoning*, *text dependent questions*, and *rereading + comprehension* from the period 2004-2016. They identified 26 articles matching those descriptors of close reading, from an initial collection of 72 articles. As compared to the literature review

results of this study, which were minimal, their literature search included all grade levels, teachers *and* students, and all forms of articles while this dissertation limited its review of literature to elementary grade-focused literature and peer reviewed journals. Welsch et al. used codes included article types (research or practitioner journals), methodologies, grade levels (K-5; 6-12; and K-12) findings, discussions, critical commentaries, or authoritative summaries, target audience, and conclusions. Additionally, Welsch et al. coded each article to address three areas: findings, conclusions, and questions posed about close reading. Results showed that of the 26 sources coded for the elementary level, there were seven empirical research studies, with five being qualitative approaches (mostly interviews and observations). The seven research studies also indicated very few author-researchers, with Fisher and Frey authoring five of the seven studies (see Table 2.3). Fisher and Frey have contributed greatly to the research and instructional practice of close reading, offering many guides, templates, and training for teachers to navigate the new reading activity. Welsch et al. (2019) concluded, however, that “little seems to be known regarding the research (on close reading) to support the practice” (p. 96).

Table 2.3

Number and Type of Articles about Close Reading Since 2004 (Welsch et al., 2019)

Type of study	Number of studies
Research study	7
Authoritative summary	11
Critical commentary	4
Strategy description	2
Other	2

Among the practitioner journals publishing articles on text complexity, the main themes included recommendations about repeated readings (14 articles), text-dependent questions (16 articles), annotations of text (9 articles), and discussion of text (5 articles). Welsch et al. (2019) note that one topic shared across the collection of articles is the need for further professional development especially in the areas of:

1. Identifying appropriate text (level and length)
2. Developing challenging text-dependent questions
3. Preparing close reading lessons
4. Adjusting to a new instructional approach
5. Meeting the needs of diverse learners during close readings
6. Allowing students to wrestle with text meaning (p. 108).

Welsch et al. (2019) also suggest that “all teachers would benefit from specific strategies or advice on how to implement close reading at their specific grade levels, given the challenges faced by teachers in adjusting to different levels of scaffolding” (p. 109). They describe the research possibilities as “ripe” (p. 108) with a need for more “definitive empirical evidence” (p. 111) and recommend future research to be focused on the components of close reading and specific recommendations for text complexity instruction.

Close Reading Literature with Teachers as Participants

The literature search for this dissertation also focused on teachers as participants rather than students. Only three studies with this focus were found using the search criteria (see Table 2.4). All three were qualitative studies, which can be typical of new

Table 2.4

Studies of Close Reading Instruction in Elementary Grades

Authors	Title	Research questions	Type of study	Theoretical framework	Participants	Methods	Results
Fisher & Frey (2014)	Student and teacher perceptions on a close reading protocol	How have teachers implemented close reading in their classrooms? What are teacher perspectives of the challenges and benefits of this instructional practice? Student perspectives?	Phenomenology	New Criticism literary theory (Brooks & Warren, 1979) Rosenblatt's Transactional Theory (2003)	Fourth through 12 th -grade teachers, 5 per grade level, N = 45, 17 schools in 4 districts Fourth through 12 th -grade students, N = 327, 17 schools	Individual Teacher Interviews, Three focus groups for small groups of 6 students each	Shared themes between teachers and students including more interesting texts, close reading requiring more effort, speculating on the source of questions. Teacher results: 86.7% questioned their ability to teach close reading. Over half the teachers found it difficult to locate texts and were concerned about ELs and struggling readers.
Fox (2017)	Implementation and teacher perceptions of close reading	How are teachers in Grades 1-3 implementing close reading in their classrooms? What are Grade 1-3 teachers' perspectives on challenges and benefits of close reading instructional approach?	Mixed Methods Explanatory sequential design using an intrinsic case study	Developmental Theories of Piaget (2003) and Vygotsky (2011)	First-, Second-, & Third-Grade Teachers, -15	Survey, classroom observations, teacher interviews	Benefits reported were PD and collaboration. Challenges included the amount and quality of scaffolding needed, lack of independence from reader, time-consuming planning and preparation, and the required rereads in a lesson. Findings were distinguished by grade level differences in time spent on CR, time of year to implement CR, and # of days to reread

(table continues)

Authors	Title	Research questions	Type of study	Theoretical framework	Participants	Methods	Results
Kerkhoff & Spires (2015).	Getting close to close reading: Teachers making instructional shifts in early literacy	How do K-2 teachers perceive making instructional shifts with close reading of information texts?	Exploratory Collective Case study	Not stated	Kindergarten through Grade 2, $N = 12$	Teacher-generated analogies, online reflections, teacher-generated lesson plans, and focus group transcripts.	Teachers reported using close reading as low as kinder. Many perceived challenges such as lack of professional development, a mismatch between close reading and teaching of self-connections and prior knowledge

Note. Searched ERIC, Education Full Text, Education Source, Google Scholar, ProQuest Digital Dissertations Academic Search Premier, and JSTOR.

Keywords: *close reading + instruction + teacher + knowledge and/or perceptions and/or decision-making + elementary*

Inclusion criteria: peer reviewed or dissertation, English, 2010-2019, studies or syntheses not commentary nor recommendations.

Three studies met the requirements.

lines of research such as that of text complexity as an instructional focus for elementary grades and close reading. Each of these studies used a different methodology: phenomenology, explanatory-sequence mixed methods, and case study. Only one of the studies focused specifically on elementary-grade teachers, while the other two included K-12 grade levels.

Fisher and Frey (2014) worked with fourth through twelfth-grade teachers across 17 schools. The elementary teachers ($n = 9$) participating were five Grade 4 and four Grade 5 teachers. Teachers reported low confidence about their abilities to teach close reading. Over half the teachers (55.6%) shared concerns about English language learners and struggling readers not being able to meet the expectations of close reading instruction. Moreover, a majority of teachers (57.8%) expressed difficulty in locating adequate texts to be used in close reading lessons. Teachers mentioned the challenge of developing reading stamina in students to get through more difficult texts, as well as the extensive planning time that close reading instruction requires. “Some of them believed that they were not as good at teaching as they once thought they were as a result of implementing close reading” (Fisher & Frey, 2014, p. 42).

Kerkhoff and Spires (2015) included teachers who taught in grades K-2 ($N = 12$) while taking a graduate-level reading course. Data collection included teacher-generated analogies, reflections, lesson plans, and one focus-group meeting. A priori and axial coding resulted in seven themes: “learning text complexity, choosing texts, choosing short passages, not pre-teaching the text, modeling, scaffolding, and discussing text-dependent questions with evidence” (p. 48).

Teacher moves for scaffolding students' comprehension that were described in the data from Kerkhoff and Spires (2015) include asking questions, using student leaders, using reading manipulatives like magnifying glasses or reading strips, and annotating with pencils and highlighters. Teachers reported that their students exhibited some resistance to the rereading process. They also reported that having a class read aloud first or taking a field trip to provide common background knowledge was beneficial before close reading about the same topic. During the modeling of close reading, teachers reported using strategies of metacognition or think alouds, as well as explicit instruction of reading strategies. They valued creating a positive classroom tone but felt some inner dissonance between teaching the students to read fluently and repeatedly reading short passages for textual analysis. Finally, 10 of the 12 participants stated that they believed close reading could be done in grade levels as young as kindergarten but also found it challenging due to students' developmental levels.

Fox (2017) shared the perceptions of 14 teachers in Grades 1-3 with regard to implementing close reading as a new instructional practice. Data collection included a teacher-perceptions survey and interviews before and after a close reading lesson observation. Data analysis was stratified by grade level. Areas of agreement were presented as two broad categories: benefits and challenges of teaching close reading in the younger grades. The perceived teacher benefits reported were increased "professional development and collaboration among colleagues" (p. 64). Challenges included "the amount and quality of scaffolding needed for their students' understanding, the time-consuming nature of planning and preparation for close reading, and the required

multiple readings of the same text” (p. 64). Two teachers from each grade level ($n = 6$) participated in the lesson observations and interviews. Participants expressed concerns about reading stamina during close reading, referring to the students’ abilities to read and reread complex texts without tiring due to cognitive demand. Across the aforementioned related studies, all participants expressed the immediate need for more time, more materials, more knowledge, and more modeling of close reading instruction. These studies inform this dissertation study by elucidating perceived challenges reported by teachers in their efforts to teach close reading.

Summary

This literature review explained three synergetic theoretical frameworks that informed this dissertation. The instructional practice of close reading using complex text was examined through the lenses of affordance theory, reading systems framework, and the newly developed text complexity theory for early grades. The small number of close reading research studies has revealed teacher-reported perceptions that the practice of close reading is still new and unfamiliar territory. Teachers have reported needing additional (and even initial) training in how to plan and effectively teach close reading lessons. Teachers note efforts to increase scaffolding, modeling, read-alouds, and guiding students through more reading exercises to increase reading stamina for close reading rereads. Teachers have also described the inner tension of having to navigate students through complex texts and report limited curricular materials to support this new close reading expectation.

This dissertation examines close reading lesson plans with a specific focus on language to move from the investigation of teacher perceptions of close reading implementation in small sample sizes to an investigation of the materials available to teachers for implementation. Analysis of these materials affords insights into how close reading instruction is recommended and how targeting aspects of language can aid reading comprehension of challenging texts.

CHAPTER 3

METHODOLOGY

This content analysis strives to answer three questions using inductive and deductive reasoning and analysis through inferences (Duke & Mallette, 2011). According to Krippendorff (2004a), content analysis studies require a close reading of relatively small amounts of textual matter. Content analysis is considered a flexible research method for analyzing texts, describing, and interpreting written artifacts with broadening definitions of what counts as text (Krippendorff, 2004a). The texts examined in this study are online lesson plans for elementary-grade teachers targeting close reading of complex literary texts. The study narrowed the investigation to close reading lessons of literary text with a focus on aspects of language as one of the dimensions of text complexity. In other words, this study entailed a close reading content analysis of close reading lesson plans and the language elements addressed therein. The goal is to understand the guidance and recommendations that the eligible lessons offer teachers who might use the lesson plans to enact close reading instruction as well as the ways in which language complexity is targeted during instruction.

This content analysis addressed the following research questions.

1. What are the common objectives stated in close reading lesson plans using complex literary texts for the elementary grades?
2. Which aspects of language are targeted in the lesson plans? Where and how are they addressed? In what ways is language a focus of instruction?
3. Which (a) instructional moves and (b) student tasks are recommended in close reading lesson plans targeting *language instruction*?

These research questions transition from a focus on the intended outcomes of the lesson plans (via their objectives) to a closer look of how language is targeted specifically—as an important aspect of text complexity. Text complexity is or should be a focus of close reading lessons since it is text complexity that provides the challenges to comprehension.

Data Collection

The data collection procedures for this study rendered a sample of close reading lesson plans accessed from the public domain. Data collection consisted of two phases. Phase 1 included collecting a repository of close reading lesson plans using literary texts that fit the inclusionary criteria. Information was gathered for each lesson in the repository to help stratify the sample in Phase 2. The description of Phase 1 notes the inclusionary and exclusionary criteria and a pilot study to establish a coding system for the aspects of language that may be present in the lesson plans. Following explication of these Phase 1 procedures is an outline of the procedures for selecting the purposeful sample for Phase 2, interrater reliability measures, and efforts to establish reliability and trustworthiness.

Institutional Review Board

After receiving approval from the supervisory committee, a protocol was submitted to the Institutional Review board (IRB) to begin the data collection and analysis of online close reading lesson plans. Because the study did not involve human

participants, the IRB protocol was approved as exempt.

Decision Making in Phase 1

The study was broken into two phases to first collect a repository of available close reading lesson plans that fit the inclusionary criteria, and then to purposefully select a sample of lesson plans stratified by grade levels for data collection and analysis.

An initial search served to establish the inclusionary and exclusionary criteria for identifying and selecting eligible lesson plans. This process to identify eligible lesson plans included a purposive sampling of public domain lessons available on the Internet. Also known as selective or subjective sampling, purposive sampling narrows the scope of the search by applying exclusionary and inclusionary criteria (Silverman, 2000). To gather the sample of lesson plans, a Google keyword search included the terms: *lesson plans*, *close reading*, *literature* or *narrative*, and variations of those words, and grade-level indicators kindergarten through sixth, with related terms such as *primary grades*, *intermediate grades*, *elementary grades*. Using Boolean terms, the search efforts typically included “*lesson plan*” AND “*close reading*” AND “*literature*” OR “*narrative*” AND “*elementary*.”

Exclusionary criteria. During the gathering of the lesson plan information in Phase 1, it was evident that many of the available close reading lesson plans labeled as using “literary texts” search were actually featuring informational texts written in a narrative text structure. Lesson plans targeting informational texts were excluded.

A challenge in the initial lesson-plan search was that some elementary close

reading lesson plans were marketed as English Language Arts and writing lesson plans, rather than specifically close reading lesson plans. Some lesson plans were “bundled” into units of study with both literary and informational texts and even some targeting math complexity. Such lesson plans were carefully scrutinized for possible inclusion in this study; however, many were eventually excluded because they did not meet the full inclusionary criteria of one story, authentic literary text, and/or a complete lesson plan.

Another preliminary challenge while searching relevant websites was that some websites provide “strategy guides” for close reading to be used broadly to analyze any given text rather than specific texts assigned in the lesson plans. These generic lesson-plan templates were not included in the sample because, although they share helpful directives, they do not represent lesson plans that address the affordances specific to a respective text (NGA Center & CCSSO, 2010b).

To summarize, the exclusionary criteria included the following.

1. Texts that were informational, not literary or narrative
2. General instructional or strategy guides used for any book
3. Text complexity “bundled” units
4. Close reading lesson plans for Grades 7-12

Inclusionary criteria. Lesson plans using complex texts in the elementary grades often include a read-aloud activity. These read-alouds typically feature picture storybooks, but some utilize excerpts from novels or chapter books, such as *Charlotte’s Web* (White, 1952). The CCSSA-ELA’s Appendix B (NGA & CCSO, 2010c) noted that “when excerpts appear, they serve only as stand-ins for the full text. The Standards

require that students engage with appropriately complex literary and informational works; such complexity is best found in whole texts rather than passages from such texts” (NGA & CCSO, 2010c, p. 2). For the purposes of this study, only lesson plans that reference a whole literary text were eligible for inclusion in the sample. To ensure that the analysis would compare like-items, each lesson plan needed to be about *one book* to afford a like comparison.

To summarize, the inclusionary criteria included the following.

1. Lesson plans that state the keywords “close reading.”
2. Close reading of one authentic book: picture book or novel.
3. Close reading using only literary or narrative text type.
4. Lesson plan recommended for elementary grade levels, K-6.

Lesson Plan Repository

Preliminary descriptive information was gathered from the repository lesson plans during Phase 1. This included the sponsoring organization and author, the role of the author, title and author of the book used in the lesson plan, recommended grade level, and hosting website. There were 147 lesson plans from only five websites that fit the inclusionary search criteria after an exhaustive search. This was an unanticipated finding given the nature of information sharing on the Internet and the large-scale expectations of close reading instruction suggested by the CCSS-ELA.

Another finding from Phase 1 was that many notable literary organizations and websites that one might assume to have close reading resources, did not. For example,

websites such as Scholastic.com, Reading Rockets, and What Works Clearinghouse offered no close reading lesson plans. The website for the National Council for Teachers of English (NCTE) and International Literacy Association (ILA) titled Read, Write, Think offered only one lesson plan for elementary close reading using literary text. See Appendix A for a full list and links to the repository of close reading lesson plans.

Website Vendors

The five websites offering literary close reading lesson plans were Better Lesson Plans (BP), CPalms (CP), Lee and Low (LL), Read Write Think (RWT), and Teachers Pay Teachers (TPT). Two of the five website vendors (LL and RWT) were different than the others with one vendor offering five lesson plans in narrative blog format with one author and the other offering one lesson plan description rather than a template. Due to the scarcity of eligible resources, those two websites were excluded from the purposeful sample in Phase 2. The remaining three website vendors (BLP, CP, TPT) offered 10 or more eligible lessons and were included in the Phase 2 sample. Figure 3.1 offers descriptions of these resources.

Decision Making in Phase 2

In qualitative research, selecting the sample size considers the concept of unit of analysis and how that unit of information in the sample is to be analyzed (Krippendorff, 2004a; Patton, 2002). Fridlund and Hidingh (2001) report that it is common in qualitative studies to include samples based as low as 1:30 units of analysis. In the health care industry, for example, Sandelowski (1995) recommends keeping qualitative sample sizes

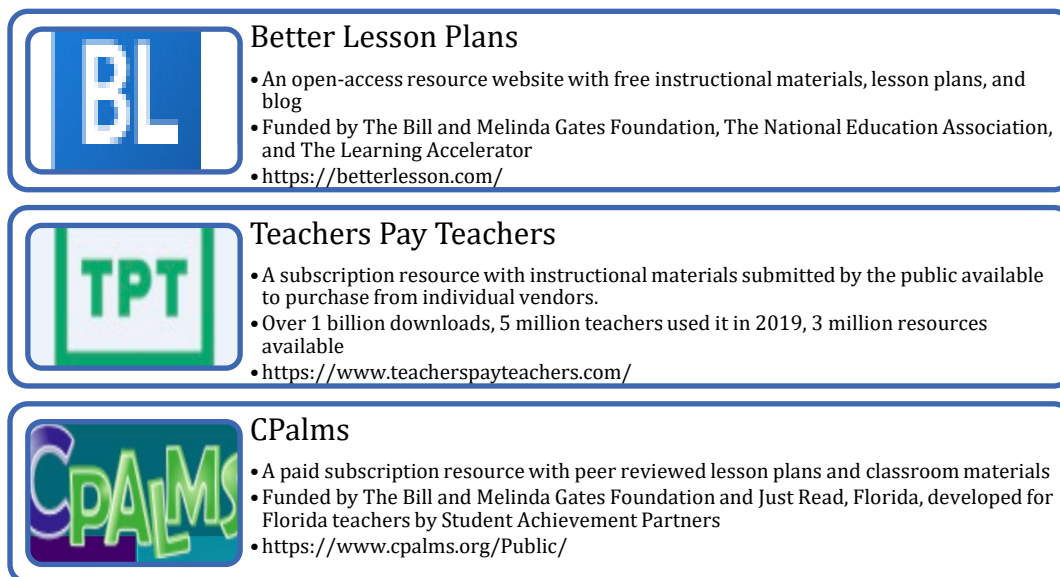


Figure 3.1. Website vendor descriptions.

large enough to allow “the unfolding of a new and richly textured understanding of the phenomenon under study, but small enough so that the deep, case-oriented analysis of qualitative data is not precluded” (p. 183). Vasileiou, Barnett, and Thorpe (2018) found that many studies did not explain or justify their sample sizes but instead referred to concepts that influenced their decision making such as that of information redundancy (Lincoln & Guba, 1985) or information power (Malterud, Siersma & Guassora, 2015).

Of the total lesson plans identified in Phase 1 ($N = 147$) approximately 30% ($n = 44$) of the repository of lesson plans were purposefully selected for equal representation among grade level ranges (PreK-2, 3-6) and across the three websites. Thus, the selected lesson plans represented different authors and hosting sites. The number of lesson plans representing each vendor was considered in the final selection of lesson plans as displayed in Table 3.1. One lesson plan was determined to be non-codable due to having no objectives, nor activities, and another lesson plan compared two picture books rather

than focus on one story. These were removed from the sample and replaced by randomly selecting and adding two other lesson plans to the stratified sample to maintain the 30% or 44 lesson plans from the three vendors.

Table 3.1

Grade Level Distributions Recommended on Lesson Plans

Grade level	Number of lessons including grade level across sample and ranges	Percentage represented in selected sample
Preschool	4	9
Kindergarten	7	16
Grade 1	20	45
Grade 2	15	34
Grade 3	18	41
Grade 4	15	34
Grade 5	10	23
Grade 6	3	7

Note. Some lesson plans had multiple grade-level recommendations.

Descriptive Characteristics of the Stratified Sample

It could be expected when investigating lesson plans that there would be a variety of formats, grade-level recommendations, and elements that differ from one another creating an analytical challenge. One challenge was that some lesson plans offer a recommended grade-level range rather than a single grade-level assignment. From this stratified sample 21 of the 44 (48%) lesson plans included grade-level ranges, rather than one specific grade. The grade-level distributions are shown in Table 3.1, which includes any grade level that was individually stated or included within a grade range. The grade

levels most represented (per the recommended ranges) in the stratified sample are Grades 1-4, with a preponderance to include first grade in many grade-level ranges.

Role of Author of Close Reading Lesson Plans

In Phase 1, the names and roles of the lesson-plan authors were collected from the website vendors to characterize and diversify the sample. The varied educational roles of those individuals who authored the close reading lesson plans constituting the final sample are shared in Table 3.2. The authors labeled as “unknown,” are from the CPalms website, which has used peer review as a qualifier of quality but keeps the author anonymous. The CP website is the recommended teacher resource funded by the state of Florida, and in this study, the lessons selected from this site were among the most structured and standards-based lesson plans suggesting that the anonymity of the authors might not detract from the quality of the lesson plans.

From the sample of 44 lessons, one author is represented twice due to stratifying the grade levels meaning that there are 43 different authors represented in this sample. As shown in Table 3.2, although mostly unknown, the selected lesson plans were attributed to authors in various educator roles. Interestingly, 22% of the authors reported roles that typically require specialized content knowledge or continued education and training such as a literacy coach, reading professor, or reading specialist.

Children’s Books Used in Selected Lesson Plans

One of the inclusionary criteria to determine the stratified sample was that the lessons target one authentic children’s book or excerpts from a single book, rather than a

Table 3.2

Author Roles for Selected Lesson Plans

Author role ($n = 44$)	%
Teacher	37
Unknown	41
Literacy coach/specialist	9
Instructional coach	7
ESOL coach	2
Adjunct literacy professor	2
Speech language pathologist	2

contrived text. Within the sample ($n = 44$), only two books are represented twice: *Sheila Rae, the Brave* (1987) by Kevin Henkes (LP35 and LP11) and *Mrs. Katz and Tush* (1992) by Patricia Polacco (LP30 and LP39). Ten books are novels and 32 books are picture storybooks (with the two used twice). Only one quantitative measure, the Lexile score, was used to contribute to the texts' complexity. In this sample, the Lexile designations for the selected books range from 230L-1000L, with some of the highest Lexile labeled books recommended for the younger grade levels and grade-level ranges. Though some of the books had lower Lexile level ranges, the lesson plans explicitly stated that the texts were complex on the respective lesson plan. Table 3.3 displays the books utilized in the stratified selected lesson plans in order of Lexile level ranging from 230L to 1000L, unlike Appendix B which is the full repository of lesson plans from Phase 1. It should be noted that the children's literature targeted in the lessons represents variable complexity,

Table 3.3

Children's Books Used in Selected Lessons Listed by Lexile Score

LP #	Children's book title	Author	Lexile	Grade
1	Caribbean Dream	Rachel Isadora	230L	1
12	Are You My Mother?	P.D. Eastman	240L	1
27	Don't Let the Pigeon Drive the Bus	Mo Willems	280L	K-3
33	Tops and Bottoms	Janet Stevens	340L	Pre-4
10	Mr. Duck Means Business	Tammi Sauer	470L	1
7	Click Clack Moo	Doreen Cronin	470L	1
2	How I Became a Pirate	Melinda Long	470L	3
5	Caps for Sale	Esphyr Slobodkina	480L	K
35	Sheila Rae, the Brave	Kevin Henkes	500L	1-4
11	Sheila Rae, the Brave	Kevin Henkes	500L	1
14	A Chair for My Mother	Vera B. Williams	530L	2
30	Mrs. Katz and Tush	Patricia Polacco	530L	1-3
39	Mrs. Katz and Tush	Patricia Pollaco	530L	2-5
29	The Wednesday Surprise	Eve Bunting	540L	1-3
26	Kissing Hand	Audrey Penn	540L	K-2
23	Merry Christmas, Splat	Rob Scotton	540L	PreK-2
32	Big Al and Shrimpy	Melissa Magar	550L	1-3
28	Those Shoes	Maribeth Boelts	550L	1-2
17	Just a Dream	Chris Van Allsburg	550L	3
44	Baseball Saved Us	Ken Mochizuki	5550L	4-6
4	A Day's Work	Eve Bunting	560L	4
37	How to Eat Fried Worms	Thomas Rockwell	560L	3-5
9	Chrysanthemum	Kevin Henkes	570L	1
38	Chester's Way	Kevin Henkes	570L	3-5
25	Room on the Broom	Julia Donaldson'	600L	PreK-2
34	Make Way for Dyamonde Daniel	Nikki Grimes	620L	2-3
42	Al Capone Does his Shirts	Gennifer Choldenko	620L	5
40	Four Feet, Two Sandals	Williams & Mohammed	620L	3-5
18	Thunder Cake	Patricia Polacco	630L	3
13	Sarah, Plain and Tall	Patricia MacLachlan	660L	2
31	Somebody Loves you Mr. Hatch	Eileen Spinelli	660L	1-3

(table continues)

LP #	Children's book title	Author	Lexile	Grade
20	Number the Stars	Lois Lowry	670L	4
15	Because of Winn Dixie	Kate DiCamillo	670L	3
16	The Tale of Despereaux	Kate DiCamillo	670L	3
22	Esperanza Rising	Pam Munoz Ryan	750L	5
41	Wonder	RJ Palacio	790L	4-6
24	Sylvester and the Magic Pebble	William Steig	780L	PreK-1
21	Phineas L. MacGuire Gets Slimed	Frances O'Roark Dowell	870L	4
43	Coolies	Yin	870L	4-6
3	The Horned Toad Prince	Jackie Mims Hopkins	910L	4
8	Tikki Tikki Tembo	Arlene Mosel	910L	1
6	The Relatives Came	Cynthia Rylant	940L	1
19	Bud, Not Buddy	Christopher Paul Curtis	950L	4
36	Poppy	Avi	1000L	3-5

but as trade books, they likely offer sufficient authentic language to be considered worthy of instructional attention and student analysis.

Lesson Plan Formats

Finally, the gathering of preliminary information in Phase 1 included determining the lesson plan formats within the sample. As expected, the lesson plan formats and curriculum materials varied. Lesson plan headings (bolded sections in the lesson plan) and subheadings (bolded subsections of the headings) were collected and sorted into like groups to offer insights into the overall structure and pacing of the recommended close reading lessons. Lesson plan formats are described in Appendix B. The majority (77%) of lesson plans reflect the Fisher et al. (2016) model of close reading lessons, which focuses on Craft and Structure language instruction on Day 2 of a typical 5-day close reading lesson. The reliance on the 5-day lesson plan for one book is important to note. It is not

considered a unit across five days, but one lesson plan for one book that takes place over multiple sessions spending as few as 30 minutes up to 60 minutes per session per day. Other lesson plan formats include a chronological (Monday, Tuesday, Wednesday) or a direct instruction approach (Hunter, 1967). Another lesson plan uses an English for Speakers of Other Languages (ESOL) lesson plan template. One utilizes the Socratic Seminar Model as an instructional tool for lesson planning. The variety of lesson plan formats suggests that there is no single lesson plan format at this time in the elementary-grade levels, although one template (Fisher et al., 2016) which includes a focus on vocabulary on the second day of instruction, seems to be more prominent than others.

Data Analysis

Phase 1 of the study entailed data collection, gathering preliminary information about websites, and cataloguing the targeted children's books, lesson plan formats, and the role of lesson plan authors. Efforts to answer the research questions via data analysis began in Phase 2. This phase employed two types of coding: open coding of the common objectives and a priori coding of aspects of language noted within the lesson plans. The open coding of objectives took place first to address the first research question and to help inform the predetermined a priori language codes completed afterwards.

To prepare for coding and to aid the organization of the coding process, all lessons scripts and instructional materials (excluding demonstration videos) were added to a table in increments of five lessons with two coding columns for (1) a priori codes for aspects of language and (2) recommended language-related instructional moves and

student tasks. In total, 870 pages of lesson content were coded.

Open Coding of Common Objectives

A content analysis strives to make sense of text and image data by aggregating the data by codes, then as categories (often with subcategories), and finally into a small number of themes (Creswell, 2009). This aggregation can go through multiple cycles until the themes solidify. For this dissertation, two cycles of open coding occurred. The first cycle focused on *process coding* and the second cycle on *structural coding* of objectives (Saldana, 2013). Open coding of the objectives took place first to help inform the a priori coding of language elements later. The objectives were read holistically, first, then analyzed and later reviewed as part of the axial coding process, as well as included en toto in Appendix F. The procedures for coding followed Taylor-Powell and Renner's (2003) recommendations for coding content analyses (see Figure 3.2).

Objectives With Multiple Topics

Many of the objectives are not simply stated with a singular focus, making it necessary to code one objective multiple times for different concepts. Some examples of such compounded concepts can be found below along with the codes that were applied to each objective. They were parsed to isolate both by the behavior (verb) and the desired knowledge, skill, or attitude.

*L7-1 Use key details and illustrations from *Click, Clack, Moo: Cows that Type* to discuss and write about the characters, setting and major events of the text.

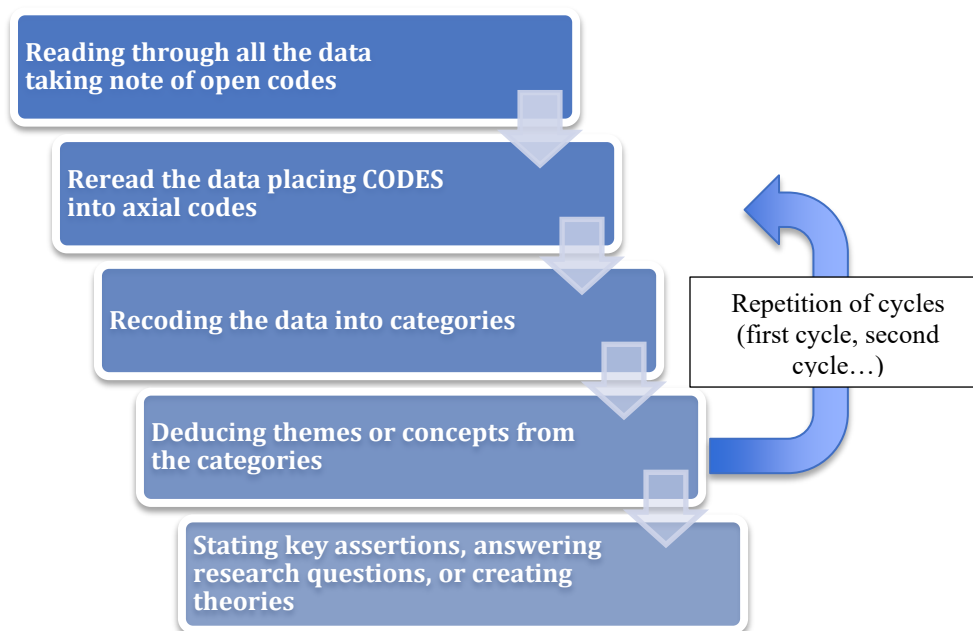


Figure 3.2. Content analysis coding steps (Taylor-Powell & Renner, 2003).

The compound concepts embedded in this objective would be (1) using key details, (2) using illustrations, (3) to discuss (4) to write about story elements such as (5) characters, (6) setting, and (7) major events. Another example of compound concepts embedded in objectives was from Lesson 27:

*L27-1 You revisit the same text multiple times to take a “closer look” at things such as text features, theme, craft, key details, vocabulary and meaning etc.

The compound concepts embedded in this objective would be (1) close reading (2) rereads, (3) text features, (4) theme/central message, (5) key details, and (6) vocabulary.

After the objectives were gathered and parsed, a first cycle of process open coding focused on the behaviors (verb) of what students are expected to do. A second cycle of open coding focused on structural content of what was being taught followed. The

insights and frequencies of these process and structural codes will be discussed in Chapter 4.

After the open codes were parsed and coded as two types, they were collapsed into axial codes and then categorized according to similar themes. All the open codes, axial codes, and categories can be found in Appendix C.

Establishing an A Priori Language Coding System

According to Saldana (2013), “a code in qualitative inquiry is most often a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language based or visual data” (p. 3). There was no established list of possible language elements, language features, or aspects of language for text complexity as noted in Chapter 1, which likely contributes to ambiguity for teachers who must identify language affordances or obstacles within text. However, this study’s coding procedure targeting language complexity associated with close reading is a first step. Based on initial findings from open coding, recommended rubrics for language complexity from multiple sources and the researcher’s knowledge of language, an Initial A Priori Coding Chart (see Appendix D) was created to define possible aspects of language, related key terms, and cite the sources that informed the a priori codes that would be used during data analysis. The Initial A Priori Coding Chart included codes for language structure, vocabulary, text density, metalinguistic awareness, linguistic levels, language conventions, and figurative language.

One of the purposes of the first cycle of open coding was to help inform the a

priori coding system of language elements for a second cycle of a priori coding. One consequent decision was that vocabulary in the sample seemed to rely heavily on context clues as a form of word learning by inferring the meaning of unknown words. To address this initial finding and better represent the data, the a priori code for vocabulary was divided into two categories: *vocabulary-context clues*, and *vocabulary* (which would encompass all other forms of vocabulary instruction and learning).

Additional open codes from the first cycle informed language codes in the second cycle and were assigned to the following a priori codes displayed in Table 3.4. This list of a priori codes is only a partial list including only the open coding topics and where they were assigned while excluded from the table are Vocab-Context Clues, and Conventions.

Table 3.4

Open Coding Topics and Assigned A Priori Codes

Open coding	Assigned a priori code
Academic vocabulary	Vocab
Degrees of intensity	
Synonyms	
Definitions	
Word choice	
Sight words	
Repetition	Word-level structure
Parts of speech	
Morphology	
Adjectives/character traits	
Sentence construction or length	Sentence-level structure
Abstract vs imageability	Figurative language
Literary and rhetorical devices	
Idioms	
Metaphors and similes	
Dialogue	Language usage
Debate	
Prosody and rhythm	

Pilot Coding

To test these initial a priori codes, five lessons were randomly selected and coded by two coders. The first coder applied 25 a priori codes to five lessons. The second coder applied 32 a priori codes. The percentage of agreement between coders was 83%.

To attend to the differences, peer debriefing took place over multiple occasions to finalize the a priori codes. Specifically, the pilot coding exposed some confusion with the terms *text features*, *text density*, and *language structure*. Text Features was utilized by one coder, but not the other. It was unclear to Coder 1 if text features referred to language or text structure. Text features in literary text are typically specifically incorporated page elements including text bubbles, illustration captions, chapter headings, or font choices. After peer debriefing, it was decided to code text features as a part of the Conventions, an a priori code, because some lesson plans referred to the impact of font choice or speech bubbles in illustration and the role they play in dialogue. Text Density was included on the Initial A Priori Coding Chart (see Appendix D) to adhere to a recommendation from the Board of Regents University of Wisconsin System (2012) that it be considered a component of language complexity. This idea refers to a text being dense with content information or language features increasing the text's complexity. After peer debriefing, it was clarified that summarizing and paraphrasing would be deemed comprehension strategies and not aspects of the text's language. After further discussions, it was decided to exclude Text Density as a language code in the coding system because it is a textual content issue that pertains to a text as a whole

Another confusion that required peer debriefing related to the definitions for story

structure versus language structure. After debriefings between coders, definitions for the two terms (story structure and language structure) were clarified to distinguish sentence-level language structure (including grammar) and word-level language structure which applies to word formation or morphology. Story structure was not included in the a priori coding, as it is a feature of text structure, not language conventionality and clarity. After resolving the aforementioned discrepancies, a revised A Priori Coding Chart was prepared as a code-book resource for the second cycle of coding (see Table 3.5).

Second Cycle of Coding

After the a priori coding system was established, piloted with five lessons, and clarified through peer debriefing, a second cycle of coding took place followed by calculation of interrater reliability. To prepare for interrater reliability, the lesson plans were segmented into “places” (before, during, and after reading) for each lesson plan. This helped organized the multiple aspects of language through multiple “places” in a lesson across multiple days. For example, there might be three codes for figurative language during reading on Day 3 by Coder 1, but only two codes for figurative language during reading on Day 3 by Coder 2. Due to the complexity of the data and to the small sample size, it was determined that interrater reliability would be calculated from the entire sample (McAlister, Elhert, Kajfez, Faber, & Kennedy, 2017). A list of coding procedures (see Appendix E) was provided for each coder. Two coders coded the entire sample ($n = 44$) using the finalized a priori codes. After the coding was complete for the sample, interrater agreement was evaluated and examined.

Table 3.5

A Priori Codes Specific to Aspects of Language

A priori codes	Aspect of language	Definition	Examples	Related terms
S-level Structure	Sentence-level language structure	Sentence level structure that uses simple to complex phrases, clauses, subjects and predicates.	Sentence-level grammar—prep. phrases relative clauses subordinate clauses subject/predicate multiple subjects/predicate simple sentences → sophisticated	“craft and structure” “grammar” “syntax”
Wd-level Structure	Word-level language structure	Word level language that includes the formation of words, morphology (syllables, pre/suffixes, roots) and parts of speech	Word-level grammar— homonyms homophones compound words parts of speech passive voice present/past/future tense	“parts of speech” “morphology”
Vocab	Vocabulary	Intentional vocabulary instruction of unknown words	simple → complex High frequency → technical/sight words uncommon meaning content-specific unfamiliar conversational words → academic words Tier I and II → Tier III Word Choice by author for a purpose or tone	“lexical quality” “semantic knowledge” “word choice”

(*table continues*)

A priori codes	Aspect of language	Definition	Examples	Related terms
Vocab-context clues	Context clues	Derived inferences from text or illustrations which rely on background knowledge and exposure to determine the meaning of unknown words through incidental vocabulary learning	A comprehension strategy that integrates with incidental vocabulary instruction that determine the meaning of unknown words.	“context clues” “beyond vocabulary”
Conventions	Language conventions	The construction of words and writing that follow the phonics rules of the language.	-spelling -punctuation -text features -illustrations	“punctuation” “text features”
Fig lang	Figurative language	Rich language in words and phrases that develop from simple and explicit literal meaning through complex, abstract, and nonliteral imagery and meaning.	-hyperboles -metaphors -analogies -abstract or ironic -familiar words in new ways -idiomatic expression -allusion -rhetorical devices -alliteration	“elements of language” “literary quality” “idioms”
Lang usage	Language usage	Relying on oral language and the purposes and usage of language in real and meaningful ways	-debates -dialogue	“prosody” “rhythms and repetitions” “point of view” 1 st person, 2 nd person, 3 rd person “conversations”

Interrater Agreement

There were multiple factors in the data that added to the complexity of interrater reliability. These factors included the number of codes for each aspect of language and each “place” within the lesson, for multi-day lessons. The code totals in each place were tallied and entered into a spreadsheet. This information was then inputted and run through the coding software R to determine which coefficient would be most appropriate.

Two forms of interrater reliability were considered: percentage of agreement with a tolerance of one and Krippendorff’s alpha (Krippendorff, 2011). Unlike other coefficients that are more specialized, Krippendorff’s alpha (α) is a generalization of several known reliability indices and is often recommended for use with content analysis studies. It is appropriate when there “are any number of categories, observers, or level of measurement (nominal, ordinal, interval, ratio, and more)” (p. 1) because it evaluates one variable at a time. This type of coefficient is appropriate when the study design is a content analysis with nominal data that “draws distinctions among typically unstructured phenomena or assigns computable values to them” (Krippendorff, 2011, p.1). Table 3.6 displays the Krippendorff’s alpha in “places” for an overall reliability coefficient per aspect of language.

Krippendorff (2004a), recommends Krippendorff’s alpha (2011) for content analysis use and recommends $\alpha \geq .800$ for sufficient reliability, and “where tentative conclusions are still acceptable, $\alpha \geq .667$ ” (Krippendorff, 2004b, p. 241). In this instance, aspects of language that had ample data to draw from, the coefficients were acceptable ($\alpha \geq .667$), while two other aspects of language were below acceptable in large part due to

Table 3.6

Overall Krippendorff's Alpha Reliability Coefficient

Language code	Krippendorff's alpha
Conventions	0.8403
Vocabulary	0.8018
Figurative language	0.7797
Language usage	0.7579
Vocab-context clues	0.727
Sentence-level structure	0.5108
Word-level structure	0.3841

scarcity. That is, the codes for sentence- and word-level structure were so rare that frequent agreement was difficult, which is a critical finding in itself.

Percentage of Agreement

Krippendorff's (2011) alpha is considered a conservative index, while percentage of agreement is a more "liberal index" (Lombard, Snyder-Duch, & Bracken, 2002, p. 596). These distinctions lead some statisticians to use more than one measure of reliability to compensate for the other. For example, Lombard et al. accept content analysis findings as sufficiently reliable if: $\alpha \geq .70$, and if lower than .70, they recommend using percent of agreement above .90 as acceptable support of reliability (p. 596). According to Miles and Huberman (1994), good qualitative reliability is said to have at least 80% agreement. The suggested rule of thumb is that values from 75% to 90% demonstrate an acceptable level of agreement (Hartmann, 1977; Stemler, 2004).

Table 3.7 displays the percent of agreement to the tolerance of one (meaning allowance of one difference by code per section) segmented by “place” for each a priori aspect of language.

Table 3.7

Percent Agreement with Tolerance of 1

Language code	Before reading (%)	During reading (%)	After reading (%)
Conventions	100.00	97.73	97.73
Vocabulary	81.82	90.91	86.36
Figurative Language	95.35	97.73	97.73
Language Usage	93.18	95.45	100.00
Vocab-Context Clues	95.45	95.45	90.91
Sentence-level structure	100.00	100.00	100.00
Word-level structure	93.18	100.00	97.73

Using these two measures of reliability, the Krippendorff’s alpha and the percentage of agreement, rendered acceptable inter-rater agreement with the exception of the alpha coefficient for sentence- and word-level language structure codes. These two codes were so rare that the statistical power was too low even across the whole sample to adequately reach interrater agreement. This is evident in the complete percentage of agreement (100% with a tolerance of one) that sentence-level language codes were extremely scarce in the sample.

Additional Data Analysis in Phase 2

While the a priori coding system was the dominant data analysis of this dissertation, there were additional data points collected and sorted into various categories.

The entire list of targeted vocabulary was classified in several ways that is included in the appendices (for transparency and review). Additionally, the number of scripted text-based questions were gathered and sorted in a number of ways to afford possible insights.

Outcomes of these additional sorts will be shared in Chapter 4.

Establishing Qualitative Validity

In qualitative research, validity means that the researcher employs methods that check the accuracy of the findings through explicit procedures (Creswell, 2009). In this study, internal validity was established by stating methods with transparency. The Results chapter and appendices provide detailed charts of the sorting of objectives, text-based questions, and the sorting of vocabulary into different categories to compensate for subjective sorting biases.

Establishing Qualitative Reliability

Yin (2009) suggested that to help establish reliability in qualitative studies, researchers document the procedures of analysis so others can replicate, as needed. Gibbs (2007) suggested confirming that the codes are aligned with the definitions stated in the study. The initial a priori codes for this study are cited with examples and definitions in Appendix D to add to the reliability. The finalized A Priori Language Coding Chart and Procedures for Coding are provided (in Table 3.6 and Appendix E, respectively) to provide transparency.

Summary

The methods outlined in this chapter explain the two phases of data collection and two phases of data analysis. In data collection, a repository of lesson plans and preliminary data was collected and in the second phase, a purposeful stratified sample was selected with additional data collected from the lesson plans, including number of objectives, questions, vocabulary words, and text information. During the first phase of data analysis, open coding of the objectives took place through multiple cycles of process and structural codes. These codes were collapsed into axial codes and categories that answered the first research question. These open codes also helped inform the a priori codes specific to aspects of language that followed. In the second phase of data analysis, two raters coded the entire sample of close reading lesson plans using the finalized a priori language codes. The results of these analyses are shared in the next chapter followed by an interpretation of those results.

CHAPTER IV

RESULTS

This content analysis was conducted in two phases. Phase 1 included assembling a repository of close reading lesson plans and recording preliminary information. An exhaustive search for close reading lesson plans using literary text was conducted and 147 lesson plans fit the inclusionary criteria. In Phase 2, a purposefully stratified sample ($n = 44$) was selected from three website vendors. Preliminary data were collected from the selected lesson plans including the role of author, formats, grade-level recommendations, texts, authors, and Lexile levels for the literary children's books targeted in the close reading lessons. Subsequent data collection included cataloguing of objectives, text-based questions, and recommended vocabulary words. Descriptions of both Phase 1 and Phase 2, including the two cycles of the a priori coding process, are presented in Chapter 3: Methodology. This chapter shares the results of the data analyses to answer three research questions regarding close reading instruction and the ways in which language instruction is addressed in selected online close reading lesson plans.

Research Questions

The following section shares the results from the content analysis of close reading lesson plans answering the three research questions. The first question is, "*What are the common objectives found in close reading lesson plans using complex literary texts in the elementary grades*"?

Common Objectives in Elementary Close Reading Lesson Plans

To date, there have been no other published content analyses of close reading lesson plans. Gaining an understanding of the common objectives from a sample could help fill this gap, describe the expected behaviors, and inform future research and practice. There have been many general guides, recommendations, and practitioner articles supporting close reading as an instructional method, but close reading has thus far gone unchecked as an intended or actuated practice. According to educational theorist, Robert Mager (1997), a learning objective should have four components: audience, behavior, standard, and condition. An objective also includes the content (what is to be learned) and behavior/process (how the learning will be demonstrated). From the stratified sample of close reading lesson plans ($n = 44$), objectives were collected for open coding. The stated objectives totaled 161 across the sample with a mean of 3.66 and a median of 4 per lesson. The range of objectives per lesson plan was 0-12. There were 10 lesson plans with no stated objectives making zero the mode of the data set. The absence of stated objectives does not mean an absence of recommended instruction. All 10 lessons with no stated objectives include text-based questions, with seven lessons recommending vocabulary words, and eight recommending language instruction within the lessons. It seems that for those 10 lessons, the lesson plan authors apparently chose to not state explicit objectives as a component of the lesson plan.

Open and Axial Coding of Objectives

According to Saldana (2013), two types of descriptive open coding often used are

structural and process coding. Structural coding usually involves nouns and assigns topics to aspects of the data. Process coding, also called action coding, usually targets verbs and assigns codes to an “observable activity” or a “conceptual action” (p. 96). For research question one, both structural and process coding were used because the components of an objective are both the stated topic (descriptor) and the associated verb (process). Both descriptor and process codes (Saldana, 2013) were extracted from key terms in the sample’s objectives.

Because of the issue of compound objectives mentioned in Chapter 3, the collected objectives from the sample (161 objectives) were counted for each component of the compound desired outcomes. This changed the total number of lesson objective frequency counts to a total of 281 parsed objectives addressing both content (150 objectives) and process (131 objectives). Once the objectives were parsed, they were sorted into 35 axial codes noting with double asterisks which objectives were counted multiple time due to being compound. The code Sequence of Events was collapsed into Major Events and Challenges, leaving 34 axial codes. The number of objectives per axial codes were divided into two types for analysis: content and process axial codes to describe what students are asked to learn during close reading, as well as what they are asked to do.

The numbers of content objectives for each axial code are displayed in Table 4.1 in order of frequency. The most common content-related objectives focus on the elements of fiction: character, plot, and setting. Objectives relating to characters are the most frequent (20%). Many of the character objectives relate to understanding characters’

actions, feelings, and traits. The following axial codes shared in Tables 4.1 and 4.2 represent those content and process objectives openly coded by one coder with some collapsing of codes and are shared in full in Appendix D.

Table 4.1

Number of Content Objectives Per Axial Code

Concept objectives	Number of objectives	Percentage
Characters	30	20
Plot or major events	24	16
Setting	14	9
Central message, theme/moral	11	7
Illustration	11	7
Language structure & grammar	11	7
Vocabulary	10	7
Context clues	10	7
Text structure	7	5
Author purpose	3	2
Text type	3	2
Literary devices	3	2
Other	3	2
Story elements	2	1
Tone	2	1
Text features	2	1
Genre	2	1
Figurative language	2	1

Table 4.2 displays the number of common process objectives parsed from the stated objectives. The most common process objectives relate to discussing and answering questions about the text. Other processes within the act of close reading category with high frequency counts are citing text-based evidence and identifying key

ideas and details. For example, in Lesson 13, one objective states “Use the text to support their explanations.” The second most frequently code for process objectives for the sample of close reading lessons focuses on writing (17%), usually as a way to assess comprehension, summarize the text, or respond to a writing prompt. Therefore, while the more frequent content objectives target elements of story grammar, the more commonly expected processes are responding to questions, using textual evidence, and writing to respond to the texts. Inferring in close reading was minimally attended to, which is a salient finding with inferencing being an important strategy in critical analysis of text. The behavioral expectations prevalent in the selected lesson plans are often associated with summative measures. These findings indicate that any specific focus to textual

Table 4.2

Number of Process Objectives Per Axial Code

Process objectives	Number of objectives	Percentage
Discussing/answering questions	30	23
Writing in response to text	22	17
Citing text evidence	20	15
Identifying key ideas and details	18	14
Retelling or summarizing	10	8
Close reading	7	6
Comparing and contrasting	5	4
Identifying problem and solution	4	3
Inferring	4	3
Reading	2	1
Rereading	2	1
Using text analysis	1	1
Using graphic organizers	1	1
Connecting with book	1	1
Reading fluently	1	1
Reading with prosody	1	1

language is minimal and that most of the attention is on making sense of the story and being able to provide details.

The above axial codes were then collapsed (see Appendix C) into nine like-categories regardless of content or process. This was helpful in the open and axial coding process because compound objectives were often not categorically explicit. These nine categories also helped answer one the research question of this dissertation that sought to describe topics and processes close reading instruction focuses on. The category The Practice of Close Reading includes axial codes for Key Details, Citing Text Evidence, Close Reading, Discussing, and Text Analysis. The category of Elements of Fiction includes the axial codes Story Elements, Characters, Setting, Plot or Major Events, and Problem/Solution. The category for Author's Craft includes axial codes of Tone, Author's Purpose, and Central Message or Moral. Two categories for text were created: Micro-text and Macro-Text. The category for Micro-Text includes axial codes of Illustrations, Text Features and Graphic Organizers. The category for Macro-Text includes Text Type (fiction/nonfiction), Genre (stories, fable, poetry, etc.), and Text Structure. The category for Comprehension Strategies and Skills includes axial codes of Compare/Contrast, Read/Reread, Retell/Summarize, Inferences, Fluency, and Connections. The category of Language includes axial codes of Vocabulary, Context Clues, Figurative Language, Language Structure and Grammar, Prosody, Usage, and Literary Devices. Two other categories were Writing, and Other (which included affective objectives and art). The complete list of all parseed codes categorized by axial code and category is presented in Appendix E for transparency.

The derived categories listed in Table 4.3 display the number of objectives per category rather than by axial code. Almost equal percentages of objectives are associated with Elements of Fiction (26%) and the Practice of Close Reading (27%) categories. Again, the Practice of Close Reading category includes the objectives: close reading with multiple rereads, discussing key details, and answering text-dependent questions. The specifics of the Elements of Fiction category apply to objectives having to do with characters, setting, plot, major events, theme, sequence of events, and story elements. This suggests that almost equal attention is given to specifics of the text type and the routines of closely reading and comprehending that content. The categories combine both content and process objectives, demonstrating how language is prioritized (or not) as compared to the other foci of close reading objectives.

Table 4.3

Number of Objectives Per Category

Category	Number of objectives	Percent
Practice of close reading	76	27
Elements of fiction	74	26
Language	39	14
Comprehension strategies	25	9
Writing	22	8
Author's craft	16	6
Micro-text	14	5
Macro-text	12	4
Other	3	1
Total	281	100

Language Related Objectives

Table 4.3 indicates some notable attention to language with twice as many

objectives that promote close reading as a practice than those that attend to language. This suggests that the content being read closely is fictional elements, reminiscent of past reading instructional practices before the expectation of close reading. After cataloguing all common objectives, the language objectives were disaggregated for further analysis. All non-language objectives (not language-related) were tallied and given a letter/number combination such as L3-4 marking the respective lesson plan and the numbered objective within that lesson. For example, LP11 had six objectives with one coded as a language objective and five others. Table 4.4 shares the frequencies of objectives from the language subsection of objectives. As shown, a majority of the selected plans (59%) include no stated language objective.

Table 4.4

Number of Language Objectives in Sample

Category	Number of objectives
0	26
1	13
2	2
3	3

The stated lesson plan objectives were then examined by organizing the objectives across their grade-level recommendations. Figure 4.1 shares the number of language objectives in orange and the other objectives in blue across grade-level progressions. Interestingly there does not seem to be a progression or regression throughout the grade levels with regard to the number of language objectives.

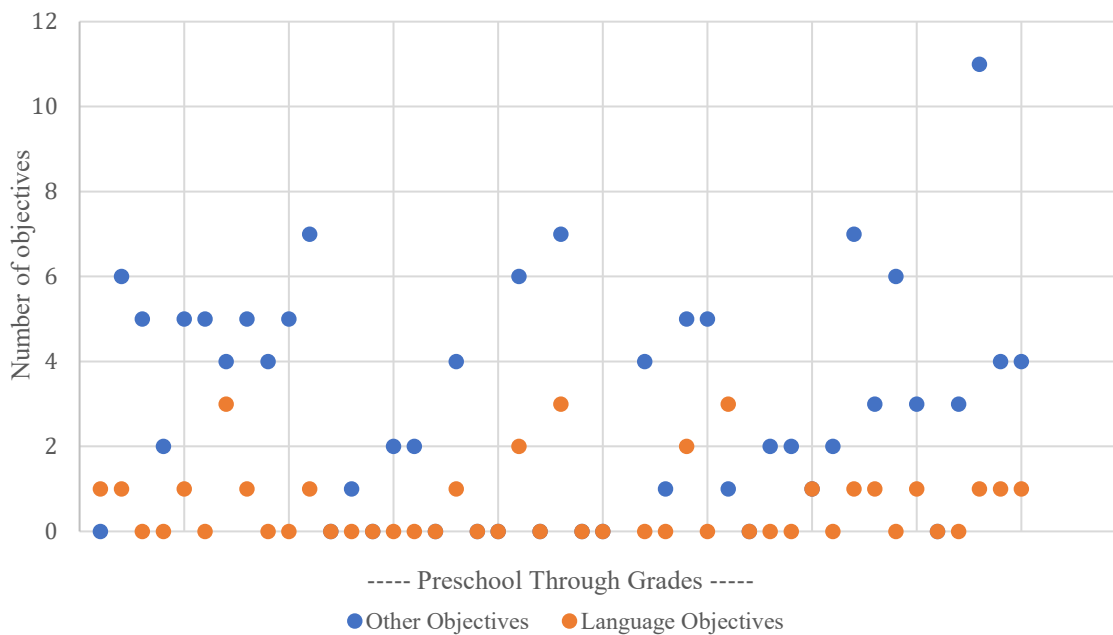


Figure 4.1. Number of stated objectives per lesson across grade levels preK-grade 6.

The number of lesson plans ($n = 26$) that do not state a language objective (59%) warranted further analysis because, in many of the lessons, language instruction is present in some form of language modeling, practice or activity. Similarly, there is evidence of the opposite, a lesson plan with a stated language objective and yet not specifying any language instruction, practice, nor assessment in the lesson plan content. Those results can be seen in Table 4.5.

In almost half of the sample (48%) language objectives are not explicitly stated although aspects of language instruction are present in the lesson. This finding will be addressed with research question #2, which focuses on language instruction, but it should be noted that stated language objectives do not always align with what is included in the lesson plan.

Table 4.5

Lesson Plans Descriptions of Alignment Between Language Objectives and Instruction

Characteristics of lesson plans	Frequency tally	Lesson #	Percentage of total sample (n = 44)
✓ WITH language objectives ✓ AND language instruction or practice	17	1, 4, 5, 8, 10, 11, 14, 16, 18, 21, 29, 32, 34, 40, 42, 43, 44	39
✓ WITH language objectives ✓ NO language instruction or practice	1	19	2
✓ NO language objectives ✓ WITH language instruction or practice	21	2, 3, 6, 7, 9, 13, 15, 20, 22, 23, 24, 25, 26, 27, 30, 31, 33, 35, 36, 37, 41	48
✓ NO language objective ✓ NO language instruction or practice	5	12, 17, 28, 38, 39	11

Summarizing Research Question #1 Findings

The first research question focuses on delineating recommended instructional practices for close reading by analyzing common objectives from a sample of literary close reading lesson plans. The results show that the objectives more commonly expect students to cite evidence, discuss, write about the elements of fiction and story grammar. Although Language objectives are minimal (39%) across the sample, it was still the third most common category with the most frequent objectives targeting language structure and grammar, vocabulary, and context clues. However, there is misalignment between language objectives and subsequent recommended instruction and practice. Writing, an important demonstration of language use, is a common objective, although used solely as an extension activity at the end of the lesson. Thus, writing is an expectation of students,

not a target for instruction in this sample of lesson plans.

Aspects of Language Included in Lesson Plans

The second research question moves from a broad investigation of close reading objectives to a more specific look at language instruction. This section focuses on answering the second research question: “*Which aspects of language are targeted in the LPs? Where and how are they addressed? To what degree is language a focus of instruction*”?

The first research question regarding common objectives used two types of open coding: process and structural. For the second research question specific to aspects of language addressed in the sample, employed an a priori coding chart noting seven aspects of language. This a priori coding chart was informed by the axial codes from the first research question. Two decisions were made formatively as a result of the open coding before beginning the a priori coding. The first is that the open coding of the common objectives showed a distinction in the Vocabulary code between finding the meaning of unknown words through Context Clues and other more explicit ways of learning vocabulary. For this reason, two distinct Vocabulary codes were used: Vocabulary and Vocabulary-Context Clues. The second decision informed from open coding and to address more fully one of the theoretical frameworks (Mesmer et al., 2012) was to divide the code Language Structure and Grammar into two a priori codes: Sentence-level Language Structure and Word-level Language Structure. The a priori codes are shared in Table 4.6.

Table 4.6

Number of A Priori Language Codes Assigned to Lesson Plans

A priori codes for language	Codes applied to lesson plans in grades PreK-2	Codes applied to lesson plans in grades 3-6	Codes applied to lesson plans in sample ($n = 44$)
Vocabulary	197	219	416
Vocab-context clues	84	49	113
Conventions	68	53	121
Language usage	3	50	53
Figurative language	4	45	49
Word-level structure	11	37	48
Sentence-level structure	5	10	15
Total codes	372	464	836

There were 836 a priori language codes assigned to the sample ($n = 44$) with 372 codes in lesson plans recommended for Grades PreK-2 and 464 codes for Grades 3-6. Table 4.6 shows the codes distributed across the seven identified aspects of language ordered by frequency and grade level range.

Vocabulary was overwhelmingly the most frequently coded aspect of language (66% when combined with context clues), more than all the others combined. The minimal focus on other aspects of texts, especially sentence-level structure (syntax) is also notable. Table 4.7 shows the percentages in grade level ranges, rather than number of a priori codes to highlight which aspects of language are targeted across the sample.

Grammar (an axial code in open coding) was the most common objective found from findings in RQ1 although it was the lowest percentage (2%) of the subsequent sentence-level structure and grammar codes. Word-level language structure was also low (6%). As shown in Table 4.7, there were more than double the percentage of codes in the

Table 4.7

Percentage of Coded Language Aspects By Grade Range

Grade levels	Vocabulary %	Vocab-context clues %	Conventions %	Language usage %	Figurative language %	Word-level structure %	Sentence-level structure %
Grades PreK-2	53	23	18	1	1	3	1
Grades 3-6	47	11	11	11	10	8	2
Total Sample	50	16	14	6	6	6	2

intermediate grades for word-level language structure. While in the top three, the low percentage of codes for conventions (14%) may be somewhat misleading. Importantly, the conventions codes were applied not to instructional foci, but mostly as reminders in writing rubrics. For example, L17 includes a general reminder that students should write “*using grade-appropriate organization, grammar, and conventions*” (L17). The greatest differences in codes across grade levels were with context clues, figurative language, and language usage. Context clues are nearly twice as common in the primary grades while figurative language and language usage were 10 times more in the intermediate grades. These findings from the a priori codes in the sample show which aspects of language are more represented across the grade level ranges and which aspects are largely neglected in the lesson plans. There is also an apparent lack of alignment between the common language objectives and the coded frequencies of aspects of language instruction.

Types of Vocabulary Instruction

The predominance of vocabulary codes targeted in the lesson plans sample warrants further scrutiny. The targeted vocabulary was extracted from each lesson plan

and analyzed in a number of ways. One qualitative data analytic method was used to determine if the recommended vocabulary instruction were incidental, intentional, or missing (Nagy, Anderson, & Herman, 1987). These categories were assigned as follows: if the close reading lesson plan recommends specific vocabulary words the intentional designation was applied. Intentional vocabulary instruction is explicitly taught through explication, modeling, guided practice, and independent practice tasks (Nagy et al., 1987). Explicit vocabulary instruction was noted by the code Vocab, and any reference to learning vocabulary through context clues was noted as Vocab-Context Clues and considered incidental. This dissertation does not evaluate which is the more effective way to teach and learn vocabulary but distinguishes context clues as a way in which vocabulary learning is targeted in close reading. (More information regarding context clues with literary close reading instruction will be discussed in Chapter 5.) The numbers and percentages of incidental, intentional, or no recommendations for vocabulary instruction in the sample are shared in Table 4.8.

Table 4.8

Number and Percentages of Incidental, Intentional, or No Vocabulary Instruction

Vocabulary instruction	No. of lessons from total sample ($n = 44$)	No. of lessons in grades Pre-2	No. of lessons in grades 3-6	% of total sample	% of lessons in grades pre-2	% of lessons in grades 3-6
Intentional	18	10	8	41	56	44
Incidental	14	10	4	32	71	29
No mention of vocabulary	12	3	9	27	25	75

In 73% of the lessons, vocabulary instruction is recommended with 41% of the lessons deemed to include intentional instruction of specified vocabulary words and 32% recommending students notice unknown words and use context clues to determine the meanings. Over a quarter of lessons (27%) did not include any form of vocabulary learning, with a notable 75% of those being intermediate grades. Conversely, in 71% of the lessons, incidental vocabulary learning is recommended for primary grade levels PreK-2. These findings suggest that although vocabulary is clearly the most commonly coded aspect of language found in this sample, it is not given comparable attention for certain grade levels or with intentional instruction. Overall, in over a quarter of the sample no vocabulary learning is mentioned at all suggesting a pattern of missed opportunities for vocabulary learning.

Interestingly, a higher Lexile score for a children's book, which might suggest vocabulary-learning opportunities, did not frequently align with the vocabulary instruction recommended. For example, L3 targets a text with a Lexile score of 910L, but only seven vocabulary words are recommended and in L19, a text with a 950L score specifies no vocabulary words for instruction, nor any recommendations for using context clues for unknown word learning. The descriptive statistics for the collected vocabulary words coded for intentional instruction are shown in Table 4.9. This includes one outlier lesson with 137 recommended vocabulary words. When excluding that lesson, there are 174 words recommended in the primary grades, and 107 words recommended in the intermediate grades with a mean and median of 7 words.

Table 4.9

Number of Vocabulary Words from Sample

Descriptive statistics	Number of vocabulary words specified in the sample ($n = 44$)
Total words	433
Mode	0
Mean	9.43
Median	7
Range	0-137

Vocabulary sorting. Further analyses of the recommended vocabulary words are displayed in Tables 4.10 through 4.13 through a variety of word sorts. The sorting of vocabulary terms into the respective lists was informed by professional knowledge and practice, but subject to some subjectivity. Therefore, the full list of sorts is included in the appendices for transparency and review. Firstly, the 433 vocabulary words were sorted by parts of speech as shown in Table 4.10. Common nouns are targeted most frequently in the sample, followed by verbs and then adjectives. The biggest difference between grade-level ranges is with common nouns, with more than double the number of common nouns recommended for instruction in Grades 3-6. The focus in the primary grades is almost equally distributed among verbs, common nouns, and adjectives. Proper nouns receive the least amount of attention across the sample.

Academic vocabulary. Academic vocabulary is perhaps the most obvious aspect of academic language and lack of academic vocabulary knowledge has consistently been identified as an obstacle to student success (Corson, 1997; Garcia, 1991; Snow & Kim, 2007). Academic vocabulary typically has two categories: general (used with greater

Table 4.10

Number and Percentages of Parts of Speech from Recommended Vocabulary Words

Total vocab (433 words)	Total number from lessons	Number in grades Pre-2	Number in grades 3-6	% of total sample	% in grades Pre-2	% in grades 3-6
Verbs	137	50	87	32	12	20
Common nouns	157	46	111	36	11	26
Proper nouns	8	3	5	2	< 1	< 1
Adjectives	110	45	65	25	11	15
Adverbs	21	4	17	5	< 1	4

frequency and across disciplines) and discipline-specific (often abstract with multiple, but content-specific definitions; Hiebert & Lubliner, 2008). Vocabulary instruction research recommends repeated exposures to academic words and authentic contexts in which to interact with more complex words (Blachowicz & Fisher, 2000; McKeown, Beck, Omanson & Pople, 1985; Nagy & Townsend, 2012; Stahl & Fairbanks, 1986).

In this study, the recommended vocabulary words were sorted into conversational versus academic words. In the primary-grades lessons, more emphasis is on conversational vocabulary words (69%) than on academic vocabulary (31%). In the intermediate grades, the inverse is evident with academic vocabulary a larger focus (61%) over conversational vocabulary words (39%). The method of sorting vocabulary could be somewhat subjective so for transparency, the full word list is included in Table 4.11 and Table 4.12 for grades PreK-2 and grades 3-6, respectively.

Table 4.11

Number and Examples of Conversational and Academic Vocabulary Words Recommended for Grades PreK-2

Lesson number	Number of vocabulary words per lesson	Number of conversational Vocabulary words	Examples of conversational vocabulary	Number of academic vocabulary words	Examples of academic vocabulary
1	3	0		3	rainstorm, Caribbean, cobalt
5	4			4	peddler, wares, disturb, refreshed
6	3	1	tend	2	relative, particular,
7	13	8	Farmer Brown, farm, barn, cows, hens, house, duck, pond	5	strike, impatient, exchange, neutral and ultimatum
8	7	1	Japanese	6	custom, reverence, disturb, unfortunate, bewitched, several
9	0	0		0	
10	11	1	flip-flop	10	grumbled, mumbled, fumbled, gliding, private property, plowed, overstayed our welcome, rowdy, twiddled, and precisely
11	9	2	brave, afraid	7	fearless, stray, familiar, frightening, horrible, convince, dashed
12	0	0		0	
13	10	1	plain	9	dusk, hollow, familiar, troublesome, sighed, homely, horrid, wretched, cruel
14	14	0		14	story structure (beginning, middle, end) and story elements (characters, setting, problem, solution, events), tips, bargain, spoiled, boost, and exchanged

(table continues)

Lesson number	Number of vocabulary words per lesson	Number of conversational Vocabulary words	Examples of conversational vocabulary	Number of academic vocabulary words	Examples of academic vocabulary
23	7	2	ice, angel	5	exclaimed, impressed, shrugged, quiver, smuggled
24	10	0		10	pebbles, remarkable, ceased, fetlock, panicked, perplexed, inquire, dreadful, miserable, embraces
25	18	10	see, big, in, my, we, here, for, you, said, red,	18	character, setting, problem, solution, wail, cloak, bog, cauldron
26	3	2	cozy, warm	1	tingled.
27	0	0		0	
28	0	0		0	
29	9	1	ton of books,	8	lumpy, vaguely, tricky, wilting, speckled, ton of books, glance, astonished, beaming
30	4	0		4	descendent, kaddish, headstone, inscription
31	7	2	cafeteria, sharp	5	recalled recovered admirer dabbed fluttered
32	26	6	trust, flip, wondering, blame, covered in sand, floating,	19	disguise, schema, seaweed, puffed out, delightful, plowed, captured, predicting, clever, grain, thumping, tangled, tremendous, flopped, darted, bulged, surface, fierce, sequel
33	8	2	trick, cheat	8	Hare, clever, debt, risky, harvest, weed
34	0	0		0	
35	6	1	scaredy-cat	5	attacked, growled, stray, convinced, dashed
39	0	0		0	

Table 4.12

Number and Examples of Conversational and Academic Vocabulary Words Recommended for Grades 3-6

Lesson number	Number of vocabulary words per lesson	Number of conversational Vocabulary words	Examples of conversational vocabulary	Number of academic vocabulary words	Examples of academic vocabulary
2	35	13	lads, lassies, me-mateys, pirate, arr, ahoy, avast, aye, aye-aye, booty, Davy-Jones locker, Jolly Roger,	22	godspeed, crew, slathering, hatch, moat, bow, disembark, embark, foul, grog, maroon, mutiny, plunder, port, rigging, starboard, stern, swabber, weigh anchor, lubber, landlubber,
15	6	1	talent	5	appear, prideful, peculiar, trembling, sighing
16	0	0		0	
17	0	0		0	
18	7	3	jog, race, pass	6	trudge, stroll, sprint, drift,
36	137	0		137	Fragrance, veiled, winced lectured, irritating, fuming, ceased, digest, terrain, swiveled, collapse, grave, crisis, assembled, abundant, emerged, flattery, grieved, protested, ashamed, suspect, trudge, drenched, queasy, forbid, vicious, isolated, nudge, evaporated, plunged, livid, contemplate, barricaded, devoured, confront, staggered, astonishment, admiration, slumber, pondered, Surveyed, savory, persistence, persevered, briskly, dwelling, crevice, wedge, surged, revulsion, sympathetic, frantically, intently, fearsome, flustered, turbulent, bleary, awe, wary, idiotic, scornfully, exasperated, disposed, brooding, elation, abruptly, reluctantly, ferocious, saunter, casually, hostile, compromise, taunt, surged, plummeted, disperse, heroine, trance, irritation, plucked, emerged, vowed, sulking, humiliate, flexed, brazen, verify, presumed, logical, calculated, notions, intentions, ironic, humble, critical, contradict, cocked, serene, agitated, prodded, sufficient, torrent, sacrificed, ventured, mingled, affixed, enraptured, conspiracy, situated, seeped, vividly, existence, insecure, evasively, venomously, profusion, vulnerable, luscious, peevishly, gingerly, vague, dignity, roosting, perplexed, wary, contentment, foliage, phony, suppressing, blunder, flourished, nimbly, bewildered, methodically

(table continues)

Lesson number	Number of vocabulary words per lesson	Number of conversational Vocabulary words	Examples of conversational vocabulary	Number of academic vocabulary words	Examples of academic vocabulary
37	7	1	help	6	solemnly, hinder, duel, weary, envious, concede
38	0	0		0	
40	1	0		1	refugee
3	7	0		7	blustery, lassoed, sassy, arroyo, shrieked, offended, midday
4	8	0		8	sloping, urgently, bricklaying, prowled, quivered, chorizos, tenacious, persistent,
19	0	0		0	
20	0	0		0	
21	9	0		9	honorable mention, chum, linked, gleefully, cure, unrealistic, mold, single-celled organisms, and fungus
41	0	0		0	
22	0	0		0	
42	7	0		7	disorderly, conduct, accomplices, bootlegging, notorious, ruthless, evasion
43	11	0		11	p.2 Our poor country! p.2 ...overcrowded ship with hundreds of others frantic for work. p.3 ...sea voyage was agonizing and long. p.3 ...steal-cold nights... p.4 ...frail from their exhausting trip. p.4 ...land of opportunity! p.5 ...skinny and looked upon as mere weaklings. p.5 ...Coolies," they called the Chinese. Lowly workers. p.6 ...blistered hands bled. p.6 ...beaming hot sun. p.7 ...exhausted workers...
44	8	0		8	-.".in a camp that wasn't fun, like summer camp...behind barbed wire fences...soldiers with guns...man in the tower saw everything we did..."-.I was shorter and smaller than the rest of the kids..."A bus took us to a place where we had to live in horse stalls..."-.so hot in the daytime and so cold at night. Dust storms came and got sand in everything..."The place was small and had no walls. babies cried at night and kept us up."

An additional examination delineating the academic vocabulary more specifically sorted the recommended words by Tier 1, 2, and 3 levels (Beck, McKeown, & Kucan, 2002) as displayed in Table 4.13. Tier 1 words are among the most common conversational words and rarely require direct instruction. Tier 2 words are described as academic high frequency words with multiple meanings, used across a variety of environments, and a characteristic of more mature language users. Tier 3 words are described as low frequency and content-specific words that are used in particular domains. Beck et al explain that classification of vocabulary into tiers is not a clear-cut process and can vary according to the classifier’s personal experience. To increase this study’s transparency and trustworthiness, see Appendix F for a full sorting Tier 1, 2, and 3 lists for Grades PreK-2 and Grades 3-6. One outlier was excluded from the intermediate grades Tier sorts which recommended 137 vocabulary words.

Table 4.13

Percentages of Tier 1, 2, and 3 Vocabulary Words Recommended in Close Reading Lesson Plans

Vocabulary tier	Percentage of vocabulary in lesson plans in PreK-2	Percentage of vocabulary in lesson plans in 3-6
Tier 1 Vocabulary (Conversational, high frequency)	10	14
Tier 2 Vocabulary (Academic, high frequency)	53	24
Tier 3 Vocabulary (Academic, low frequency, content-specific)	37	62

The early grade lessons target Tier 2 words the most, followed by Tier 3. In the intermediate grades, Tier 3 words are the most predominant type of vocabulary word recommended. Combining all the vocabulary words across the sample, Tier 1 words are recommended in primary grade levels slightly more (54%) than in intermediate grade levels (46%). The majority of Tier 2 words is also recommended in the primary grades (78%) more than in the intermediate grades (22%). However, the majority of Tier 3 words across the whole sample is recommended for Grades 3-6 (74%) rather than for early grades (22%).

Another vocabulary sort involved dividing the recommended words and phrases between literal and figurative categories. In the primary grades, literal terms are recommended more (85%) than figurative language (15%). In the intermediate grades, literal language is also recommended more (97%) than figurative language (3%), excluding the one outlier. Across the whole sample, vocabulary words and phrases that were sorted as literal language are recommended more in the primary grades (65%) than in the intermediate grades (35%). Surprisingly, recommended figurative language vocabulary words and phrases are also found more in the primary grades (92%) than the intermediate grades (8%). Examples of figurative language are “*skinny and looked upon as mere weaklings*” (L42) in an intermediate grade lesson or “*overstayed our welcome*” (L10) in a primary grade lesson. Given the number of instructional days, length of text, and type of story (novels) used in the intermediate grade levels, the lack of recommended vocabulary for both literal and figurative language for older grades is a salient finding. For a full list of words sorted in the two categories of literal and figurative vocabulary,

see Appendix G.

Imageability. One of the ways that vocabulary is deemed linguistically complex is by the lack of concreteness or imageability to associate an image with a word. Paivio, Yuille, and Madigan (1968) define imageability as the ease with which a word gives rise to a sensory mental image. The more abstract a word is, the more difficult it is to retain in memory. This form of vocabulary sorting is included, although very subjective to the specific reader, because of the inclusion of imageability on many of the language complexity rubrics and guides. For a young reader, the more abstract a word's meaning is, the more complexity it adds. Selecting words with clear imageability lessens the complexity for a reader, while those with less imageability would likely require more explicit instruction and scaffolding. Imageability may influence processing and storage of words in the mental lexicon, in addition to other factors such as age of acquisition, phonological properties, frequency, and word length (Lind, Simonsen, Hansen, & Holm, 2012). Verbs typically have lower imageability ratings than nouns in English (Bird, Franklin & Howard, 2001). As an additional, although perhaps the most subjective, way to analyze the vocabulary targeted in the selected plans, words were categorized by limited imageability, some imageability and clear imageability. See Appendix H for the full list of words sorted for imageability words. In the primary grades, most of the vocabulary words (52%) have clear imageability with other words having some imageability (35%) or limited imageability (13%). In the intermediate grades, 58% of words were deemed to have clear imageability rather than some imageability (33%) and limited imageability (9%). was found. This excluded the one outlier.

Alignment of Language Instruction

One of the sub-questions for research question #2 asks “*In what ways is language a focus of instruction [within the selected lesson plans]?*” To address this query, the data were categorized on a scale based on whether language is mentioned, taught explicitly and modeled, taught and practiced, only practiced, and taught, modeled, practiced and assessed. This analysis is interesting because it highlights the extent of lesson plan alignment, presence of a language objectives with or without instruction, the location in the lesson where language is addressed, and instances of language assessment (see Table 4.14).

A total of 29 lessons (66% of sample) included some form of language objective or instruction. Eighteen of these lesson plans include one to three language objectives and 21 lessons do not state a language objective yet include language instruction in varying degrees. Seven lessons (16%) align by having one or more language objectives, targeting language for explicit instruction, and recommending modeling. student practice. One of these seven (2%) include an assessment of language use.

Thirty-seven lessons (84%) mention language with some (43%) delineating teaching and modeling language elements explicitly, and fewer (34%) suggesting both giving recommendations for teaching and practicing aspects of language. A quarter of the lessons (25%) suggest only practicing language without instructional opportunities. Three lessons (7%) include a language assessment embedded in a writing prompt and two performance task rubrics.

Table 4.14
Categories of Language Instruction or Practice

LP #	# Lang objectives	Where in lesson is language?	Language mentioned	Taught explicitly and modeled	Taught and practiced	Only practiced	Assessed	What was the assessment?
1	1	Before reading; during activity.				x		
4	1	During second read and game based	x			x		
5	1	During first reading, during the story.	x	x				
8	1	Before reading the story partners do vocabulary chart.	x			x		
10	3	During the fourth reading	x	x	x			
11	1	Day 1 before reading.	x	x				
14	1	Day 1 before reading for academic vocabulary, after second reading, during centers on Day 3	x	x		x		
16	2	On Day 3 and 4	x	x	x			
18	3	Day 1 before reading, during guided practice, Day 2 before reading, independent practice.	x	x	x		x	Edit previous writing by revising number of verbs.
19	1	Not present						
21	1	Day 1 before first reading.	x	x	x			
29	1	Nowhere other than listing the vocab	x					
32	2	Day 2	x	x	x			
34	3	Third reading	x			x		
40	1	Before reading	x					
42	1	Before reading	x			x		
43	1	Day 2	x	x	x			
44	1	Day 2	x	x	x			

(table continues)

LP #	# Lang objectives	Where in lesson is language?	Language mentioned	Taught explicitly and modeled	Taught and practiced	Only practiced	Assessed	What was the assessment?
2	0	On a bookmark handed out on Day 1 before reading, Day 2 in writing prompt	x	x	x			
3	0	During reading	x	x				
6	0	In the extension activities	x					
7	0	On Day 2 for lesson	x		x			
9	0	One question mentioned word choice	x					
13	0	On Day 1 after second reading.	x		x			
15	0	On Day 1 after second reading.	x		x			
20	0	Definitions were mentioned only as an accommodation for struggling students.	x					
22	0	Before reading.	x			x		
23	0	Before reading.	x			x		
24	0	During reading on day one.	x	x	x		x	Performance task rubric states a vocabulary objective
25	0	Day 2 after reading once.	x	x	x			
26	0	After 3rd reading.	x			x		
27	0	During reading on day one.	x	x	x		x	Performance task rubric states a vocabulary objective
30	0	Before reading day one.	x					
31	0	Day 2 before reading.	x	x	x			
33	0	Day 2 vocab after reading once	x			x		
35	0	Day 1 after first reading	x	x	x			
36	0	Each day during reading	x	x	x			
37	0	In the introduction	x	x				
41	0	Embedded "as needed"	x					

Eight lessons (18%) with no language objective evidence higher degrees of language instruction by mentioning, explicitly teaching and modeling, then having students practice aspects of language. Two of these eight (5%) include an assessment, so these could be considered completely aligned lessons for language instruction but lacking a language objective. Six lessons (14%) only mention language with no explicated practice, instruction, or assessment. One lesson (2%) has a language objective, but with no language present anywhere in the lesson plans.

This sub-question sought to determine the ways in which language is a focus of instruction (or not). These findings show that within this sample, there are instances of nonsystematic language instruction and variations in explicitness. Although 66% of the lessons address language, there is great variability in alignment, with missing objectives, a lack of explicit instruction but inclusion of guided and independent practice. There is almost no stipulated accountability or assessment of language learning.

Location of Language Elements

Another sub-question for RQ2 focuses on where language instruction is targeted in the close reading lesson plans. *Where and how are they addressed?* The preliminary lesson information collected in Phase 1 of the study was gathered regarding the recommended time and number of sessions per lesson. Emphasis was given to the number of recommended sessions because a lesson in kindergarten might be a 10-minute session, whereas a lesson in sixth grade could be a 60-minute session. The descriptive statistics regarding recommended attentional time in this sample are as follows. The

mean number of sessions is 5.38. The median is 5.5. The mode is 1 and the range of sessions is between those “not stated” or inherently at least one session and 20 sessions. Table 4.14 specifies where aspects of language are included in the lessons. Figure 4.2 shows where in a lesson language instruction is recommended across a multiple-day lesson plan.

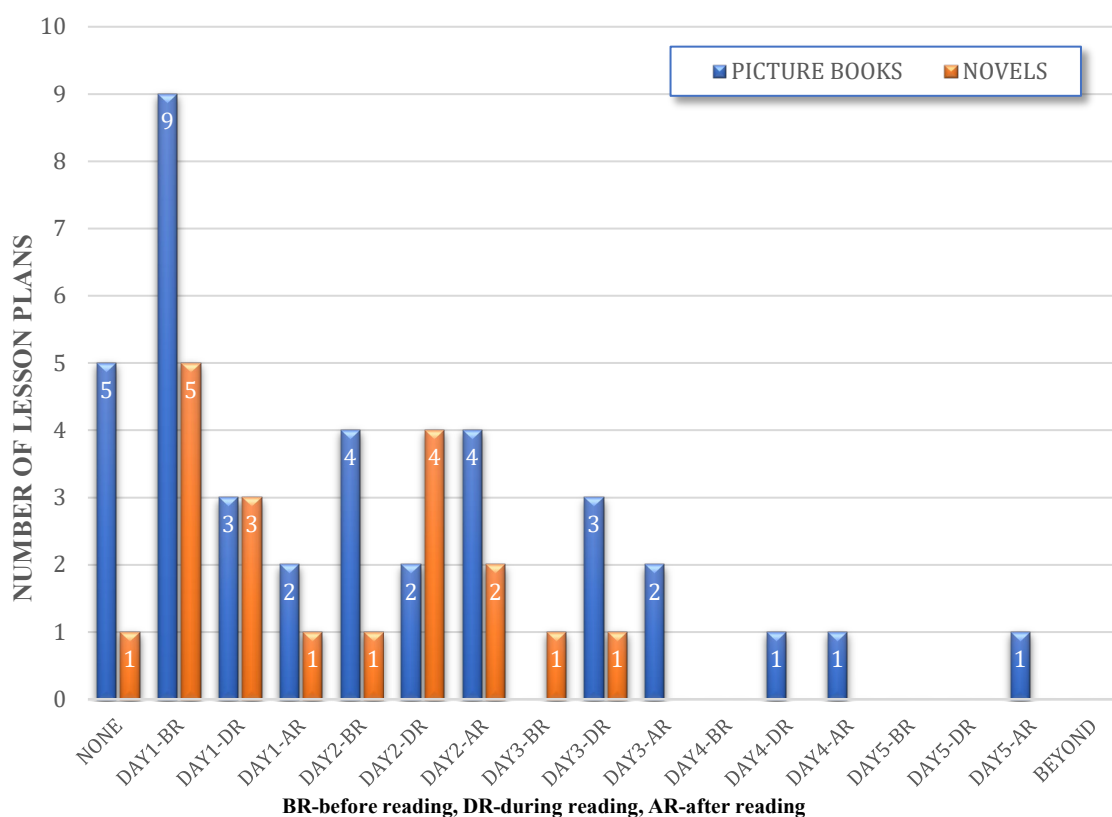


Figure 4.2. Location of language instruction in lesson plans.

Language instruction is most often (32%) addressed on Day 1—before reading. This adheres to Fisher et al.’s (2016) close reading lesson plan template, the predominant lesson plan format (77% of the sample). This evidence also indicates that language instruction seems to be recommended mostly as a prereading activity.

Explicit language instruction over the course of these multi-day lessons shows where in the lesson process language is targeted. The location of the language-focus is another indication of limited alignment in planning with vocabulary introduced explicitly in the beginning stages of a lesson and then hardly practiced and rarely assessed. One noteworthy finding is that in 75% of the sample, language instruction is embedded in the text-based questions, which can take place over a number of days. There is an interesting finding because of the predominance of discussions and questioning and the predominant role they play for close reading instruction. More analysis of text-based questions will follow when addressing the third research question.

Summarizing Research Question #2 Findings

The second research question focuses on aspects of language instruction and the extent of implementation, as well as location(s) in the lesson across multiple days. Although grammar was the most commonly coded language objective in open coding (and later divided into sentence-level and word-level language structure for a priori coding), the aspect of language that is recommended most frequently in instruction and a priori coding is vocabulary (66%, including context clues). This finding generated further categorizations of vocabulary, including sorting over 400 vocabulary words in different ways. Explicit language instruction over the multi-day close reading lessons typically is recommended for the first two days as a preview of vocabulary words to look for when reading. Interestingly, one-third of the sample offers no recommendations for vocabulary instruction nor any reference to word learning anywhere in the lesson plan. There is

limited alignment with half of the lessons (22 LPs) including some form of language instruction of various elements but without a stated language objective. Assessment of language instruction is present in only three lessons across the sample by being embedded within a performance rubric or writing task. A significant percentage (75%) of lessons embed aspects of language within text-dependent questions, which will be examined via the third research question. From this focus on language in close reading, it is clear that for the dimension of language complexity, much more attention in vocabulary (especially at the intermediate levels), language structure at both sentence- and word-levels, and figurative language could be added to close reading lessons with purposeful, aligned, and well-planned instruction, modeling, and assessment.

Instructional Moves and Student Tasks

The final research question focuses on aspects of language but with a more pragmatic purpose—to describe language instruction within close reading. Research question 3 asked, “*Which (a) instructional moves and (b) student tasks targeting language are recommended in close reading lesson plans?*” This question addressed the recommendations for guiding students through close reading lessons specifically to help them notice the language complexity of literary texts. Specific instructional moves and student tasks were collected from any incident coded with the a priori codes.

The aspect of language in the majority of lesson plans is vocabulary and the related context clues. The derived instructional moves and student tasks by grade-level groups are shared in Appendix M. The terms “discussions” or “asking and answering

questions” are actions completed by both students and teachers. These terms emerged in the open coding as the most frequent code among 30 stated language objectives.

Objectives in any lesson plan are student-focused, therefore, the terms “discuss” or “ask and answer questions” were assigned as student tasks rather than as instructional moves.

The total frequency counts, clusters, and percentages of common moves and tasks for the primary grades are displayed in Table 4.15. In both teacher and student recommendations, the most common activities involve adding to, creating, and completing vocabulary charts, graphic organizers, and worksheets. It is interesting to note that there are more student tasks (21 recommendations) compared with instructional moves (16 recommendations) recommended in the primary-grade levels.

Table 4.15

Vocabulary Recommendations for Teachers and Students in Grades PreK-2

Instructional moves	Number of instances	Percentage of total moves	Student tasks	Number of Instances	Percentage of total tasks
Create/add vocab words or pictures to a chart/ displays	7	44	Look for/ listen for/ write down unknown words	6	20
Read/reread text	2	13	Discuss meaning, ask and answer questions	5	17
Explain vocabulary	1	6	Predict meaning from context or illustrations	4	13
Pause/stop for questions	1	6	Look up words in dictionary or make a dictionary	3	10
Select vocab words	1	6	Act out words	1	3
Think a louds	1	6	Add/assign pictures or motions to words	1	3
Look up words	1	6	Use words in sentence/ discussion/story	1	3
Lead a vocabulary routine	1	6			
Remind about context clues	1	6			

Instructional moves and student task recommendations for vocabulary for the intermediate grades are tallied and clustered in Table 4.16. The most common instructional move for teachers in Grades 3-6 is creating the materials to teach vocabulary such as anchor charts, displays, pocket charts, and posters. These are not very cognitive in nature, but the student expectations are more cognitive. The most frequent student task is finding, predicting, and determining the meaning of unknown words using context clues or illustrations. This indicates that students are expected to infer word meanings, but the recommended teacher instruction is not explicated in the lesson plans.

Table 4.16

Vocabulary Recommendations for Teachers and Students in Grades 3-6

Instructional moves	Number of instances	Percentage of total moves	Student tasks	Number of instances	Percentage of total tasks
Create chart/displays, cards/posters, anchors	6	40	Find/predict unknown words using context clues or illustrations	8	40
Ask/create questions for evidence	3	20	Discuss, answer questions	4	20
Show/select/ introduce words	3	20	Add to chart/worksheet, graphic organizer	3	15
Stop and infer with context clues	2	13	Use words in writing/ sentences	2	10
Define words	1	7	Play vocabulary game	1	5
Dramatize words	1	7	KWL of pre-selected words	1	5
			Preview vocabulary	1	5

Text-Based Questions

The predominance of text-based questioning as an instructional move, student task, and objective warrants further analysis. Mesmer (2016) explains:

A text-based question is one for which you had to read the text in order to answer

the question.... The text-based question is a tool for helping students use evidence in the text to analyze, support an opinion, make a claim, or clarify information. (p. 82)

Text-based questions are labeled as “text-evidence questions” in most of the lesson plans rather than text-based questions, although sometimes used synonymously. As noted previously, the majority of lesson objectives focus on asking and answering questions (included in 30 objectives). Citing text evidence (20 objectives) and retelling key details (18 objectives) are also commonly expected in the objectives of the selected lessons. Another 11 lessons (25% of sample) include language-related questions. The locations of language attention for the remaining 75% of the sample are embedded in the recommended text questions. For instance, Lesson 13 offers a question that asks, “What is a diner? Use the text and illustrations to support your answer.”

Text-evidence or text-based questions total 870 in these close reading lesson plans. Two outliers were removed due to the large number of questions suggested for those two lessons. Seventy-four questions are recommended for LP36 and 154 questions are posed in LP42. Table 4.17 displays the descriptive statistics for the remaining 582 questions in the sample ($n = 42$).

Table 4.17

Descriptive Statistics for Text-Based Questions Across 42 Lessons

Descriptive statistics	Number of text-based questions
Total Questions:	582
Mode:	9
Mean:	15
Median:	14
Range:	0-40

All the text-based questions were gathered and coded using the a priori language codes. A total of 61 codes were assigned to 870 text-based questions across the sample. Figure 4.4 displays the number of questions per lesson across grade levels. The intermediate grades have fewer text-based questions for lessons that feature novels over the course of many days. The primary grades show a large range of the number of questions as the grades progress suggesting that while discussions are recommended in the younger grades, text-based questions are not equally or predictably distributed across progressing grade levels or Lexile's.

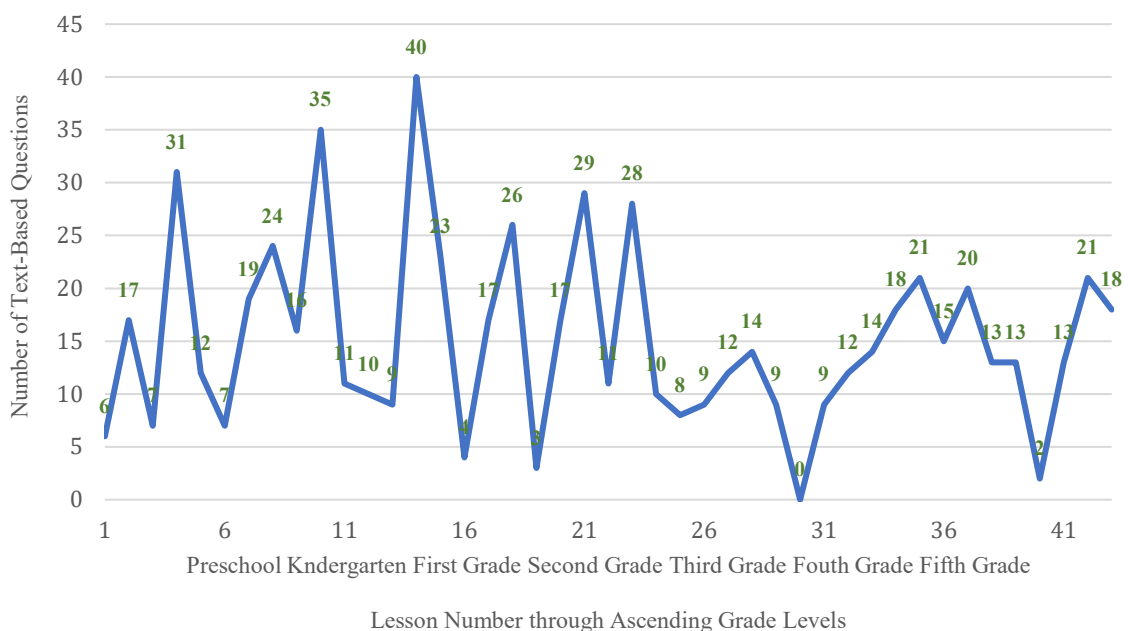


Figure 4.4. Number of text-based questions per lesson in total sample by ascending grade level.

The full list of proffered questions and their assigned codes can be found in Appendix I and a summary in Table 4.18. The language code with the highest occurrences within text-based questions was vocabulary codes for context clues (39%)

coded with similar frequencies in primary and intermediate grades. There are many vocabulary-related questions that ask students to infer why the author chose the words they did, especially when compared to the instances of explicit vocabulary instruction.

Table 4.18

A Priori Language Codes Embedded Within Text-Based Questions

A priori code	Number of A priori codes for grades PreK-2	% in grades PreK-2	Number of A priori codes for Grades 3-6	% in grades 3-6	% across sample and grade level
Vocabulary	11	34	11	45	39
Context clues	6	19	1	4	13
Sentence-level language structure	0	0	0	0	0
Word-level language structure	0	0	0	0	0
Figurative language	8	25	4	16	21
Language use	0	0	2	8	4
Conventions	4	13	0	2	7
No codes in questions	3	9	6	25	16
Total codes	32		24		

Figurative language was the second highest (21%) language code within the discussion questions. This is surprising for three reasons. First, in the primary grades figurative language is among the least represented aspect of language in the lesson plan content (1%) but among the most coded in vocabulary words (92%) in the sorting and embedded in text-based questions (25%). Second, figurative language was coded more in the intermediate grade lessons than in the primary lessons but still to a much smaller

degree than the other aspects of language (10%) and even still with the least percentage of explicitly recommended vocabulary words (8%). Third, figurative language as an axial code was among the lowest applied to (1%) the objectives. While, embedded in text-based questions, figurative language ranks second highest (13%) with more emphasis in primary grades (25%) than in intermediate grades (16%). This suggests that figurative language is a topic that is frequently targeted in the lessons, embedded within questions, sometimes explicitly recommended as vocabulary focus on primary lessons, but not provided as a main objective to the lesson for any grade level. This is further evidence of a lack of instructional planning alignment and that the lessons promote expectations of students without sufficient instruction.

The text-based questions were also sorted in two different ways: convergent/divergent and literal/inference/evaluative (see Table 4.19). Convergent questions are those that typically have a single, agreed-upon answer while divergent questions are more open-ended queries that encourage multiple answers (Boyd, 2015). From the sample, the majority of questions were coded as convergent (70%) and almost equally distributed across primary and intermediate grade levels while divergent questions (30%) occurred

Table 4.19

Percentage of Convergent and Divergent Questions

Grade levels	% Convergent questions	% Divergent questions
Grades PreK-2	49	38
Grades 3-6	51	62

more in the intermediate grades. Appendix J shares the full list of sorted questions and percentages per lessons to support transparency.

Literal, Inference, and Evaluative Text-Based Questions

The text-based questions were also sorted into literal, inferential, or evaluative question groups. Literal questions (44% of sample) seek responses that are stated directly in the text. Inferential questions (22% of sample) seek answers that are implied and need to be inferred utilizing information connected across the text or from prior knowledge. Evaluative questions (34% of sample) require answers based on opinions and/or background knowledge to encourage further articulation, expressive thought, and critical thinking (Boyd, 2015). Table 4.20 shares the results of the second sort of text-based questions. A full list of the sorting of these questions in the three categories can be found in Appendix K.

Table 4.20

Percentage of Literal, Inference, and Evaluative Questions

Grade levels	% Literal questions	% Inferential questions	% Evaluative questions
Grades PreK-2	52	50	36
Grades 3-6	48	50	64

Literal questions percentages were similarly dispersed across grade-level groups. Questions coded as inferential were also equally represented by grade-level groups. Questions coded as evaluative were more predominant in the lesson plans designed for

intermediate grades. Understanding the types of questions recommended in the different grade-level designations could be helpful because of the predominance of discussions and questioning as common objectives and because the majority of language instruction (75%) was embedded within this mode of instruction.

Instructional Moves and Students Tasks for Figurative Language Instruction

Another aspect of language included as an a priori code is figurative language. However, no instances of this code are evident as an instructional move in the selected lessons. There are three instances coded as student tasks in one intermediate lesson (L16).

Discuss author's references to "light" and "dark" in text literally and figuratively and add to anchor chart with synonyms (L16)

Write down references in text to light and dark and possible meanings on worksheet (L16)

Reread for the third time and try to understand what the author is trying to express beyond the literal text (L16)

Essentially, there is no occurrence of teaching the use of figurative language identified in these lesson plans and only one lesson suggests that students attend to textual aspects coded as figurative language. However, 25% of the questions coded as text-based (presented previously) feature figurative language, which again illustrates that the language foci and expectations of teachers and students are not well aligned in the selected lesson plans.

Instructional Moves and Student Tasks for Conventions

Table 4.21 shares the instructional moves and student tasks coded as Conventions.

The lesson plans for primary grades include no instructional moves and four student tasks coded as Conventions. In the intermediate grades, one instructional move regarding text features and three student tasks is included in the sample regarding dialogue and the use of illustration informing the text. There are more tasks that encourage analyzing the illustrations than text features or other conventions. There are also no instructional moves in the primary grades that direct students in language conventions or analyzing illustrations to support the language in text, although the majority of featured texts are picture books.

Table 4.21

Instructional Moves and Student Tasks Recommended for Conventions and Illustrations

Grade levels	Instructional moves recommended in LPs for conventions	Student tasks recommended in LPs for conventions
Grades PreK-2	None stated	Identify character, setting from illustrations (L6) Make predictions from title and illustrations (L6) Discussion about text features such as the “bold print, large print, and extra use of punctuation (L6) Adding notes to lesson printouts about close reading, inferring about text, creating pirate speak, identifying special text and illustration features (L10)
Grades 3-6	Explain how text features enhance the meaning of the text and promote comprehension. (L27)	Discuss why it is important to note the actions and dialogue of a character and record student responses (L19) Look at both the text and illustrations from two events and compare them (L4) Discussion about how the illustration or text feature “made the story” (L2)

Instructional Moves and Student Tasks for Language Structure and Grammar

The final a priori codes assigned to any instructional moves and student tasks include Language Structure and Grammar. Due to some definitional ambiguity and to attend to one of the theoretical frameworks, the open code of Grammar was assigned to two levels: word-level and sentence-level grammar. Neither was found to be present in the lesson plans frequently though the a priori codes. In Table 4.22, both are collapsed due to the limited number of coded recommendations.

Table 4.22

Instructional Moves and Student Tasks Recommended for Sentence- and Word-Levels of Language Structure and Grammar

Grade levels	Instructional moves recommended in LPs for language structure and grammar	Student tasks recommended in LPs for language structure and grammar
Grades PreK-2	None stated	Reread story and write words that are repeated (L5) Highlight sight words and color words and choral read (L5)
Grades 3-6	Model phrasing and prosody in read louds (L2) Help individuals with sentences while monitoring the room (L2) Select a topic and create an anchor chart for a verb to increase in intensity (L18) Provide visuals of verbs in lessons (L18)	Apply correct capitalization, punctuation, grammar and spelling of grade level words and words from the text when answering a journal prompt (L2) Discuss verbs' purpose and function (L18)

Within the selected lessons for intermediate grades, only four instructional moves and two student tasks are suggested regarding parts of speech, and correct modeling of prosody during read alouds. Prosody is typically thought of as an indicator of fluency, but

it could also be argued that it is awareness of sentence-level language structure in use. In the primary grades, the only recommendations are for two student tasks to reread the story and “focus” on repeated words and sight words. These word-level and sentence-level language structure codes are essentially neglected across the sample. This is surprising due to the most common language objectives being Grammar in open coding. In many of the rubrics and guides that aim to categorize language complexity levels from simple to complex, the CCSS-ELA’s definition of Language Conventionalty and Clarity includes sentence-level jargon as a strong indicator of complexity. The sample in this content analysis gives almost no attention to sentence-level analysis of language.

Instructional Moves and Student Tasks Related to Writing

Based on findings for RQ1 there were many objectives in the sample targeting writing and text type, namely literary and informational texts. Instructional moves and student tasks associated with writing activities within lessons are shown in Table 4.23.

In both grade-level ranges, there are more recommended student writing tasks than instructional writing moves. The PreK-2 lesson plans include student tasks that focus on annotating, responding to text through connections or questions, writing down characters names and traits and other notes. For the intermediate grades, suggested student tasks require annotation, writing in response to prompts, writing opinions, and editing. Writing suggestions typically occur at the end of the lesson plans, and sometimes as the assessment of comprehension to the lesson. Writing recommendations are also used by annotating as an active reading strategy. Writing is a common objective for close

Table 4.23

Instructional Moves and Student Tasks Recommended for Writing

Grade level	Instructional moves recommended in LPs for writing	Student tasks recommended in LPs for writing
Grades PreK-2	Model a “stop and think” strategy during reading by writing thoughts on sticky notes and attaching to paper (L6)	<p>Write thoughts on sticky notes and attach to paper (L6)</p> <p>Reread text with partner recording on post it notes thinking, questions, and connections (L6)</p> <p>Stop, think, and write a sentence or two in journals or notebooks using the text for evidence (L6)</p> <p>Write a personal narrative (L6)</p> <p>Write in complete sentences (L6)</p> <p>Listen and write down possible characters, settings, and unfamiliar words on post it notes (L7)</p> <p>In writing prompt, self-check their own grammar skills that have been taught such as capital letters at the beginning of sentences, finger space, legible handwriting, punctuation, and that the sentence is a complete thought (L7)</p> <p>Write description words on sticky notes of main character from text or illustrations (L10)</p> <p>Write questions after first reading on sticky notes (L14)</p>
Grades 3-6	Model annotating the text by underlining or highlighting key words and phrases, words that are surprising or important or anything that creates questions about the story (L21)	<p>Edit latest writing assignment for stronger verbs (L18)</p> <p>Respond to writing prompt about theme from two books (L4)</p> <p>Complete a close reading of the first half of chapter 2 with a partner and annotate on sticky notes (L22)</p> <p>Write opinion pieces using linking words to connect opinion and reasons (L24)</p> <p>Use sticky notes and label them while reading with signposts (L39)</p> <p>Complete journal entries of events, words, and character traits that helped or hindered and cite page number (L37)</p>

reading lessons but lacking in explicit instructional moves recommended for teachers. There were no indications of using the writing process such as drafting, revision, or editing in the student tasks, nor instructional moves with the exception of one objective: *Students will be able to strengthen their own writing through the revision and editing process (L18).*

Instructional Moves and Students Tasks for Text Type

The final set of instructional moves and student tasks was coded as Text Type. This analysis reflects this study's focus on literary text and understanding how close reading lessons address literary text specifically. As shown in Table 4.24, the instructional moves recommended in primary-grade lessons focus on the elements of fiction (characters, setting, plot) and student tasks emphasize completing story maps, sequencing activities of events and character mapping. In the intermediate-grade lessons, three instructional moves review story text structure and elements of fiction while student tasks focus on discussing the author's purpose, story mapping, and summarizing main events in the plot.

Summarizing Research Question 3 Findings

The purpose of the third research question was to determine specific recommendations for teachers and students with regard to language instruction within close reading lesson plans using literary texts. The aspect of language with the most recommendations for teachers and students is vocabulary with a focus on using context clues to determine unknown word meaning, and discussions that ask and answer

Table 4.24

Instructional Moves and Student Tasks Recommended for Text Type

Grade level	Instructional moves recommended in LPs for text type	Student tasks recommended in LPs for text type
Grades PreK-2	<p>Discuss the elements of fiction and nonfiction and what details and words prove this is a fiction text (L26)</p> <p>Review the story elements of a story (L8)</p> <p>Review characteristics of fiction and nonfiction on a poster (L32)</p>	<p>Complete story map chart(L5)</p> <p>Read story third time discuss sequencing text structure of stories(L5)</p> <p>Complete a beginning, middle, end worksheet with retelling (L5)</p> <p>Complete a graphic organizer of story elements as a class (L6)</p> <p>Partner read switching turns reading out loud at new event in story (L7)</p> <p>Complete graphic organizer about story (L7)</p> <p>Create a class story map to display (L8)</p> <p>With a partner, use a text evidence to complete a character map for each character (L8)</p> <p>Using story map card of illustrations, identify the part of the story and retell it (L25)</p>
Grades 3-6	<p>Discuss the structure of the text (L2)</p> <p>Review anchor posters or “standards charts” for illustrations, close reading, text structure in literature (L2)</p> <p>Read aloud another book with similar theme and venn diagram comparing and contrasting characters, settings, plot, theme, text structure, illustrations, problem and solution, and genre (L2)</p>	<p>Discuss authors purpose: to entertain, to express ideas and feelings, to persuade, and to inform (L3)</p> <p>Summarize what occurred in story at intervals (L3)</p> <p>Gallery Walk around the room about characters, setting, plot, theme(L4)</p> <p>Complete a story map identifying characters, setting, and events in beg, mid, end (L39)</p>

questions about vocabulary. Limited recommendations are offered for other aspects of language with no instructional moves or student tasks in the primary grades for figurative language and only one student task targeting grammar and language structure. The intermediate grade lessons likewise offer a limited number of instructional moves and student tasks to attend to aspects of language but focus more on text type and writing.

Summary

The research questions for this study of close reading lesson plans began with a broad look at close reading objectives for literary texts. Open and axial coding determined that the majority of objectives therein attend to the general practice of close reading including answering text-dependent questions, holding discussions, and reading closely through rereads with different purposes. A more focused investigation on language showed a lack of alignment between the objectives, the instruction, and assessment of language, which is quite rare in these lessons. Vocabulary is the most recommended aspect of language instruction in these lessons and is targeted by direct instruction and incidental vocabulary learning encouraged by promoting use of context clues. Attending to vocabulary is a common language objective, but often embedded in the text-based questions, rather than a focus of instruction. However, results indicate that one third of the lessons do not target vocabulary in any way, through stated objectives nor recommended instruction. Other neglected aspects of language that are recommended for instruction and practice were language structure and grammar at the sentence level, especially in the primary grades. Although grammar was coded in the objectives more frequently than any other aspect of language, there are no instructional moves and limited student tasks recommended that pertain to sentence-level language structure, and very little at the word-level. Further discussion of key findings, vocabulary and other aspect of language instruction will continue in Chapter 5.

CHAPTER 5

DISCUSSION AND CONCLUSIONS

This chapter provides a short overview of the purpose and methods of this content analysis of close reading lesson plans. The data analyses are reviewed in response to the three research questions beginning broadly with a discussion of the definition and purpose of close reading. The chapter then addresses the key findings from the research questions specific to the ways in which language is addressed in sampled elementary close reading lesson plans. Exemplars are subsequently shared from the sample to demonstrate stronger alignment within selected lesson plans and close reading recommendations that integrate language arts instruction well. Finally, limitations and implications for practice and future research conclude this chapter.

Summary of the Study

Close reading is an instructional practice that has emerged a result of the Common Core State Standards that recommend that students “read closely” (NGA Center & CCSSO, 2010a, para 1) and “read and comprehend complex literary and informational texts” (NGA Center & CCSSO, 2010a, p. 10). This practice has become an expectation for all grade levels, with scant research to validate its effectiveness, or even delineate it. Close reading in the elementary grades, as currently and commonly recommended, involves repeated readings, student-expected use of comprehension strategies, and classroom discussions. At the elementary levels, this practice (ostensibly designed to

deepen comprehension through text analysis) is a relatively new expectation, especially for the primary grade levels when phonics instruction and learning to decode is typically the focus of reading instruction. Moreover, the texts typically used at the primary grade levels--leveled books, decodable books, and books with illustrations--are often assumed to offer limited language complexity. Literacy researchers have examined the particular characteristics of texts used in the elementary grades to describe the ways in which they could be, or are perceived by teachers to be, complex or difficult (Fitzgerald et al., 2014; 2015; Hiebert, 2014, 2017). Publicly available close reading lesson plans, however, have not been examined thus far to determine the instructional recommendations or objectives for this newly recommended instructional practice. This content analysis describes how close reading instruction is recommended in online lesson plans, with a particular focus on how language is targeted in conjunction with comprehension of literacy texts.

Summary of the Methods

This content analysis was conducted in two phases. The first phase collected eligible, online close reading lesson plans that focused on the literary text type. Preliminary information about those lesson plans were compiled as a repository. From that repository ($N = 147$), three notable websites were selected to identify a purposeful stratified sample of close reading lesson plans ($n = 44$) equally distributed across primary and intermediate elementary grade-level groups.

Phase 2 included data collection and analysis of the purposefully selected close reading lesson plans to address three questions. Efforts to answer the first research

question catalogued close reading objectives using two types of open coding, followed by collapsing those into axial coding and like-categories. This initial analysis indicated that many lesson plans recommend close reading lesson practices by defining close reading, explaining the purpose of sections of the lesson plans, and how to teach close reading to students. The coding of objectives showed that close reading in the elementary grades for literary texts focus discussions about the elements of fiction above all other topics and processes. This is evidence that these close reading lessons reflect little difference from what teachers have typically done with picture books in the past that focus on studying the elements of fiction.

The second and third questions examined the ways in which aspects of language were included in close reading lesson plans. In order to answer the second research question, a priori codes of language features were used to identify which aspects of language are recommended in the lesson plans. The third research question scrutinized specific recommendations for teachers of instructional moves and the student tasks related to language within the selected close reading lessons. The findings from these three research questions provide an opportunity to understand the nuances within close reading lesson plans particular to literary text and how language instruction is and is not included.

Theoretical Frameworks Revisited

Three theoretical frameworks were used as lenses to this dissertation. Gibson's affordance theory (1966) posits that affordances are treated as characteristics or

“conditions for constraints” that affect a situation. The theory does not imply that an activity will occur, but that activity might occur due to the affordance of an inherent property (Greeno, 1994). In the case of the close reading lesson plans selected for this content analysis, affordance theory applies in that the recommended objectives, aspects of language, instructional moves and student tasks represent possibilities for instruction afforded by the text being analyzed as well as the affordance in the lesson plans.

Perfetti and Stafura’s (2014) theoretical work, distilled as the Reading Systems Framework, focuses on the process of reading comprehension and the components of orthographic and linguistic knowledge that support understanding. This framework describes reading comprehension as occurring when initiated with visual input filtered through the orthographic (phonology) and the linguistic systems (word identification) relying on the lexicon to function critically within comprehension processes. This framework describes “pressure points” that can impede comprehension for readers in two areas: processes and knowledge sources. In both of these areas, vocabulary plays a major role in word identification and inferential word meaning selection and the knowledge sources of word form and word meaning. These components of the Reading Systems Framework are relevant to this dissertation because close reading is a practice that encourages readers to grapple with texts that may be beyond their reading level, containing complexities of different dimensions, and featured in lessons that often provide little or no frontloading or pre-reading activities to aid comprehension.

Last, the developing theoretical framework of Text Complexity for the Early Grades by Mesmer et al. (2012) centers on texts used in elementary grades which is the

focus of analysis in these close reading lessons plans. The text section of Mesmer et al.'s heuristic highlights three levels of text: word, syntax, and discourse structures. Although word-level attention dominates, there are language specifics across the sample plans that are under-developed at all three levels of this framework.

Research Questions Revisited

This content analysis addressed the following research questions.

1. What are the common objectives stated in close reading lesson plans using complex literary texts for elementary grades reading comprehension instruction?
2. Which aspects of language are targeted in the lesson plans? Where and how are they addressed? In what ways is language a focus of instruction?
3. Which (a) instructional moves and (b) student tasks are recommended for targeting language instruction in close reading lesson plans?

Key Findings

Among many interesting aspects of the data, there are three key findings from this study, not aligned to the research questions but rather, as a synthesis of findings. The first focuses on the act of close reading as an instructional practice and the reliance on practicing the routines of close reading. The commonly recommended objectives, practices, and activities included in the selected close reading lessons suggest that teachers rely heavily on text-based questioning about the elements of fiction and use discussions and writing as forms of comprehension assessment. This finding offers a general profile of close reading in the elementary classroom as described through these

lesson plans. The second finding indicates that a large number of lesson plans include no objectives or compound objectives with minimal focus on language of the targeted texts with the exception of vocabulary, which is the most recommended language focus. The third finding is that many aspects of language instruction are often not explicitly highlighted for students, aligned throughout the lesson, nor assessed in close reading. These three key findings will be discussed in more detail in the following sections, as well as Limitations to the study, Recommendations for Future Research, and Implications for Practice.

A General Profile of Close Reading Lesson Plans

A description of a typical close reading lesson plan is shared in Chapter 1. Given the findings of this content analysis, an updated general profile is now provided of a typical close reading lesson plan. Based on the selected sample, a close reading lesson plan includes a few compound objectives that focus on the comprehension of the elements of fiction, the routines of close reading, and the mode of discussion. There is usually one language objective included, typically about vocabulary learning through the use of context clues, but often no language objective at all, although attention to language can be found elsewhere in the lesson. Students are expected to participate in multiple reads and rereads of the text via various modes (depending on the grade level): teacher read aloud, individual reading, or group reading. Each reread is intended to offer a new focus for student tasks, but with lesser variation of instructional moves. The use of discussion is the main mode of assessing student comprehension with considerable

attention to vocabulary learning and figurative language. There are usually a lot of text-based questions provided in close reading lesson plans often without the correct answers provided for the teacher. There is minimal instruction of language, but implied expectations of students because student tasks targeting language are more frequent than instructional moves. Writing is frequently the end of lesson activity used as closure to the lesson or an extension activity.

This profile differs from that described in Chapter 1 in three ways. Firstly, this sample differs from the typical Fisher et al. (2016) close reading lesson plan in that this sample does not give adequate attention to the “second read” or Day 2 Craft and Structure focus where attention to vocabulary choices, text features, and text structure is recommended. Vocabulary is certainly a predominant aspect of language in this sample, but there is still a considerable percentage of lessons (27%) with no attention to vocabulary and some with very little explicit attention in the intermediate grade levels. The second way this updated general profile differs is that process coding demonstrated a great deal of attention to the practice of the routines of close reading, rather than increasing the level of thinking about the featured texts through inferring, synthesizing, comparing, and analyzing information. This could be an indication that, at the elementary levels, the routines of close reading need to be rehearsed as a somewhat new instructional practice, while perhaps older readers with more experience in close reading routines could use instructional time for more exploration of content, rather than practicing expected behaviors. Finally, this sample’s general profile of close reading lesson plans differs from what is communicated in the extant literature in that the teacher’s explicit

instruction and modeling with regard to language instruction.is largely missing from this sample

The Act of Close Reading

The act of close reading can be operationally defined as practicing the routines of close reading with objectives relating to rereading, answering text-based questions, and citing key details (Fisher & Frey, 2012). The stated objectives within this sample were open and axially coded for both process and content descriptors to identify the intended student actions and learning. The most common processes suggested for close reading is holding discussions by asking and answering questions (27%) and the most common questions about character analysis (26%). Such objectives are present three times more than any language-related objective. Other processes relating to the act of close reading across the sample include citing text-based evidence, identifying key ideas and details, and retelling or summarizing.

These findings conform to an influential policy brief from the Literacy Research Panel (Snow, 2016) which discusses the purpose, benefits, and anticipated problems of close reading practices. Snow argued that one of the problems with close reading when implemented is that it may not serve the purpose of applying reading comprehension strategies for dealing with complex texts but instead could become rote practice of the instructional act itself. “Close reading is a painstaking process that is likely to seem tedious and unmanageable...and if used unskillfully as a general-purpose approach to reading comprehension, it may actually worsen the conditions we seek to change” (Snow,

2016, p. 2). In other words, close reading is not intended as a set of a few prescribed steps but a means to scrutinize content and navigating text complexity.

Defining close reading practices. Many of the lesson plans in the sample define and describe close reading for the user. Although not part of the original research question, descriptions of close reading were formatively noted throughout the coding from over a quarter (27%) of the sample. Also evident from these descriptors is that for many of the authors of the lesson plans, close reading is essentially a reading comprehension exercise with the intentions of deep comprehension accomplished through rereads and discussion. In other words, multiple encounters with the text replaces instruction. Close reading, as described in the sample, recommends students read difficult text with no support from the teacher before reading, minimal instruction during the reading, and answering text-based questions as an informal assessment of their understanding.

It is to be expected that close reading lessons with literary text would practice the steps of close reading and examine the elements of fiction in great detail. However, close reading is meant to stand out from other forms of reading comprehension practices in one way that is missing from this sample. Close reading is designed to attend to text complexity. The texts used in close reading are meant to be challenging to the reader. There is no mention in the descriptions in this sample of the four dimensions of complexity within the text used (NGA Center & CCSSO, 2010a), nor how to appreciate the ways in which a text is appropriate for a close read, nor how to scaffold students' use of strategies to understand any complexities in the text. In fact, the instructional moves

found in this study, at least with regard to language, are quite minimal (pointing out vocabulary) or completely absent. These selected lesson plans generally omit any procedural recommendations about how to attend to text complexity, which is, in large part, determined by the language of the text.

The goal of close reading is comprehension, not multiple re-readings, extended time discussing a single text, or the use of myriad questions. This analysis confirms the pitfalls noted by Snow, Pearson, and others that close reading may be commonly misunderstood and misused. Teachers might rely on a ritualistic practice like those shared in this sample of close reading lessons that expects much from students, without a stronger appreciation for and instruction of language, especially at the sentential and discourse levels. Instead, continued research and development needs to occur to increased language awareness and analysis that supports global coherence with complex texts.

In many instances, these close reading plans seem to be an artifact of other present and past instructional practices. For example, Lesson 6 recommends that students write personal connections on sticky notes as promoted in *Mosaics of Thoughts* (Keene & Zimmerman, 1997): *As the students listen to/read the story for the second time, they may be recording any thinking, questions (may include unfamiliar vocabulary), or connections they may have on sticky notes or in journals/notebooks (L6)*. Other examples suggest round-robin or popcorn reading, which has been discouraged by literacy scholars (e.g., Opitz & Rasinski 2008). For example, *Partner read switching turns reading out loud at new event in story (L7)*. *Make predictions from title and illustrations (L6)* is similar to a pre-reading practice called Picture Walks (Clay, 1991; Fountas & Pinnell,

1996). The student task to “*Fill in chart with definition guesses before and after reading*” (L8) reflects the KWL practice (Ogle, 1986) of writing down what you know, what you want to know and what you have learned afterward. The uncharacteristic explanation from Lesson 4 below explains the new way of thinking, but with reliance on former practices to the more challenging new understanding that close reading introduces to teachers.

Previously the students were simply expected to comprehend the text and be able to answer questions about that text. Now, students are required to go beyond that. They are expected to think about why the author wrote the piece, the structure the author chose to organize the piece, the word choice the author used to convey the message. All of these falls into the craft and structure section of the CCSS. (L4)

The purpose of close reading as an instructional practice is ideally to offer readers a new kind of reading experience with complex texts using a critical lens, yet the definitions shared in the sample do not typically reflect text complexity instruction, only modified reading comprehension lessons. This is especially evident in the primary grades where there are more than double the amount of prescribed student tasks than instructional moves for all aspects of language, writing, and text type. In the reviewed lesson plans, students are commonly asked to read challenging texts with minimal teacher support or reliance on student background knowledge. Instructional input, modeling, and student scaffolding is limited e in these close reading lessons, which may be needed to match the comprehension obstacles afforded in the texts.

Additionally, this sample of close reading lessons suggest a considerable investment of classroom time, if implemented as recommended. A single book is often targeted across a week in multiple sessions in a series of rereads but with little to no

instructional support. Surely, the time spent in close reading could be purposefully utilized by the teacher in a more succinct way.

Close reading literary texts. The objectives in these plans most commonly focus on characters: identifying and discussing the actions, changes, and traits of the main characters in a story. This focus on basic story grammar has been the traditional mode of instruction for decades. Indeed, close reading may be another artifact of traditional instruction rebranded to meet the current expectation of text complexity instruction.

In general, there are no recommendations for implementation of close reading with the unique characteristics of literary texts versus informational texts in the sample. Only two lessons mention text type differences in the instructor notes and two other lessons include instructional moves about the topic shared in the following excerpts:

The text type drives the type of key details readers are seeking. In narrative text type, the key details are linked to the story grammar: What are the plot lines, characters, setting, and such? In an informational piece, the key details are attached to the organizational patterns, such as problem-solution, cause and effect, compare-contrast, and so on. (L34)

It will be a fiction text because, if we are using key details to understand characters and setting, I know only fiction texts have those story elements. (L7)

Discuss the elements of fiction and nonfiction and what details and words prove this is a fiction text. (L26)

Review characteristics of fiction and nonfiction on a poster. (L32)

At the discourse level, close reading can provide an opportunity for clear distinction between literary and informational text structures, related academic vocabulary, commonly used text features in each text type, and differences in language. This sample does not attend to those differences in explicit ways.

Writing during close reading. Writing was the second most frequently coded process objective with 23 instances (16%), yet there was an absence of writing instruction beyond offering writing topic suggestions that are not supported by text analysis. Writing seemed to be a general, loosely structured, after-reading extension used as possible assessment of comprehension.

In two lessons, language is only mentioned in the writing portion (near the end as an extension activity or independent practice). For example, in Lesson 40 language is not mentioned anywhere in the lesson except in the writing and speaking rubrics for the lesson-ending writing prompt. That end-of-lesson rubric describes language complexity, vocabulary, language forms and conventions for the writing prompt:

Write a story about a time you helped a friend, or a friend helped you. Or think of a time that you saw someone who needed help, but you did not do anything to help. Tell what you would do differently. (L40)

Another lesson (L13) states that students should:

Write an informative paragraph with supporting details to convey the main character's feelings, using grade-appropriate organization, grammar, and conventions. (L13)

Neither of these lessons recommend language instruction beforehand in the instruction, even though aspects of language and language complexity are expected as part of the writing assessment rubric. The instructional moves found for Writing suggest giving writing prompts and modeling annotation but not necessarily writing as a language function relating to supporting or verifying comprehension.

The process of discussing in close reading. The key findings of objectives highlight the reliance on discussions dominated by asking and answering questions (21%)

and citing text-evidence (14%). These processes (along with writing) are the most common process objectives and occur three times more often than any language-related process objective. Discussions and asking/answering text-based questions are also the most recommended instructional moves and student tasks in many of the a priori language categories. Discussions are a common focus of these lesson plans, and yet are often quite vague or unclear as exemplified in the following excerpt.

Ask them to think about the lesson the author wants you to learn. Let the conversation go in whichever direction it takes (L29).

These findings of the reliance of questions and discussions within the context of close reading reflect Durkin's (1978) conclusions that reading instruction continues to include assessing comprehension through questions. Durkin's landmark report referred to teachers as "being interrogators" (p. 47). This sample's results echo Durkin's findings of reading instruction being dominated with reading assessment. Surely, close reading should advance literacy instruction rather than perpetuate methods observed almost a half-century previous.

Although acknowledging that close reading can be an asset to reading instruction when coupled with interactive discussions about texts, Snow's (2016) warned that close reading "may naturally work to the detriment of classroom discussions and argumentation" (p. 2). The findings of this investigation show that within this sample, discussions are highly prescribed as objectives, instructional moves, and student tasks, but with a focus on assessing literal comprehension of fictional elements, demonstrating one's ability to cite textual evidence, and attending to vocabulary in incidental ways.

Findings show that 70% of the questions in the sample are convergent or have one answer. The majority of questions were deemed literal (44%) rather than inferential or evaluative. In order to address Snow's concern of unintended consequences, discussion questions need to go beyond the literal types of questions through improved teacher planning. Boyd (2015) reminds us that "questioning is a teacher's most used, and arguably most powerful, talk move" (p. 373). Further research into the discussion and questioning techniques used in close reading should occur to clarify if there is a progression in questioning techniques across the repeated readings and through the grade levels as the CCSS-ELA suggests. Specifically, beginning in Grade 3, it is recommended that students ask and answer questions, in Grade 4 they are expected to refer to details and examples as support for their answers and in Grade 5 students are expected to progress to quoting text to substantiate their responses. However, a clearer definition of close reading assessment beyond questioning is also needed. Mesmer (2016) suggests that "a misunderstanding is that comprehension instruction should include only text-based questions. Actually, questions that trigger prior knowledge, ask opinions, or require predictions are also important" (Mesmer, 2016, p. 82). Moreover, the CCSS-ELA recommend using assessments other than questioning:

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence. (NGA & CCSS, 2010a, p. 7)

In summary, key findings confirm a view of close reading as an extended weeklong examination of one book through rereads and classroom discussions, with no

references to text analysis of dimensions of complexity, nor questioning at deeper levels of inference and evaluation. Close reading in this sample for elementary levels is depicted as practicing the routines of close reading through rereads, discussions, extension activities and writing prompts. As described, it reflects reading practices of the past, rather than the new approach initiated by the CCSS-ELA.

Aspects of Language Elements

The second key finding of this content analysis is specific to the ways that aspects of language are addressed in close reading instruction. The results of this study show that aspects of language are grossly underrepresented in this sample of close reading lesson plans. More than half (59%) of the lessons include no language-oriented objective, although 48% of the lessons have some form of language instruction or practice at basic levels. The aspects of language that are attended to in this sample, namely vocabulary and to a much lesser extent, figurative language align with the Brown and Kappes (2012) definition of close reading yet excludes word- and sentence-level syntax and grammar.

Vocabulary instruction. Word-level semantics is the dominating focus of language instruction through intentional and incidental vocabulary learning. Vocabulary is the most common aspect of language coded for instructional moves and student tasks, and the second most common type of objective. Vocabulary is recommended to be taught and learned explicitly (41%) and implicitly (32% via context clues) across the sample and especially in the primary grades (71%). The attention to vocabulary in the lessons could be considered basic with instructional moves to “*Use vocabulary cards to review words*

and definitions” (L4) or *“While listening, pay attention to any words they don’t know and write down on a vocabulary sheet”* (L35). For a majority of the lessons, word-work is expected but not demonstrated in the lessons.

Additionally, nearly one third (27%) of the sample has no vocabulary recommendations, supporting that, despite some focus on vocabulary, language instruction warrants more attention in close reading lesson plans. It is also highly concerning that 75% of the lessons with no vocabulary instruction are in lessons recommended in Grades 3-6. In these intermediate grades, books with high Lexile levels are used, longer texts (novels) are more common, and the developmental stages of the reader in these grade levels afford potential for significant vocabulary growth.

Other aspects of language. The other aspects of language from the a priori language codes were Sentence-level language structure including syntax and grammar; Word-level Language Structure including morphology and parts of speech; Conventions including text features and illustration; Language Use; and Figurative Language. These aspects were rarely present. The instructional moves for sentence level and word-level language structure and grammar are only offered in the intermediate grades in two lesson plans although Grammar (during open coding) was the leading aspect of language among objectives. During a priori-coding with Grammar being divided into two levels (sentence and word), it was found that word-level language structure was attended to minimally or through the inclusion of it as a writing rubric requirement with instructional moves and student tasks offered in only three lessons. Sentence-level grammar was the least coded aspect of language across the sample (2%) which is concerning because language

structure and syntax of sentences directly affects the language complexity issues in complex texts on most recommended rubrics and guides.

The results for the Figurative Language coding are somewhat paradoxical. It was among the least openly coded content objective (1%) but was the second highest (22%) discussion topic embedded in text-based questions. Attention to Figurative language shows great variability among grade level ranges in this sample. Figurative language was coded in only 1% of the lesson plan content for primary grades, although embedded within vocabulary. Figurative language words and phrases were also found more in the primary grades (92%) than in intermediate grades (8%), and in a quarter (25%) of the text-based questions for primary grades. Figurative language for intermediate grades was coded 10 times more than primary grades across the sample (10%) but in only 8% of the recommended vocabulary words and phrases. Only one lesson in the sample recommends student tasks for figurative language in the intermediate grades and no recommendations were found for instructional moves nor student tasks for the primary grades. Overall, figurative language was not clearly represented as an objective, nor equally represented among grade level ranges (or even progressing through increasing grade levels) with limited explicit instruction moves or student tasks. This aspect of language that directly affects language complexity needs further alignment, teacher guidance, and representation in close reading lesson plans.

Instructional moves, student tasks, objectives, and a priori codes for Language Use and Conventions were also scarce across the sample. While the content of lessons doesn't represent all teacher knowledge, in the sample of authors of these close reading

lessons, they do reflect a small proxy of teacher knowledge. This scarcity of language instruction could suggest further examine into the need for increased language knowledge among teachers who prepare close reading lesson plans, and a better understanding and appreciation of how language complexity influences reading comprehension within the context of close reading instruction.

Lack of Language Instruction and Lesson Alignment

The third key finding from the results of this study pertains to the issue of misalignment between the objectives, the instruction, and the assessment of language elements. There is great variability across lessons with regard to how language is included (or not), and targeted in objectives, practiced, and assessed. These variabilities make the new instructional practice of close reading that has been reported by teachers as confusing and difficult, even more of a challenge because of misalignment and lack of clear explicit language protocols. These results indicate many missed opportunities to utilize close reading instruction for the affordances provided in complex texts. A few of the lessons use texts at high Lexile levels and with multiple dimensions of complexity affordances yet those complexities are not reflected in the lesson plans with regard to language.

Two examples of close reading lesson plans that use the same text but differ in their approach to language, alignment, and assessment are Lessons 18 and 30. The text used in these lessons is *Mrs. Katz and Tush*, by Patricia Polacco (1992) with a Lexile score of 530L. Table 5.1 shows the side-by-side differences in lesson planning for the

same book with one attending to language at different points of the lesson and with specific objectives. Both have vocabulary words selected as appropriate for the grade-level ranges and both offer text-based questions although one offers more of both. It is unusual that the lesson plan that lacks explicit objectives, language-related instruction moves or student tasks, or assessment is the lesson plan written for older grade levels. At the intermediate level, this text has unique vocabulary and multiple discussion points.

Table 5.1

Side-by-Side Comparison of Lessons

Characteristic of lesson	Lesson 18	Lesson 30
Grade level range	1-3	2-5
Pacing of lesson	2 sessions	Not stated
Number of pages	21 pages	8 pages
Number of objectives	4	0
Language objectives	<ul style="list-style-type: none"> • L18-2 Students will be able to examine the text, <i>Thunder Cake</i> (630L) by Patricia Polacco, for the author's usage of specific verbs • L18-3. Students will be able to identify the meaning of words through use of context clues and dictionary use • L18-4. Students will be able to distinguish the intensity (shades of meaning) among verbs. 	None stated
Other objectives	<ul style="list-style-type: none"> • L18-1 Students will be able to strengthen their own writing through the revision and editing process. 	None stated
Number of text-based questions	9	3
Number of vocabulary words	7	4
Suggested vocabulary words	Trudge, stroll, jog, race, sprint, drift, pass,	descendent, kaddish, headstone, inscription,
Location of language instruction in lesson	Day 1 before reading, during modeling, during guided practice, Day 2 before reading, during modeling, during reading, during independent practice.	Day 1 before reading
Assessment	Edit previous writing by revising certain number of verbs.	None stated

The two close reading lessons use the same book but with different grade level ranges, different objectives, and even different vocabulary words selected. They demonstrate that maximizing what the text affords for close reading is not easy or common.

Overall, this third key finding highlights the need for better resources that draw attention explicitly to language complexities and language instruction within the context of close reading. Language instruction, as represented in this sample, is not consistent, aligned, incrementally sophisticated, nor equally represented across grade level ranges.

Exemplary Close Reading Lesson Plans

Not all the lesson plans in the sample reflect neglect of language opportunities. There are a few lessons that stood out as exemplary models of close reading lessons. Lesson 15 of the stratified sample is a close reading lesson plan recommended for Grade 3 using the book *Because of Winn-Dixie* by Kate DiCamillo (2000) with the lesson plan contributed by an unknown author. The lesson plan is structured as a two-day lesson using the Fisher et al. (2016) model of close reading lesson planning with four learning objectives and four tasks involving reading, vocabulary, discussion, and writing. There are sections in the lesson that explain the reasoning behind the text selection, standards addressed, and featured academic vocabulary. The lesson plan includes questions labeled as “text-based” and “non-text-based” A checklist is provided of what a proficient answer should include for text-based discussions. There is explicit attention to academic vocabulary specific to the literary text type and there is a reference to sentence-level

language structure and grammar.

The second example of an exemplary close reading lesson plan is Lesson 34 of the stratified sample, featuring *Make Way for Dyamonde Daniel* by Nikki Grimes (2009). The lesson was written by an instructional coach and is designed as a Levels format (see Appendix B) with four levels of focus and objectives provided in three categories:

Content, Language, and Social.

Content Objective: Today we are going to analyze key details in the first chapter about Dyamonde in order to better understand how she is thinking and feeling.

Language Objective: I can identify details in the text by using nouns or verbs.

Social: I will build on others' talk in conversations by responding to the comments of others through multiple exchanges. I will also ask questions to clear up any confusion about the topics and texts under discussion. (L34)

Standards and sentence frames are provided for the third read. The lesson discusses possible adjustments to the pacing. It includes a closure section where the students are asked to retell in oral or written form as an assessment. It explicitly states that the text-based questions and sentence frames are written as “helpful scaffolds” (L34). This lesson plan is one of the rare ones that targets language usage, figurative language, and convention. Additionally, it includes analyzing word-level language structure and grammar as an objective and within the instruction. Overall, this lesson offers a close reading lesson of a single book over many days, but still has thoughtful progression of students' text analysis practice and teacher support.

In conclusion, this content analysis describes a typical close reading lesson plan in the elementary grades using complex literary texts. Up to this point, the literature supporting close reading has not focused on the elementary grades, nor the specific

objectives in close reading literary texts. This study used a sample of 44 lesson plans written for elementary years to profile close reading instruction targeting comprehension of elements of fiction and practicing the routines of close reading via asking and answering questions that require text-based evidence. Vocabulary is included in a majority of close reading lessons but through the use of context clues to infer meaning of unknown words, rather than from explicit instruction. Other aspects of language that affect language complexity of a text are largely overlooked or embedded within discussion questions with minimal instructional support. Close reading at the elementary levels would benefit from a stronger analysis of language and greater alignment of objectives, explicit instructional moves, student practice, and assessment.

Limitations

Although designed carefully, this content analysis is limited in some notable ways. First, the numbers of lesson plans in the repository and purposeful sampling were small compared to the number of lesson plans available to teachers online. However, close reading resources are not abundant and the quantity of posted lesson plans targeting literary text is very limited. A larger sampling might have afforded a similar or altered view of what online literary-based close reading lesson plans recommend to teachers.

Relatedly, this study analyzed the content of close reading lesson plans, not their actual efficacy as implemented by teachers. Depending on the teacher using any of these plans, the resulting lessons could be more or less language-oriented and differentially effective. However, if teachers access lesson plans online, they likely do so because they

are seeking instructional recommendations to inform their instruction. Thus, this analysis affords a synoptic understanding of what online lesson plans promote as close reading instruction.

The lesson plans comprised in this sample represent what the small sample of authors perceive to be appropriate close-reading lessons—intended for use by a much larger population of teachers who are likely less confident in enacting close-reading instruction, as noted in the literature review. However, a major finding is that the lesson plans recommending close reading actually are inadequate in doing so. Therefore, more scholarship is needed to clarify and improve the use of close reading instruction and available curricular materials for close reading. The study was delimited by the sampling and selection process and that while individual lessons represent individual teacher knowledge, the sample is not representative and cannot be generalized as representative of all teachers' knowledge about close reading. Additionally, this study noted the lesson plan author's role (teacher, instructional coach, adjunct professor, etc.) if it was noted therein, but many (41%) author roles were not stated. The methods of this study did not measure teacher knowledge of lesson plan authors, which could have been used to correlate lesson quality (if measured) with teacher knowledge of author. This limitation could be included in a follow-up study to investigate more clearly if and in what ways increased teacher knowledge of reading influences close reading lesson planning and instruction.

Another limitation to this study involves the unilateral coding decisions made during Phase 2 of the study. Expert consultation was sought during the pilot and

establishment of the a priori codebook. The creation of the a priori code book organically developed through reading of the literature and in an effort to cover the wide expanse of language topics, which is quite daunting. Others may have used different terms or interpretations to label the data. The lack of a strong interrater reliability for the a priori language codes may also limit this study. Although the Krippendorff's (2011) alpha metrics were mostly found to be in the acceptable range ($\alpha \geq .667$), (with the exception of word-level and sentence-level language structure and grammar), a secondary measure of agreement was added to estimate the reliability (acceptable ranges fall between 75% to 90%). For the aspects of language with lower reliability measures, the issue of scarcity created a challenge in reaching higher reliability scores.

Another limitation to this study is that interrater reliability was not sought for open coding of objectives, nor for the sorts of vocabulary or questions descriptors. The inclusion of the sorts in the appendices offers some transparency to these processes. Codes were derived from exact phrases taken from the objectives with no change of terminology. All open and axial codes are shared in the appendices for transparency. With regard to the vocabulary sorts, there are no widely accepted word lists for Tier 1, 2, and 3 words.

Finally, additional limitations are text related. The texts used in this sample for close reading instruction are literary children's books recommended in grades PreK-6. The actual texts were not analyzed to compare the dimensions of complexity afforded in them as compared to the recommendations for instruction in the lesson plans. In fact, it was initially unknown if the texts assigned to be closely read are indeed complex for the

respective grade level. To mitigate this, the Lexile scores were added in Phase 1 to provide a quantitative measure of complexity. Lexile's are quantitative indicators of text difficulty, rather than complexity, but they do offer some insight into the quantity of challenging vocabulary words, word count, and cohesion of the texts. A quick glance at the children's book titles is reassuring that the texts used were indeed both difficult and complex to their assigned grade levels according to Lexile scores.

Research Implications

This content analysis is a starting point for a line of continued research into an illuminated understanding and potential of close reading instruction. These findings suggest that further research needs to take place in the following areas.

1. Determining how to improve lesson planning and implementation of close reading instruction in practice using other dimensions of complexity.
2. Describing the effects of more explicit language instruction in the context of close reading on students' reading comprehension, motivation, and word knowledge.
3. Identifying differences in close reading instruction across grade levels, text types and genres, and within text/reading programs
4. Analyzing adjustments of pace, sequence, content, and repetition (Mesmer et al., 2012) in text complexity instruction during close reading.
5. Investigating the impact of teacher professional development targeting text complexity and language on close reading instruction
6. Clarifying teachers' instructional role and improving scaffolding of close reading
7. Accommodating diverse learners during close reading lessons
8. Examining the effects of close reading on students on reading comprehension and motivation.

Improving Lesson Planning and Implementation of Close Reading in Practice

This content analysis offers a description of a selected sample of elementary lesson plans. Future research needs to occur that combines improved lesson planning as well as the implementation of those lesson plans. The knowledge and experience of a teacher enacting the lesson plans and adding more modeling or instruction as needed for particular readers could inform the continued improvement of the practice of close reading.

This study focused on only the Language Conventuality and Clarity dimensions of text complexity. Studies are needed that examine the other three dimensions of knowledge demands, text structure, and levels of meaning or purpose within lesson plans as well as the implementation of those plans with diverse readers. Even within the Language Conventuality and Clarity dimension, there are still improvements to be made. If questions are the main form of assessment suggested in online close reading lessons, then a robust examination of the quality of questioning needs to occur, as well as the time spent in questioning. In addition, research should target which types of questions are most effective in the context of close reading for student reading comprehension at the various grade levels. Perhaps other forms of reading assessment, other than the ability to answer questions, would be more effective for close reading comprehension.

More research is also warranted to describe the ways in which writing can support close reading as a student task or as an assessment. It would benefit close reading research to clarify what role that writing can and does play within the context of text

complexity instruction and supporting reading comprehension.

Effects of More Explicit Language Instruction

The findings of this study show a lack of explicit instruction with regard to aspects of language. Additional research could examine using explicit instruction of well-defined objectives and targeted instructional moves to help scaffold students' language learning. The reliance on discussions and text-based questioning suggests that this particular interaction during close reading needs further investigation. Research efforts such as those of Kucan and Palinscar (2018) that focus on text-based discussions and teacher development in text analysis align with the need for more explicit instruction. Continued research in increasing teachers' qualitative text-analysis skills, purposeful lesson preparation of content and discussions, and explicit instruction of language would enhance the practice of close reading.

Differences in Close Reading Instruction Progressions

According to the literature and this sample, close reading lesson planning currently and unfortunately manifests as a one-size-fits-all approach regardless of grade level or text type (Fisher & Frey, 2014). In any reading lesson, and especially in close reading of complex texts, differentiation should be implemented by recognizing and incorporating differences in reader background knowledge, decoding skill, and strategy use in close reading instruction. The results of this study add to the findings of Fitzgerald et al., (2014, 2015) that show the substantial differences between primary and

intermediate grade levels continue to not be attended to in the literature nor implemented in this sample. The targeted texts, for instance, range from 230L-1000L yet are treated in lesson plans with comparable attention in language instruction aligning to the procedures of close reading, rather than aligning to the length, complexity, or difficulty of text used. The instructional time suggested in primary and intermediate grade levels is also comparable, following the typical 5-day for one book lesson plan format for a majority (77%) of lessons, regardless of grade level, or text length. Likewise, the inherent learning progression of the CCSS-ELA was not apparent in this sample of lessons. Subsequent research that honors the developmental stages of readers across grade levels would help acknowledge the staircase of complexity. Grade-level lesson plan templates that address specific English Language Arts standards could benefit teachers as they plan instruction for the range of readers across elementary grades. Also, studies investigating how close reading research can accommodate the language and learning needs of different skill levels, proficiencies, and ages of readers across and within grade levels would advance the field.

There have been no studies thus far that examine close reading lessons that use informational texts and what differences in objectives, instructional moves, student tasks, or aspects of language are targeted by text type. As indicated in Phase 1 of this study, a larger sample of close reading lesson plans for information text might be accessible for an examination of informational text as compared to the minimal sample available for literary close reading lesson plans.

It might be prudent to examine close reading lesson plans that are offered in

text/reading programs (Mesmer et al., 2012) to describe the types of close reading lessons included in school reading programs. According to the heuristic used in Mesmer et al.'s theoretical framework of text complexity in the early grades, text programs may offer significant differences in the sequence, content, pace, and repetition at the three levels of text complexity (word, syntax, and discourse). It would be interesting to determine any differences in lesson plans and lesson implementation among individual book close reading lessons, content area close reading lessons, and reading program close reading lessons.

Related Research in Adjustments of Pace, Sequence, Content, and Repetition

Mesmer et al.'s (2012) text complexity framework specifies that syntax complexity may vary according to pace, sequence, content and repetition. These four areas of text complexity warrant future research to distinguish how adjustments of each one could help or hinder reading comprehension in the context of close reading. The findings of this study show that a majority of lessons are recommended for a course of five days and in a recommended sequence of rereads. Adjustments to this format to decrease the longevity of lessons with increased focus of content, or other combinations of adjustments might produce interesting results.

Professional Development in Teacher Knowledge of Text Complexity and Language

This study did not measure teacher knowledge, nor assume that close reading lesson plans are a proxy for teacher knowledge. However, it would be beneficial to

measure teacher knowledge of close reading, the dimensions of complexity, and especially aspects of language before, during, and after professional development targeting text complexity instruction and text analysis. It is unknown if teachers have the necessary training to design lessons (especially at the elementary level) to analyze complex texts for reading comprehension purposes. Teacher perception studies have concluded that teachers feel underprepared and seek additional training and resources (Fitzgerald et al., 2014; Gonzalez-Rodriguez, 2015; Greeson, 2005; Smith, 2018). Professional development topics could include using methods of qualitative and quantitative text analysis when selecting complex texts, as well as designing differentiated close reading lessons for their particular learners.

There have been no studies designed to measure the metalinguistic awareness of teachers relating to close reading, nor what specialized knowledge of language is needed to plan effective lessons in close reading lessons. Training and development in academic language and vocabulary instruction would be appropriate to advance close reading research. It could be assumed that informed professional development and attention to language complexities at the word, syntax, and discourse levels, in addition to training in all four dimensions of text complexity, would positively contribute to the effectiveness of close reading instruction.

Clarifying Teachers' Instructional Role and Improving Scaffolding in Close Reading

The findings of this study support a greater need for instruction in close reading of complex texts beyond asking questions. Research that clarifies the instructional role of

the teacher in close reading, specifically with the kind, amount, duration, and sequence of scaffolding needs to take place. There are many research questions that could be posed for increasing the support and role of teacher within close reading instruction. How do teachers develop questions that scaffold understanding and manage reading obstacles better? To what extent does scaffolding support students' comprehension during close reading? How could scaffolding during close reading differ for elementary versus upper grades or for diverse learners who need more support? The findings of this study show that teachers are offered almost no instructional moves in close reading lessons for many of the aspects of language. Future research of increased instructional moves at the primary and intermediate levels would add to the literature for close reading.

Accommodating Diverse Learners

Similar to the findings of Welsch et al. (2019), this study warrants more research addressing how close reading instruction can be tailored or taught to diverse learners. It was noted in this sample that some aspects of language are only mentioned in the extension notes as accommodations for English language learners. Struggling readers are also rarely mentioned. Overall, close reading of these lessons shows a gross oversight of how complex text analysis could and should be differentiated for learners who require more language and/or literacy support.

Examining the Effects of Close Reading on Students

Perhaps some of the most important recommendations for future research are

those that examine how close reading affects students. It is unknown if this new instructional practice is increasing reading achievement or motivation across the grade levels, or if it is developmentally appropriate at the primary grades. Research might investigate how close reading affects the reading motivation, reading stamina, metalinguistic awareness, and reading enjoyment of learners across multiple grade levels in order to tailor close reading recommendations for the appropriate reading developmental stages.

These important topics could help guide teachers, curriculum designers, and literacy researchers to refine close reading practices to accomplish instructional goals. Current research in close reading is minimal, so additional validation and description of this new routine, especially in practice, would be very beneficial to the field of literacy.

Implications for Practice

The instructional implications for this study are vast. Close reading has gained momentum as an instructional practice in response to the CCSS-ELA, been rushed into implementation without sufficient research or established teacher knowledge. It seems natural with a focus on text complexity in the CCSS-ELA to have new instructional practices emerge to meet those needs. Shanahan (2020) contends that attention to language structure is appropriately situated in instruction of complex texts.

Studies have long shown that teaching students how to disentangle the grammar of some sentences, how to take advantage of the cohesive links across a passage, and how to identify and use a text's organizational structure all can improve reading comprehension. Teaching students to negotiate these features of a text only makes sense if students are to be confronted by challenging texts, and

none of them have value for students reading, what for them, are easy books. (Shanahan, 2020, para. 34)

This content analysis highlights the need for more inclusion of language targeted with close reading instruction. Language objectives could be present in every lesson, as well as recommendations for vocabulary instruction.

Professional Development Topics

Chapter 2 highlights a large-scale literature review by Welsch et al. (2019) that suggested further professional development in close reading in six areas.

1. Identifying appropriate text (level and length)
2. Developing challenging text-dependent questions
3. Preparing close reading lessons
4. Adjusting to a new instructional approach
5. Meeting the needs of diverse learners during close readings
6. Allowing students to wrestle with text meaning. (p. 108)

As a result of this dissertation, the following aspects of language could be added as professional development topics that would extend Welsch et al.'s (2019) third recommendation relating to the preparation of close reading lessons.

1. Promoting greater metalinguistic awareness to aid text analysis
2. Teaching, modeling, and analysis of language structure and syntax
3. Teaching and modeling of word knowledge and academic language
4. Explicit teaching of figurative language
5. Recognizing complexities in all aspects of language

Metalinguistic awareness is the ability to think about language itself, treating it as an object for analysis. Nagy (2007) shared that “word learning and reading comprehension are primarily metalinguistic in nature” (p. 53). A generalized view of linguistics includes multiple levels increasing in size (see Figure 5.1). We know from the

results of this study that there was almost no attention at the syntactic level of language, but more predominate attention to semantics. Close reading instruction would benefit from an increased focus on morphology, syntax, and pragmatics as part of the language objectives, and instructional moves.

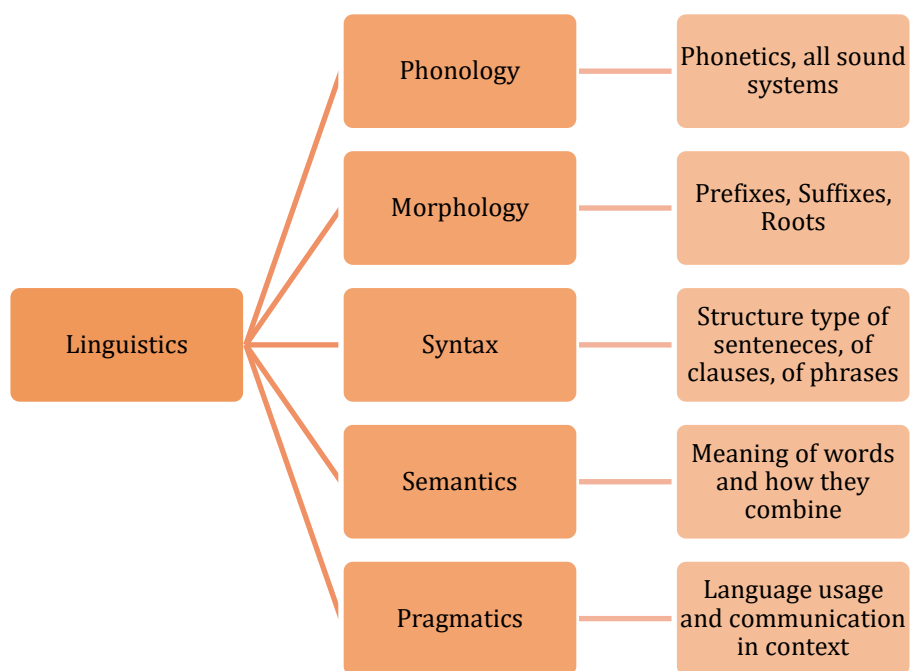


Figure 5.1. Hierarchy of levels in linguistics.

In addition to metalinguistic awareness instruction, teacher development in language may be warranted. Fillmore and Snow (2000) admonished that teachers should gain basic knowledge of educational linguistics, including how language functions, practice how to select materials that will expand students' linguistic learning, and plan instruction to use that new language in meaningful ways. Fillmore and Snow outline and describe the many language- and linguistics-related coursework that every teacher should

take to develop specialized content knowledge in literacy. This may require a change in preservice and in-service teacher preparation. A focus on language structure and syntax would be a topic that could be added to close reading instruction to navigate the complexities, especially at the sentence level.

Other implications for practice include a more refined and specific way to teach word knowledge and academic language. There is a large amount of evidence supporting vocabulary knowledge as integral to reading comprehension (Anderson & Freebody, 1981; Cain, Oakhill, & Bryant, 2004; National Reading Panel, 2000). A topic that could be implemented more, especially at the intermediate levels, is morphological awareness. Nagy and Townsend (2012) recommend that an increase of academic language instruction can benefit reading instruction. Within the context of close reading, vocabulary instruction currently is a focus of language instruction in this selected sample and could be improved for both intermediate grades and primary grades.

From the lesson plans examined, it is apparent that increased attention to language in designing close reading instruction is needed but it is still unknown whether and in what ways such an emphasis would improve close reading instruction in the classroom.

Concluding Thoughts

It is a well-supported notion that a solid foundation of language positively supports reading acquisition (Beck & McKeown, 2007; Biemiller, 1999; Foorman, Herrera, Petscher, Mitchell, & Truckenmiller, 2015). Now, with the CCSS-ELA focus on text complexity, that foundation of language is even more important as students are

expected to read and reread texts that encourage deeper comprehension. This content analysis examined one of four dimensions, Language Conventionality and Clarity, in a purposeful sample ($n = 44$) of online elementary close reading lesson plans that focus on reading literary texts. It was found that although sophisticated language use was expected, language instruction was scarcely present in close reading instruction recommended by the selected lesson plans.

The most common aspect of language targeted in the sample is predictably, vocabulary. But even within that recommended vocabulary instruction, there are missed opportunities for explicit instruction. A worrisome finding from this study is that in an effort to allow students to struggle with text, teachers' instruction and support are minimized rather than recommended to teach and model sophisticated language use. These close reading lessons resemble other reading practices having a hodgepodge of recycled and rebranded components. Indeed, as close reading instruction and research continue to evolve, more purposeful attention to language instruction integration needs to occur (Fisher & Frey, 2014; Fox, 2017; Kerkhoff & Spires, 2015). Close reading lesson components need to align the objectives, instruction, and assessments. The one-size-fits-all approach needs to be discarded in order to consider the reader, the grade level, the affordances in texts, and the text type. This content analysis helps fill a gap by showcasing what was previously unexplored. Until now, close reading research has not described how language is addressed in literary close reading lessons, nor what online close reading lesson plans include as typical pacing, objectives, and processes. From here, further research in close reading instruction could extend to neglected language

aspects, other text types, specific grade levels or grade level ranges and investigate instruction with attention to student reading motivation and reading comprehension outcomes.

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APPENDICES

Appendix A

Repository of Elementary Literary Close Reading Lesson Plans

Table A1

Repository of Elementary Literary Close Reading Lesson Plans

	Organization/author	Role of author	Text title	Text author	Grade level	Link
1	Better Lesson Plans (BL) - Jody Barnes	teacher	Thank You Mr. Falkner	Patricia Polacco	3-6	https://betterlesson.com/lesson/593636/mr-falker-and-mr-lincoln-comparing-two-texts?from=search
2	Better Lesson Plans (BL) - Nicole Prejna	teacher	How I Became a Pirate	Melinda Long	3	https://betterlesson.com/lesson/531093/aarr-matey-hoist-the-sails-and-read-closely-pirate-week-day-1-of-5?from=search
3	Better Lesson Plans (BL) - Jody Barnes	teacher	<i>Snowflake Bentley</i>	Jacqueline Briggs Martin	3-6	https://betterlesson.com/lesson/564255/snow-way-close-reading-with-snowflake-bentley?from=search
4	Better Lesson Plans (BL) - Jody Barnes	teacher	<i>Firestorm</i>	Jean Craighead George	3-6	https://betterlesson.com/lesson/555842/irons-in-the-fire-3rd-close-read?from=search&from=login
5	Better Lesson Plans (BL) - Monica Brown	teacher	<i>Grandfather's Journey</i>	Allen Say	4	https://betterlesson.com/lesson/501143/a-close-read-of-grandfather-s-journey?from=search&from=login
6	Better Lesson Plans (BL) - Monica Brown	teacher	The Horned Toad Prince	Jackie Mims Hopkins	4	https://betterlesson.com/lesson/507129/a-close-read-of-the-horned-toad-prince?from=search&from=login
7	Better Lesson Plans (BL) - Monica Brown	teacher	<i>What Jo Did</i>	Charles R. Smith, Jr.	4	https://betterlesson.com/lesson/512106/a-close-read-of-what-jo-did?from=search&from=login
8	Better Lesson Plans (BL) - Rebecca Strebel	teacher	A Day's Work	Eve Bunting	4	https://betterlesson.com/lesson/541311/close-read-a-day-s-work-craft-and-structure?from=search&from=login
9	Better Lesson Plans (BL) - Rebecca Strebel	teacher	<i>Casey at the Bat</i>	Ernest L. Thayer	4	https://betterlesson.com/lesson/529579/close-read-casey-at-the-bat-key-ideas-and-details?from=search&from=login
10	Better Lesson Plans (BL) - Sarah Collins	teacher	Caribbean Dream	Rachel Isadora	1	https://betterlesson.com/lesson/544094/monitor-and-clarify-caribbean-dream
11	Better Lesson Plans (BL) - Sarah Collins	teacher	<i>Treasure Hunt</i>	Allen Alberg	1	https://betterlesson.com/lesson/604784/close-reading-to-compare-characters?from=search
12	Better Lesson Plans (BL) - Sarah Collins	teacher	<i>Clementine</i>	Sebastian Loth	1	https://betterlesson.com/lesson/609780/close-reading-for-better-understanding?from=search

Note. Bold indicates selected stratified sample (n = 44)

(table continues)

	Organization/author	Role of author	Text title	Text author	Grade level	Link
13	Better Lesson Plans (BL)- Sarah Collins	teacher	<i>Bud's Day Out</i>	G. Brian Karas	1	https://betterlesson.com/lesson/544088/close-reading-to-determine-the-author-s-purpose?from=search
14	CPalms-Derek Staves	unknown	<i>The Kissing Hand/Pocket Full of Kisses</i>	Audrey Penn	K	https://www.cpalms.org/Public/PreviewResourceLesson/Preview/62230
15	CPalms- Cindy Griggers	unknown	<i>"The Lost Wig"</i>	Aesop's Fable	4	https://www.cpalms.org/Public/PreviewResourceLesson/Preview/58576
16	CPalms- Derek Staves	unknown	<i>If You Give a Mouse a Cookie/Take Him to School</i>	Laura Numeroff	K	https://www.cpalms.org/Public/PreviewResourceLesson/Preview/60840
17	CPalms- Linda Campbell	unknown	<i>Caps for Sale</i>	Esphyr Slobodkina	K	https://www.cpalms.org/Public/PreviewResourceLesson/Preview/58187
18	CPalms-Andrea Canile	unknown	<i>The Wind</i>	James Reeves	PRE- K-2	http://www.cpalms.org/Public/PreviewResourceUpload/Preview/56384
19	CPalms-Andrew Hollock	unknown	<i>Unlovable</i>	Dan Yaccarino	1	http://www.cpalms.org/Public/PreviewResourceLesson/Preview/60790
20	CPalms-Andrew Hollock	unknown	<i>Howard B Wigglebottom Learns To Listen</i>	Howard Binkow	1	http://www.cpalms.org/Public/PreviewResourceLesson/Preview/61664
21	CPalms-Andrew Hollock	unknown	<i>Franklin in the Dark, Thunderstorm, and Franklin Wants a Pet</i>	Paulette Bourgeois	2	https://www.cpalms.org/Public/PreviewResourceLesson/Preview/58591
22	CPalms-Anonymously Submitted	unknown	<i>The Little Red Hen</i>	Jordan Hutchinson	1	http://www.cpalms.org/Public/PreviewResourceLesson/Preview/73818
23	CPalms-Anonymously Submitted	unknown	<i>The Ballad of Mulan</i>	Chinese Folktales	3	https://www.cpalms.org/Public/PreviewResourceLesson/Preview/29355
24	CPalms-Anonymously Submitted	unknown	<i>Charlotte's Web</i>	E.B. White	2	https://www.cpalms.org/Public/PreviewResourceLesson/Preview/73832
25	CPalms-Bessie Clark	unknown	<i>The Great Kapok Tree: A Tale of the Amazon Rain Forest</i>	Lynne Cherry	2	https://www.cpalms.org/Public/PreviewResourceLesson/Preview/63252
26	CPalms-Beth Telemko	unknown	<i>The Tortoise and the Hare</i>	Aesop Fable	1	http://www.cpalms.org/Public/PreviewResourceLesson/Preview/60046
27	CPalms-Beth Telemko	unknown	<i>The Little Red Hen</i>	Jordan Hutchinson	1	http://www.cpalms.org/Public/PreviewResourceLesson/Preview/58596
28	CPalms-Beth Telemko	unknown	<i>The Lion and the Mouse</i>	Aesop	3	https://www.cpalms.org/Public/PreviewResourceLesson/Preview/60830
29	CPalms-Caridad Aday	unknown	<i>Chrysanthemum</i>	Kevin Henkes	1	http://www.cpalms.org/Public/PreviewResourceLesson/Preview/54908
30	CPalms-Christine Tattoli	unknown	<i>Mr. Duck Means Business</i>	Tammi Sauer	1	http://www.cpalms.org/Public/PreviewResourceLesson/Preview/59726
31	CPalms-Cindi Vagedes	unknown	<i>Esperanza Rising</i>	Pam Munoz Ryan	5	https://www.cpalms.org/Public/PreviewResourceLesson/Preview/37076

(table continues)

	Organization/author	Role of author	Text title	Text author	Grade level	Link
32	CPalms-Cindy Griggers	unknown	<i>The Tale of Despereaux</i>	Kate DiCamillo	3	https://www.cpalms.org/Public/PreviewResourceLesson/Preview/61649
33	CPalms-Cindy Griggers	unknown	<i>The Junkyard Wonders</i>	Patricia Pollaco	3	https://www.cpalms.org/Public/PreviewResourceLesson/Preview/60048
34	CPalms-Derek Staves	unknown	<i>Five Little Monkeys Jumping on the Bed and Five Little Monkeys Sitting in a Tree</i>		K	https://www.cpalms.org/Public/PreviewResourceLesson/Preview/60283
35	CPalms-Devyn Chorvat	unknown	<i>The Relatives Came</i>	Cynthia Rylant	1	http://www.cpalms.org/Public/PreviewResourceLesson/Preview/62118
36	CPalms-Devyn Chorvat	unknown	<i>Koala Lou</i>	Mem Fox	1	http://www.cpalms.org/Public/PreviewResourceLesson/Preview/66240
37	CPalms-Elizabeth Salvato	unknown	<i>Fly Away Home</i>	Eve Bunting	2	https://www.cpalms.org/Public/PreviewResourceLesson/Preview/60040
38	CPalms-Elizabeth Salvato	unknown	<i>Bad, Not Buddy</i>	Christopher Paul Curtis	4	https://www.cpalms.org/Public/PreviewResourceLesson/Preview/61715
39	CPalms-Elizabeth Salvato	unknown	<i>Sarah, Plain and Tall</i>	Patricia MacLachlan	2	https://www.cpalms.org/Public/PreviewResourceLesson/Preview/60927
40	CPalms-Faith Salvato	unknown	<i>Are You My Mother?</i>	P.D. Eastman	1	http://www.cpalms.org/Public/PreviewResourceLesson/Preview/61677
41	CPalms-Faith Salvato	unknown	<i>14 Cows for America</i>	Carmen Agra Deedy	3	https://www.cpalms.org/Public/PreviewResourceLesson/Preview/59408
42	CPalms-Heather Kahoun	unknown	<i>The Little Red Hen</i>	classic folktale	4	https://www.cpalms.org/Public/PreviewResourceLesson/Preview/59839
43	CPalms-Heather Kahoun	unknown	<i>Lewis and Clark and Me</i>	Laurie Myers	3	https://www.cpalms.org/Public/PreviewResourceLesson/Preview/61882
44	CPalms-Jamie Guy	unknown	<i>Sheila Rae, The Brave</i>	Kevin Henkes	1	http://www.cpalms.org/Public/PreviewResourceLesson/Preview/61597
45	CPalms-Jamie Guy	unknown	<i>The True Story of the 3 Little Pigs</i>	Jon Scieszca	1	http://www.cpalms.org/Public/PreviewResourceLesson/Preview/60680
46	CPalms-Juanita Holloway	unknown	<i>Tikki Tikki Tembo</i>	Arlene Mosel	1	http://www.cpalms.org/Public/PreviewResourceLesson/Preview/59178
47	CPalms-Juanita Holloway	unknown	<i>Possums Magic</i>	Mem Fox	1	http://www.cpalms.org/Public/PreviewResourceLesson/Preview/60862
48	CPalms-Juanita Holloway	unknown	<i>Bringing the Rain to Kapiti Plain</i>	Verna Aardema	2	https://www.cpalms.org/Public/PreviewResourceLesson/Preview/58602
49	CPalms-Lauren Whitehurst	unknown	<i>Click Clack Moo</i>	Doreen Cronin	1	http://www.cpalms.org/Public/PreviewResourceLesson/Preview/58153
50	CPalms-Lauren Whitehurst	unknown	<i>It's Mine</i>	Leo Lionni	1	http://www.cpalms.org/Public/PreviewResourceLesson/Preview/61616
51	CPalms-Lianne BattleBaez	unknown	<i>The Burning of the Rice Fields, The Cat and the Parrot.</i>	classic folktale	3	https://www.cpalms.org/Public/PreviewResourceLesson/Preview/50831
52	CPalms-Meghan Everett	unknown	<i>Because of Winn Dixie</i>	Kate DiCamillo	3	https://www.cpalms.org/Public/PreviewResourceUpload/Preview/35195

(table continues)

	Organization/author	Role of author	Text title	Text author	Grade level	Link
53	CPalms-Michelle Platzer	unknown	<i>The Sweetest Fig</i>	Chris Van Allsburg	3	https://www.cpalms.org/Public/PreviewResourceLesson/Preview/60724
54	CPalms-Michelle Platzer	unknown	<i>Just a Dream</i>	Chris Van Allsburg	3	https://www.cpalms.org/Public/PreviewResourceLesson/Preview/61671
55	CPalms-Monica Cooper	unknown	<i>Chrysanthemum</i>	Kevin Henkes	1	http://www.cpalms.org/Public/PreviewResourceLesson/Preview/63231
56	CPalms-Monica Cooper	unknown	<i>Charlie Anderson</i>	Barbara Abercrombie	2	https://www.cpalms.org/Public/PreviewResourceLesson/Preview/59368
57	CPalms-Priscilla Fugate	unknown	<i>Adventures of Toot and Puddle</i>	Holly Hobbie	1	http://www.cpalms.org/Public/PreviewResourceLesson/Preview/59377
58	CPalms-Rebecca Guider	unknown	<i>Little Bear's Friend</i>	Else Holmelund Minarik	1	http://www.cpalms.org/Public/PreviewResourceLesson/Preview/61006
59	CPalms-Rebecca Guider	unknown	<i>Katy No Pocket</i>	Emmy Payne	1	http://www.cpalms.org/Public/PreviewResourceLesson/Preview/60775
60	CPalms-Rebecca Guider	unknown	<i>Mouse Soup</i>	Arnold Lobel	1	http://www.cpalms.org/Public/PreviewResourceLesson/Preview/58609
61	CPalms-Rhonda Schad	unknown	<i>Two Bad Ants</i>	Chris Van Allsburg	3	https://www.cpalms.org/Public/PreviewResourceLesson/Preview/61613
62	CPalms-Rhonda Schad	unknown	<i>Faithful Elephants</i>	Yukio Tsuchiya	3	https://www.cpalms.org/Public/PreviewResourceLesson/Preview/60120
63	CPalms-Sandra Roberts	unknown	<i>A Chair for My Mother by Vera B. Williams</i>	Vera B. Williams	2	https://www.cpalms.org/Public/PreviewResourceLesson/Preview/62637
64	CPalms-Sandra Roberts	unknown	<i>The Raft</i>	Jim LaMarche	3	https://www.cpalms.org/Public/PreviewResourceLesson/Preview/58182
65	CPalms-Sarah Kahre	unknown	<i>Stellaluna</i>	Janell Cannon	1	http://www.cpalms.org/Public/PreviewResourceUtl/Preview/25081
66	CPalms-SHAWNA WERNERTILLMAN	unknown	<i>Thunder Cake</i>	Patricia Polacco	3	https://www.cpalms.org/Public/PreviewResourceLesson/Preview/50730
67	CPalms-Susan Haag	unknown	<i>First Day Jitters</i>	Julie Danneberg	1	http://www.cpalms.org/Public/PreviewResourceLesson/Preview/33093
68	CPalms-Susan Rao	unknown	<i>Tops and Bottoms</i>	Janet Stevens	3	https://www.cpalms.org/Public/PreviewResourceLesson/Preview/74571
69	CPalms-Tammy Crosby	unknown	<i>The Mill</i>	Mildred Taylor	4	https://www.cpalms.org/Public/PreviewResourceLesson/Preview/59872
70	CPalms-Tammy Crosby	unknown	<i>Number the Stars</i>	Lois Lowry	4	https://www.cpalms.org/Public/PreviewResourceLesson/Preview/63234
71	CPalms-Tracey Merritt	unknown	<i>"The North Wind and the Sun"</i>	Aesop	5	https://www.cpalms.org/Public/PreviewResourceLesson/Preview/58974
72	CPalms-Tracey Merritt	unknown	<i>The Real Princess</i>	Hans Christian Anderson	3	https://www.cpalms.org/Public/PreviewResourceLesson/Preview/60570
73	CPalms-Yashica Washington	unknown	<i>Phineas L. MacGuire Gets Stined</i>	Frances O'Roark Dowell	4	https://www.cpalms.org/Public/PreviewResourceLesson/Preview/69432

(table continues)

Organization/author	Role of author	Text title	Text author	Grade level	Link
74 Lee and Low-Jaclyn DeForge	literacy coach	<i>Pop Pop and Grandpa</i>	Mary Dixon Lake	1	https://blog.leeandlow.com/2012/10/22/what-does-close-reading-look-like-in-first-grade/
75 Lee and Low-Jaclyn DeForge	literacy coach	<i>Under the Lemon Moon</i>	Edith Hope Fine	2	https://blog.leeandlow.com/2012/11/12/what-does-close-reading-look-like-in-second-grade/
76 Lee and Low-Jaclyn DeForge	literacy coach	<i>Baseball Saved Us</i>	Ken Mochizuki	3	https://blog.leeandlow.com/2012/12/03/what-does-close-reading-look-like-in-third-grade/
77 Lee and Low-Jaclyn DeForge	literacy coach	<i>Under the Mesquite</i>	Guadalupe Garcia McCall	5	https://blog.leeandlow.com/2013/01/14/what-does-close-reading-look-like-in-fifth-grade/
78 Lee and Low-Jaclyn DeForge	literacy coach	<i>Bedtime Fun</i>	Barbara J. Newkirk	K	https://blog.leeandlow.com/2012/10/15/what-does-close-reading-look-like-in-kindergarten/
79 Lee and Low-Jill Eisenberg	teacher	<i>Sweet Potato Pie</i>	Kathleen Lindsey	unstat ed	https://blog.leeandlow.com/2014/10/26/how-to-teach-close-reading-using-a-recipe/
80 Read Write Think as recommended by NCTE and ILA	First Grade Teacher, ELL coordinator, Adjunct Professor	<i>Amelia Bedelia Up Close! Closely Reading a Classic Story</i>	Peggy Parish	Gr. 1-2	http://www.readwritethink.org/classroom-resources/lesson-plans/amelia-bedelia-close-closely-30977.html
81 TPT-2SpeakRight	speech language pathologist	<i>Sheila the Brave</i>	Kevin Henkes	1-4	https://www.teacherspayteachers.com/Product/Sheila-Rae-The-Brave-A-Book-Study-And-Close-reading-Activity-2092329
82 TPT-Cindy Campbell	teacher	<i>The Wednesday Surprise</i>	Eve Bunting	1-3	https://www.teacherspayteachers.com/Product/Close-reading-Lesson-Plan-The-Wednesday-Surprise-by-Eve-Bunting-569041
83 TPT-Crookets Classroom	teacher	<i>Poppy</i>	Avi	3-6	https://www.teacherspayteachers.com/Product/Poppy-Literature-Unit-with-Close-reading-Activity-1267132
84 TPT-Fearless in First Grade	teacher	<i>When Marian Sang</i>	Brian Selznick and Pam Muñoz Ryan	2-5	https://www.teacherspayteachers.com/Product/Close-reading-Unit-with-the-text-When-Marian-Sang-2480012
85 TPT-Gayla Morphew	unknown	<i>Somebody Loves You, Mr. Hatch</i>	Eileen Spinelli	1-6	https://www.teacherspayteachers.com/Product/Common-Core-Valentines-Close-reading-Lesson-Somebody-Loves-You-Mr-Hatch-2291865
86 TPT-Martina Cahill The Hungry Teacher	teacher	<i>Al Capone Does his Shirts</i>	Gennifer Choldenko	5	https://www.teacherspayteachers.com/Product/Fifth-Grade-Reading-Unit-Al-Capone-Does-My-Shirts-1816960
87 TPT-MaryBethRight	teacher	<i>Chicken Sunday</i>	Patricia Polacco	1-3	https://www.teacherspayteachers.com/Product/Close-reading-Activities-for-Chicken-Sunday-by-Patricia-Polacco-814375

(table continues)

	Organization/author	Role of author	Text title	Text author	Grade level	Link
88	TPT-MaryBethRight	teacher	<i>The Junkyard Wonders</i>	Patricia Polacco	1-3	https://www.teacherspayteachers.com/Product/Close-reading-Activities-for-The-Junkyard-Wonders-by-Patricia-Polacco-811612
89	TPT-MaryBethRight	teacher	<i>Mrs. Katz and Tush</i>	Patricia Polacco	1-3	https://www.teacherspayteachers.com/Product/Close-reading-Activities-for-Mrs-Katz-and-Tush-by-Patricia-Polacco-809221
90	TPT-MaryBethRight	teacher	<i>Applemondo's Dreams</i>	Patricia Polacco	1-3	https://www.teacherspayteachers.com/Product/Close-reading-Activities-for-Appelmondos-Dreams-by-Patricia-Polacco-816218
91	TPT-MaryBethRight	teacher	<i>Aunt Chip and the Great Creek Dam Affair</i>	Patricia Polacco	1-3	https://www.teacherspayteachers.com/Product/Close-reading-Activities-for-Aunt-Chip-Dam-Affair-by-Patricia-Polacco-815542
92	TPT-Meredith Jones	teacher	<i>How to Eat Fried Worms</i>	Thomas Rockwell	3-6	https://www.teacherspayteachers.com/Product/How-to-Eat-Fried-Worms-Close-Read-1524006
93	TPT-Mindy Doomey	teacher	<i>Wagon Wheels</i>	Barbara Brennar	2-3	https://www.teacherspayteachers.com/Product/Close-Read-Activity-for-Wagon-Wheels-621132
94	TPT-Shell Education	not stated	<i>The Pigeon books</i>	Mo Willems	K-3	https://www.teacherspayteachers.com/Product/The-Pigeon-Books-Close-reading-and-Text-Dependent-Questions-2308069
95	TPT-Stephanie Rye Forever in Fifth Grade	teacher	<i>Wonder</i>	RJ Palacio	4-6	https://www.teacherspayteachers.com/Product/Wonder-Common-Core-Close-reading-Unit-Free-Sample-2425018
96	TPT-Students Rising	teacher	<i>Knuffle Bunny</i>	Mo Willems	3-6	https://www.teacherspayteachers.com/Product/A-Close-reading-Lesson-to-Teach-Plot-Uses-the-Book-Knuffle-Bunny-2076289
97	TPT-Students Rising	teacher	<i>My Name is Yoon</i>	Helen Recorvits	3-6	https://www.teacherspayteachers.com/Product/A-Close-reading-Lesson-to-Teach-Character-Development-Book-My-Name-is-Yoon-2046805
98	TPT-Students Rising	teacher	<i>City Dog, Country Frog</i>	Mo Willems	3-6	https://www.teacherspayteachers.com/Product/A-Close-reading-Lesson-to-Teach-Authors-Craft-Book-City-Dog-Country-Frog-2076507
99	TPT-Students Rising	teacher	<i>Chesters Way</i>	Kevin Henkes	3-6	https://www.teacherspayteachers.com/Product/A-Close-reading-Lesson-to-Teach-Theme-Uses-the-Book-Chesters-Way-2074726
100	TPT-Tessa Maguire	teacher	<i>Miss Nelson is Missing</i>	Harry Allard	1-3	https://www.teacherspayteachers.com/Product/Close-reading-Companion-Miss-Nelson-is-Missing-991182
101	TPT-Tessa Maguire	teacher	<i>Tacky the Penguin</i>	Helen Lester	1-3	https://www.teacherspayteachers.com/Product/Close-reading-Companion-Tacky-the-Penguin-1469643
102	TPT-The Book Teacher	library media specialist	<i>Great Joy</i>	Kate DiCamillo	3-6	https://www.teacherspayteachers.com/Product/Close-reading-Activity-for-Great-Joy-458471
103	TPT-The Zoo Librarian	teacher	<i>Crenshaw</i>	Katherine Applegate	3-6	https://www.teacherspayteachers.com/Product/Crenshaw-Close-reading-Chapter-Questions-Common-Core-Aligned-2163657

(table continues)

	Organization/author	Role of author	Text title	Text author	Grade level	Link
104	TPT-toolkit for teachers	literacy specialist	<i>Pink and Say</i>	Patricia Polacco	4-6	https://www.teacherspayteachers.com/Product/Close-Read-Pink-and-Say-by-Patricia-Polacco-Common-Core-Aligned-1777375
105	TPT-toolkit for teachers	literacy specialist	<i>Baseball Saved Us</i>	Ken Mochizuki	4-6	https://www.teacherspayteachers.com/Product/Close-Read-Baseball-Saved-Us-by-Ken-Mochizuki-Common-Core-Aligned-1754452
106	TPT-toolkit for teachers	literacy specialist	<i>The Butterfly</i>	Patricia Polacco	4-6	https://www.teacherspayteachers.com/Product/Close-Read-The-Butterfly-by-Patricia-Polacco-Common-Core-Aligned-1754449
107	TPT-Toolkit for teachers	literacy specialist	<i>Coolies</i>	Y'in	4-6	https://www.teacherspayteachers.com/Product/Close-Read-Coolies-by-Yin-Common-Core-Aligned-1777383
108	TPT-Toolkit for teachers	literacy specialist	<i>Gleam and Glow</i>	Eve Stunting	4-8	https://www.teacherspayteachers.com/Product/Close-Read-Gleam-and-Glow-by-Eve-Stunting-Common-Core-Aligned-1799515
109	TPT-Tools for Teachers by Laura J	ESOL coach	Four Feet, Two Sandals	Karen Lynn Williams and Khadra Mohammed	3-6	https://www.teacherspayteachers.com/Product/Close-reading-Literature-Four-Feet-Two-Sandals-Citing-Textual-Evidence-2273623
110	TPT-Traveling through Third	teacher	<i>Twenty-One Elephants and Still Standing</i>	April Prince	2-5	https://www.teacherspayteachers.com/Product/Twenty-One-Elephants-and-Still-Standing-Close-reading-2109097
111	TPT -Hannah Pruitt	teacher	<i>The Great Kapok Tree</i>	Lynn Cherry	K-5	https://www.teacherspayteachers.com/Product/Close-reading-with-The-Great-Kapok-Tree-by-Lynn-Cherry-594081
112	TPT -KinderMyWay	teachers	Merry Christmas, Splat	Rob Scotton	PreK-2	https://www.teacherspayteachers.com/Product/Read-Aloud-Close-Read-Lesson-Plans-Christmas-982993
113	TPT -KinderMyWay	teachers	<i>Santa's Stuck</i>	Rhonda Gowler Greene	PreK-2	https://www.teacherspayteachers.com/Product/Read-Aloud-Close-Read-Lesson-Plans-Christmas-982993
114	TPT -The Applicious Teacher	teacher	<i>First Day Jitters</i>	Julie Danneberg	1-3	https://www.teacherspayteachers.com/Product/Close-reading-Activities-All-Year-Bundle-2648218
115	TPT -The Applicious Teacher	teacher	<i>Johnny Appleseed</i>	Will Moses	1-3	https://www.teacherspayteachers.com/Product/Close-reading-Activities-All-Year-Bundle-2648218
116	TPT -The Applicious Teacher	teacher	<i>Crankenstein</i>	Samantha Berger	1-3	https://www.teacherspayteachers.com/Product/Close-reading-Activities-All-Year-Bundle-2648218
117	TPT -The Applicious Teacher	teacher	<i>Turk and Runt</i>	Lisa Wheeler	1-3	https://www.teacherspayteachers.com/Product/Close-reading-Activities-All-Year-Bundle-2648218
118	TPT -The Applicious Teacher	teacher	<i>Olive and the Other Reindeer</i>	Vivian Walsh	1-3	https://www.teacherspayteachers.com/Product/Close-reading-Activities-All-Year-Bundle-2648218
119	TPT -The Applicious Teacher	teacher	<i>Snowflake Bentley</i>	Jacqueline Briggs Martin	1-3	https://www.teacherspayteachers.com/Product/Close-reading-Activities-All-Year-Bundle-2648218

(table continues)

	Organization/author	Role of author	Text title	Text author	Grade level	Link
120	TPT -The Applicious Teacher	teacher	Somebody Loves You, Mr. Hatch	Eileen Spinelli	1-3	https://www.teacherspayteachers.com/Product/Close-reading-Activities-All-Year-Bundle-2648218
121	TPT itty bitty kinders	teachers	<i>Lily's Purple Plastic Purse</i>	Kevin Henkes	PreK-1	https://www.teacherspayteachers.com/Product/Close-reading-Bundle-2182349
122	TPT itty bitty kinders	teachers	<i>Pumpkin Circle</i>	George Levenson	PreK-1	https://www.teacherspayteachers.com/Product/Close-reading-Bundle-2182349
123	TPT itty bitty kinders	teachers	<i>Sylvester and the Magic Pebble</i>	William Steig	PreK-1	https://www.teacherspayteachers.com/Product/Close-reading-Bundle-2182349
124	TPT itty bitty kinders	teachers	<i>The Emperors Egg</i>	Martin Jenkins	PreK-1	https://www.teacherspayteachers.com/Product/Close-reading-Bundle-2182349
125	TPT_busy_bee in grade three	teacher	<i>The Three Little Pigs</i>	fairy tale	1-4	https://www.teacherspayteachers.com/Product/The-Three-Little-Pigs-Close-reading-Passage-and-Questions-2090636
126	TPT_busy_bee in grade three	teacher	<i>Tall Tales</i>	fairy tale	2-6	https://www.teacherspayteachers.com/Product/Close-reading-Passages-Tall-Tales-Bundle-2069613
127	TPT-2.Speak Right	speech language pathologist	<i>Sheila Rae The Brave</i>	Kevin Henkes	1-4	https://www.teacherspayteachers.com/Product/Sheila-Rae-The-Brave-A-Book-Study-And-Close-reading-Activity--2092329
128	TPT-Coaches Corner	instructional coach	<i>Make Way for Dyanmond Daniel</i>	Nikki Grimes	2-3	https://www.teacherspayteachers.com/Product/Close-reading-Ch-1-Make-Way-for-Dyanmond-Daniel-2402391
129	TPT-Coffee Fueled Classroom	teacher	<i>Don't Let the Pigeon Drive the Bus</i>	Mo Willems	K-3	https://www.teacherspayteachers.com/Product/Dont-Let-the-Pigeon-Drive-the-Bus-Close-Read-Literacy-Unit-2999153
130	TPT-ELA with Mrs. Martin	reading coach	<i>The Mixed Up Chameleon and Elmer</i>	Eric Carle	K-1	https://www.teacherspayteachers.com/Product/The-Mixed-Up-Chameleon-and-Elmer-Close-reading-Lesson-Plan-Unit-3065506
131	TPT-Erin Lynch	instructional coach	<i>Room on the Broom</i>	Julia Donaldson'	PreK-2	https://www.teacherspayteachers.com/Product/Close-Read-Room-on-the-Broom-2142652
132	TPT-First Grade Magic	teacher	<i>Chrysanthemum</i>	Kevin Henkes	PRE K-2	https://www.teacherspayteachers.com/Product/Chrysanthemum-Interactive-Repeated-Close-Read-Aloud-Lesson-Plan-and-Tasks-2785052
133	TPT-First Grade Magic	teacher	<i>Rumble Boom</i>	Rick Thomas	PRE K-2	https://www.teacherspayteachers.com/Product/Rumble-Boom-Close-Read-Interactive-Read-Aloud-Lesson-Plan-and-Tasks-2767195
134	TPT-Kinder Doodles	teacher	<i>The Sky is Falling</i>	Mark Teague	K-1	https://www.teacherspayteachers.com/Product/Close-reading-of-The-Sky-is-Falling-2432809

(table continues)

	Organization/author	Role of author	Text title	Text author	Grade level	Link
135	TPT-Kristen Wrobel	teacher	<i>Molly Lou</i>	Patty Lovell	K-1	https://www.teacherspayteachers.com/Product/Molly-Lou-Melon-Close-Read-1939438
136	TPT-Kristin Plautz	unknown	<i>Mercy Watson</i>	Kate DiCamillo	1-3	https://www.teacherspayteachers.com/Product/Mercy-Watson-Unit-Study-Close-reading-Expanded-Vocabulary-2888219
137	TPT-Max Learner Book Detective	teacher	<i>David Goes to School</i>	David Shannon	1-2	https://www.teacherspayteachers.com/Product/David-Goes-to-School-Text-Dependent-Questions-and-Close-reading-Worksheet-3281936
138	TPT-Teach Me First	literacy coach	<i>Big Al and Shrimpy</i>	Melissa Magar	1-3	https://www.teacherspayteachers.com/Product/Big-Al-and-Shrimpy-A-Close-reading-Unit-1819909
139	TPT-Teach to the core	literary specialist	<i>Juice Box Bully</i>	Bob Sornson and Maria Dismondany	K-1	https://www.teacherspayteachers.com/Product/Juice-Box-Bully-NO-PREP-Fiction-Close-reading-Plans-K-1st-Grade-2612180
140	TPT-Teach to the core	literacy specialist	<i>Kissing Hand</i>	Audrey Penn	PRE K-2	https://www.teacherspayteachers.com/Product/Kissing-Hand-NO-PREP-Close-reading-PREK-2nd-Grade-2679973
141	TPT-Team Webster	teacher	<i>No David</i>	David Shannon	Pre-1	https://www.teacherspayteachers.com/Product/No-David-Close-Read-2070370
142	TPT-The Novel Idealist	teacher	<i>The Grouchy Ladybug</i>	Eric Carle	PRE K-2	https://www.teacherspayteachers.com/Product/The-Grouchy-Ladybug-Interactive-Notebook-or-Lap-Book-Close-Read-3109779
143	TPT-Way to Grow	teacher	<i>Magic Treehouse</i>	Mary Pope Osborn	1-3	https://www.teacherspayteachers.com/Product/Magic-Treehouse-34-Season-of-the-Sandstorms-Guided-Reading-Plan-2262101
144	TPT-Whole Hearted Teaching	K teacher	<i>Tops and Bottoms</i>	Janet Stevens	Pre-4	https://www.teacherspayteachers.com/Product/Tops-and-Bottoms-Close-reading-2457268
145	TPT-Wiggling Scholars	instructional coach	<i>Those Shoes</i>	Maribeth Boelts	1-2	https://www.teacherspayteachers.com/Product/Those-Shoes-Close-Read-1720645
146	TPT-Wise Ways by Amy Wise	assistant principal	<i>The Very Hungry Caterpillar</i>	Eric Carle	Pre-3	https://www.teacherspayteachers.com/Product/Close-reading-Text-Dependent-Questions-via-Read-Alouds-Very-Hungry-Caterpillar-2382991
147	TPT-Reach for the Stars	adjunct literacy professor	<i>Mrs. Katz and Tush</i>	Patricia Pollaco	2-5	https://www.teacherspayteachers.com/Product/Notice-and-Note-with-Mrs-Katz-and-Tush-Related-Activities-2079353

Appendix B

Close Reading Lesson Plan Formats

Table B1

Close Reading Lesson Plan Formats

Lesson plan formats	Description of basic LP format	LP vendor	Frequency tallies	Percentage of sample <i>N</i> = (44)	LP #
Direct Instruction LP Model	<ol style="list-style-type: none"> 1. Objective 2. Big Idea 3. Preview 4. Lesson Overview Materials, 5. Introduction 6. Close Read 7. Collaborative Activity 8. Independent Practice 9. Closure 	BLP	4	9	1-4
Fisher, Frey & Lapp's (2016) Close Reading LP Model	<ol style="list-style-type: none"> 1. Learning Objectives 2. Prior Knowledge 3. Guiding Questions 4. Teaching Phase Day 1-First Reading (Cold Read) Day 2 -Second Reading (Vocabulary) Day 3 -Third Reading (Text-Dependent & Text Inspired) 5. Guided Practice Day 4- Collaborative Questions 6. Independent Practice (Day 5- Cumulative Wrap-Up) 7. Closure 8. Assessment, (Summative & Formative) and Feedback to Students 9. Accommodations, Extensions 10. Suggested Technology, Special Materials Needed 11. Further Recommendations 	CP	24	77	5-22
		TPT			23, 24, 25, 26, 27, 32
Levels LP	<ol style="list-style-type: none"> 1. Level 1: What does the text say? 2. Level 2: How does the text work? 3. Level 3: What does the text mean? 4. Level 4: What does the text inspire you to do? 5. Gradual Release 		1	2	L34

(table continues)

Lesson plan formats	Description of basic LP format	LP vendor	Frequency tallies	Percentage of sample <i>N</i> = (44)	LP #
Chronological LP	<ol style="list-style-type: none"> 1. Day 1: First Reading 2. Day 2: Story Map 3. Day 3: Character Analysis 4. Day 4: Connecting with the Theme 5. Day 5: Opinions 6. Additional Activities <p>Or Monday, Tuesday,</p>		5	11	L29, L30, L33, L35, L41
Literature Studies LP Format including Close Reading	<ol style="list-style-type: none"> 1. Chapter Summaries, 2. Comprehension Check in Sets with Answer Keys 3. Close Reading per Set of Chapter. 4. Literature Folder Directions and Suggestions 5. Final Project 		1	2	L36
ESOL Lesson Format	<p>Stage 1: Planning for Desired Results:</p> <p>Stage 2: Evidence of Learning</p> <p>Lesson Objectives: Content and Language</p> <p>Standards and Benchmarks</p> <p>Essential Questions</p> <p>Prior Knowledge Needed</p> <p>Rubric, Planning/Observation</p> <ol style="list-style-type: none"> 1. Citing Evidence to Support Reasoning 2. Instructional Procedure, Notes 		1	2	L40
The Socratic Seminar LP Method	<ol style="list-style-type: none"> 1. Preparing the Students 2. Preparing the questions 3. Establishing student expectations, Establishing your role, Assessing Effectiveness 4. Vocabulary 5. Standards 6. Learning Target 7. Guiding Question & Interpretive Question 8. Hook Question. 9. Comprehension Questions 10. Learning Period 11. Closing 		1	2	L42

Lesson plan formats	Description of basic LP format	LP vendor	Frequency tallies	Percentage of sample <i>N</i> = (44)	LP #
CCSS LP Method	<ol style="list-style-type: none"> 1. Descriptions: subjects, grades, type of resource, total pages, teaching duration, 2. CCSS 3. Description 4. Layers of meaning (comprehension), 5. Great words (language/vocabulary) 6. Diction/authors craft, point of view or text structure and inferring (digging deeper) 7. Developing a deeper understanding of the text 		2	5	L43,L44
Glowing Orbs LP	Teacher Notes about the Lesson (written in narrative)		1	2	L38
Before, During, and After	Before Reading Activities, During Reading, After Reading, Pre-Reading Activities		1	2	L39
Other	Question Cards, Context Clues, Context Clues Practice, Responding to Text Activities		1	2	L31
Other	Building Academic Vocabulary, Extended Instruction, Teacher overview		1	2	L37
None	No LP Format		1	2	L28

Appendix C

Open and Axial Coding of Objectives with Categories

Table C1

Open and Axial Coding of Objectives with Categories

Open coding	Axial coding	Category
Refer to details and examples Understanding of key details Identifying key ideas Using textual details Summarize the key supporting details	Key details	Close reading practices
Use/provide/identify text evidence Use the text to support their explanations Providing textual evidence to support their analysis	Text evidence	
Examine the layers of meaning Analyze the craft and style Read closely	Close reading	
Answering questions using the text Ask and answer questions Text based questions Engage in a rich discussion Collaborative conversations Discuss Determine questions	Discussion or asking and answering questions	
Participate in a page-by-page analysis	Text analysis	
Describe story elements Identify story elements	Story elements	Elements of fiction
Identify/describe/compare characters Discuss/write/ talk about the characters Main characters Actions of the characters Change in main characters Main characters feelings How characters respond Character traits and /feelings/motivations/actions/thoughts	Characters	
Identify/describe/discuss setting Determine the setting Why the setting is important Understand the multiple settings Within a particular setting Compare and contracts settings	Setting	

(table continues)

Open coding	Axial coding	Category
Identify/describe/use major events Events in the story Respond to major events/challenges How the beginning introduces the story and the ending concludes the action Events in a story or drama Retell the events of the story Challenges in the story How events are described	Plot or major events	
Extend the story Add two more sequenced events Beginning, middle, end Sequence of events The beginning and the ending	Sequence of events	
Problem and solution Challenges	Problem and solution	
Notice the tone Argumentative, humorous, sentimental	Tone	Author's craft
Find or infer? the author's purpose Analyze the author's craft, style, and choices	Author's purpose	
Determine/understanding the central message Explain the lesson learned Explain the impact Theme Determine central theme, lesson or moral Determine central ideas or themes	Central message or moral	
Retell using illustration Compare and contrast/describe, analyze illustrations Using the text and illustrations Using illustration to understand text Analyze how visual and multimedia elements contribute	Illustration	Micro-text
Organize information by using a graphic organizer	Graphic organizers	
Text features such as special print Closer look at text features	Text features	

(table continues)

Open coding	Axial coding	Category
Determine the characteristics of fiction and nonfiction texts Read a fiction story	Text type	Macro-text
Compare stories in the same genre Recount stories, including fables and folktales Comprehend literature Stories, dramas, and poetry	Genre	
Notice/Identify text structure Identify structure of story Overall structure	Structure	
Comparing and contrasting Describe and compare	Compare and contrast	Comprehension skills and strategies
Read and comprehend Read with purpose and understanding	Read	
Revisit the same text Multiple times After first read, draw students back to parts of text.	Reread	
Retell a story Retell the events Recount story Explaining what the text says Summarize the text	Retell/summarize	
Make inferences Drawing inferences	Inferences	
Read color words fluently	Fluency	
Make connections	Connections	
Expand their vocabularies Define new vocabulary Identify the meaning of words Look at vocabulary Identify words and phrases Describe how words and phrases supply meaning Look for great words	Vocabulary	Language
New words and meanings using context clues Interpret the meaning using context clues Clues to determine the meaning Meaning of unknown words using context clues Use context clues to clarify unknown words	Context clues	

(table continues)

Open coding	Axial coding	Category
Distinguish literal and nonliteral language Determine meaning including figurative language such as metaphors and similes	Figurative language	
Speak/write using grade appropriate grammar and conventions Authors usage of specific verbs The intensity (shades of meaning) among verbs Using nouns or verbs Using linking words (because, and, also)	Language structure and grammar	
How words and phrases (regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning	Prosody	
Use words and phrases acquired through conversations reading, and being read to, to describe meaning Debate orally	Usage	
Identify points of view Story is being told from and its impact Narrator or speaker influences	Literary devices	
Write a paragraph summarizing Write in response to a text based prompt Write a personal narrative Write about ... Write informatively Answer questions in writing Write an... (opinion paragraph, informative paragraph) Writing assignment Strengthen their own writing Write informative/ explanatory texts Write opinion pieces	Writing	Writing
Use art to express their ideas Show what they have learned Feel loved and welcome	Other	Other

Appendix D

Initial Coding Chart of A Priori Codes and Related Key Terms

Table D1

Initial Coding Chart of A Priori Codes and Related Key Terms

Code	Aspect of language	Definition	Examples	Related terms	Citation	
Lang structure	Language form and structure	The words and sentences structure that combine in patterns to exhibit the grammar of a language	Sentence-level grammar- prep. phrases relative clauses subordinate clauses passive voice multiple concepts	“grammar” “craft and structure”	Board of Regents University of Wisconsin System (2012)	
Vocab	Vocabulary	The meaning of words derived inference in context clues which relies on background knowledge and exposure, or explicit instruction of morphology (syllables, pre/suffixes, roots)	Word-level grammar- homonyms homophones compound words parts of speech			
			simple sentences → sophisticated			
			simple → complex	“lexical quality” “beyond vocabulary”	Beck et al. (2007)	
			High frequency /sight words → technical uncommon meaning idiomatic expression content-specific unfamiliar	“semantic knowledge” “context clues” “word choice”	Nagy (2007)	
			conversational words → academic words		Board of Regents University of Wisconsin System (2012)	
			Tier I and II → Tier III			
			Word Choice by author for a purpose or tone			

(table continues)

Code	Aspect of language	Definition	Examples	Related terms	Citation
Text density	Text density	The amount of information or content in passage.	Informational Density – # of verbs, nouns, adjectives per sentence Passage Length – shorter versus longer counted by paragraph		Board of Regents University of Wisconsin System (2012)
Metaling	Metalinguistic Awareness	The explanation or appreciation of the pragmatic use of language		“appreciation” “word consciousness”	
Ling levels	Linguistic Levels	Examining language at different levels from word, sentence, paragraph, through discourse levels.	Semantic → Syntactic → Phonology → Pragmatic		
Conventions	Language Conventions	The construction of words and writing that follow the phonics rules of the language	-spelling -punctuation -dialogue and other text features -graphic literacy and reading illustrations	“text features”	
Fig lang	Figurative Language	Rich language in words and phrases that develop from simple and explicit literal meaning through complex, abstract, and nonliteral imagery and meaning.	-hyperboles -metaphors -analogies -abstract or ironic -rhythm -rhetorical devices -familiar words in new ways	“elements of language” “literary quality” “conventionality and clarity”	Hoffman et al (2015) NGA & CCSS (2010)-Appendix A

Appendix E

Phase 2 Procedures for A Priori Coding

Coding Procedures

1. Begin in lesson 1 and proceed through to lesson 44 by reading line by line noting any mention of language instruction. This could be in any part of the lesson such as the objectives, questions, instructions, student worksheets, instructional moves or student tasks.
2. See the Coding Chart (Appendix C) for possible Aspects of Language, definitions, and examples that could be used in coding. Note on LPs if further aspects of language are mentioned.
3. In CAPS, note the aspect of language feature addressed in the third column.
4. Look for meaningful segments to quote and add as a comment.
5. Quote Instructional Moves for teaching language in fourth column with an IM-
6. Quote Student Tasks for student tasks and activities in fourth column with a ST-

Appendix F

Complete List of Stated Objectives by Category and Axial Code

Table F1

Stated Objectives for The Practice of Close Reading Axial Code

The practice of close reading				
Key ideas and details 18 objectives	Text evidence 20 objectives	Close reading 7 objectives	Discussion, ask answer questions 30 objectives	Text analysis 1 objective
L4-1 SWBAT read and understand "A Day's Work" by Eye Bunting by identifying the key ideas and details in the story.	**L8-4 use text-evidence to answer questions about the story.	L43-1 Examine the layers of meaning (comprehension)	*L2-3 SWBAT read closely, answering questions using the text, illustrations, and their own schema (ideas).	**L9-3 participate in a page-by-page analysis in which they will describe the illustration, the text, and make inferences about both.
**L6-1 Ask and answer questions about key details in the text.	**L9-4 identify how Chrysanthemum felt at various points throughout the story, identify the text evidence that provides support, and the events in the story that caused her to have that feeling.	**L43-2 Analyze the author's craft (the writing style & choices the author made)	L3-1 SWBAT ask and answer text-based questions during a close read of "The Horned Toad Prince" by Jackie Mims Hopkins. L3-2 Students will engage in a rich discussion of "The Horned Toad Prince" during a close read.	
**L6-2 Retell a story using illustrations and key details to demonstrate an understanding of the story.	**L10-4 write an informative paragraph to describe the change in the main character, providing textual evidence to support their analysis.	L44-1 Examine the layers of meaning (comprehension)	L3-2 Students will engage in a rich discussion of "The Horned Toad Prince" during a close read.	
**L10-1 ask and answer questions orally and in writing about key details in the text.	**L12-3 Participate in classroom discussions where they stay on topic, ask questions about information presented in the text, and use the text to support their explanations.	**L44-3 Analyze the author's craft (the writing style & choices the author made)	L5-1 Ask and answer questions about a story.	

** Indicates compound objective represented multiple times.

(table continues)

The practice of close reading				
Key ideas and details 18 objectives	Text evidence 20 objectives	Close reading 7 objectives	Discussion, ask answer questions 30 objectives	Text analysis 1 objective
**L10-3 describe story elements using illustrations and textual details.	L13-5 use the text to support their explanations	*L2-3 SWBAT read closely, answering questions using the text, illustrations, and their own schema (ideas).	**L6-1 Ask and answer questions about key details in the text.	
**L11-1 Be able to describe characters, setting, and major events using key details when reading the story Sheila Rae, the Brave.	L16-2 Refer to the text for evidence to support answers.	**L27-1 You revisit the same text multiple times to take a "closer look" at things such as text features, theme, craft, key details, vocabulary and meaning etc.	L6-5 Participate in collaborative conversations with their peers.	
**L11-4 retell the story Sheila Rae, the Brave, using key details and determine its central message.	**L17-3 ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	**L27-2 After the first read (or cold read) teachers draw students back to parts of the text across multiple days/ lessons to re-read with a specific purpose and students use text-based evidence to prove their answers.	**L7-1 Use key details and illustrations from Click, Clack, Moo: Cows that Type to discuss and write about the characters, setting and major events of the text.	
**L12-1 Ask and answer questions about key details from the text.	**L19-1 refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.		**L8-4 use text-evidence to answer questions about the story.	
**L13-1 Ask and answer questions about key details from the text	**L19-2 describe in depth a character, setting, or event in a story, drawing on specific details from the text (e.g., a character's thoughts, words, or actions).		L9-1 work collaboratively to determine questions about the story before, during and after reading.	

(table continues)

The practice of close reading

Key ideas and details 18 objectives	Text evidence 20 objectives	Close reading 7 objectives	Discussion, ask answer questions 30 objectives	Text analysis 1 objective
**L27-1 You revisit the same text multiple times to take a “closer look” at things such as text features, theme, craft, key details, vocabulary and meaning etc.	**L19-3 participate in classroom discussions in which they stay on topic, ask questions about information presented in the text, and use the text to support their explanations.	L9-2 answer text dependent questions.		
**L29-1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	**L20-3 Use details from a passage to describe the setting of a story.		**L10-1 ask and answer questions orally and in writing about key details in the text.	
**L32-2 Ask and answer questions about key details in a text.	**L21-1 Use textual clues to answer questions about the text		L11-3 ask and answer questions about the provided text.	
**L32-3 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	**L21-2 Describe the main character using specific examples from the text		**L12-1 Ask and answer questions about key details from the text.	
**L32-4 Describe characters, settings, and major events in a story, using key details.	**L21-3 Write an opinion piece in one sitting using details from a text to support their argument		**L12-3 Participate in classroom discussions where they stay on topic, ask questions about information presented in the text, and use the text to support their explanations.	

(table continues)

The practice of close reading				
Key ideas and details 18 objectives	Text evidence 20 objectives	Close reading 7 objectives	Discussion, ask answer questions 30 objectives	Text analysis 1 objective
**L34-1 – Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	**L22-1 Students will quote accurately from the text when explaining what the text says explicitly and when drawing inferences from the text.		**L13-1 Ask and answer questions about key details from the text	
**L34-2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	L22-3 Students will explain how the author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point.		L13-3 Participate in classroom discussions where they stay on topic,	
L38-2 summarize the key supporting details and ideas	**L24-1 will show evidence from the text to explain the impact (good and bad) that the magic pebble had on Sylvester and his parents.		L13-4 ask questions about information presented in the text,	
**L42-3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	**L27-2 After the first read (or cold read) teachers draw students back to parts of the text across multiple days/lessons to re-read with a specific purpose and students use text-based evidence to prove their answers.		L14-7 Participate in collaborative conversations with the teacher and peers about the text.	
	L40-1 Content objective: Students will construct arguments, using textual evidence to support their ideas.		L16-5 Engage in discussions sharing their ideas and listening to others.	

(table continues)

The practice of close reading				
Key ideas and details 18 objectives	Text evidence 20 objectives	Close reading 7 objectives	Discussion, ask answer questions 30 objectives	Text analysis 1 objective
	**L42-1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.		**L17-3 ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	
			L17-5 engage in collaborative discussions, building on others' ideas and expressing their own clearly.	
			**L19-3 participate in classroom discussions in which they stay on topic, ask questions about information presented in the text, and use the text to support their explanations.	
			**L21-1 Use textual clues to answer questions about the text	
			**L29-1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	
			**L32-2 Ask and answer questions about key details in a text.	
			**L34-1 – Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	

(table continues)

The practice of close reading				
Key ideas and details 18 objectives	Text evidence 20 objectives	Close reading 7 objectives	Discussion, ask answer questions 30 objectives	Text analysis 1 objective
			<p>L34-3 Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>L34-6 Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>L34-7 Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>L37-2 SPEAKING OBJECTIVES: Students will participate in conversations and build on others' ideas by expressing their own opinions clearly and persuasively.</p>	

Table F2

Stated Objectives for Writing Objectives Axial Code

Lesson number	Objectives
**L2-2	1. SWBAT complete a Venn diagram comparing and contrasting story elements, text and illustration features, and then write a paragraph to summarize their ideas.
L5-6	2. Write (dictate or draw) in response to a text-based prompt.
L6-4	3. Demonstrate an understanding of the text by using their “connections” to write a personal narrative.
**L7-1	4. Use key details and illustrations from Click, Clack, Moo: Cows that Type to discuss and write about the characters, setting and major events of the text.
**L8-5	5. write informatively in response to a text-dependent question using grade-appropriate organization, grammar, and conventions.
**L9-5	6. write a letter from the perspective of Victoria to Chrysanthemum, in which they will retell the events of the story, apologize for the actions of the character and explain the lesson learned.
**L10-1	7. ask and answer questions orally and in writing about key details in the text.
**L10-4	8. write an informative paragraph to describe the change in the main character, providing textual evidence to support their analysis.
**L11-5	9. write an opinion paragraph using grade-appropriate organization, grammar, and conventions.
**L12-4	10. Write an informative paragraph with supporting details to convey the main character’s feelings, using grade-appropriate organization, grammar, and conventions.
**L13-6	11. Write an informative paragraph with supporting details to convey the main character’s feelings, using grade-appropriate organization, grammar, and conventions.
L14-2	12. Use a rubric to self-evaluate a writing assignment.
L17-4	13. In writing, develop the topic with facts, definitions, and details.
L18-1	14. Students will be able to strengthen their own writing through the revision and editing process.
**L19-4	15. write an opinion paragraph with supporting details from the text to support their claim(s) while using grade-appropriate organization, grammar, and conventions.
L20-5	16. Write an opinion-based piece in response to a text-based prompt.
**L21-3	17. Write an opinion piece in one sitting using details from a text to support their argument
**L29-4	18. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
**L34-11	19. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
L42-9	20. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
L42-10	21. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
L42-11	22. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

** Indicates compound objective represented multiple times.

Table F3

Stated Objectives for Elements of Fiction Axial Code

Story elements 2 objectives	Characters 30 objectives	Setting 14 objectives	Plot or major events 24 objectives	Problem and solution 4 objectives
**L10-3 describe story elements using illustrations and textual details.	**L5-3 Identify the characters, setting, and major events (including problem and solution) of the story.	**L5-3 Identify the characters, setting, and major events (including problem and solution) of the story.	**L5-3 Identify the characters, setting, and major events (including problem and solution) of the story.	**L5-3 Identify the characters, setting, and major events (including problem and solution) of the story.
L14-4 Identify story elements in a story.	**L6-3 Describe characters, settings, and major events in a story.	**L6-3 Describe characters, settings, and major events in a story.	**L6-3 Describe characters, settings, and major events in a story.	**L13-2 Describe how the characters respond to major events/challenge
**L7-1 Use key details and illustrations from Click, Clack, Moo: Cows that Type to discuss and write about the characters, setting and major events of the text.	**L7-1 Use key details and illustrations from Click, Clack, Moo: Cows that Type to discuss and write about the characters, setting and major events of the text.	**L7-1 Use key details and illustrations from Click, Clack, Moo: Cows that Type to discuss and write about the characters, setting and major events of the text.	**L7-1 Use key details and illustrations from Click, Clack, Moo: Cows that Type to discuss and write about the characters, setting and major events of the text.	**L12-2 Describe how the characters respond to major events/challenges.
**L8-1 describe and compare the main characters using the text and illustrations in the story Tikki Tikki Tembo.	**L8-1 describe and compare the main characters using the text and illustrations in the story Tikki Tikki Tembo.	**L8-2 describe the setting and major events using the text and illustrations in the story Tikki Tikki Tembo.	**L8-2 describe the setting and major events using the text and illustrations in the story Tikki Tikki Tembo.	**L14-5 Describe how characters respond to major events and challenges.
**L9-4 identify how Chrysanthemum felt at various points throughout the story, identify the text evidence that provides support, and the events in the story that caused her to have that feeling.	**L9-4 identify how Chrysanthemum felt at various points throughout the story, identify the text evidence that provides support, and the events in the story that caused her to have that feeling.	**L11-1 Be able to describe characters, setting, and major events using key details when reading the story Sheila Rae, the Brave.	**L9-4 identify how Chrysanthemum felt at various points throughout the story, identify the text evidence that provides support, and the events in the story that caused her to have that feeling.	

** Indicates compound objective represented multiple times.

(table continues)

Story elements 2 objectives	Characters 30 objectives	Setting 14 objectives	Plot or major events 24 objectives	Problem and solution 4 objectives
	**L9-5 write a letter from the perspective of Victoria to Chrysanthemum, in which they will retell the events of the story, apologize for the actions of the character and explain the lesson learned.	**L11-2 use illustrations and the text to describe the characters, setting, and major events from the story Sheila Rae, the Brave.	**L11-1 Be able to describe characters, setting, and major events using key details when reading the story Sheila Rae, the Brave.	
	**L10-4 write an informative paragraph to describe the change in the main character, providing textual evidence to support their analysis.	**L19-2 describe in depth a character, setting, or event in a story, drawing on specific details from the text (e.g., a character's thoughts, words, or actions).	**L11-2 use illustrations and the text to describe the characters, setting, and major events from the story Sheila Rae, the Brave.	
	**L11-1 Be able to describe characters, setting, and major events using key details when reading the story Sheila Rae, the Brave.	L20-1 Determine the setting(s) of a passage.	**L13-2 Describe how the characters respond to major events/challenge	
	**L11-2 use illustrations and the text to describe the characters, setting, and major events from the story Sheila Rae, the Brave.	L20-2 Identify why the setting is important to the story.	L7-2 Use the major events of Click, Clack, Moo: Cows that Type to extend the story and add two more sequenced events.	
	**L12-2 Describe how the characters respond to major events/challenges.	**L20-3 Use details from a passage to describe the setting of a story.	**L12-2 Describe how the characters respond to major events/challenges.	
	**L12-4 Write an informative paragraph with supporting details to convey the main character's feelings, using grade-appropriate organization, grammar, and conventions.	L20-4 Understand that multiple settings can be present within the same passage.	**L29-3 Describe how characters in a story respond to major events or challenges.	

(table continues)

Story elements 2 objectives	Characters 30 objectives	Setting 14 objectives	Plot or major events 24 objectives	Problem and solution 4 objectives
	**L13-6 Write an informative paragraph with supporting details to convey the main character's feelings, using grade-appropriate organization, grammar, and conventions.	**L20-6 Describe a character's thoughts and feelings within a particular setting.	**L32-4 Describe characters, settings, and major events in a story, using key details.	
	**L13-2 Describe how the characters respond to major events/challenge	**L32-4 Describe characters, settings, and major events in a story, using key details.	**L32-6. Describe how characters in a story respond to major events	
	**L14-5 Describe how characters respond to major events and challenges.	**L42-3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	**L34-5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	
	L15-1 students will identify how and why the three main characters became friends		**L42-3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	
	L16-1 Describe the characters' traits, feelings, and motivations in The Tale of Despereaux.		L42-5 Describe how a narrator's or speaker's point of view influences how events are described.	
	L16-3 Form an opinion about a character's trait based on the character's actions, feelings and motivation.		L7-2 Use the major events of Click, Clack, Moo: Cows that Type to extend the story and add two more sequenced events.	

(table continues)

Story elements 2 objectives	Characters 30 objectives	Setting 14 objectives	Plot or major events 24 objectives	Problem and solution 4 objectives
	<p>**L16-4 Explain how the characters' actions contribute to the sequence of events.</p>		<p>**L9-5 write a letter from the perspective of Victoria to Chrysanthemum, in which they will retell the events of the story, apologize for the actions of the character and explain the lesson learned.</p>	
	<p>L17-1 describe characters in a story (e.g., their traits, motivations, or feelings).</p>		<p>L14-3 Describe the events from the beginning, middle, and ending of the story.</p>	
	<p>**L17-2 explain how characters' actions contribute to the sequence of events.</p>		<p>**L16-4 Explain how the characters' actions contribute to the sequence of events.</p>	
	<p>**L19-2 describe in depth a character, setting, or event in a story, drawing on specific details from the text (e.g., a character's thoughts, words, or actions).</p>		<p>**L17-2 explain how characters' actions contribute to the sequence of events.</p>	
	<p>**L20-6 Describe a character's thoughts and feelings within a particular setting.</p>		<p>**L29-4 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	
	<p>**L21-2 Describe the main character using specific examples from the text</p>		<p>**L34-5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>	

(table continues)

Story elements 2 objectives	Characters 30 objectives	Setting 14 objectives	Plot or major events 24 objectives	Problem and solution 4 objectives
	<p>**L29-3 Describe how characters in a story respond to major events or challenges.</p> <p>**L32-4 Describe characters, settings, and major events in a story, using key details.</p> <p>L32-5 Describe characters</p> <p>**L32-6. Describe how characters in a story respond to major events</p> <p>L37-1 LANGUAGE OBJECTIVES: Students will describe characters in a story by explaining how their actions contribute to the story.</p> <p>**L42-2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>**L42-3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>			

Table F4

Stated Objectives for Language Axial Code

Vocab 10 objectives	Context clues 10 objectives	Fig lang 2 objectives	Language structure and grammar 11 objectives	Prosody 1 objective	Usage 2 objectives	Literary device 3 objectives
L4-8 SWBAT expand their vocabularies while learning the vocabulary words within "A Day's Work" and "The Boy who cried Bigfoot"	L1-1 New word meanings using context clues	L16-7 Distinguish literal and nonliteral language and determine its meaning.	**L8-5 write informatively in response to a text-dependent question using grade-appropriate organization, grammar, and conventions.	**L34-9- Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	L29-5 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	L43-3 Identify the point of view the story is being told from and its impact on the text (1st, 2nd or 3rd person point of view)
L5-7define new vocabulary	L8-6 interpret the meaning of words using context clues.	**L42-12 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	**L11-5 write an opinion paragraph using grade-appropriate organization, grammar, and conventions.		Language objective: Students will debate orally, using textual evidence to support their claims.	L44-4 Identify the point of view the story is being told from and its impact on the text (1st, 2nd or 3rd person point of view)
**L5-5 Read color words fluently and define new vocabulary.	L10-6 clues to determine the meaning of a new word or unfamiliar phrase		**L12-4 Write an informative paragraph with supporting details to convey the main character's feelings, using grade-appropriate organization, grammar, and conventions.			**L42-5 Describe how a narrator's or speaker's point of view influences how events are described.

** Indicates compound objective represented multiple times.

(*table continues*)

Vocab 10 objectives	Context clues 10 objectives	Fig lang 2 objectives	Language structure and grammar 11 objectives	Prosody 1 objective	Usage 2 objectives	Literary device 3 objectives
**L18-3. Students will be able to identify the meaning of words through use of context clues and dictionary use.	10-5 determine the meaning of unknown words using context clues and illustrations in text.		**L13-6 Write an informative paragraph with supporting details to convey the main character's feelings, using grade-appropriate organization, grammar, and conventions.			
**L27-1 You revisit the same text multiple times to take a "closer look" at things such as text features, theme, craft, key details, vocabulary and meaning, etc.	L11-6 use context clues to clarify unknown words in the story Sheila Rae, the Brave.		**L18-2. Students will be able to examine the text, Thunder Cake (630L) by Patricia Polacco, for the author's usage of specific verbs.			
L32-7 Describe how words and phrases supply meaning	L14-8 Use sentence-level context as a clue to make meaning of a word or phrase when reading.		L18-4. Students will be able to distinguish the intensity (shades of meaning) among verbs.			
L32-8 Identify words and phrases that suggest feelings.	L16-6 Use context clues to determine the meaning of unknown words or phrases in The Tale of Despereaux.		**L19-4 write an opinion paragraph with supporting details from the text to support their claim(s) while using grade-appropriate organization, grammar, and conventions.			
**L34-9- Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	L18-3. Students will be able to identify the meaning of words through use of context clues and dictionary use.		**L29-4 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.			

(table continues)

Vocab 10 objectives	Context clues 10 objectives	Fig lang 2 objectives	Language structure and grammar 11 objectives	Prosody 1 objective	Usage 2 objectives	Literary device 3 objectives
L43-5 Look for great words (language/vocabulary/diction)	L21-4 Use context clues to identify the meaning of unknown words in the text		L34-10. I can identify details in the text by using nouns or verbs.			
L44-2 Look for great words (language/vocabulary/diction).	**L42-12 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.		**L34-11 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.			
			L29-5 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).			

Table F5

Stated Objectives for Author’s Craft Axial Code

Tone 2 objectives	Authors purpose 3 objectives	Central message or moral 11 objectives
**L43-4 Notice the text structure and its tone (argumentative, humorous, sentimental etc.)	**L4-3 SWBAT find the author’s purpose and identify the structure of the text	L8-3 determine the central message of the story.
**L44-5 Notice the text structure and its tone (argumentative, humorous, sentimental etc.)	**L43-2 Analyze the author’s craft (the writing style & choices the author made)	**L9-5 write a letter from the perspective of Victoria to Chrysanthemum, in which they will retell the events of the story, apologize for the actions of the character and explain the lesson learned.
	**L44-3 Analyze the author’s craft (the writing style & choices the author made)	**L10-2 retell the story, Mr. Duck Means Business, and demonstrate understanding of its central message.
		**L11-4 retell the story Sheila Rae, the Brave, using key details and determine its central message.
		**L24-1 will show evidence from the text to explain the impact (good and bad) that the magic pebble had on Sylvester and his parents.
		**L27-1 You revisit the same text multiple times to take a “closer look” at things such as text features, theme, craft, key details, vocabulary and meaning etc.
		**L29-2 Recount stories and determine their central message, lesson, or moral.

** Indicates compound objective represented multiple times.

(*table continues*)

Tone 2 objectives	Authors purpose 3 objectives	Central message or moral 11 objectives
		<p>**L32-3 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>**34-4 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>L38-1 Determine central ideas or themes of a text and analyze their development;</p> <p>**L42-2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>

Table F6

Stated Objectives for Text Micro and Macro Axial Code

Text-micro		Text-macro			
Illustration 11 objectives	Graphic organizers 1 objective	Text features 2 objectives	Text type 3 objectives	Genre 2 objectives	Text structure 7 objectives
**L6-2 Retell a story using illustrations and key details to demonstrate an understanding of the story.	L14-1 Organize information by using a graphic organizer.	**L10-7 Text features such as illustration and special print to understand the text	L32-1 Students will determine the characteristics of fiction and nonfiction text. Students should model active listening in order to:	L42-7 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	L2-4 SWBAT identify text structure that make a text unique, and how the illustrations contribute to the words in a story.
**L7-1 Use key details and illustrations from Click, Clack, Moo: Cows that Type to discuss and write about the characters, setting and major events of the text.		**L27-1 You revisit the same text multiple times to take a "closer look" at things such as text features, theme, craft, key details, vocabulary and meaning etc.	L42-8 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.	L42-8 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.	**L4-3 SWBAT find the author's purpose and identify the structure of the text
L4-2 Students will also compare and contrast two different pieces of text as well as the illustrations that accompany those pieces of text.			L2-1 SWBAT read and comprehend a fictional pirate story at their independent level.	**34-4 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	L22-2 Students will explain how a series of chapters and/or scenes fit together to provide the overall structure of the story.

** Indicates compound objective represented multiple times.

(table continues)

Text-micro		Text-macro		
Illustration	Graphic organizers	Text features	Text type	Genre
11 objectives	1 objective	2 objectives	3 objectives	2 objectives
<p>**L11-2 use illustrations and the text to describe the characters, setting, and major events from the story Sheila Rae, the Brave.</p> <p>L14-6 Use illustrations to gain understanding of story elements.</p> <p>L42-6 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p>				
				Text structure 7 objectives

Table F7

Stated Objectives for Comprehension Skills and Strategies Axial Code

Compare and contrast 5 objectives	Read 2 objectives	Reread 2 objectives	Retell 10 objectives	Inferences 4 objectives	Connections 1 objective	Fluency 1 objective
**L2-2. SWBAT complete a Venn diagram comparing and contrasting story elements, text and illustration features, and then write a paragraph to summarize their ideas.	L2-1SWBAT read and comprehend a fictional pirate story at their independent level.	**L27-1 You revisit the same text multiple times to take a “closer look” at things such as text features, theme, craft, key details, vocabulary and meaning etc.	L5-2 Retell a story with key details.	**L9-3 participate in a page-by-page analysis in which they will describe the illustration, the text, and make inferences about both.	L26-2 Students will make connections with how Chester Raccoon feels on the first day of school and how they feel.	**L5-5 Read color words fluently and define new vocabulary.
L4-2 Students will also compare and contrast two different pieces of text as well as the illustrations that accompany those pieces of text.	L5-4 Read with purpose and understanding.	**L27-2 After the first read (or cold read) teachers draw students back to parts of the text across multiple days/ lessons to re- read with a specific purpose and students use text- based evidence to prove their answers.	**L6-2 Retell a story using illustrations and key details to demonstrate an understanding of the story.	**L19-1 refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.		
L4-5 SWBAT compare and contrast “A Day’s Work” by Eve Bunting with “The Gleaners” painting by Millet			**L9-5 write a letter from the perspective of Victoria to Chrysanthemum, in which they will retell the events of the story, apologize for the actions of the character and explain the lesson learned.	**L22-1 Students will quote accurately from the text when explaining what the text says explicitly and when drawing inferences from the text.		

** Indicates compound objective represented multiple times.

(table continues)

Compare and contrast 5 objectives	Read 2 objectives	Reread 2 objectives	Retell 10 objectives	Inferences 4 objectives	Connections 1 objective	Fluency 1 objective
**L8-1 describe and compare the main characters using the text and illustrations in the story Tikki Tikki Tembo.			**L10-2 retell the story, Mr. Duck Means Business, and demonstrate understanding of its central message.	**L42-1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.		
**L42-3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).			**L11-4 retell the story Sheila Rae, the Brave, using key details and determine its central message.			
			**L29-2 Recount stories and determine their central message, lesson, or moral.			
			**L32-3 Retell stories, including key details, and demonstrate understanding of their central message or lesson.			
			**L34-2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.			

(table continues)

Compare and contrast 5 objectives	Read 2 objectives	Reread 2 objectives	Retell 10 objectives	Inferences 4 objectives	Connections 1 objective	Fluency 1 objective
			<p>**L42-1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>**L42-2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>			

Table F8

Other Stated Objectives

Lesson number	Objective
L4-6	They will also use art to express their ideas about Honesty.
L4-7	SWBAT show what they have learned from our close read on “A Day’s Work” by Eve Bunting.
L26-1	Students will feel loved and welcome in their new classroom.

Appendix G

Numbers and Examples of Tier 1,2,3 Vocabulary Words Recommended in
Close Reading Lessons in Grade Ranges

Table G1

Numbers and Examples of Tier 1,2,3 Vocabulary Words Recommended in Close Reading Lessons for Grades PreK-2

Lesson No.	No. of vocabulary words per lesson	No. of Tier 1 vocabulary words	Examples of Tier 1 vocabulary	No. of Tier 2 vocabulary words	Examples of Tier 2 vocabulary	No. of Tier 3 vocabulary words	Examples of tier 3 vocabulary
1	3			1	rainstorm	2	cobalt, Caribbean
5	4			3	peddler, disturb, refreshed	1	wares
6	3	1	tend	2	relative, particular,		
7	13	8	Farmer Brown, farm, barn, cows, hens, house, duck, pond	3	strike, impatient, neutral	2	exchange, ultimatum
8	7	1	Japanese	4	custom, disturb, unfortunate, several	2	reverence, bewitched
9	0						
10	11	2	flip-flop, rowdy	4	grumbled, mumbled, fumbled, gliding,	5	private property, plowed, overstayed our welcome, twiddled, precisely
11	9	2	brave, afraid	7	fearless, stray, familiar, frightening, horrible, convince, dashed		
12	0						

(table continues)

Lesson No.	No. of vocabulary words per lesson	No. of Tier 1 vocabulary words	Examples of Tier 1 vocabulary	No. of Tier 2 vocabulary words	Examples of Tier 2 vocabulary	No. of Tier 3 vocabulary words	Examples of tier 3 vocabulary
13	10	1	plain	8	familiar, troublesome, sighed, homely, horrid, wretched, cruel	2	dusk, hollow,
14	14			12	story structure (beginning, middle, end) and story elements (characters, setting, problem, solution, events,) spoiled, boost	3	tips, bargain exchanged
23	7			3	ice, angel, smuggled	4	exclaimed, impressed, shrugged, quiver
24	12			10	pebbles, remarkable, ceased, fetlock, panicked, perplexed, inquire, dreadful, miserable, embraces	2	ceased, fetlock
25	18			14	see, big, in, my, we, here, for, you, said, red, character, setting, problem, solution,	4	wail, cloak, bog, cauldron
26	3			3	cozy, warm, tingled.		
27	0						
28	0						

(table continues)

Lesson No.	No. of vocabulary words per lesson	No. of Tier 1 vocabulary words	Examples of Tier 1 vocabulary	No. of Tier 2 vocabulary words	Examples of Tier 2 vocabulary	No. of Tier 3 vocabulary words	Examples of tier 3 vocabulary
29	9			1	tricky	8	lumpy, vaguely, wilting, speckled, ton of books, glance, astonished, beaming
30	4					4	descendent, kaddish, headstone, inscription
31	7	1	cafeteria	1	sharp	5	recalled, recovered admirer, dabbed, fluttered
32	26			10	lonely, trust, disguise, blame, delightful, flip, floating, flopped, darted, surface,	16	schema, seaweed, puffed out, covered in sand, plowed, captured, predicting, wondering, clever, grain, thumping, tangled, tremendous, bulged, fierce, sequel
33	8			8	hare, clever, debt, risky, harvest, weed, trick, cheat		
34	0						
35	6	1	scaredy-cat	2	attacked, dashed	3	growled, stray, convinced,
39	0						

Table G2

Numbers and Examples of Tier 1,2,3 Vocabulary Words Recommended in Close Reading Lessons for Grades 3-6

Lesson No.	No. of vocabulary words per lesson	No. of Tier 1 vocabulary words	Examples of Tier 1 vocabulary	No. of Tier 2 vocabulary words	Examples of Tier 2 vocabulary	No. of Tier 3 vocabulary words	Examples of tier 3 vocabulary
2	35	0		22	godspeed, crew, slathering, hatch, moat, bow, disembark, embark, foul, grog, maroon, mutiny, plunder, port, rigging, starboard, stern, swabber, weigh anchor, lubber, landlubber,	13	lads, lassies, me-mateys, pirate, arr, ahoy, avast, aye, aye-aye, booty, Davy-Jones locker, Jolly Roger,
15	6	1	talent	5	appear, prideful, peculiar, trembling, sighing		
16	0						
17	0						
18	7	3	jog, race, pass	4	trudge, stroll, sprint, drift,		
37	7	1	help	6	solemnly, hinder, duel, weary, envious, concede		
38	0						
40	1			1	refugee		
3	7			7	blustery, lassoed, sassy, arroyo, shrieked, offended, midday		
4	8			8	sloping, urgently, bricklaying, prowled, quivered, chorizos, tenacious, persistent,		
19	0						
20	0						
21	10			10	honorable, mention, chum, linked, gleefully, cure, unrealistic, mold, single-celled organisms, and fungus		

(table continues)

Lesson No.	No. of vocabulary words per lesson	No. of Tier 1 vocabulary words	Examples of Tier 1 vocabulary	No. of Tier 2 vocabulary words	Examples of Tier 2 vocabulary	No. of Tier 3 vocabulary words	Examples of tier 3 vocabulary
41	0						
22	0						
42	7			7	disorderly, conduct, accomplices, bootlegging, notorious, ruthless, evasion		
43	11			11	p.2 Our poor country! p.2 ...overcrowded ship with hundreds of others frantic for work. p.3 ...sea voyage was agonizing and long. p.3 ...steel-cold nights... p.4 ...frail from their exhausting trip. p.4 ...land of opportunity! p.5 ...skinny and looked upon as mere weaklings. p.5 ..."Coolies," they called the Chinese. Lowly workers. p.6 ...blistered hands bled. p.6 ...beaming hot sun. p.7 ...exhausted workers... - "...in a camp that wasn't fun, like summer camp...behind barbed wire fences...soldiers with guns...man in the tower saw everything we did..." - "...I was shorter and smaller than the rest of the kids..." - "A bus took us to a place where we had to live in horse stalls." - "...so hot in the daytime and so cold at night. Dust storms came and got sand in everything..." - "The place was small and had no walls. babies cried at night and kept us up."		
44	8			8			

Appendix H

Numbers and Examples of Recommended Literal and Figurative Vocabulary Words in Grade Ranges

Table H1

Numbers and Examples of Recommended Literal and Figurative Vocabulary Words in Lessons for Grades PreK-2

Lesson No.	No. of vocabulary words per lesson	No. of literal vocabulary words	Examples of literal vocabulary	No. of figurative vocabulary words	Examples of figurative vocabulary
1	3	3	rainstorm, Caribbean, cobalt		
5	4	4	peddler, wares, disturb, refreshed		
6	3	3	relative, particular, tend		
7	13	13	Farmer Brown, farm, barn, cows, hens, house, duck, pond, strike, impatient, exchange, neutral and ultimatum		
8	7	5	Japanese, custom, disturb, unfortunate, several	2	reverence, bewitched
9	0	0		0	
10	11	8	grumbled, mumbled, fumbled, gliding, plowed, rowdy, twiddled, and precisely	3	flip-flop, private property, overstayed our welcome
11	9	9	brave, afraid, fearless, stray, familiar, frightening, horrible, convince, dashed		
12	0	0		0	
13	10	10	dusk, hollow, familiar, troublesome, sighed, homely, plain, horrid, wretched, cruel		
14	14	3	spoiled, boost, and exchanged	11	story structure (beginning, middle, end) and story elements (characters, setting, problem, solution, events), tips, bargain
23	7	7	ice, angel, exclaimed, impressed, shrugged, quiver, smuggled		
24	10	10	pebbles, remarkable, ceased, fetlock, panicked, perplexed, inquire, dreadful, miserable, embraces		

(table continues)

Lesson No.	No. of vocabulary words per lesson	No. of literal vocabulary words	Examples of literal vocabulary	No. of figurative vocabulary words	Examples of figurative vocabulary
25	18	14	see, big, in, my, we, here, for, you, said, red, wail, cloak, bog, cauldron	4	character, setting, problem, solution
26	3	3	cozy, warm, tingled.		
27	0	0		0	
28	0	0		0	
29	9	8	lumpy, vaguely, tricky, wilting, speckled, glance, astonished, beaming	1	ton of books
30	4	4	descendent, kaddish, headstone, inscription,		
31	7	7	sharp recalled cafeteria recovered admirer dabbed fluttered		
32	26	24	lonely, trust, disguise, schema, seaweed, blame, delightful, plowed, flip, captured, predicting, wondering, clever, grain, thumping, tangled, tremendous, floating, flopped, darted, bulged, surface, fierce, sequel	2	puffed out, covered in sand,
33	8	8	hare, clever, debt, risky, harvest, weed, trick, cheat		
33	0				
35	6	5	attacked, growled, stray, convinced, and dashed	1	scaredy-cat
39	0				

Table H2

Numbers and Examples of Recommended Literal and Figurative Vocabulary Words in Lessons for Grades 3-6

Lesson No.	No. of vocabulary words per lesson	No. of literal vocabulary words	Examples of literal vocabulary	No. of figurative vocabulary words	Examples of figurative vocabulary
2	35	25	lads, lassies, me-mateys, landlubber, pirate, crew, slathering, hatch, moat, booty, bow, locker, disembark, embark, foul, grog, , lubber, maroon, port, rigging, starboard, stern, swabber, weigh anchor	10	godspeed, arr, ahoy, avast, aye, aye-aye, Davy-Jones, Jolly Roger, mutiny, plunder,
15	6	6	appear, prideful, peculiar, trembling, sighing, talent		
16	0	0		0	
17	0	0		0	
18	7	7	trudge, stroll, jog, race, sprint, drift, pass,		
36	137	135	Fragrance, veiled, winced lectured, irritating, fuming, ceased, digest, terrain, swiveled, collapse, grave, crisis, assembled, abundant, emerged, flattery, grieved, protested, ashamed, suspect, trugged, drenched, queasy, forbid, vicious, isolated, nudge, evaporated, plunged, livid, contemplate, barricaded, devoured, confront, staggered, astonishment, admiration, slumber, pondered, Surveyed, savory, persistence , persevered, briskly, dwelling, crevice, wedge, surged, revulsion, sympathetic, frantically, intently, fearsome, flustered, turbulent, bleary, awe, wary, idiotic, scornfully, exasperated, disposed, brooding, elation, abruptly, reluctantly, ferocious, saunter, casually, hostile, compromise, taunt, surged, plummeted, disperse, heroine, trance, irritation, plucked, emerged, vowed, sulking, humiliate, flexed, brazen, verify, presumed, logical, calculated, notions, intentions, ironic, humble, critical, contradict, cocked, serene, agitated, prodded, sufficient, torrent, sacrificed, ventured, mingled, affixed, enraptured, conspiracy, situated, seeped, vividly, existence, insecure, evasively, venomously, profusion, vulnerable, luscious, peevishly, gingerly, vague, dignity, roosting, perplexed, wary, contentment, foliage, phony, suppressing, blunder, flourished, nimbly, bewildered, methodically		

(table continues)

Lesson No.	No. of vocabulary words per lesson	No. of literal vocabulary words	Examples of literal vocabulary	No. of figurative vocabulary words	Examples of figurative vocabulary
37	7	7	solemnly, help, hinder, duel, weary, envious, concede		
38	0	0		0	
40	1	1	refugee		
3	7	7	blustery, lassoed, sassy, arroyo, shrieked, offended, midday		
4	8	8	sloping, urgently, bricklaying, prowled, quivered, chorizos, tenacious, persistent,		
19	0	0		0	
20	0	0		0	
21	9	8	chum, linked, gleefully, cure, unrealistic, mold, single-celled organisms, and fungus	1	honorable mention
41	0	0		0	
22	0	0		0	
42	7	5	disorderly, conduct, accomplices, notorious, ruthless, evasion	1	bootlegging
43	11			11	p.2 Our poor country! p.2 ...overcrowded ship with hundreds of others frantic for work. p.3 ...sea voyage was agonizing and long. p.3 ...steel-cold nights... p.4 ...frail from their exhausting trip. p.4 ...land of opportunity! p.5 ...skinny and looked upon as mere weaklings. p.5 ...“Coolies,” they called the Chinese. Lowly workers. p.6 ...blistered hands bled. p.6 ...beaming hot sun. p.7 ...exhausted workers...

(table continues)

Lesson No.	No. of vocabulary words per lesson	No. of literal vocabulary words	Examples of literal vocabulary	No. of figurative vocabulary words	Examples of figurative vocabulary
44	8			8	<p>-. ..in a camp that wasn't fun, like summer camp...behind barbed wire fences...soldiers with guns...man in the tower saw everything we did..." -".I was shorter and smaller than the rest of the kids..."A bus took us to a place where we had to live in horse stalls." - ".so hot in the daytime and so cold at night. Dust storms came and got sand in everything..."The place was small and had no walls, babies cried at night and kept us up."</p>

Appendix I

Numbers and Examples of Imageability and Abstractness Vocabulary
Words in Grade Ranges

Table II

Numbers and Examples of Imageability of Vocabulary Words in Lessons for Grades PreK-2

Lesson No.	No. of vocabulary words per lesson	No imageability at all	Some imageability	Clear imageability
1	3			(3) rainstorm, Caribbean, cobalt
5	4	(1) wares	(2) disturb, refreshed	(1) peddler
6	3	(3) relative, particular, tend		
7	13	(3) strike, neutral and ultimatum	(3) Farmer Brown, exchange, impatient	(7) farm, barn, cows, hens, house, duck, pond
8	7	(2) custom, bewitched	(4) reverence, disturb, unfortunate, several	(1) Japanese
9	0			
10	11	(1) precisely	(3) overstayed our welcome, rowdy, flip-flop	(6) grumbled, mumbled, private property, plowed, gliding, twiddling
11	9	(2) familiar, dashed	(2) stray, convince	(5) brave, afraid, fearless, frightening, horrible
12	0			
13	10	(1) familiar,	(5) homely, plain, troublesome, horrid, wretched	(4) dusk, hollow, sighed, cruel
14	14		(5) boost, exchanged, problem, solution, bargain	(9) story structure (beginning, middle, end) and story elements (characters, setting, tips, spoiled)
23	7		(2) exclaimed, impressed	(5) ice, angel, shrugged, snuggled, quiver
24	10	(3) remarkable, cease, fetlock	(4) dreadful, perplexed, inquire, embraces	(4) pebbles, miserable, panicked
25	18	(1) for	(6) character, setting, problem, solution, wail, bog	(11) big, red, cloak, cauldron, in, my, we, here, you, said, see
26	3		(3) cozy, warm, tangled	(3) cozy, warm, tangled

(table continues)

Lesson No.	No. of vocabulary words per lesson	No imageability at all	Some imageability	Clear imageability
27	0			
28	0			
29	9	(1) vaguely	(2) tricky, astonished	(6) ton of books, wilting, speckled, glance, beaming, lumpy
30	4	(1) kaddish	(3) descendent, headstone, inscription	(1) headstone
31	7	(3) recalled, recovered, dabbed	(2) sharp, fluttered	(2) cafeteria, admirer
32	26	(2) schema, thumping	(11) trust, blame, delightful, plowed, predicting, clever, grain, flopped, darted, bulged, surface	(13) disguise, seaweed, puffed out, covered in sand, flip, tangled, tremendous, floating, fierce, sequel, captured, wondering, lonely
33	8		(3) clever, debt, risky	(5) hare, harvest, weed, trick, cheat
33	0			
35	6		(3) stray, convinced, dashed	(3) attacked, scaredy-cat, growled
39	0			

Table I2

Numbers and Examples of Recommended Literal and Figurative Vocabulary Words in Lessons for Grades 3-6

Lesson No.	No. of vocabulary words per lesson	No visual or image at all	Some visual or image	Clear visual or image
2	35	(18) godspeed, me-mateys, slathering, moat, avast, aye, aye-aye, Davy-Jones locker, disembark, embark, foul, grog, JollyRoger, lubber, maroon, plunder, starboard, stern	(5) swabber, hatch, port, rigging, landlubber	(17) foul, grog, maroon, weigh, ahoy, avast, mutiny, pirate, crew, lads, lassies, moat, arr, ahoy, booty, bow, anchor
15	6	(3) talent, trembling, sighing		(3) appear, peculiar, prideful
16	0	n/a		
17	0	n/a		
18	7	(1) trudge		(6) pass, race, sprint, jog, stroll, drift
36	135	(49) brazen, verify, presumed, logical, calculated, notions, intentions, ironic, humble, critical, contradict, cocked, serene, agitated, prodded, sufficient, torrent, sacrificed, ventured, mingled, affixed, enraptured, conspiracy, situated, seeped, vividly, existence, insecure, evasively, venomously, profusion, vulnerable, luscious, peevishly, gingerly, vague, dignity, roosting, perplexed, wary, contentment, foliage, phony, suppressing, blunder, flourished, nimbly, bewildered, methodically	(37) Surveyed, savory, persistence, persevered, briskly, dwelling, crevice, wedge, surged, revulsion, sympathetic, frantically, intently, fearsome, flustered, turbulent, bleary, awe, wary, idiotic, scornfully, exasperated, disposed, brooding, elation, abruptly, reluctantly, ferocious, saunter, casually, hostile, compromise, taunt, surged, plummeted, disperse	(49) Fragrance, veiled, winced lectured, irritating, fuming, ceased, digest, terrain, swiveled, collapse, grave, crisis, assembled, abundant, emerged, flattery, grieved, protested, ashamed, suspect, trudged, drenched, queasy, forbid, vicious, isolated, nudge, evaporated, plunged, livid, contemplate, barricaded, devoured, confront, staggered, astonishment, admiration, slumber, pondered, heroine, trance, irritation, plucked, emerged, vowed, sulking, humiliate, flexed
37	7	(2) envious, concede	(1) hinder	(4) solemnly, help, duel, weary
38	0	n/a		
40	1	(1) refugee		refugee
3	7	(2) arroyo, shrieked	(1) offended	(6) offended, blustery, lassoed, sassy, shrieked, midday

(table continues)

Lesson No.	No. of vocabulary words per lesson	No visual or image at all	Some visual or image	Clear visual or image
4	8	(3) urgently, prowled, persistent	(2) chorizos, tenacious,	(5) sloping, urgently, bricklaying, prowled, quivered
19	0	n/a		
20	0	n/a		
21	9	(5) honorable mention, chum, linked, cure, unrealistic		(4) gleefully, mold, single-celled organisms, and fungus
41	0	n/a		
22	0	n/a		
42	7	(4) accomplices, bootlegging, evasion	(3) disorderly, conduct, notorious, ruthless	
43	11	(3) p.2 Our poor country! p.4 ...frail from their exhausting trip. p.4 ...land of opportunity!		(8) p.2 ...overcrowded ship with hundreds of others frantic for work. p.3 ...sea voyage was agonizing and long. p.3 ...steel-cold nights... p.5 ...skinny and looked upon as mere weaklings. p.5 ...“Coolies,” they called the Chinese. Lowly workers. p.6 ...blistered hands bled. p.6 ...beaming hot sun. p.7 ...exhausted workers...

Appendix J

Percentage of Language Targeted in Text-based Questions

Table J1

Percentage of Language Embedded Within Text-Based Questions

LP #	No. of total questions	No. of language-related questions	Percentage of language-related questions per lesson	Codes	Which questions?
1	6	0	0	0	
5	17	1	6	VOCAB, FIG LANG	The author writes "a prairie storm could blow in quicker than a rattlesnake's strike." What is the author trying to tell you? Why do you think she uses these words?
6	7	0	0	0	At the end of the story the caballero says "A deal's a deal." Explain what the deal is and tell whether or not you think it is a good deal and why. Which words in the story am I unsure the meaning of?
7	31	3	10	VOCAB, CONTEXT CLUES	3. How does the saying "Monkey see, monkey do?" explain the solution to the peddler's problem?-4. What is the title of this story?-5. Who is the author?-6. Who are the characters in this story? Who I
8	12	1	8	VOCAB,	10. On page 15, it says, "The relatives were not particular about the beds..." By looking at the picture and the text, why couldn't the relatives be particular about which beds they slept in? What was the effect of having the relatives stay the night?
9	7	3	43	VOCAB, CONTEXT CLUES, CONVENTIONS	0
10	19	1	5	CONTEXT CLUES	1. How can we use context clues and illustrations to determine the meaning of words? 26.How does the use of describing words give meaning to the characters' names? - 27.How does the author use the length of the names to describe the characters? 31.How does the author's use of words represent the Chinese culture?
11	24	5	21	VOCAB, CONTEXT CLUES	5. What words does the author use to show how the character is feeling?

(table continues)

LP #	No. of total questions	No. of language-related questions	Percentage of language-related questions per lesson	Codes	Which questions?
12	16	1	6	FIG LANG	3. How can we use context clues to determine the meaning of a new word or unfamiliar phrase in a text? 4. How can the author use text features, such as illustration and special print, to help us better understand the text? 5. How can you figure out what these words mean?
13	35	7	20	VOCAB, CONTEXT CLUES	2. How can we use context clues and illustrations to determine the meaning of words we do not know?
14	11	0	0	0	8. What are tips? 10. What does the word bargain mean? Use context clues. 15. What does the word spoiled mean in the last sentence? 20. What is a neighbor? 21. What does the word exchange mean? Use text evidence.
23	10	0	0	0	10. Notice that the author states that, "Caleb is filling in the old familiar story." What does that phrase mean?
24	9	4	44	VOCAB, FIG LANG	1. What is a diner? 3. What are tips? 6. What does the word bargain mean? Use Context Clues. 16. What is a neighbor? 17. What does the word exchange mean? Use text evidence. 22. What is story structure? 23. How can we use context clues to determine the meaning of unfamiliar words or inferences in a story?
25	40	10	25	CONVENTIONS, VOCAB, CONTEXT CLUES, FIG LANG	0
26	23	0	0	0	12. How can we determine the meaning of words and phrases as they are used in the text?
27	4	1	25	CONVENTIONS	1. How can the words and actions of a character help the reader to understand the traits of the character? 7. To what is Van Allsburg referring when he says, "though he suspected something awful might have happened," on page 37? How does this (previous question) show a change in Walter?
28	17	3	18	FIG LANG,	0

(table continues)

LP #	No. of total questions	No. of language-related questions	Percentage of language-related questions per lesson	Codes	Which questions?
29	26	1	4	FIG LANG,	1. Why is it important to notice the actions and dialogue of a character?
30	3	1	33	VOCAB, FIG LANG	11. How does the author use Annemarie's thoughts to help you better understand what is going on in the story?
31	17	4	24	VOCAB, FIG LANG	6. How can we use context clues to determine the meaning of unknown words? 7. Why is it important to analyze the actions, thoughts, and words of a character? 13. Why is it important to analyze the actions, thoughts, and words of a character?
32	29	0	0		3. How does the use of language help you understand the story? 4. Why does the author describe something the way they do? 5. What was the word choice? 6. Why did the author use those words? 10. Why did the author use those words to describe _____? 11. What do those words tell the reader about that character?
33	11	0	0		3. How does the use of language help you understand the story? 4. Why does the author describe something the way they do? 5. What was the word choice? 6. Why did the author use those words? 10. Why did the author use those words to describe _____? 11. What do those words tell the reader about that character?
34	28	4	14	CONVENTIONS, VOCAB, FIG LANG	2. What words did the author use that told why the pebble was remarkable? 3. What evidence is there to prove that Sylvester was too scared to think clearly? 6. Why didn't Sylvester's parents wish come true when they said "Oh, how I wish he was here with us on this lovely May day?" 8. What words did the author use to let you know that time has passed?

Appendix K

Percentages of Convergent and Divergent Questions for Grade Ranges

Table K1

Percentages of Convergent and Divergent Questions for Grade Ranges

Lesson plan #	No. of questions	Questions	Convergent/ divergent	#C	#D	% C	%D
1	6	1. Who is telling the story? How do you know?-2. Why don't Jeremy Jacob's parents see the pirates?-3. Why did the pirates take Jeremy with them?-4. What does Jeremy Jacob enjoy about being a pirate? How do you know?-5. Why does Jeremy Jacob decide he doesn't want to be a pirate after all on page 24?-6. Give two or more techniques used by the author or illustrator that make this a great story. C, C, C, D, C, D, L, L, L, L, L, E	C, C, C, D, C, D.	4	2	67	33
5	17	1. Who are the main characters? How can you tell?-2. Where does the story take place? How do you know?-3. When does the story take place? How do you know?-4. What are the main events in the story? Have you ever experienced this? How would you feel if this happened to you?-5. How do I retell a story?-6. What happened at the beginning of the story? In the middle? At the end?-7. Page 4: What do you think happened to the mailbox? Why didn't they stop and fix it?-8. Page 6: Do you think they're taking a long trip? Why do you think that?-9. Page 7: Who do you think is telling this story? How do you know?-10. On page 15, it says, "The relatives were not particular about the beds..." By looking at the picture and the text, why couldn't the relatives be particular about which beds they slept in? What was the effect of having the relatives stay the night?-11. Why do you think everyone is hugging so much? (pg. 10 and 22).-12. Why do you think the house was too big and too quiet? (pg. 23)-13. What time of the year do you think the relatives would be able to visit for weeks and weeks? (pg. 2 and 27).-14. Explain what the author is saying on page 22 in your own words: "But none of us thought about Virginia much. We were so busy hugging and eating and breathing together."-15. Based on what the author said on page 22, what do you think is the central message in this story?-16. What would it be like to live in Virginia? Why?-17. What might the relatives' lives be like day to day?	C, C, C, D, C, C, D, D, D, D, D, D, D	6	11	35	65
6	7	1. How does a story's key details and illustrations help the reader understand a story's characters, settings, and events?-2. Why is it important to the reader to have a story's events written in a sequence?-3. "What key detail did we learn about the cows on page 1? -4. What is the setting and what helped you know?-5. How do the settings in the story affect the characters? -6. What problem occurred during the exchange of the typewriter and blankets?-7. What do you think the farmer should have done to make the trade?	C, C, C, C, C, C, D	6	1	86	14
7	31	1. How can we use context clues and illustrations to determine the meaning of words?-2. How does identifying story elements help us better understand the story? -3. How do we determine the central message of a story? -4. Why is it important to use text evidence when answering a question? -5. Why are the characters important to the story? -6. How do the characters' actions contribute to the events in a story? -7. What do you think the story is about? -8. Who are the characters in the story? -9. What is the setting? -10. Why were first-born sons given long names? -11. How were second sons treated differently? -12. What were the boys told not to do? -13. Who fell in the well first? -14. What did his brother do? -15. What did the mom do? -16. Who saved him? -17. Who fell in the well the second time? -18. What did his brother do? -19. What problem did his brother have when he was trying to get him help? -20. Why did he keep trying to get his brother help? -21. What did the mom do? -22. How did the Old Man With The Ladder react? -23. How was Tikki Tikki Tembo's experience in the well different than Chang's experience? -24. Why are the names important to the story? -25. What lesson did the Chinese learn from this story? -26. How does the use of describing words give meaning to the characters' names? -27. How does the author use the length of the names to describe the characters? -28. What type of feeling do these descriptive names create? -29. What do you know about China? -30. This is a Chinese folktale. -31. How does the author's use of words represent the Chinese culture?	C, D	25	6	81	19

(table continues)

Lesson plan #	No. of questions	Questions	Convergent/ divergent	#C	#D	% C	%D
8	13	1. Why is it important to ask questions as we read? 2. What questions would you ask before, during, and after reading? 3. Why do we read a text more than once? 4. How do the illustrations help us identify how the character is feeling? 5. What words does the author use to show how the character is feeling? 6. How does the way the characters act change the way other characters feel? 7. Is the story fantasy or realistic fiction? 8. What can I expect to read in the text? 9. Will this story have a problem? 10. What's going to happen in the story? 11. Will I learn something from reading the story? 12. How do the illustrations help us identify how the character is feeling? (Page 3).	D, D, C, C, D, C, C, D, C, C, C, D, C	8	5	62	38
9	7	1. Why is it important to ask questions about a text when we read it? 2. Why is it important to find evidence in the text to answer questions? 3. How can we use context clues to determine the meaning of a new word or unfamiliar phrase in a text? 4. How can the author use text features, such as illustration and special print, to help us better understand the text? 5. How can you figure out what these words mean? 6. How does this sign differ in its message from the signs on the first two pages? 7. "What do you notice about the text on these pages?"	C, C, C, C, C, C, C, D	6	1	86	14
10	19	1. Why is it important to ask and answer questions about what we read? 2. How can we use context clues and illustrations to determine the meaning of words we do not know? 3. How does describing the elements in a story help us to better understand the story? 4. How does retelling a story help us determine its central message? 5. Who are the main characters? 6. Where does this story take place? 7. Does the setting change in the story? If so, how does it change? 8. What happens at the beginning of the story? 9. What happens in the middle of the story? 10. How does the story end? 11. Why does Sheila Rae and Louise think Sheila Rae is brave at the beginning of the story? 12. What are things that Sheila Rae does that she thinks are brave? 13. In the beginning, does Louise think that she is brave? 14. What does Louise mean when she says, "You're too brave for me"? 15. Did Sheila Rae feel brave when she realized she was lost? How do you know? 16. What did Louise do when they were lost? 17. How did Louise act like Sheila Rae on the way home? 18. How did Sheila Rae feel about Louise when they returned home safely? Did Louise agree with her? 19. Do you think Sheila Rae and Louise are brave? Why or why not?	C, C, C, C, C, C, C, C, C, C, C, D, C, C, C, D, D	16	3	84	16
11	24	1. Why is it important to use text evidence when answering questions? 2. How can illustrations help us better understand a story? 3. How can identifying the beginning, middle, and end of a story help us better understand the text? 4. What is baby bird's problem? 5. Why are illustrations important in telling a story? 6. What is a diner? Use the text and illustrations to support your answer. 7. What type of work does the little girl's mother do? 8. What are tips? 9. Why do they have a big jar? Support your answer with evidence from the text. 10. What does the word bargain mean? Use context clues. 11. What problem is this family having? 12. How did the little girl feel when she was out with her mom? Use evidence from the text to support your answer. 13. How did the mom react when she saw the fire engines? Use text to support your answer. 14. What was the mom mostly worried about? Use text evidence. 15. What does the word spoiled mean in the last sentence? 16. Summarize the story so far. 17. Look at pages 11-14. What do you notice about the illustrations and borders? 18. Where did the family live after the fire? Use the text to support your answer. 19. How did the neighbors help the family? 20. What is a neighbor? 21. What does the word exchange mean? Use text evidence. 22. What events happened in the middle of the book? 23. How did the family respond to their problem? 24. How was their problem solved? Use text evidence to support your answer.	C, C, C, C, C, C, C, C, C, C, C, C, C, C, D, D, C, C, C, C, C, C, C	22	2	92	8

(table continues)

Lesson plan #	No. of questions	Questions	Convergent/ divergent.	#C	#D	% C	%D
27	4	1. Is the story "Don't let the Pigeon Drive the Bus" a fiction or nonfiction text? 2. How does summarizing the story help me understand what I've read? 3. How does using text features such as speech bubbles help me read the story? 4. How do you learn about a Character's Traits?	C, C, C, C	4	0	100	0
28	17	1. How is Antonio feeling as he and Grandma go from store to store? 2. How do you think Grandma feels? 3. Why do you think they are feeling differently? 4. A few times, the author writes, "I'm not going to do it." What does that mean? 5. Why do you think Jeremy keeps telling himself that? 6. What must it be like to be Jeremy and be happy looking at Antonio and mad looking at Mr. Alfrey shoes? 7. Why do you think Jeremy invited Antonio to race at the end? What do you think Jeremy wants? 8. What lesson do you think the author wants to teach? Why is that a good lesson for readers to learn? 9. How does Jeremy feel after Mr. Alfrey gives him a pair of shoes? 10. Why does Jeremy pretend the shoes aren't hurting? 11. Why does Jeremy run away when he rings the doorbell? 12. Why does grandma sit down heavy when she sees the price on the shoes? 13. Why do you think grandma lets Jeremy spend his money on the shoes? 14. Why do you think grandma doesn't say anything about the two small shoes? 15. Why do you think Jeremy decides to play with Antonio at the park? 16. Why do you think Antonio asks about Jeremy's shoes? 17. The author says a few times that Antonio isn't laughing at Jeremy. Why do you think that is important?	C, D, D, C, D, C, D, D, C, C, C, C, C, C, C, C, D	11	6	65	35
29	26	1. Why does Grandma have to ride the bus across town on Wednesdays? 2. How does Anna feel about Grandma coming? How do you know? 3. What is Anna and Grandma's joke? 4. Why does grandma raise her eyebrows when she asks, "His birthday?" 5. What does it mean when it says "Then we get down to business." ? 6. What is the "business" Grandma and Anna are working on? 7. What is everyone going to be so surprised about on Saturday? 8. What makes you think that is what is going to surprise them? 9. Where did Sam come home from? 10. How long have Grandma and Anna been working on the surprise? 11. How does Grandma get home? 12. Why does Sam think there are bricks in Grandma's bag? 13. Where did dad find the pebble? Why does the author say it is "speckled as an egg"? 14. Why is the egg half covered with sand? 15. Why does mom run to put the wildflowers in water? What does that mean? 16. Why does Dad have to go to bed when he gets home on Saturday morning? 17. Why is mom worried about the pot roast? 18. How are Anna and Grandma reacting to the fact that Saturday has arrived and it is time to reveal their birthday surprise? 19. Who is "Mama" on page 23? 20. Why is Anna's heart beating so fast? 21. What is dad's birthday surprise? 22. Why is mom beaming? 23. Who taught Grandma to read? 24. Why does Grandma say it is smarter if you learn to read when your younger? 25. Why is dad smiling and crying at the same time? 26. Write to tell what lesson you learned from the book The Wednesday Surprise?	C, D	25	1	96	4
30	3	1. Find the part that talks about the angel of life and the angel of death. What does it mean? 2. Did Laurel ever see Tush and Mrs. Katz again? 3. What does the inscription mean on the headstone?	D, C, D	1	2	33	67
31	17	1. Who is this story mainly about? 2. How would you describe Mr. Hatch at the beginning of the story? 3. How would you describe Mr. Hatch at the middle of the story? 4. how would you describe Mr. Hatch at the end of the story? 5. What does the author mean by the word "secret admirer?" on page 7? 6. How does Mr. Hatch's daily routine change from the beginning of the story to the end of the story? 7. How does the color of the illustrations change as the story progresses? How does this help the reader better understand the story? 8. What lesson or idea do you think the author was trying to convey to the reader? 9. How does Mr. Hatch change after receiving the box of chocolates? How does he change after the box is retrieved by the mailman? 10. How do Mr. Hatch's friends help him feel better at the end of the story? 11. What does the word "dabbed" mean as used on the last page of the story? 12. Who is the story mainly about? 13. Who does he help in the story? 14. Where does Mr. Hatch work? 15. What does Mr. Hatch do everyday? 16. What event changes Mr. Hatch? 17. How does Mr. Hatch change from the beginning of the story to the end of the story?	C, D, D, D, C, C, D, D, C, C, C, C, C, C, C, C, D	11	6	65	35

(table continues)

Lesson plan #	No. of questions	Questions	Convergent/ divergent	#C	#D	% C	%D
32	29	<p>1. What is the setting Mr. Clement chose for his book? How do you know? 2. Are there any other possible settings for this book? 3. Who is Big Al? Why do you think that?</p> <p>4. What is the name for a made up story? 5. What is the name for the place in a story? 6. What is the name for the people or animals in a story? 7. What predictions do you have? 8. What did we find out about the setting? 9. What other information did the author give us? 10. Is there anything else you are wondering about? 11. What did we just find out about Big Al? (He is very scary.) 12. What did we already know about Big Al? (You could not find a nicer fish.) 13. Why did Big Al cry big salty tears? (He was lonely.) 14. What do you think Big Al should do? What would you do? 15. Why did Big Al use a disguise? (He wants friends and thought if other fish didn't see his scary looks, they would like him.) 16. How well did it work? (Not well. His big teeth were showing.) Should he give up? Why or why not? 17. What is his new plan? Do you think it will work? 18. Continue reading to the end of the 2nd paragraph. How did it work out? 19. What happened to all the other fish? 20. Where did the net come from? 21. Why did it catch the fish? 22. Did the author tell us these answers, or did we figure it out on our own? 23. What will happen to the fish in the net if they can't get out? 24. How did Big Al help? 25. How do they feel about Big Al now? 26. How did they used to feel about Big Al? What changed? Huh? What just happened? 27. How did Big Al's looks help him or hurt him with the fishermen? 28. So, how did this story begin and end for Big Al? 29. Do you like how Mr. Clement, the author, ended his story? Why? "What was this story about?"</p>	D, C, C, C, C, C, D, C, D, D, C, C, C, D, C, C, D, D, C, C, C, C, C, C, D, D, C, C, D, D, C, C, D	19	10	66	34
33	11	<p>1. Why was Bear surprised each time he was tricked? 2. How are Hare and Bear different? 3. What character traits do they show? 4. What would you plant in your garden?</p> <p>5. Who would take care of the garden? 6. How would you share the food? 7. What food could you make from the plants in the garden? 8. How could you plant a school garden? 9. How would you rewrite the ending to Tops and Bottoms? 10. Think about the book Tops and Bottoms, what was your favorite part? 11. Was it fair for Hare to trick Bear? Why or why not?</p>	C, D, D, D, C, D, D, D, D, D, C	3	8	27	73
34	26	<p>1. What does Dyamonde look like? 2. How long has Dyamonde been in her new school? 3. Who does Dyamonde live with? 4. How does Dyamonde feel about herself? 5. What does Free look like? 6. How does Dyamonde feel about math? 7. How does Dyamonde feel about Free? 8. Where did Dyamonde sit at lunch? 9. How did Dyamonde feel about sitting there at lunch? 10. Where did Free sit at lunch? 11. How does Dyamonde feel about the three T's? 12. What kind of numbers does Dyamonde like or dislike? 13. Why does Dyamonde like even numbers? 14. What object does the author compare Dyamonde to? 15. What does the word "divorce" mean? 16. When the teacher introduces Free to the class, he grunts. What words tell us how Dyamonde reacts to this? 17. What words tell us how Dyamonde feels about even numbers? 18. What words tell us how Dyamonde feels about odd numbers? 19. How does Dyamonde feel about Free at first? What words or actions tell you this? 20. On pages 10-11, the text says: "Dyamonde couldn't help but notice that Free sat at a table in the back, all by himself. Talk about odd, thought Dyamonde." What do you notice about the type of text the author uses? 21. Why does the author use italics on page ___ in Chapter 1? 22. How does Dyamonde feel about odd and even numbers? 23. Why does Dyamonde feel that she needs a break from feeling like an odd number at school? 24. How does Dyamonde use the word "odd" to compare herself to Free? 25. How does Dyamonde compare divorce to subtraction? 27. Does Dyamonde like Free? How do you know? 28. After reading this chapter, write a paragraph on the following question: "Is Dyamonde thinking about Free the way she would like others to think about her? Why or why not? (Give evidence from the text.)"</p>	C, D	25	1	96	4

(table continues)

Lesson plan #	No. of questions	Questions	Convergent/ divergent	#C	#D	% C	%D
35	8	1. What are several things that Sheila Rae does at the beginning of the story that she thinks are brave? 2. Does Sheila Rae think that Louise is brave? How do you know? 3. What does Louise mean when she tells Sheila Rae, "You're too brave for me." 4. Does Sheila Rae feel brave when she is lost? How do you know? 5. How do you know that Louise feels brave on the way home? 6. How does Sheila Rae feel about Louise when they get home? Does Louise feel the same way? Why do you think that? 7. BRAVE: What does it look like? What does it sound like? What does it feel like? 8. Do you think Sheila was brave?	C, C, C, C, C, C, D, C	7	1	88	12
39	9	1. Why might this memory be important for the character to think about? 2. Why does this word, phrase, or event happen again and again? 3. Why did the character ask themselves this hard to answer question? 4. Why is this character doing something out of the ordinary or something we wouldn't normally expect? 5. What life lesson should the character learn by getting this direction? 6. Why did Lamel celebrate a Seder with Mrs. Katz? 7. How did it impact their friendship? 8. Why might the memory moment of Mrs. Katz's life before her husband died be important to the story? 10. Why are the memories Mrs. Katz has while looking through pictures important to the story?	C, C, C, C, D, C, C, D, C	7	2	78	22
2	12	"Have you ever broken a promise before? How did it make you feel? Were there any consequences?" 1. The author writes "a prairie storm could blow in quicker than a rattlesnake's strike." What is the author trying to tell you? Why do you think she uses these words? 2. How would you describe Reba Jo's? 3. What do you think the author's purpose was in writing this story? What is your evidence? 4. What caused Reba Jo's hat to end up in the well? 5. How would you describe Reba Jo's father? 6. What caused Reba Jo's attitude to change toward the horned load? 7. What is the most important event in the story? What evidence would you use to support your claim? 8. How is this fairy tale similar to or different from other fairy tales you have read? 9. At the end of the story the caballero says "A deal's a deal." Explain what the deal is and tell whether or not you think it is a good deal and why. 10. What steps must be taken to cite evidence from the text when making a point or stating a claim? 11. What steps must be taken when formulating a summary? 12. Why is sequence important when analyzing the plot of a story?	D, D, D, C, D, C, D, D, D, C, C, C	5	7	42	58
15	14	1. In lines 3-7, Gregory tells Despereaux how they are alike and how they are different. Explain how they are alike and how they are different. Use the text to support your answer. 2. In line 19, Gregory refers to the dungeon as "the treacherous dark heart of the world." What does he mean by this? 3. How does Despereaux feel about "love"? How does Gregory feel about "love"? How do you know? 4. How does Gregory feel about Despereaux's story? How can you tell? 5. Why do you think the author felt it necessary to tell the reader that Chiaroscuro was born in the dark and Despereaux was born in the light? 6. How would you describe Chiaroscuro? 7. What did the author mean when she said the "flame exploded around him and danced inside him"? 8. How did Roscuro feel about light after Gregory singed his whiskers and threw him back into the dungeon? Explain your answer. 9. Why does Chiaroscuro listen to Botticelli so carefully? 10. Why is it necessary to identify the characters, their feelings, their problems and their motivations in a story? 11. How do the characters' feelings, actions, and motivations help the reader identify the characters' traits? 12. How can we determine the meaning of words and phrases as they are used in the text? 13. How does the evidence in the story help support the answers to questions about the story? 14. How does asking and answering questions demonstrate understanding of a text, using the text as a basis for the answers?	C, D, D, C, D, D, C, C, C, C, C, C, C, C	10	4	71	29
16	9	1. How can the words and actions of a character help the reader to understand the traits of the character? 2. How can a character's traits and/or actions have a direct impact on the sequence of events in a story? 3. How can I use text evidence to support my claims and answers? 4. Why did he devote so many of the pages to illustrations (rather than words). 5. Why did Walter sigh on page 13? 6. Why was Walter upset about the Grand Canyon? 7. To what is Van Allsburg referring when he says, "though he suspected something awful might have happened," on page 37? How does this (previous question) show a change in Walter? 8. The future on pages 43-45 looked very different than the future in Walter's dream. What did Walter do to achieve this future? 9. Walter liked the new future. How does this show a change in him from the way he was in the beginning of the story?	C, C, C, C, D, C, D, C, C	7	2	78	22

(table continues)

Lesson plan #	No. of questions	Questions	Convergent/ divergent	#C	#D	% C	%D
17	0	n/a	n/a	0	0	0	0
18	9	1. Why is it important to notice the actions and dialogue of a character? 2. How can that help us as a reader? 3. How does describing how the characters respond in the story help us to better understand the story? 4. Why is it important to ask questions about the text when we read? 5. Why is it important to cite specific textual evidence when supporting our answers? 6. How can making an inference help a reader understand a passage? 7. Why do you believe that Bud starts his story with the phrase and restates it right before he packs up his belongings? Use details from the text to support your answer. 8. How did reading closely help you make logical inferences? 9. Why do you believe that Bud starts his story with the phrase and restates it right before he packs up his belongings?	C, C, C, C, C, C, D, D, D	6	3	67	33

Appendix L

Percentages of Lesson Plans with Literal, Inferential, and Evaluative Questions

Table L1

Percentages of Lesson Plans with Literal, Inferential, and Evaluative Questions

LP #	No. of questions	Questions	Literal, inferential, evaluative/critical					
			#L	#I	#E	%L	%I	%E
1	6	1. Who is telling the story? How do you know? 2. Why don't Jeremy Jacob's parents see the pirates? 3. Why did the pirates take Jeremy with them? 4. What does Jeremy Jacob enjoy about being a pirate? How do you know? 5. Why does Jeremy Jacob decide he doesn't want to be a pirate after all on page 24? 6. Give two or more techniques used by the author or illustrator that make this a great story. C, C, D, C, D, L, L, I, L, E	4	1	1	66	17	17
2	12	"Have you ever broken a promise before? How did it make you feel? Were there any consequences?" 1. The author writes "a prairie storm could blow in quicker than a rattlesnake's strike." What is the author trying to tell you? Why do you think she uses these words? 2. How would you describe Reba Jo? 3. What do you think the author's purpose was in writing this story? What is your evidence? 4. What caused Reba Jo's hat to end up in the well? 5. How would you describe Reba Jo's father? 6. What caused Reba Jo's attitude to change toward the homed toad? 7. What is the most important event in the story? What evidence would you use to support your claim? 8. How is this fairy tale similar to or different from other fairy tales you have read? 9. At the end of the story the caballero says "A deal's a deal." Explain what the deal is and tell whether or not you think it is a good deal and why. 10. What steps must be taken to cite evidence from the text when making a point or stating a claim? 11. What steps must be taken when formulating a summary? 12. Why is sequence important when analyzing the plot of a story?	3	5	4	25	42	33
3	21	1. Who are the main characters in the story? 2. Why did Abuelo and Fransisco wait in a parking lot with other people? 3. What happened in Fransisco's family that caused Abuelo to move to California from Mexico? 4. Why did Fransisco go with Abuelo to find work? 5. What did Fransisco tell Ben that was not true? 6. What did Ben hire Abuelo and Fransisco to do? 7. After Abuelo and Fransisco had worked hard all day, what happened that changed the pride and joy they were feeling? 8. Key ideas and Details Discussion Questions: 8. Essential Question: What can we learn from the text about the importance of honesty? 9. Who were the characters in the story? What were they like? 10. Where did the story take place? 11. What was the plot? 12. Which words in the story am I unsure the meaning of? 13. Why were Fransisco and his Abuelo standing in a parking lot with other men? 14. What was the lie that Fransisco told? 15. What mistake did Fransisco and Abuelo make? 16. Why did Abuelo move from Mexico to California? 17. What lesson did Fransisco learn? 18. How did Abuelo fix the mistake that he and Fransisco had made? 19. What is Abuelo feeling as he learns about the plant mistake? How can you tell? 20. What is Abuelo's reaction to the bad news? 21. At the end of the story the caballero says "A deal's a deal." Explain what the deal is and tell whether or not you think it is a good deal and why. Which words in the story am I unsure the meaning of?	16	2	3	76	10	14

(table continues)

LP #	No. of questions	Questions	Literal, inferential, evaluative/critical				%L	%I	%E
			#L	#I	#E	#L			
8	12	Old Man With The Ladder react? -23. How was Tikki Tikki Tembo's experience in the well different than Chang's experience? -24. Why are the names important to the story? -25. What lesson did the Chinese learn from this story? -26. How does the use of describing words give meaning to the characters' names? -27. How does the author use the length of the names to describe the characters? -28. What type of feeling do these descriptive names create? -29. What do you know about China? -30. This is a Chinese folktale. -31. How does the author's use of words represent the Chinese culture? 1. Why is it important to ask questions as we read? 2. What questions would you ask before, during, and after reading? 3. Why do we read a text more than once? 4. How do the illustrations help us identify how the character is feeling? 5. What words does the author use to show how the character is feeling? 6. How does the way the characters act change the way other characters feel? 7. Is the story fantasy or realistic fiction? 8. What can I expect to read in the text? 9. Will this story have a problem? 10. What's going to happen in the story? 11. Will I learn something from reading the story? 12. How do the illustrations help us identify how the character is feeling?	E, E, E, E, L, E, I, I, I, I, I, L	2	5	5	17	42	42
9	7	1. Why is it important to ask questions about a text when we read it? 2. Why is it important to find evidence in the text to answer questions? 3. How can we use context clues to determine the meaning of a new word or unfamiliar phrase in a text? 4. How can the author use text features, such as illustration and special print, to help us better understand the text? 5. How can you figure out what these words mean? 6. How does this sign differ in its message from the signs on the first two pages? 7. "What do you notice about the text on these pages?"	E, E, E, E, I, L, E, I, I, I, I, I, L	1	1	5	14	14	72
10	19	1. Why is it important to ask and answer questions about what we read? 2. How can we use context clues and illustrations to determine the meaning of words we do not know? 3. How does describing the elements in a story help us to better understand the story? 4. How does retelling a story help us determine its central message? 5. Who are the main characters? 6. Where does this story take place? 7. Does the setting change in the story? If so, how does it change? 8. What happens at the beginning of the story? 9. What happens in the middle of the story? 10. How does the story end? 11. Why does Sheila Rae and Louise think Sheila Rae is brave at the beginning of the story? 12. What are things that Sheila Rae does that she thinks are brave? 13. In the beginning, does Louise think that she is brave? 14. What does Louise mean when she says, "You're too brave for me"? 15. Did Sheila Rae feel brave when she realized she was lost? How do you know? 16. What did Louise do when they were lost? 17. How did Louise act like Sheila Rae on the way home? 18. How did Sheila Rae feel about Louise when they returned home safely? Did Louise agree with her? 19. Do you think Sheila Rae and Louise are brave? Why or why not?	E, I, E, E, L, L, L, L, L, L, L, L, L, I, I, L, I, L, E	11	4	4	58	21	21
11	24	1. Why is it important to use text evidence when answering questions? 2. How can illustrations help us better understand a story? 3. How can identifying the beginning, middle, and end of a story help us better understand the text? 4. What is baby bird's problem? 5. Why are illustrations important in telling a story? 6. What is a diner? Use the text and illustrations to support your answer. 7. What type of work does the little girl's mother do? 8. What are tips? 9. Why do they have a big jar? Support your answer with evidence from the text. 10. What does the word bargain mean? Use context clues. 11. What problem is this family having? 12. How did the little girl feel when she was out with her mom? Use evidence from text to support your answer. 13. How did mom react when she saw fire engines? Use text to support your answer. 14. What was the mom mostly worried about? Use text evidence.	E, E, E, L, E, L, L, L, L, I, L, L, L, L, I, E, E, L, L, I, I, L, L, L	13	5	6	54	21	25

(table continues)

LP #	No. of questions	Questions	Literal, inferential, evaluative/critical					%L	%I	%E
			#L	#I	#E	%L	%I			
14	11	1. Was there ever a time where an animal scared you? 2. Should Ms. Franny have felt embarrassed? 3. Can bears really eat people? 4. How can an older woman make her library safe from unwanted visitors? 5. Why was Miss Franny so scared by Winn-Dixie? 6. Why was she "acting all embarrassed?" 7. How did the Herman W. Block Memorial Library come to get its name? 8. Opal says, "She looked sad and old and wrinkled." What happened to cause Miss Franny to look this way? 9. What were Opal's feelings when she realized how Miss Franny felt? 10. Earlier in the story, Opal says that Winn-Dixie "has a large heart, too." What does Winn-Dixie do to show that he has a "large heart"? 11. Opal and Miss Franny have three very important things in common-What are these?	7	1	3	63	10	27		
15	14	1. In lines 3-7, Gregory tells Despereaux how they are alike and how they are different. Explain how they are alike and how they are different. Use text to support your answer. 2. In line 19, Gregory refers to the dungeon as "the treacherous dark heart of the world." What does he mean by this? 3. How does Despereaux feel about "love"? How does Gregory feel about "love"? How do you know? 4. How does Gregory feel about Despereaux's story? How can you tell? 5. Why do you think the author felt it necessary to tell the reader that Chiaroscuro was born in the dark and Despereaux was born in the light? 6. How would you describe Chiaroscuro? 7. What did the author mean when she said the "flame exploded around him and danced inside him"? 8. How did Roscuro feel about light after Gregory singed his whiskers and threw him back into the dungeon? Explain your answer. 9. Why does Chiaroscuro listen to Boticelli so carefully? 10. Why is it necessary to identify the characters, their feelings, their problems and their motivations in a story? 11. How do the characters' feelings, actions, and motivations help the reader identify the characters' traits? 12. How can we determine the meaning of words and phrases as they are used in the text? 13. How does the evidence in the story help support the answers to questions about the story? 14. How does asking and answering questions demonstrate understanding text, using text as a basis for the answers?	2	3	9	14	21	64		
16	9	1. How can the words and actions of a character help the reader to understand the traits of the character? 2. How can a character's traits and/or actions have a direct impact on the sequence of events in a story? 3. How can I use text evidence to support my claims and answers? 4. Why did he devote so many of the pages to illustrations (rather than words). 5. Why did Walter sigh on page 13? 6. Why was Walter upset about the Grand Canyon? 7. To what is Van Allsburg referring when he says, "though he suspected something awful might have happened," on page 37? How does this (previous question) show a change in Walter? 8. The future on pages 43-45 looked very different than the future in Walter's dream. What did Walter do to achieve this future? 9. Walter liked the new future. How does this show a change in him from the way he was in the beginning of the story?	0	5	4	0	56	44		
17	0	n/a								
18	9	1. Why is it important to notice the actions and dialogue of a character? 2. How can that help us as a reader? 3. How does describing how the characters respond in the story help us to better understand the story? 4. Why is it important to ask questions about the text when we read? 5. Why is it important to cite specific textual evidence when supporting our answers? 6. How can making an inference help a reader understand a passage? 7. Why do you believe that Bud starts his story with the phrase and restates it right before he packs up his belongings? Use details from the text to support your answer. 8. How did reading closely help you make logical inferences? 9. Why do you believe that Bud starts his story with the phrase and restates it right before he packs up his belongings?	0	1	8	0	11	89		

(table continues)

LP #	No. of questions	Questions	Literal, inferential, evaluative/critical	#L	#I	#E	%L	%I	%E
19	20	1. Why is the setting important to the development of a story? 2. How does the author create multiple settings within a passage? 3. How does understanding the story elements in a story help the reader better understand the story? 4. How does the setting influence the character's thoughts and feelings? 5. Who are the characters? 6. What are the characters doing? 7. Overall, what is happening in this portion of the text? 8. Why is the setting important to the development of a story? 9. How does the author create multiple settings within a passage? 10. Based on her thoughts and actions, how is Annemarie feeling in this moment? How do you know? 11. How does the author use Annemarie's thoughts to help you better understand what is going on in the story? 12. Where is Annemarie? 13. Where are the other characters and how do you know where they are? 14. How are Annemarie's thoughts and actions impacted by her setting and the setting of the other characters? 15. Which character is the narrator? 16. Where is the narrator? 17. What is the narrator doing during this part of the story? 18. Who are the other characters mentioned in this passage? 19. Where are the other characters? 20. Is the narrator with the other characters?	E, E, E, E, L, L, L, E, E, E, I, E, L, L, L, L, L, L, L	10	3	7	50	15	35
20	13	1. Why did Phineas have to revise his goals? Use details from the text to explain your answer. 2. According to Mrs. Turtle, why don't most people reach their first goals? 3. What details from the chapter help you determine the setting of the first chapter? 4. How does Phineas feel about mold? Use details from the text to support your response. 5. How does Phineas' mood change from the beginning of chapter 1 to the end of Chapter 1? Use details from the text to support your view. 6. How can we use context clues to determine the meaning of unknown words? 7. Why is it important to analyze the actions, thoughts, and words of a character? 8. When writing our opinion, what are ways to support our argument? 9. Why should we set goals? 10. What point of view is the story being told from? What information from the text assisted you in determining this? 11. Who is the main character of the text? 12. What problem does Phineas face in this chapter? How does he solve it? 13. Why is it important to analyze the actions, thoughts, and words of a character?	L, L, L, L, E, E, E, E, E, E, E, L, L, L, L, L, E, E, E, L, L, L, E	7	0	6	54	0	46
21	13	1. How does the author develop the characters, setting, and events in the text? 2. How does the main character change over the time frame in the story? 3. How does the use of language help you understand the story? 4. Why does the author describe something the way they do? 5. What was the word choice? 6. Why did the author use those words? 7. How does the author introduce Esperanza to the reader? 8. What kind of life did Esperanza have with her family owning the ranch with all the people who worked for them? 9. Why were Mama and Esperanza worried about Papa? 10. Why did the author use those words to describe _____? 11. What do those words tell the reader about that character? 12. What effect does that action have on the story? On that particular character? 13. What could possible happen next?	E, E, E, E, E, E, L, E, L, L, I, E, E, I	2	3	8	15	23	62
22	13	1. How does the author develop the characters, setting, and events in the text? 2. How does the main character change over the time frame in the story? 3. How does the use of language help you understand the story? 4. Why does the author describe something the way they do? 5. What was the word choice? 6. Why did the author use those words? 7. How does the author introduce Esperanza to the reader? 8. What kind of life did Esperanza have with her family owning the ranch with all the people who worked for them? 9. Why were Mama and Esperanza worried about Papa? 10. Why did the author use those words to describe _____? 11. What do those words tell the reader about that character? 12. What effect does that action have on the story? On that particular character? 13. What could possible happen next?	E, E, E, E, E, E, L, E, L, L, I, E, E, I	2	3	8	15	23	62

(table continues)

(table continues)

LP #	No. of questions	Questions	Literal, inferential, evaluative/critical	#L	#I	%L	%I	%E
		author put this flashback event into the story? 13. How can you tell that Lungwort and Cicely have never seen a porcupine? 14. Would you describe Lungwort and Cicely as independent thinkers? Give examples from the text that support your opinion. 15. What were you thinking as Lungwort described porcupines? 16. What do you think is the real reason Mr. Ocax wants the mice to ask permission before they go too far away from Gray House? 17. Do you think Lungwort and Cicely really believe Mr. Ocax is their protector? 18. Why did all the other mice dislike Ragweed? 19. How would you describe the mood at Gray House as Lungwort and Poppy are leaving? Cite your evidence. 20. What did the author do to change the mood as the mice approached Mr. Ocax's dead oak tree? 21. How can you tell Mr. Ocax remembers Poppy? 22. How did Mr. Ocax react when Lungwort told him the mice wanted his permission to move? 23. What reason did Mr. Ocax give for not allowing the mice to move? 24. Do you think it's wise for Poppy to go to New House? 25. What was Poppy thinking about in this part of the story? 26. What did Poppy remember about the meeting with Mr. Ocax? 27. How did thinking like Ragweed help does Poppy have? 31. Through whose eyes is this story being told? How can you tell? 32. Why did the author bring memories of Ragweed into this part of the story? 33. What clues let you know Poppy is intelligent? 34. Think about these two statements; "No, you can't move." and "No, you cannot move to New House." How are they alike? How are they different? 35. What has Poppy figured out? 36. How does Poppy's mood change in this part of the story? Explain how and why. 37. Why is Mr. Ocax livid when he looks at the barn at New House? 38. Is Poppy more scared of the fox or the porcupine? How can you tell? 39. How did Poppy find out Mr. Ocax had been lying to the mice? 40. Why was Poppy lucky to have gone into the hollow log? 41. Why is Ereth not afraid of Mr. Ocax? 42. Ereth called Poppy a heroine. Do you agree? Back up your opinion with evidence from the story. 43. What deal do Poppy and Ereth make? How does it benefit them both? 44. Why did Ereth laugh when Poppy told him what she'd been told about porcupines? 45. What astonishing information did Poppy learn from Ereth? 46. How are Poppy and Mr. Ocax alike? 47. How does Ereth feel about Mr. Ocax? 48. How did the author make Ereth such an interesting character? 49. What does "world-class idiot" mean? Why is that the perfect phrase for this conversation? 50. How did the dialog help you get to know the characters better? 51. How did the author's word choice affect the mood of the text? 52. Why is this scene so important to the plot? 53. How do you think Poppy will change after this conversation with Ereth? 54. Which is more important; finding out that owls eat mice or finding out that Mr. Ocax is afraid of Ereth? Explain. 55. How will Poppy be able to use this information? 56. Why had Ereth never noticed the big owl at the barn? 57. How did Poppy figure out the huge owl is a fake? 58. What important news did George share with Poppy? 59. What was Poppy's purpose in talking to Mr. Ocax about being frightened of the big owl? 60. How did Mr. Ocax get Poppy to come out of the corn? 61. How did Poppy solve the problem of getting the salt for Ereth? 62. How did the author bring the story to a satisfying ending? 63. What are Poppy and Mr. Ocax talking about on this page? 64. Where are Poppy and Mr. Ocax in this scene? How can you tell? 65. Why did Mr. Ocax tell Poppy she was smart? 66. What was Poppy's reaction when she was told she was smart? 67. What does the word giddy tell you about Poppy's mood? 68. How does Mr. Ocax's mood change in this scene? How can you tell? 69. How can you tell that Poppy is changing her thinking about Mr. Ocax? 70. How did knowing what Poppy was thinking help you understand what was happening? 71. How does this scene add to the theme of overcoming fears? 72. What was your reaction when Mr. Ocax asked Poppy get closer so they could talk? 73. How is this scene different from other encounters between Poppy and Mr. Ocax? 74. Why was this an important scene in the plot?	E, E, L, L, I, E, L, L, L, L, L, L, L, L, L, L, L, E, E, E, E, E, E, E					

LP #	No. of questions	Questions	Literal, inferential, evaluative/critical	#L	#I	#E	%L	%I	%E
37	12	1. Why are relationships important? 2. How do relationships and interactions between characters lead to a resolution? 3. What were some events that hindered the relationship between the boys? 4. What are some events that helped the relationship between the boys? 5. What were some events that hindered the relationship between the boys? 6. What are some events that helped the relationship between the boys? 7. What are some events that hindered the relationship between the boys? 8. What are some events that helped the relationship between the boys? 9. How has the relationship between the boys changed? (inference) 10. What does it mean to be a good friend? 11. Are the boys good friends? 12. What would Billy say about friendship?	E, E, L, L, L, L, L, L, L, L, I	7	2	3	58	17	25
38	14	1. What is this story coming to be about? 2. What is the message the author wants you to remember the most? 3. What is the story teaching you about life and how people behave? 4. Are there any big ideas the author returns to time and again? 5. What is sticking to your glowing orb? 6. What did the main character learn that you too, could learn? 7. Chester and Wilson have many common interests. 8. Why do you think that this is important to their friendship? 9. Common interests give Chester and Wilson something to do together that they can both enjoy. 10. When Lilly enters the neighborhood, she seems to be quite quirky, and Chester and Wilson find her habits very strange. Do you think that it is possible to be friends with others who are different? 11. Do you have any times that this has applied to your own life? 12. Why don't Chester and Wilson want to let Lilly into their friendship? 13. Lilly appears to be very different from the boys, and they think that she is far too strange to be friends with them. 14. What is this story teaching you about life and how people behave?	L, L, E, L, E, E, L, L, E, L, I, E, L, L, E	6	2	6	43	14	43
39	9	1. Why might this memory be important for the character to think about? 2. Why does this word, phrase, or event happen again and again? 3. Why did the character ask themselves this hard to answer question? 4. Why is this character doing something out of the ordinary or something we wouldn't normally expect? 5. What life lesson should the character learn by getting this direction? 6. Why did Larnel celebrate a Seder with Mrs. Katz? 7. How did it impact their friendship? 8. Why might the memory moment of Mrs. Katz's life before her husband died be important to the story? 10. Why are the memories Mrs. Katz has while looking through pictures important to the story?	L, E, L, I, L, L, L, L, I	2	6	1	22	67	11
40	18	1. What is a refugee? 2. What people, places or things would you miss if you had to leave your home? Why would you miss them? 3. What things would you want to take with you if you had to leave your home? 4. Why are these things important to you? 5. What things would you want to take with you if you had to leave your home? 6. Who are the main characters in this story? 7. What kind of people do you think Lina and Feroza are? 8. How do you know? 9. What is the setting of the story? How do you know? 10. What happened in the beginning of the story? 11. What happened in the middle of the story? 12. How did the story end? 13. What things do you notice about Peshawar camp? Use specific details from the pictures. 14. What kind of homes do the people of Peshawar live in? How do you know? 15. What do their clothes look like? Give specific details from the text. 16. Look at the faces of the people in the pictures. How do you think they feel? What makes you think so? 17. How are these pictures and this video related to the story we just read? 18. What do you think they have to do with Lina and Feroza?	E, L, I, E, I, L, L, L, E, L, L, L, L, L, L, L, L, I, E, I	8	5	5	44	28	28
41	2	1. What is an inference you made while reading "Retired"? 2. What is an inference you made while reading?	L, I	0	2	0	0	100	0

(table continues)

LP #	No. of questions	Questions	Literal, inferential, evaluative/critical	#L	#I	#E	%L	%I	%E
42	153	<p>1. What do you think a Socratic Seminar should look like? 2. How is Alcatraz different from other prisons? 3. What does the picture of Alcatraz Island show us? 4. Who is Al Capone? 5. What point of view is the story told from? How do you know? 6. What can we infer about the time frame they live in, based on evidence from the text? 7. What is Moose's relationship like with his dad? 8. What can we infer about his sister, Natalie, from evidence in the text? 9. How does Moose's mother treat him? Why do you think this is? 10. Why do you think they say Natalie is always ten? 11. What do Moose's actions, of getting Natalie off the boat, show us? 12. How do Moose's actions and thoughts reveal his character traits? 13. What is your relationship like with your siblings? 14. What is a morgue? 15. What information do we learn from the card that Natalie gives Moose? 16. Who is Machine Gun Kelly, Roy Gardner, Bonnie and Clyde? 17. What does Moose reveal about his character with his thoughts about not liking to get in trouble? 18. What type of person is Piper? How do you know? 19. What do Natalie's interactions with Piper reveal about Natalie? 20. Why does Moose seem so worried about the Warden knowing about his sister? 21. Why do you think their mom was so worried? 22. Why does everyone say the same things to Natalie everyday? 23. How is Natalie's new school different? 24. What does Natalie like about books? 25. How do Moose's actions of getting Natalie off the boat, reveal his character traits? 26. What are Moose's parents like? 27. Compare and contrast Moose's mother and father. 28. Could you live on an island, with a prison, like Alcatraz? 29. What is an asylum? 30. Why was Moose's mom so upset when Mrs. McCraw suggested putting Natalie in one? 31. How does Moose feel about his mom's ideas for Natalie? 32. How are Moose's parents different? 33. Why do you think Moose tries really hard not to get mad at Natalie? 34. What does this show us about their relationship? 35. Why did they move to the Island? 36. Why doesn't his dad want to talk about Natalie? 37. What is a warden? 38. Why do you think the Warden wanted to talk to Moose? 39. What type of person is Piper? 40. Tell chapter seven from Piper's point of view. 41. What is your favorite sport or activity? 42. What does Piper talk about at school? 43. Is she supposed to talk about the convicts? 44. What does this tell you about Piper? 45. What is Piper's plan for her and Moose? Do you think it's a good idea? 46. Why does Moose lie when the kids ask him about living on Alcatraz? 47. Why is playing baseball good for Moose right now? 48. What does Moose's mom's reaction to having to go get Natalie, show us about her? 49. Why is Moose's mother willing to go to any lengths to try and "fix" Natalie? 50. How do you think Natalie is doing at her new school? 51. Why do you think Theresa didn't tell Moose she had a brother? 52. Why do they tell Moose he has to get along with Piper? 53. How do you think Moose feels about Piper? Why? 54. Why doesn't Moose want to go along with her plan? 55. Why do you think they want them to come pick up Natalie so quickly? 56. Why do you think Moose's mother treats her children the way she does? 57. Have you ever had to give something up because of your siblings? 58. How does Piper convince Moose to help her? 59. What does this show us about Moose? 60. How do they convince the kids to get their laundry done by the convicts? 61. Do you think Piper is smart? 62. Do you think Natalie needs to stop doing all the things she likes to do? Or is this just another one of Moose's mom's ideas? 63. How can you tell that baseball is really important to Moose? 64. Why do you think baseball is so important to Moose? 65. What things in his life might have caused this? 66. What is something that is really important to you? 67. Do you think it's fair that Moose is so mad at his mom? Why or why not? 68. How can you tell that baseball is really important to Moose? 69. Do you think it's fair of his mom to say, "Remember, just treat her like you would a normal sister. This isn't baby sitting?" 70. Why do you think Piper is always doing the things she's doing? 71. Why aren't the kids happy with how their shirts look? What did they really want? 72. What are Piper's character traits? 73. Tell this chapter of</p>	<p>Literal, inferential, evaluative/critical</p> <p>I, E, E, L, L, I, L, L, 58 I, L, I, I, E, E, E, E, L, L, L, L, L, I, I, L, E, L, L, L, E, E, E, L, L, L, L, I, L, L, L, L, I, I, E, E, L, L, L, L, L, I, E, E, E, I, L, I, L, L, E, I, I, E, E, L, I, I, E, L, L, L, L, E, L, L, E, E, E, E, E, L, E, E, L, L, E, I, I, E, E, I, L, E, I, E, L, E, E, E, I, E, I, L, E, E, I, I, E, L, L, L, E, I, L, L, E, L, L, E, L, E, L, L, L, L, L, E, E, E, E, L, L, I, E, E, E, I, E, I, I, I, E, L, E, I, I, I, I, I, E, L, E, I, E, L, E, E, E, L, E, L, E, E, E, E, E, E, E</p>	37	58	38	24	38	

(table continues)

the book from Piper's point of view. 74. What do you think will happen if the kids get caught doing their laundry scheme? 75. Why doesn't Moose tell his mom about Scout changing baseball? 76. Do you think Moose's mom is being fair? 77. Why do you think Scout treats Moose the way he does, when he tells him about not being able to play baseball? 78. How does the money show what a different time it was? 79. How does the Warden treat the children about the letter that was written to him? 80. What does this event tell us about the Warden? About Piper? 81. What can we learn about mother-son relationships, from the situation of Al Capone's mother being nervous to go to the jail cell? 82. Why does the author have a Part Two at this point in the book? Why do you think this is considered Part Two? 83. What do you think it would be like to visit someone in prison? 84. What does the first sentence tell us about Moose's relationship with his dad? 85. Do you think his dad will understand? 86. What type of people are Annie and Jimmy? How do you know? 87. Do you think Moose's mom handled the situation right? 88. What do you think of how Moose's dad handled the situation? What does this reveal about his dad's character? 89. Why do you think Natalie has seemed to change? 90. Why do you think Piper was sent away? 91. Why do you think Piper hasn't changed? 92. What do you think of Theresa bringing her baby brother? 93. What do we learn about mother-son relationships when we see Mrs. Capone? 94. Was the baseball worth the risks that Moose took to get it? 95. Tell this section (Moose looking for the ball and Natalie playing with her rocks) from Natalie's point of view? 96. What would be scary about living on the island? 97. Why do you think it bothers Moose so much that Scout and Piper talk sometimes? 98. Why does Moose like it so much when Natalie makes a joke? 99. Why is finding that baseball for Scouts important to Moose? 100. What's the history behind the Golden Gate Bridge? 101. Why does Moose freak out when he sees Natalie with the conman? 102. Was the baseball worth the risks that Moose took to get it? 103. What does the author reveal to us when we see Natalie with the convict? 104. How are your mom and dad different and alike? 105. Why is Moose upset about how he found Natalie? 106. Do you think it's safe that the convicts are out working on the island, where they all live? 107. Why is Moose's mom so excited about the school Natalie used to go to? 108. Why does Moose end up not telling his parents about the incident with Natalie and the convict? 109. Why is Moose still upset about the incident with convict 105? 110. Why is Piper upsetting him so much with what she is saying? Do you think she is right? 111. Why doesn't Moose want to tell his parents the truth? 112. How does this show the difference between his relationship with his mother and the relationship with his father? 113. Do you think Moose's dad is right about how his mother needs to treat Moose? Why or why not? 114. Do you understand why she does the things she does? 115. Have you ever done something wrong and got away with it, but then felt so guilty, you just told the truth anyway? 116. How do Moose and his mom deal with the problems going on right now? 117. Why do you think Natalie keeps saying 105? 118. Do you think something bad happened with convict 105 and Natalie? Why or why not? 119. Why does Moose finally let her go outside? 120. What does the conversation between Moose and his dad reveal about their relationship? 121. What does this reveal about his dad's character? 122. How do you think Part Three will be different than the first two parts of the book? Why? 123. What lessons can we learn from the scene where Moose and his father tell his mother that it's time to be honest about Natalie's age? 124. Why do you think this is called Part Three? 125. Why is his mom stressed about every little thing in the time leading up to Natalie's interview? 126. Why is the school so important to his mother? 127. How does the author reveal Moose's true feelings for Piper? 128. Why does Moose have mixed feelings about Natalie and the convict? 130. What are your feelings towards the situation? 131. Why do you think Natalie is so drawn to convict 105? 132. Do you think the birthday party was good for Natalie? 133. Why does Moose finally understand why his mom did all the things she did? 134. How do you think the book will end? 135. Why do you think Natalie has improved so much? 136. How does the conversation between Moose and his mother show how she has changed? 137. What is so different about his mother, according to Moose? 138. Were you surprised that they said she still isn't ready? 139. Why do you think they said Natalie still

(table continues)

LP #	No. of questions	Questions	Literal, inferential, evaluative/critical	#L	#I	#E	%L	%I	%E
		<p>isn't ready? 140. How will Moose's life be different than Natalie's life? Do you think this is fair? 141. Why does Moose call Carrie Kelly? 142. What does this reveal about Moose's character? 143. What writing was based on real events? 144. Why did some families feel safer on the island? 145. What were some reasons families lived on the island? 146. Why does the author say the workers, and their families, really lived on. Alcatraz? 147. Why were people so fascinated by Al Capone? 148. What were some surprising things you learned about Al Capone? The Island? The Warden? 149. What is autism? 150. How is the book ____, similar and different to Al Capone Does My Shirts? 151. What is a theme that appears in both Al Capone Does My Shirts and The Watsons Go To Birmingham? 152. How do the authors teach us these themes as we are reading. 153. Why are books (even in the same genre, so different)?</p>							
43	21	<p>1. Why did Shek and Wong go to America? 2. Explain how the importance of 'family' is already an emerging theme. 3. Shek describes America as the "land of opportunity." 4. Why did the Chinese workers strike? Why did they end the strike? 5. Why do you think Shek writes a reassuring letter to his mother that is not completely truthful? 6. What do you think about the American bosses' treatment of the Chinese workers? 7. Are you surprised to learn this happened? 8. Do you think this still goes on today? 9. How does Wong help his big brother Shek? 10. On page 17 Shek still refers to America as the "land of opportunity." 11. After the terrible treatment he endured building the railroad, why do you think he still feels this way? 12. What lesson(s) do you think the author wants readers to learn from this book? 13. What words/phrases pop out at you? 14. How do these words/phrases impact the story? 15. How does the point of view affect your perception of the characters? 16. How is your response influenced by how much the narrator knows and how objective he or she is? 17. What is your opinion of this book? 18. What do you think is the author's intended message(s)? 19. What else do I want to learn about this topic? 20. How can additional information deepen my understanding of the text? 21. Have these books changed your thinking about American history? If so, how?</p>	L, E, L, L, I, E, E, E, L, L, I, I, E, E, E, E, E, I, E, E, E	5	4	12	24	19	57

Appendix M

Instructional Moves and Student Tasks Recommended for A Priori Codes for
Vocabulary and Context Clues

Table M1

Instructional Moves and Student Tasks Recommended for A Priori Codes for Vocabulary and Context Clues

	Instructional moves recommended in LPs for vocabulary	Student tasks recommended in LPs for vocabulary
Grades PreK-2	Read the entire text, stopping occasionally to ask and answer questions and to define unfamiliar terms (L24)	In groups, students look up vocabulary in dictionary and add a hand motion (L33)
	Explain the vocabulary word definition and reread the sentence (L24)	Complete a word dictionary individually (L33)
	Pause when reading aloud to highlight vocabulary and give verbal definitions for the words (L23)	Act out or demonstrate the vocabulary words (L23)
	Chart vocabulary words and display photographs of each word with small word or gesture (L25)	Listen for unknown words they hear within the text (L25)
	Reinforce vocabulary words through vocabulary recording sheet (L25)	Complete vocabulary template (L25)
	Think out loud about content clues using prompt “I think the words means ___” or “___ gives me clues about the word’s meaning” (L25)	Complete vocabulary flash card activities (25)
	Read through text and select words that are unfamiliar to students (L25)	Complete vocabulary worksheet with definitions and sentences (L25)
	Lead vocabulary routine including the following for each word: pronunciation, display with visual, kid-friendly definition, use in a sentence, add a gesture, use words with a partner (L25)	Complete key terms dictionary (L25)
	Display vocab words on chart paper (L5)	Using the vocabulary from the story tell a new story (L25)
	Add pictures to vocab chart to accommodate struggling readers (L5)	Listen for vocabulary in story and raise hands when one is heard (L5)
	Look up words together and draw a picture or write about what they mean (L26)	Discuss meaning from context clues and write a student friendly definition (L5)
	Display academic vocabulary in a pocket chart (L26)	Ask and answer questions about unknown words (L26)
	Read aloud text (L1)	Predict vocab word meaning in title from illustration and background knowledge (L1)
	Remind what to do for context clues (L1)	Listen and think about word, look and think about picture (L1)
	Create a 3-column chart that displays the word, it’s meaning, and a sentence (L6)	Look at picture and tell phrase meaning (L1)
	Create anchor chart with unknown words with headings Word, Meaning, How I Know (L11)	Reread passage with partner and look for words they don’t know. Write words on chart with page number and use context clue to figure out meaning (L1)
		In groups, tell three strategies for context clues (L1)
		Record unfamiliar words on chart paper and think of possible definitions (L7)
		Add in flip book on unfamiliar words page, words from the class chart (L7)

(table continues)

	Instructional moves recommended in LPs for vocabulary	Student tasks recommended in LPs for vocabulary
		<p>Discussion about context clues (L8)</p> <p>Add visuals to targeted vocab as additional support on chart (L8)</p> <p>Fill in chart with definition guesses before and after reading (L8)</p> <p>Complete a word find activity about suffixes as an extension activity (L8)</p> <p>Discussion on author's word choice to show characters' feelings (L9)</p> <p>Using index cards, students work in small groups to determine meaning of unknown words, cite in book, and use in a sentence (L10)</p> <p>Listen for words they don't know as text is read aloud (L10)</p> <p>Discuss identified unknown words and reread sentence to have context and picture clues determine meaning (L11)</p> <p>Locate vocab words or targeted words and display them on a 3-column chart with headings that say word, context, meaning (L13)</p> <p>Discuss and create anchor chart with student friendly definitions of academic vocabulary about story structure (beginning, middle, end) and story elements (characters, setting, problem, solution, events). (L14)</p> <p>Complete a graphic organizer for each vocab word and check student dictionaries for definitions (L14)</p>
Grades 3-6	<p>Ask for evidence to support the meaning of vocabulary words (L2)</p> <p>Check for and reinforce their understanding of academic vocabulary during reread and questions about text (L15)</p> <p>Direct student attention to degree of intensity of verbs and add to anchor chart (L18)</p> <p>Create a word array of synonyms in the order of intensity (L18)</p> <p>Allow students to dramatize words as often as possible (L18)</p> <p>Use vocabulary cards to review words and definitions (L4)</p> <p>Define words in the passage for struggling readers (L19)</p>	<p>Preview vocab words before reading (L2)</p> <p>Complete themed journal entries in journal or collaborative document for a class book to include vocab words (L2)</p> <p>Discussion of author's word choice to reveal character traits (L17)</p> <p>Discussion about synonyms for adjectives and the degree of intensity for those words (L18)</p> <p>Add to anchor chart of word choices in the category of movement (L18)</p> <p>Discuss Tier 2 vocabulary (L3)</p> <p>Find unknown words in story (L4)</p> <p>Play vocabulary board game (L4)</p>

(table continues)

Instructional moves recommended in LPs for vocabulary	Student tasks recommended in LPs for vocabulary
Add to anchor chart patterns, repetitions, contradictions, similarities, and the meaning of words, tone and narrative voice (L22)	Create a vocabulary graphic organizer writing words, meanings, sentences, and picture (L4)
While reading aloud, stop at unknown and important words and ask students what they think it means (L42)	Add unfamiliar words to vocabulary worksheet as they read (L21)
Create a reference poster about context clues (L31)	Use a dictionary to confirm meanings of vocabulary words (L21)
Introduce essential vocabulary (32)	Play context clues puzzle worksheet game with groups (L31)
Read aloud and stop to figure out the meaning of a word through pictures, context, or schema (L32)	For each vocab word, write a sentence and trade with a friend to complete and define (L31)
Create academic vocabulary words for pocket chart (L32)	Reread and look for unknown words and complete word worksheet (L32)
Create questions that help students recognize the words that contribute to meaning (L34)	While listening, pay attention to any words they don't know and write down on vocabulary sheet (L35)
Identify vocab words that require attention in order for students to comprehend the text (L37)	Discuss unknown words they found and infer a definition from the text and pictures (L35)
	Choose 2 words they couldn't define and use a building vocabulary sheet to assess it (includes a thumbs up, middle, or down for understanding) and add a sentence and picture (L35)
	Ask questions and add to sentence frames (ie. The word on page ___ in chapter1 tell me) with vocabulary embedded within (L34)
	Mark pre-reading knowledge of a word on a worksheet from a list of provided vocabulary (L36)
	While reading, locate vocabulary word and determine meaning from context clues or dictionary and write a meaningful sentence (L36)

CURRICULUM VITAE

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--PROFESSIONAL SUMMARY--

Experience teaching higher education with multiple universities with a focus on Literacy and Children's Literature for over fifteen years. Extensive experience organizing and teaching undergraduate and graduate level courses in Teacher Education related to literacy, elementary education, and curriculum. Published articles in peer-reviewed professional journals and professional book chapters. Experience in presenting local, regional, state, national conferences. Supervised student teachers for multiple universities. Pursuing Ph.D. degree with dissertation topic related to children's literature and text complexity research as a scholar practitioner. Taught in a classroom setting in grades kindergarten, fifth and sixth grade for six years. Certified with experience as a Title I Reading Specialist for over 15 years. Certified in teaching elementary grades kindergarten through eighth grade. Experience in teaching at-risk students, English language learners, struggling readers, young and middle readers, Experience creating and teaching online courses using CANVAS, LoudCloud, Blackboard, ANGEL, and TaskStream. Curriculum writing experience. Grant Writing Experience.

--PERSONAL SUMMARY—

Privately consult and tutor students with learning and literacy needs. Create local summer reading motivation programs. Collaborate and consult with student teachers, teachers, administrators and other specialists through multiple districts and states. Volunteer in local schools. Interests include children's literature, blogging, traveling and writing books for children.

--EDUCATION--

Doctor of Philosophy in Curriculum and Instruction
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Utah State University. Logan, Utah
Instructional Leadership with Literacy emphasis
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Masters of Arts in Curriculum and Instruction
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Northern Arizona University. Flagstaff, Arizona
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-RESEARCH INTERESTS-

Children's Literature in Education, Language in Close Reading, Teacher Knowledge in Reading, Evidence-based Literacy Instruction

-RESEARCH PROJECTS-

Teacher Text Selection To Improve Reading Comprehension Instruction. Mixed Methods Study. Piloted. Dissertation Topic. Utah State University. 2014-2016

Writing For A Specific Audience and Purpose in the Primary Grades. Qualitative Study. Collaborated with Dr. Jen Knight, Utah State University and Dr. Meghan Block, Michigan State University. 2014.

50 years of *Reading Research Quarterly*: Looking back, moving forward. Mixed Methods Study. Graduate Assistant / Coder for Dr. D. Ray Reutzel, and Dr. Kathleen Mohr, Utah State University. 2014.

--PUBLICATIONS--

Peer-Reviewed Articles

Knight, J., Block, M., & Flory, M. (2015). Writing for a specific audience and purpose. *Utah Journal of Literacy*, Spring edition.

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Book Chapters

Mohr, K., Flory, M., & Knezek, L. (2014). Promoting agency, access, and acquisition among adolescent English language learners. In F. Faulk-Ross (Ed.), *Literacy Development: Language-Based Approaches to Reading Comprehension* (pp. 143-164). Rowland and Littlefield.

Reutzel, D.R., Clark, S., & Flory, M. (2015). Organizing effective literacy instruction: Differentiating instruction to meet student needs. In L.B. Gambrell and L.M.

Morrow (Eds.). *Best Practices in Literacy Instruction, 5 ed. (pp. 365-389)*. Pearson.

Curriculum Writing

Reading Endorsement Online Course *Evidence Based Literacy K-3*. Utah State University, 2013.

Social Studies Methods Course Online Curriculum. Grand Canyon University, 2008.

Grant Writing and Funding

National Travel Grant from the Department of Graduate Studies. Utah State University. September 2015. Awarded \$300.00, with a TEAL department match of \$300.00.

Research Grant from the Department of Graduate Studies. Utah State University. January 2015. Awarded \$1000.00

Emma Eccles Jones Early Childhood Education Research Center. Utah State University. January 2015. Awarded \$250.00

Other Professional Endeavors

Graduate Assistant and Instructor for Credit for Emma Eccles Early Childhood Symposium. Utah State University. June 2016 Keynote Speakers: Dr. Nell Duke and Dr. Cynthia Puranik

Graduate Assistant and Instructor for Credit for Emma Eccles Early Childhood Symposium. Utah State University. June 2015. Keynote Speakers: Dr. Lindsay Young and Dr. MaryEllen Vogt.

Graduate Assistant and Instructor for Credit for Emma Eccles Early Childhood Symposium. Utah State University. June 2014. Keynote Speakers: Dr. Douglas Fisher and Dr. Maureen McLaughlin.

--PRESENTATIONS--

National

Flory, M., & Reutzell, R. (November 2015) *Teacher Text Selection Strategies to Improve Reading Comprehension Instruction.* Association of Literacy Educators and Researchers (ALER), Costa Mesa, CA.

Mohr, K. A. J., Brown, L., Flory, M., Jorgensen, A., Juth,, S., Rose, G., ., & Sias, C. (November, 2015). *Doctoral Epiphanies: What We Thought We Knew, but Know Better Now*. Association of Literacy Educators and Researchers (ALER), Costa Mesa, CA.

Regional / State

Flory, M. & Kumar, T. (September 2014). *Speaking and Listening Common Core Standards*. ” Utah Council of the International Reading Association. Salt Lake City, UT.

Block, M., Knight, J. & Flory, M. (September 2014). *Writing for a Specific Purpose and Audience in the Primary Grades*. ” Utah Council of the International Reading Association. Salt Lake City, UT.

Flory, M., Leavitt, A., Kumar, T. & Evanson, M. (September 2013). “*Leading Teachers Towards Action Research and Becoming Consumers of Research to Inform Practice*. ” Utah Council of the International Reading Association. Salt Lake City, UT.

Flory, M. (Spring, 2009). “*Celebrity-Written Children’s Books*” Ocotillo East Valley Reading Association. Gilbert, AZ.

Flory, M. (Fall 2008). “*Gallery Walk of Children’s Books*. ” Ocotillo East Valley Reading Association. Gilbert, AZ.

Flory, M. (Spring, 2008). “*Using Text Structure in Reading and Writing*. ” Arizona Reading Association State Conference. Casa Grande, AZ.

Flory, M. (Spring, 2008). “*Centers Are a Teacher’s Best Friend*. ” Arizona Reading Association State Conference. Casa Grande, AZ.

Flory, M. (Fall, 2006). “*Centers Are a Teacher’s Best Friend*. ” 3rd Annual Educational Fair. Arizona State University Polytechnic Campus. Phoenix, AZ.

Flory, M. (Summer, 2003). “*Centers Are a Teacher’s Best Friend*. ” Newspapers in Education. Arizona Republic. Phoenix, AZ. Summer 2002 and Summer 2003.

Flory, M. (Summer, 2002). “*Centers Are a Teacher’s Best Friend*. ” Newspapers in Education. Arizona Republic. Phoenix, AZ.

District / School

Flory, M. (2005). “*Six Traits*” Evans Elementary Professional Development. Tempe, AZ

Flory, M. (2004). “*Test Taking Strategies*. ” Evans Elementary Professional Development. Tempe, AZ.

Flory, M. (2003). *“How to Effectively Plan Science Centers.”* Guest Lecturer for Arizona State University. Tempe, AZ.

Flory, M. (2002). *“How to Effectively Plan and Implement Math Centers.”* Guest Lecturer for Arizona State University. Tempe, AZ.

Flory, M. (2002). *“How to Effectively Plan and Implement Science Centers.”* Guest Lecturer for Arizona State University. Tempe, AZ.

--RELATED COURSEWORK--

Children’s Literature

Teaching Literacy-Primary Grades

Teaching Literacy-Intermediate Grades

Early Childhood Curriculum

Foundations of Reading Instruction

Corrective and Remedial Reading

Clinical Practice in Reading

Administration and Supervision of Reading Programs

Research in Literacy

Reading and Writing in the Content Areas

Modern Language Arts Instruction

Principles of Curriculum Construction

Foundations of Teaching and Learning

Foundations of Bilingual and ESL Instruction

Methods for English as a Second Language

Teaching and Assessing English Language Learners

Reading and Writing in SEI/ESL/Bilingual Settings

Introduction to Sheltered English Immersion

Practicum for ESL/Bilingual Teachers

Introduction to Research

The Community College

History of American Education

Foundations of American Education

Professional Problems of Teachers

Human Development

Foundations of Language and Literacy

Leadership and Diversity

Supervision and Leadership

Qualitative Research Methods

Instructional Leadership

Applied Statistics

--MEDIA--**Blogs**

Author and Administrator for mpflory.blogspot.com
 Literacy and Education blog
 Analytics: 84, 974 pageviews as of Dec. 2020

Television

News Interview. "Classroom Meetings." Channel 12 News. Phoenix, Arizona. 2004
 News Interview. "Dream Rooms." Channel 12 News. Phoenix, Arizona. 2003

--HONORS--

President of the Ocotillo East Valley Reading Council of the Arizona Reading Association. 2009-2010

Cambridge Who's Who Among Executive and Professional Women in Teaching and Education "Honors Edition." Recognized in 2007/2008.

Tempe Diablo's "Excellence in Education" Award Recipient, February 2005. "Citizenship in Action."

Arizona School Boards Associations "Golden Bell" Award Recipient, November 2004. "Citizenship in Action."

Tempe Diablo's "Excellence in Education" Award Recipient, February 2002. "Dream Rooms."

Recognized by Arizona State University as "Outstanding Mentor Teacher." May 2001.

--ORGANIZATIONS--**PRESENT**

Association of Literacy Educators and Researchers (ALER). Present and attend national conferences. Membership committee. Conference Proposal Reviewer. Subscribe to current research and publications in the area of literacy and teacher education.

Literacy Research Association (LRA). Subscribe to current research and publications in the area of literacy. Present and attend national conferences. Article reviewer for their peer-reviewed journal.

International Literacy Association (ILA) Subscribe to current research and publications in the area of literacy.

Utah Council of the International Literacy Association (UCIRA). Present at and attend state conference. Subscribe to current research and publications in the area of literacy. Publish in the state literacy journal.

National Council of Teachers of English. (NCTE). Subscribe to current research and conference opportunities in education and literacy research.

Children's Literature Assembly. A Subgroup of NCTE. Subscribe to current research and conference opportunities in education and literacy research. Apply for grants and editorship opportunities.

National Association for the Education of Young Children and Utah Association for the Education of Young Children (NAEYC). Subscribe to current research and conference opportunities in literacy of the primary grades.

American Educational Research Association and Northern Rocky Mountain Educational Research Association (AERA / NRMERA)- Subscribe to current research and conference opportunities in education and literacy research.

Children's Literature Association of Utah (CLAU)- Subscribe to current research and conference opportunities in children's and young adult literature. Committee Member for picture book Beehive Award Winners.

Society of Children's Book Writers and Illustrators- (SCBWI) Subscribe to current research and conference opportunities in children's and young adult literature.

American Night Writers Association- member of the regional book critique groups for aspiring authors.

Parent/Teacher/Student Association. Consultant to the school as Parent Coordinator implementing Parent Academies and education classes, writing a Parent Handbook, creating a Parent Resource Room for classes and materials, establishing parent/school communications, and fundraising, organizing school book fair.

PAST

Arizona Reading Association. Subscribe to current research and publications in the area of literacy significant to the state of Arizona. Present and attend conferences in the area of reading instruction.

Greater Paradise Valley Reading Council. Attend conferences and meetings regarding

local literacy initiatives and training.

Ocotillo East Valley Reading Council Served as President. Attend conferences and meetings regarding regional literacy initiatives and training. Organize monthly meetings. Write newsletters regarding community literacy events.

Association for Supervision and Curriculum Development (ASCD). Subscribe to current research and conference opportunities in educational leadership.

--CERTIFICATIONS--

Elementary Education (Grades 1-6)

State of Utah

Reading Endorsement Levels I and II

State of Utah

English as a Second Language Endorsement

State of Utah

--PROFESSIONAL TEACHING EXPERIENCE--

HIGHER EDUCATION

Brigham Young University-Idaho

2016-present

Rexburg, Idaho

Adjunct Faculty

Prepare undergraduate level coursework and teach coursework relating to children's literature. Online classes.

Utah Valley University

2010-present

Orem, Utah

Adjunct Faculty

Prepare undergraduate level coursework and teach coursework relating to curriculum and instruction and classroom management in the elementary teaching program. Participate in the scope and sequence design process for the management curricula collaboratively. In person classes and online classes.

Ottawa University

2008-present

Phoenix, Arizona

Adjunct Faculty

Prepare undergraduate and graduate level coursework and teach coursework relating to

curriculum and instruction master's degree candidates. In person classes and online classes.

Grand Canyon University **2006-present**
Phoenix, Arizona
Adjunct Faculty
University Supervisor

Prepare and teach graduate and undergraduate coursework in the area in the areas of literacy, and curriculum and instruction. Utilize the Blackboard and ANGEL program for online learning. Write curriculum coursework for Social Studies undergraduate classes including modules, lectures and assignments. Organize student teaching experiences and maintain positive communications between cooperating teachers and student teachers. Observe and provide feedback on lessons, management, and planning of student teachers. Evaluate and submit documentation for state certification of future educators. Supervise student teaching candidates

Utah State University **2013-2018**
Logan, Utah
Adjunct Faculty

Prepare graduate level online coursework and teach online coursework relating to early literacy strategies for earning a reading endorsement in the state of Utah. Coordinate Literacy Symposium with associated graduate credit work. Participate collaboratively with the literacy department on writing and research projects.

Northern Arizona University **2005-2010**
Flagstaff, Arizona (Distance Learning)
University Supervisor
Adjunct Faculty

Organize student teaching experiences and maintain positive communications between cooperating teachers and student teachers. Observe and provide feedback on lessons, management, and planning of student teachers. Evaluate and submit documentation for state certification of future educators. Prepare and teach coursework in elementary education and literacy at the undergraduate level. Teach graduate level courses for reading specialists endorsement candidates.

Arizona State University **2006-2007**
Tempe, Arizona
Adjunct Faculty

Prepare and teach under-graduate level coursework in a phonics reading class focusing on the balanced reading approach and the use of children's literature in phonics instruction

and other reading courses.

Mesa Community College **2005-2008**
Mesa, Arizona
Adjunct Faculty
–Reading Endorsement Courses

Prepare graduate level coursework and teach a variety of reading specialist endorsement classes including elementary reading and decoding, phonics and decoding, and children’s literature to certified teachers grades K-12.

Arizona State University **2001- 2002**
Tempe, Arizona
College of Education Guest Lecturer and Lesson Observer

Provided methods and classroom management instruction for cohort groups of student teachers; Observed summer school lessons of student teachers and provided feedback through collaborative coaching; Mentored numerous student teachers and interns in curriculum and thematic applications. Modeled classroom management techniques and student engagement strategies. Provided interactive workshops for cohort groups of student teachers as a guest lecturer in the curriculum areas of science and math. Guided the set-up of the educational environment to ensure optimal use of time, space and maximized instruction.

---DESCRIPTIONS OF GRADUATE COURSES TAUGHT---

Utah State University

TEAL 5230 Evidence-based Literacy Instruction for K-6 Learners

This course involves an in-depth examination of early literacy development and an investigation of the descriptive, correlation, and scientific research-base for providing effective literacy instruction in the early years. Rather than a survey focus such as that found in a typical graduate course, this course is designed around “real dilemmas” that teachers face in teaching children to read and building deep, core skills in one or two very well researched teaching strategies. 3 credits.

TEAL 6220 Teaching Young Writers in K-3 Grades

This course aligns with 16 hours of instruction presented at the EEJ Early Childhood Symposium. Course objectives include discussing evidence-based interventions and instructional practices that support the Utah Core Standards in English Language Arts instruction, specifically in writing. Identify and describe the components, effects and use of research-based practices in writing instruction. Differentiate markers of quality in primary-grade writing instruction with practical examples from classroom practice. Describe and plan writing projects that integrate texts in real-world learning experiences

with specific purpose and external audiences. Describe the importance of transcription skills in the development of beginning writers. 3 credits

TEAL 6220 Teaching the Common Core ELA Standards in K-3 Grades

This course aligns with 16 hours of instruction presented at the EEJ Early Childhood Symposium. Course objectives include discussing evidence-based interventions and instructional practices that support the Utah Common Core Standards in English Language Arts instruction, identifying and describe the components, effects and use of close reading of text at various reading levels and differentiating questioning strategies within and between texts to increase comprehension. Students will also identify teaching practices in the primary grades that address multiple Standards and various types of text building on sound theoretical frameworks. 3 credits

TEAL 6220 Teaching English Language Learners Successfully in an Era of the Common Core ELA Standards in K-3 Grades

This course aligns with 16 hours of instruction presented at the EEJ Early Childhood Symposium. Course objectives include discussing evidenced-based interventions and instructional practices that support the Utah Core Standards in English Language Arts instruction. Identify and describe the components, effects and use of close reading of text at various reading levels. Differentiate questioning strategies within and between texts to increase comprehension. Identify teaching practices in the primary grades that address multiple Standards and various types of text building on sound theoretical frameworks. 3 credits

Northern Arizona University

ECI 602 Children's Literature

Review of folk and modern literature, including application of literary criteria to folk and modern literature for children. 3 credits.

ECI 531 Foundations of Reading Instruction

The course will provide the graduate student with the necessary knowledge of instructional theory, current scientific research and practical instructional strategies to employ in reading instruction that will enable the student to make sound professional decisions when in the classroom. 3 credits.

ECI 541 Corrective and Remedial Reading

Fundamentals of diagnosis and remediation of reading problems for K-12.

Administration, analysis and interpretation of informal diagnostic procedures and use of assessment results in planning a program of remediation. The Diagnostic Teaching of Reading emphasized. 3 credits.

ECI 551 Clinical Practice in Reading

Clinical practice is designed to provide a setting in which each course participant will synthesize methods and materials for teaching reading from this and previous reading

classes in order to assess, analyze data, plan and teach reading to a student who has been identified as reading below grade level. 3 credits.

ECI 661– Administration and Supervision of Reading Programs

Creation, maintenance, and evaluation of reading programs for kindergarten through adult. Administration, staffing, politics, training, evaluating strengths and weaknesses, finances, and leadership within reading programs. 3 credits.

ECI 642 Modern Language Arts

Problems faced in the field of language arts, approached through study of research and current trends. This course is designed to provide teachers with knowledge of and practice in current language art instruction including the writing process, the six traits of writing, and the grammar/conventions of the linguistic and pragmatics of our language. Each participant will learn the basics of a writer’s notebook, the writing workshop, and assessing language arts at various ability levels. Integration of reading and children’s literature will be used as well. 3 credits.

Ottawa University

ECF 7203 – Diverse Community of Learners

In depth study of the variability among students in schools and other settings, from preschool to adult learning. Special focus is on the identification and programming of at-risk students. 3 credits

EDC 7223-Educational Tests and Measurements

Provide an understanding of the function of testing and measurement in education, emphasizing the construction, selection, administration, and application of tests to measure student knowledge and understanding of skills developed. Assessment instruments include aptitude, ability, and intelligence measures, and personality and interest inventories. 3 credits

EDC-7293: Instructional Theory and Techniques

Integration of educational theories and methods of instructional management through paradigms of individual and organizational motivation and development. Incorporation of education psychology learning principles through personal inventory and in-depth study into teacher-teaching and student-learning styles and their applicability to organizations. 3 credits.

EDC 7233 – History and Philosophy of Education

Investigation of school and its relationship to society and the learner in the past, present and future. Includes historical and philosophical perspectives, as well as approaches of major educational philosophers. 3 credits

EDC 8503 – Teaching & Learning Mathematics

Course helps teachers improve student learning in mathematics through systematic analysis and reflection on cycles of teaching and learning. Focus is on matching curriculum, instructional design, desired learning outcomes, content, diverse learners, instructional resources, and assessment measures in the context of mathematical reasoning and problem solving. 3 credits.

EDC 8533 – Designing and Evaluating Reading

Special emphasis will be given to the leadership functions of reading teachers in diverse roles in terms of improving reading instruction and involving student's families in literacy development. 3 credits.

EDC 8513 – Teaching & Learning Science

Course helps teachers improve student learning in science through systematic analysis and reflection on cycles of teaching and learning. Focus is on matching curriculum, instructional design, desired learning outcomes, content, diverse learners, instructional resources, and assessment measures in the context scientific method and problem solving. 3 credits.

EDC 7793 Materials and Strategies for Success with At-Risk Learners

Development of materials and their strategic applications to facilitate success-oriented attitudes and behaviors among at-risk learners. Integration of materials and strategies into curriculum, teaching methods and student-support services. 3 credits.

EDC 7299 Curriculum Design and Content Standards

Course explores the integration of current theories of curriculum design with state content standards in the planning of mathematics, language arts, science and social studies instruction in the classroom. 3 credits.

EDC 7723 Instructional Design and Evaluation

This course introduces participants to the systems approach to instructional design. The major components of instructional development models will be presented. This course provides introductory information and application of skills and techniques necessary in the analysis, design, development, implementation, and evaluation of instruction at both the curriculum (macro) level and lesson (micro) level. 3 credits

Grand Canyon University**RDG 545: Foundations, Cognition, and Emergent Literacy**

The course focuses on using literature within a complete developmental literacy program from the emergent stage to the adult proficiency level. Particular emphasis will be dedicated to the various genres that exist within the literature spectrum and how to utilize the different genres in order to meet specific instructional needs and literacy goals. Knowledge and skills will be developed to assist the student with applying the

components of balanced literature-based literacy programs within their classroom or school setting. 3 credits.

RDG 583 Teaching Reading in the Content Areas

This course links reading skills across the curriculum through the use of instructional strategies and assessments. The use of textbooks, trade books, and electronic texts are explored with a focus on strategies that are relevant in every content area. 3 credits.

ESL 523: English Language Teaching Foundations and Methods

This course presents the historical, legal, theoretical, and sociological foundations of programs of instruction for English language learners. It includes an examination of the role of culture in learning and instructional program models, with a focus on Structured English Immersion. Students will be instructed in immersion strategies and the use of assessment data. 3 credits.

EDU 521: Current Classroom Methods and Strategies

Provides the foundations for instructional design along with the tools for instructional planning. The alignment of curriculum standards to instruction and assessment is a major focus in this course. Upon completion of this course, the student will have established a wide repertoire of methods and strategies that are research-based and easily modified to today's complex classroom. 3 credits.

RDG 510: Curriculum and Instruction

The role of the teacher is to create meaningful learning experiences for the student. This course provides in-depth study of brain compatible learning experiences. Course participants will learn about designing curriculum units and differentiating instruction for all students. Participants will use the skills associated with Backward Design, Brain Theory, and other learning theory principles. Additionally, participants will put into practice the skills of curriculum mapping and practical methods for differentiating learning in order to design a curriculum unit for a subject and grade level. The use of technology will be integrated. 3 credits.

Mesa Community College

(in conjunction with Mesa Public School Teachers seeking Reading Endorsements 2005-2008)

EDU 291 Children's Literature

Review of folk and modern literature, including application of literary criteria to folk and modern literature for children. 3 credits.

EDU 270AA Elementary Reading and Decoding

Focuses on the theories, methods and models of the teaching and learning processes of reading in the elementary grades. 3 credits.

EDU 271 Phonics and Decoding

Overview of research, curricular content, and instructional practices associated with Research Based Systematic Phonics Instruction (RBSPI) and other methods for teaching reading. Emphasis on methods mandated by Arizona legislation. Covers the history of written language, alphabetic reading and writing systems, and implementation of effective methods for reading instruction. 3 credits.

--DESCRIPTIONS OF UNDERGRADUATE COURSES TAUGHT--**Brigham Young University-Idaho****ENG 355: Children's Literature**

Review of various genres, including application of literary criteria to folk and modern literature for children. Read and evaluate a wide variety of children's literature as valuable sources of information that reflect on, and enrich, the human experience. 3 credits.

Utah Valley University**EDEL 4210: Classroom Management II**

Establishes a foundation for selecting a model to follow for the development of a classroom management plan. Considers the role of the teacher and students in developing rules and establishing habits in a classroom setting. 1 credit

EDEL 4230: Classroom Management III

Presents strategies for routine management of the classroom environment and materials, and the initial set up of a classroom and management plans. Observation of first day of school in a public school classroom. 1 credit

EDEL 3350: Curriculum and Assessment

This is a required course for elementary education majors. This is a beginning course in curriculum design and assessment for program effectiveness and student achievement. It discusses instructional models, skills and techniques for engaging students in course content and assessing learning. 3 credits.

EDEL 3050 (or EDSC 3050) Foundations of American Education

This is required for elementary and secondary education majors. The course is designed to provide education majors with an understanding of the foundations that our American education system has been built upon. Those major foundational pieces include historical perspective, philosophical perspective, social perspective, political perspective, and financial perspective. The course concludes by looking at the professional teacher of the 21st century and the impacts that these foundational issues have made upon the profession. 3 credits.

Northern Arizona University

ECI 309 Integrated Literacy I: Developmental Literacy and Language Arts

This course focuses on language acquisition and emergent literacy for children, birth through third grade. This course examines appropriate contexts, including cross-cultural contexts that support children's language and literacy development. 3 credits.

ECI 310 Integrated Literacy II: Reading Theory, Decoding, and Language Arts in the Elementary School.

This course focuses on language and literacy development, from kindergarten through eighth grade. This course supports instruction in children's language development, reading, writing, and language arts with current and classical research. 5 credits.

ECI 306 Science in the Elementary School

Enabling the Pre-service teacher to develop the necessary knowledge base to successfully execute lessons related to science, as well as develop lessons integrating science into the core areas. This knowledge base will include methodologies that are currently accepted as instructional approaches in today's classroom, including body/brain compatible learning, integrated instruction and cooperative learning. Pre-service teachers will acquire the tools and resources necessary to implement lessons that are age appropriate and meaningful to all children. A special emphasis will be on the impact of inquiry-based instruction and the use of technology in the classroom. 3 credits.

ECI 330-Evaluation of Learning & Assessment

Students develop the knowledge, skills, and attitudes necessary to effectively evaluate learning. This includes understanding assessment as the process of gathering information to guide decision making, examining a variety of formal and informal assessments, evaluating their relative merits and limitations, understanding the concepts of validity and reliability, and formulating an initial assessment philosophy that recognizes the social and political milieu of schooling. 3 credits.

ECI 308 Teacher Aide Practicum

These classes focus on language acquisition and literacy development in children and are designed to provide the undergraduate student with basic knowledge and competencies necessary to plan, teach, and evaluate a classroom program in literacy education in the elementary school. Research-based reading practices as recommended in the National Reading Panel, No Child Left Behind, Arizona Reads and State Board requirements will be incorporated. Phonemic awareness, phonics, vocabulary development, fluency, and comprehension will be integrated in literacy instruction. The application of assessment tools as screening, diagnostic and progress monitoring tools will be highlighted through a development of the planning process and assessment portfolios. 1 credit.

ECI 490C Supervised Teaching: Elementary

Directs teaching in the early childhood and elementary grades; directed and cooperative preparation, teaching and evaluation; conferences and seminars on theories, issues, and

practices of effective elementary school instruction. 3 credits.

Arizona State University

RDG 415 Teaching Phonics:

Overview of research, curricular content, and instructional practices associated with Research Based Systematic Phonics Instruction (RBSPI) and other methods for teaching reading. Emphasis on methods mandated by Arizona legislation. Covers the history of written language, alphabetic reading and writing systems, and implementation of effective methods and models for reading instruction. Approved school-based practicum required. 3 Credits.

Ottawa University

EDU 33000 Language Arts and Social Studies Methods

This course teaches reading skills integrated with social studies standards. Integrated units with a focus on reading and writing strategies that are relevant in elementary grades. 3 credits.

EDU 32634 Elementary Reading Methods

This course teaches reading skills and reading assessments. The use of textbooks, trade books, and electronic texts are explored with a focus on strategies that are relevant in elementary grades. 3 credits.

EDU 33136 Elementary Primary Reading Methods/Practicum

This course teaches primary grade reading skills and reading assessments. The use of textbooks, trade books, and electronic texts are explored with a focus on strategies that are relevant in primary elementary grades. 3 credits.

EDU 33236 Elementary Intermediate Reading Methods/Practicum

This course teaches intermediate grade reading skills and reading assessments. The use of textbooks, trade books, and electronic texts are explored with a focus on strategies that are relevant in the intermediate elementary grades. 3 credits.

EDU 34131 Self Esteem in the Classroom

Implementation of the six pillars of self-esteem via the classroom curriculum. Assessment of teacher behaviors for modeling. 1 credit

EDU 34231 Cooperative Strategies

Overview of cooperative learning strategies and their application in the classroom. 1 credit.

EDU 34331 At-Risk Strategies

Overview of learning strategies for at risk students and their application in the classroom.

1 credit.

EDU 45552 Special Needs Learner

Overview of the history of special education and their application to the classroom with best practice teaching strategies. 3 credits.

Grand Canyon University

RDG 415 Phonics and Decoding

Overview of research, curricular content, and instructional practices associated with Research Based Systematic Phonics Instruction (RBSPI) and other methods for teaching reading. Emphasis on methods mandated by Arizona legislation. Covers the history of written language, alphabetic reading and writing systems, and implementation of effective methods for reading instruction. 3 credits.

SPE525 Educating Learners with Diverse Needs

Emphasis will be placed on definitions etiology, characteristics, and prevalence of various exceptionalities; laws and litigation protecting the rights of students with special needs and their families; current issues affecting persons with special needs; social perceptions, assessment, inclusion, transition; and basic curriculum accommodations and supportive services for teaching students with special needs in the general classroom. 3 credits.

EDU 363 Instructional Technology

Emphasis is given to the selection, separation, evaluation, and utilization of various simple media elements as well as computer networking, multimedia, interactive media, and the Internet 3 credits.

PUBLIC SCHOOLS

Evans Elementary School
Tempe, Arizona

2000 – 2006

Title I Reading Specialist Kindergarten – Grade 5

Parent Consultant

Grade 5 Teacher- Title I and Sheltered English Immersion Students

Provided all students grades K-5 with reading assistance and implemented reading interventions and enrichment in the areas of reading and writing.

Presented professional development topics and in-services and created innovative body/brain compatible programs to be used at various grade levels.

Collaborated with individual teachers and grade levels on individualized student needs assessments in the areas of reading and writing. Modeled implementation of literature

circles and writer's workshops.

Planned school-wide incentives and materials for literacy motivation; Analyzed data for flexible groupings in reading interventions; Administered reading assessments to drive classroom instruction; Coordinated with literacy team to formulate decisions to improve student achievement.

Coordinated all parent activities within the school; Established a Parent Resource Room for classes and materials; Coordinated Parent Academies for increasing awareness and knowledge of educational issues and school/home connection; Created a Parent Handbook of school expectations and information.

Taught fifth grade in all curricular subjects; Established a grade level Patriotic Program for school and community; Facilitated video morning announcements; Participated in after-school tutoring

Wrote a yearlong standards-based theme of fifth grade curriculum with grade-level team to integrate all subject areas and multiple intelligences. Emphasized experiential learning through hands on immersion activities and projects. Developed concepts and themes within curriculum for optimal learning outcomes.

Served as the Technology Liaison, Student Council Advisor; and Citizenship in Action Coordinator.

Taught Summer School classes in a multi-age setting in extra-curricular topics.

Selected by principal to serve as mentor to first year teachers at Evans Elementary. Collaborated with new teachers to learn curriculum and procedures of the school. Worked together to effectively use the core materials and provide instruction for students.

Created a learning environment that is structured to the needs of individual students as a positive, child-centered atmosphere with consistent and predictable routines and procedures.

Established a Citizenship In Action Program. Students apply for and work at jobs, learn money management and career curriculum in relation to their job skills and experience.

Taught Summer School classes in middle school WIN program in conjunction with the Maricopa community colleges grant to enhance the hands on learning of at-risk students in the area of math instruction of basic skills.

Collaborated with other teachers to implement grade level and school-wide activities; planned across grade levels to maximize differentiated instruction.

Facilitated ASU interns and student teachers in the classroom; Modeled classroom management techniques, student engagement strategies, adequate pacing and lesson planning.

Active member of the PTSA, Social Committee, District Principal Committee, Site Council, Management Committee, Risk Free Committee and District Mentor.

Participated in professional conferences in the areas of Integrated Thematic Instruction and Body/Brain Compatible Learning, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), and Reading First/ Arizona Reads.

M.C. Cash Elementary
Laveen, Arizona
Grade 6
Kindergarten

1998-2000

Taught sixth grade in all subject areas; Established a Student Safety Patrol Program that serviced the school; Organized a fifth and sixth grade chorus.

Participated in after-school tutoring of non-English refugee students.

Served as the School Environmental Representative, Safety Patrol Advisor, and Chorus Director.

Collaborated with other teachers to implement grade level activities.

Implemented a quarterly Health Day for students focusing on health activities and standards; Assisted in ESL classroom interventions;

Taught full-day kindergarten in all subjects including music and movement.

Participated in professional development conferences and workshops including diversity training, gang related school environment trainings, and six-trait writing.

--PROFESSIONAL DEVELOPMENTS--

EDUCATIONAL TRAINING

Harcourt Reading Programs. Optimizing efficiently the student and teacher materials to guide reading skills and strategies in the core reading program. Integrating subject areas and authentic reading and writing into the daily reading block.

Teaching English as a Second Language. Setting up a literate rich environment with risk-free communication opportunities to increase basic and academic language skills and

vocabulary.

Reading First / AZ Reads. Trained for three years. Attended numerous conferences and in-services about the five main topics of reading. Read many professional books regarding reading interventions and school wide programs in the process of change and increased student achievement.

Positive Discipline in the Classroom. Using classroom procedures and routines to build a learning environment. The implementation of class meetings and natural consequences to positively discipline students.

Integrated Thematic Instruction (ITI) and Body/ Brain Compatible Learning Environments by Susan Kovalik & Associates. Trained for four years. Establishing a character education program in the school and classroom focusing on Lifeskills and Lifelong Guidelines. Setting up a body/brain compatible environment focusing on the latest brain research in colors, nature, water, and sound. Creating a yearlong conceptual theme to tie all standards and curriculum together in an integrated and experiential learning style.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS). Trained for three years. The administration of all the measures of DIBELS to assess progress and benchmark scores in the areas of reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension. Using data to guide instruction and form flexible groupings based on needs of students.

AIMS Web Literacy Assessment. The administration of all the measures of AIMS Web to assess progress and benchmark scores in the areas of reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension. Using data to guide instruction and form flexible groupings based on needs of students. Formulating instruction plans for individual students as a collaborative team of teachers and checking progress bi-monthly.

Mathematical Methods Training. Ensuring the use of multiple intelligences and student discourse in the practical uses of mathematic problem solving.

Differentiated Teaching. Using data to differentiate learning in reading, writing and mathematics.

Music and Movement in the Elementary Classroom. Using movement and music to stimulate learning and enhance instruction across subject areas.

Six+1 Traits of Writing. Strategies and Instructional Purposes of the Six Traits. Using the six traits to promote literacy in children and create writers with a comprehensive understanding of their strengths.

Diversity and Multicultural Training. Understanding the sensitivity of cultural differences found in a typical classroom. Using similarities and differences in culture to enrich the learning and curriculum.

SPIRE Program. Optimizing efficiently the student and teacher materials to guide reading skills and strategies in this intervention reading program. Using multi-sensory approach to struggling readers.

Student Engagement Strategies. Strategies that help teachers involve all learners. Measured by data. Involved observations and evaluations based on an outside company evaluation tool. Making learning interactive and understandable.

Impact Learning. Utilizing the latest brain research and the influence of movement, music, and emotions to maximize student instruction time. Decreasing transitions and increasing students learning.

Canvas, Blackboard, Angel, and TaskStream Online Systems. Trained in using these online systems for use at the higher education levels for class delivery, curriculum writing, grade books, and electronic portfolios.