WORD CONSCIOUSNESS AND INDIVIDUAL APPLICATION OF ACADEMIC
VOCABULARY THROUGH WRITTEN, ORAL, AND VISUAL RESPONSE TO
HISTORICAL FICTION AND NONFICTION LITERATURE IN FIFTH-GRADE SOCIAL
STUDIES

by

ASHLIE R. JACK

B.S., Emporia State University, 1996
M.S., Emporia State University, 2003

AN ABSTRACT OF A DISSERTATION

submitted in partial fulfillment of the requirements for the degree

DOCTOR OF PHILOSOPHY

Department of Curriculum & Instruction
College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

2011

Abstract

The purpose of this qualitative case study was to explore and identify the word consciousness and individual application of academic vocabulary through the use of vocabulary reader response journals, authentic discussions, and multigenre response projects from a thematic social studies unit using historical fiction and nonfiction literature that was integrated in the fifth-grade curriculum. This qualitative research study took place in a third-fifth grade school in a Midwest setting with 23 fifth-grade students over the course of 14 weeks. Data were analyzed from eight of the 23 students. Multiple data sources for each literature selection were analyzed to reveal how fifth-grade students' written, oral, and visual response to historical fiction and nonfiction literature demonstrate word consciousness and individual application of academic vocabulary. Conclusions indicate that student participants prefer the opportunity to create a visual image or write a statement to confirm the meaning of an academic vocabulary word in their vocabulary reader response journals. While orally discussing the academic words, the participants chose the evaluation approach. This authentic discussion response option allowed the students the opportunity to share their personal understanding, opinion, or inference for each word. Written and visual response was also afforded through the multigenre response projects. These projects revealed the individual application through conventional and nonconventional usage of the academic terms from each literature selection.

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Major Professor
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Dedication

This work is dedicated to my daughter, Bayleigh Lauren. Thank you for showing me that, "You have to LOVE life to have life; you have to LIVE life to love life". You are my Angel. I hope I made you proud. I love you with all of my heart.

Chapter 1 - INTRODUCTION

For the past 15 years, I have been teaching at the intermediate and university level. While I consider myself an effective teacher, vocabulary was the one area of my teaching repertoire that I did not believe was effective in regard to making an academic difference with my students. I implemented many approaches recommended for improving vocabulary at the intermediate level. As a classroom teacher, I would pre-determine a list of words students needed to understand the unit topic of study. The students were required to locate the definition for each word. I also utilized the basal reader program's prescribed vocabulary activities and commercial vocabulary programs as well as spending countless personal hours reading professional books and journal articles on vocabulary. Even with each of these activities I still did not believe that my students' vocabulary growth was substantial. I also witnessed my students lacking the knowledge and the ability to connect word knowledge to a content area or academic setting. My students lacked word consciousness, the awareness and interest in words and their meanings leading to the ability to incorporate sophisticated terminology for a basic concept (Graves & Watts-Taffee, 2002; Manzo & Manzo, 2008).

Over the last several years, I have taught reading methods courses to pre-service teachers at Emporia State University. I have also had the opportunity to supervise interns as they are instructionally engaged with mentor teachers and students in K-6 classrooms. During these years, my desire has been to support the interns and mentors with the current research-based knowledge on effective methods and strategies related to vocabulary. However, the pre-service and experienced teachers continued to lack the notion or desire to fully embrace new vocabulary practices, because they have viewed vocabulary as an isolated skill that must be taught outside

the context of the reading, mathematics, social studies, and science curriculum. Each group also expressed their frustration that students can learn a vocabulary strategy, but the strategy does not allow the student to independently develop and understand the meaning of an unknown word or carry the meaning of the word into other learning experiences.

All of these professional opportunities inspired me to develop a determination to delve even deeper into the curriculum of vocabulary. I believe that it is "the intent of curriculum to build a better society, to improve human relationships, and to foster social change through the strong involvement of the surrounding community" (Klein, 1990, p. 11). With this belief, I expanded my professional reading even further into research, past and present, on vocabulary. It was through my professional reading that I reflected and started to determine a stronger theoretical and research-based understanding of the curriculum of vocabulary. As William H. Schubert (1992) once stated, "One's personal theory is derived from social and individual reflection" (p. 236), as mine was with vocabulary. This personal desire to research in the field of vocabulary allowed me to discover a new area of vocabulary - academic vocabulary- which is currently being discussed in the educational arena.

Based on my experiences and the reading of vocabulary research, I felt compelled to examine approaches that can be used in the classroom to integrate academic vocabulary into the context of the curriculum. Using a qualitative research approach, this study documented the word consciousness and individual application of academic vocabulary in the context of fifth-grade social studies. The impact of vocabulary reader response journals, authentic discussions, and multigenre response projects on the word consciousness and individual application of academic vocabulary by fifth-grade students was determined through analysis of students' written, oral, and visual responses to historical fiction and nonfiction literature. This exploration of academic

vocabulary within vocabulary reader response journals, authentic discussions, and multigenre research projects has led to an instructional approach that increases an individual student's word consciousness and individual application of academic vocabulary.

Overview of Issues

Vocabulary has been a part of education for years. It first made its appearance in the late 1800s when *The Number of Words in an Ordinary English Vocabulary* was written by E.A. Kirkpatrick (1891). Kirkpatrick was initially interested in examining the vocabularies of children; therefore, he decided to analyze the vocabulary capacity of a common person. His work of counting known words on every twenty-fifth page of *Webster's Unabridged Dictionary* (1870) and every tenth page of *Robinson Crusoe* (Defoe, 1890) led to the understanding that one's vocabulary capacity by the age of 31 is nearly complete at 10,000 to 100,000 words based on the individual's education level (Kirkpatrick, 1891). Kirkpatrick also claimed that children rapidly gained more than two words a day.

While Kirkpatrick's claims laid the groundwork for future research, E.L. Thorndike's (1921) scholarly work brought vocabulary research into the forefront with his vast research on the influence of curriculum, teaching, and the evaluation methods used by public schools. He was best known for his book, *The Teachers' Word Book* (1921), which influenced the vocabulary used in textbooks published for schools (Graves & Watts–Taffe, 2002). Thorndike's influence only kept vocabulary in the forefront of education for approximately 30 years. Eventually, vocabulary lost its appeal to researchers and educators. It was no longer viewed as a vital aspect of education. This view did not last long. Researchers and educators soon realized that vocabulary had the potential to influence reading and the comprehension of text (Berne, & Blachowicz, 2008; Blachowicz, Fisher, Ogle, & Watts-Taffe, 2006; Lane & Allen, 2010).

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In the past few years, the new appeal to research vocabulary instruction has gained momentum. It began with the introduction of the school reform initiative known as the No Child Left Behind Act of 2001 which identified vocabulary instruction as one of the five required components of the Reading First programs (National Institute of Child Health and Human Development, 2000). This recent reform called for all children to reach 100% proficiency in each of the academic areas by 2014. The goal of this act was to close the achievement gap with four key aspects - accountability, flexibility, testing, and choice - so that no child is left behind (Cicchinelli, L., Gaddy, B., Lefkowits, L., & Miller, K., 2003). This reform began with research completed by the National Reading Panel in the instructional areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension (National Institute for Literacy, 2000). These five instructional areas were known as the building blocks of reading. The goal of this research was to review prior studies to identify effective reading approaches and determine their readiness for application in the classroom for these five building blocks of reading (2000). At the conclusion of the panel's research and review of fifty experimental and quasi-experimental studies on vocabulary, the National Reading Panel determined:

- Vocabulary instruction does lead to gains in comprehension, but the methods must be appropriate to the age and ability of the reader;

- When computers were used as ancillary aids, or traditional methods were compared to computer-assisted vocabulary instruction, learning gains occurred;

- Vocabulary can be learned incidentally in the context of storybook reading or in listening to others;

- Learning words before reading is helpful; and

- Techniques such as task restructuring or repeated exposures appear to enhance vocabulary development. (National Institute for Literacy, 2000, pp. 4-18)

The suggestions from the review of these fifty experimental and quasi-experimental studies led to the NRP reporting the following instructional implications for vocabulary:

- Vocabulary should be taught both directly and indirectly;

- Learning in rich contexts is valuable and equips students to deal with content areas;

- Repetition and multiple exposures to vocabulary items are important;

- Active engagement in vocabulary strategies yields greater gains; and

- Dependence on one single vocabulary instructional method will not result in optimal learning. (National Institute for Literacy, 2000, pp. 4-27)

The research, review of studies, and report published by the National Reading Panel (2000) has not led to the answers that educational practitioners need to effectively teach vocabulary, but an interest in further studying vocabulary has been regenerated because of this National Reading Panel report. There are other factors that have also led to the current interest in researching vocabulary.

The RAND Reading Study Group (RAND, 2002) developed a framework for researching the most pressing issues in literacy. The RAND research resulted in a report that outlined the most important literacy topics that the research committee must address in the next 10 to 15 years. Vocabulary as a crucial factor for reading comprehension was one topic RAND identified as a vital concern in literacy.

In their research, the American Educational Research Association (2004) documented the most effective ways to teach English literacy to English language learners in order to boost

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academic achievement. AERA determined a continuous need to support the growing number of English language learners in the classroom as they develop their English vocabularies (2004).

Poverty and vocabulary were the primary focus in Betty Hart and Todd R. Risley's *Meaningful Differences in the Everyday Experiences of Young American Children* (1995) research. According to this study, the language experience each student brought to the classroom was a concern that must also be addressed in the instructional practices and experiences in the elementary classroom. Teachers recognized the need to integrate language experiences into their instructional practices, but many lacked the knowledge in how to utilize appropriate practices that incorporate language experiences in the designated curriculum. The result of this research led to the determination that children of poverty face a huge vocabulary deficit that continues to grow with few language experience opportunities in the classroom.

But even with the findings from the National Reading Panel Report (National Institute for Literacy, 2000), Hart and Risley's research (1995), the report by the American Educational Research Association (2004), and RAND's findings (2002) as well as the start of further research into vocabulary instruction, vocabulary still remained the one building block of reading that was not receiving the level of attention that it needed in research as well as in the classroom (Blachowicz, Fisher, Ogle, & Watts-Taffe, 2006; Brabham & Kidd-Villaume, 2002). Current vocabulary research reveals very little change in the classroom practices utilized within each of the grade levels to enhance students' word-learning strategies and vocabulary knowledge within different contexts to support reading comprehension (Blachowicz, Fisher, Ogle, & Watts-Taffe, 2006).

The lack of attention on the teaching of vocabulary and change in classroom practices has led many involved in the educational field to begin researching how the vocabulary curriculum

should be enacted. Even though there has been a difference of opinion when analyzing research, there are points of agreement in regard to curriculum:

- What we do in curriculum is of fundamental importance to our students and society, the process of education, and the development of our own field;

- Curriculum development is heavily value-laden activity and is never value-free; and

- As important as curriculum is, there are no individual well-developed theories, let alone a unified comprehensive theory of the entire [curriculum] field to help guide us in our work. (Klein, 1990, p. 6)

These curricular perspectives have led re-conceptualists and theorists in the field to examine traditional approaches as well as alternative theoretical approaches. Some of these individuals believe that the teacher should develop knowledge about the curriculum while others hold the belief that there needs to be organized subject matter in the outcomes and processes of curriculum development (Klein, 1990). These two viewpoints have motivated a variety of scholars to focus on the different areas of the curriculum (reading, mathematics, writing, science, social studies). The curriculum of vocabulary has seen its share of scholars (Beck, McKeown, & Kucan, 2002; Graves, 1986; Marzano 2004, 2005), each with their own viewpoint of the importance of vocabulary in the curriculum as well as how vocabulary should be taught in the classroom.

Statement of Problem

Scientifically-based research has yet to determine one method that is deemed as the best approach to teaching vocabulary. "Good teachers use a variety of proven approaches chosen based on the specific needs of their student" (Farstrup & Samuels, 2008, p. 2). What research has determined is that vocabulary instruction needs to be both direct and indirect (National Institute

for Literacy, 2003). This is true when examining vocabulary in general, but also when investigating academic vocabulary in particular. Research indicates that direct instruction is the vehicle to increase a student's academic background knowledge (Marzano, 2004). However, direct instruction is not the final answer to the vocabulary dilemma. The key resides in how the direct instruction is approached by the teacher.

When a student is exposed to a new word, he/she will gain a general understanding of the term. The next time the student encounters the same term, this general understanding of the word with contextual support may help one to be successful with the task at hand. But the goal of academic vocabulary is for a student to gain a deeper understanding of new words thus building a strong, scholarly background (Marzano, 2004). This deeper understanding occurs when the teacher provides the student with multiple exposures to the word in a variety of contexts (textbooks, discussions, articles, writing assignments). While the multiple exposures are occurring, the student needs the opportunity to interact with the word using linguistic (language-based) and non-linguistic (imagery-based) representation (Marzano, 2004). The language-based approach is a linguistic approach that allows the student to interact with the word through conversation. For example, the teacher and students can discuss the meaning as well as examples for the word leading to a better understanding of the new terminology. The imagery-based approach is a non-linguistic approach where students view or create visual images to gain an understanding for the vocabulary word.

The learning of academic vocabulary and building strong background knowledge does not end at this point. Students need the opportunity to respond to the new vocabulary terminology they are learning through written and visual responses as well as contribute to

meaningful discussions (authentic discussions or interactive read-aloud with an instructional conversation) about the new terms.

Written response presents a student the opportunity to record and capture his/her personal transaction with the literature and vocabulary to deepen thoughts, broaden insights, and monitor learning (Atwell, 1987; Hancock, 2008). Written responses provide a student a time to express personal thoughts with the literature or new terms/concepts (Fuhler, 1994). These personal written reflections go beyond the text. Each reflection allows the student to analyze the information, mark one's wonderings, or reflect personal connections/involvement (Farest, Miller, & Fewin, 1995). A written response is typically written in a journal format (literature response journals, dialogue journals, reading logs, character journal, double entry, prompted or impromptu journals) and can lead to discussions (Hancock, 2008).

Conversation is a vehicle for students to make meaning and personal connections from what he/she is reading or learning. A study completed by Stahl and Clark (1987) determined that students were more cognitively aware of understanding new terms if they anticipated the words being a part of a discussion. Research provides evidence that this anticipation of participating in a discussion helps students to understand new vocabulary words. A discussion supports critical thinking, cognitive development, and fosters comprehension acquisition (Ketch, 2005).

Visual responses allow a student to extend the meaning of the new terminology through a picture (Piro, 2002). As the student creates a visual representation of his/her understanding through a pictorial or graphic image, higher order thinking skills are being employed. The application of these thinking skills allows the student to process the terminology, attach the new information to the existing schema, create schema to fit the situation, or create pristine connections to the academic vocabulary to extend comprehension (McVicker, 2007).

Vocabulary can possess a different name or hold a special meaning for each individual. Through the years of research, vocabulary has not had a specific focus but was seen as the words that one needed to understand for various purposes. As time has progressed and research has been conducted, the term *vocabulary* now refers to one of four types of vocabulary: listening vocabulary, speaking vocabulary, reading vocabulary, and writing vocabulary (Armbuster & Osborn, 2003). This focus has now become even more specific. The new growing trend in scholarly journals, professional books, and research is academic vocabulary. The focus on academic vocabulary has started to change the overall name used to refer to vocabulary, but not the approaches utilized to teach vocabulary.

Academic vocabulary is also known as content vocabulary. These are the vocabulary words that a student must know and/or understand in order for him/her to be successful with the reading and demands of the academic area being studied. Academic vocabulary is based on background knowledge --- what a person already knows (Marzano, 2004). "What students already know about the content is one of the strongest indicators of how well they will learn new information relative to content" (Marzano, 2004, p. 1). Academic vocabulary allows the learning of new words to extend beyond the realm of a pre-designed word list that is assigned by the teacher, but to a level of instruction that connects vocabulary knowledge to reading comprehension.

As Robert J. Marzano and Debra J. Pickering (2005) stated in *Building Academic Vocabulary Teacher's Manual:*

> People's knowledge of any topic is encapsulated in the terms they
> know that are relevant to the topic. The more students understand
> these terms, the easier it is for them to understand information they

may read or hear about the topic. The more terms a person knows

about a given subject, the easier it is to understand – and learn – new

information related to that subject. (p. 2)

One of the primary ways to enhance students' vocabulary is the establishment of a

classroom environment that promotes word consciousness (Yopp & Yopp, 2007). Word

consciousness is a growing trend in the classroom to assist students in developing an

appreciation of the power of words, an awareness of why certain words are used instead of

others, a sense of the words that could be used in the place of those selected by a writer or a

speaker, and attentiveness to first encounters with new vocabulary terms. Word consciousness is

the awareness of and interest in words and their meanings (Graves & Watts-Taffe, 2002).

A student acquires word consciousness when the teacher focuses on utilizing, modeling,

and encouraging students to employ a more sophisticated word in place of a basic concept

(Manzo & Manzo, 2008). This inquiry approach leads to the student incorporating the new

terminology in his/her own oral and written language.

With this academic vocabulary focus, there is still a concern by teachers on how to

understand the research and apply it in their classroom. An additional common concern is the

fact that "general academic vocabulary has been identified as an obstacle for many students,

especially the students of poverty who depend on schools to become literate" (Hiebert &

Lubliner, 2008, p. 107). This study investigated the word consciousness and individual

application of academic vocabulary through vocabulary reader response journals, authentic

discussions, and multigenre response projects from social studies thematic unit utilizing

historical and nonfiction literature.

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Purpose of the Study

The purpose of this study was to explore and identify the word consciousness and individual application of academic vocabulary through the use of vocabulary reader response journals, authentic discussions, and multigenre response projects from a thematic social studies unit using historical fiction and nonfiction literature that was integrated in the current fifth-grade curriculum. A fifth-grade classroom was the site of a case study design resulting in documentation and analysis of how vocabulary reader response journals and authentic discussions help develop word consciousness and how multigenre response projects reflect the individual application of academic vocabulary at a level that allowed a student to accurately apply the new terminology beyond the realm of a traditional written vocabulary activity.

For this study, academic vocabulary was defined as vocabulary words that help an individual to better understand content area reading (Allen, 2007; Marzano, 2004). The students utilized reader response journals as a vocabulary reader response journal that allowed them to describe, respond to, or interpret the academic vocabulary that he/she had read and/or discussed (Rosenblatt, 2004) Authentic discussions were perceived as conversations between student(s) and teacher to explore content knowledge being studied by articulating ideas and opinions (Hadjioannou, 2007). These conversations were conducted on an individual basis, within a small group, and as a whole class. Authentic discussions included conversations that were termed instructional conversations (Goldenberg, 1992), grand conversations (Peterson & Eeds, 1990), and interactive read-aloud discussions (Fountas & Pinnell, 2007; Hancock, 2008) in the classroom.

Multigenre response projects were defined as projects that "replicate or reflect reading and writing activities that occur in the lives of people outside of a learning-to-read-and-write context and purpose" (Duke, Purcell-Gates, Hall, & Tower, 2006, p. 346). These response

projects consisted of a written and/or visual response. The multigenre response project allowed the students to respond to literature through various formats including, but are not limited to advertisements, restaurant menus, memos, obituaries, business or friendly letters, birth announcements, recipe, radio broadcasts, or a press release (Putz, 2006). These written and/or visual responses represented the student's "lived through" experience with the text content and individual application of academic vocabulary (Hancock, 2008; Rosenblatt, 1978).

In this qualitative case study, data were collected from the entire fifth-grade class and analyzed for the eight student participants as they responded to historical fiction and nonfiction literature in the vocabulary reader response journals, engaged in authentic discussions, and created multigenre response projects to represent the social studies topic being studied. This study involved the analysis of the vocabulary reader response journals and transcripts of the authentic discussions in search of word consciousness as well as accurate application of academic vocabulary within the multigenre response projects.

Research Questions

The overall research question for this study was:

How do fifth-grade students' written/oral/visual response to historical fiction and nonfiction literature demonstrate word consciousness and individual application of academic vocabulary in the context of social studies?

The following focused subquestions guided the research and data analysis for this study:

- How do fifth-grade students integrate academic vocabulary from historical fiction and nonfiction literature in a vocabulary reader response journal?

- How do fifth-grade students utilize academic vocabulary from historical fiction and nonfiction literature in an authentic discussion?

- How do fifth-grade students employ academic vocabulary from historical fiction and nonfiction literature in a multigenre response project?

Significance of the Study

This study retains importance since it focuses on several key areas that are academic concerns in today's classrooms. The No Child Left Behind Act of 2001 is currently requiring teachers to meet testing accountability requirements in the areas of reading and mathematics. As a result, social studies has received little to no attention in the classroom (Tanner, 2008). Teachers do not believe that they have the time to focus on content areas such as social studies because they have literacy and mathematical skills that must be addressed to meet the individual educational needs of each child. In a previous study that surveyed teachers, 39 percent of the respondents considered social studies very important, while reading and mathematics were considered important by 96 percent of the teachers surveyed (Tanner, 2002). This study suggests an instructional approach that addresses content area knowledge and support the student's word consciousness and individual application of academic vocabulary in other learning experiences.

Limitations of the Study

There are several limitations that have been identified prior to this study. One limitation for this study is the unit topic. The social studies unit of topic for this study is a limitation in the fact that some unit topics can have more unknown vocabulary words than others. The unit topic for this study incorporated a variety of academic vocabulary words that allowed each student the opportunity to enhance his/her personal word knowledge and application within a literacy project.

The texts selected for this study were a limitation in the fact that only two informational trade books were utilized; historical fiction and nonfiction literature. The goal in utilizing each

of these texts was to acquire engagement and motivation from the fifth-grade students versus the apathetic attitude toward reading the social studies textbook.

Another limitation of this study is researcher background. As a passionate supporter for literature-based classrooms, it was my responsibility as the researcher to remain aware how my background affects all the data collected in this study. This is a qualitative study, thus the data must speak for themselves.

Another limitation of this study is related to the sample size and a single identified site. The study involved 23 students in a fifth-grade classroom with each participant living in the same Midwestern town in the United States. The data collection and analysis, however, focused on only eight students. These eight students were purposefully selected to yield focused information from each of the research questions. The findings from this study will not produce results that can be applied universally to other students or classroom settings.   For this case study, "a small sample size is being selected since the researcher wants to better understand the particular in depth and not determine what is generally true of the many" (Merriam, 2002, pp. 28).

Definition of Terms

For the purpose of clarity, the following terms have been defined in relationship to their usage in this dissertation:

Academic vocabulary - Vocabulary words that help an individual to better understand content area (social studies, science, and mathematics) reading (Allen, 2007; Marzano, 2004)

Application – the process of putting something to use (Manzo & Manzo, 2008)

Authentic discussions - A conversation between students and teacher about content knowledge being studied; these conversations may be conducted on an individual basis, within a

small group, or as a whole class. Authentic discussions can include conversations that are termed instructional conversations, grand conversations, and interactive read-aloud discussions in the classroom. (Fountas & Pinnell, 2007; Goldenberg, 1992; Hadjioannou, 2007; Hancock, 2008; Peterson & Eeds, 1990)

Conceptual understanding – Connected web of knowledge; knowledge rich in relationships and understanding allowing one to understand a concept sufficiently; teaching beyond the facts (Erickson, 2002; Fosnot, 2005)

Content area literacy – Reading and writing to learn (McKacie & Robinson, 1990)

Content area reading - Reading genres and resources other than just textbooks to learn in context areas such as social studies, math, and science (Vacca, 2002)

Historical fiction – A fictional book the combines the story and characters against a backdrop of a historical time and place (Rycik & Rosler, 2009)

Interactive read-aloud - As the teacher and students orally read the students are encouraged to engage in a discussion. The students initiate and respond during the reading by asking questions, offering suggestions, and discussing one another's interpretations. The teachers control is minimized – the teacher facilitates the discussion through questioning (Fountas & Pinnell, 2007)

Literature – Stories and tales recorded in print and found in trade books, as opposed to basal readers or textbooks (Wepner & Freeley, 1993)

Multigenre response projects - Projects that replicate or reflect reading and writing activities that occur in the lives of people outside of a learning-to-read-and-write context and purpose written and/or visual response. (Duke, Purcell-Gates, Hall, & Tower, 2006)

Nonfiction – Literature that excludes textbooks, historical fiction, folklore, and poetry. The central purpose of this literature is the sharing of information. (Vardell, 1991)

Reader response journals- A reader describes, responds to or interprets what he/she has read (Rosenblatt, 2004)

Trade books – Books written in a journalistic or narrative style. They are often literature and can be informational books; not a textbook utilized as a major course resource. (Richardson, Morgan, & Fleener, 2009)

Visual literacy - The ability to recognize, read, interpret, and understand information presented in images that are pictorial or graphic images in an endeavor to widen one's personal sense of discretionary viewing and judgment (Hancock, 2008)

Vocabulary – the set of words associated with a subject or area of activity, or used by an individual person (Graves, 1986)

Word consciousness – awareness of and interest in words and their meaning; attention to specific vocabulary terms which heightens the student's awareness of the new words heard or read leading the student to incorporate sophisticated terminology for a basic concept (Graves & Watts-Taffe, 2002; Manzo & Manzo, 2008)

Written response - opportunity for the student to record and capture his/her personal transaction with the literature and vocabulary to deepen thoughts, broaden insights, and monitor learning (Atwell, 1987; Hancock, 2008)

Organization of the Study

This chapter introduced the study in which the researcher explored the use of vocabulary reader response journals, authentic discussions, and multigenre response projects inspired by historical and nonfiction literature impact on a fifth-grade student's word consciousness and

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individual application of academic vocabulary in the context of social studies. This chapter included an overview of the issues, statement of the problem, purpose of the study, research questions, significance of the study, limitation of the study, definition of terms to understand the study, and the organization of the study.

Chapter Two will present the theoretical underpinnings that serve as the framework for this study. This framework examines the social constructivism perspective, the transactional theory of reader response, and the visual literacy framework. Chapter Two also provides and designates a review of related research beginning in the areas of vocabulary, academic vocabulary, and word consciousness. This chapter then examines reader response through various avenues: 1) reader response journals, 2) authentic discussion, and 3) multigenre response projects. These three avenues of response are followed by a thorough examination of immersing visual response into each of these response options. This is then followed by a review of related research on interactive read-aloud, content area literacy, and the use of historical fiction and nonfiction literature to support a content area unit of study.

Chapter Three describes the qualitative methodology through a description of the research design. This chapter gives an overview of a pilot study that informed the study. This chapter then examines a detailed description of the research design, research questions, pilot study, setting for the study, classroom site, classroom teacher, student participants, role of the researcher, role of the teacher, social studies unit, selection of materials, stages of the study, data collection, data analysis, and steps that were implemented to develop validation and reliability in this study.

Chapter Four will provide the results of this study. Chapter Five examines the findings of the study and conclusions that were drawn. Implications for instructional classroom practice will

be addressed as it relates to academic vocabulary in a regular classroom setting. Suggestions for future research will be provided to extend a research base for examining the results of implementing academic vocabulary instruction.

Chapter 2 - REVIEW OF LITERATURE

The purpose of this chapter is to provide an extensive review of literature that examines theoretical underpinnings and research studies as they relate to the overall structure of word consciousness and individual application of academic vocabulary through vocabulary reader response journals, authentic discussions, and multigenre response projects within the context of social studies. The first section presents the theoretical underpinnings for this study including social constructivism (Vygotsky, 1978), transactional theory of reader response (Rosenblatt, 1938; 1978), and visual literacy framework (Sims, O'Leary, Cook, & Butland, 2002). Next, a review of researched-based literature on vocabulary, academic vocabulary, and word consciousness summarizes the overview of current practices and applications of vocabulary in the classroom. These current vocabulary practices are followed by an examination of reader response through the use of reader response journals, authentic discussions, multigenre response projects, and the infusion of visual response into each of these response options. Each of these reviews provides a framework for the embedding of academic vocabulary in vocabulary reader response journals, authentic discussions, and multigenre response projects.

The purpose of this study was to explore and identify the word consciousness and the individual application of academic vocabulary in a thematic social studies unit by reading historical fiction and nonfiction literature that is integrated in the current fifth-grade curriculum through the use of written, oral, and visual responses. The historical fiction and nonfiction literature will supplement the social studies text. The second section of this chapter also inspects interactive read-aloud and content area literacy. Interactive read-aloud is an instructional practice for the teacher and student to read text together and engage in dialogue while reading. Content area literacy refers to reading and writing to learn with more resources than mere textbooks but

with the use of informational text such historical fiction and nonfiction literature (Moss, 2005).

This research-based examination allows the reader to understand the need for integration of

reading across the social studies content area.

Theoretical Underpinnings

Social constructivism, transactional theory of reader response, and visual literacy

framework provide the structure for this study. The social constructivist theory (Vygotsky,

1978) describes how an individual comes to understand and know information contributed

through peer interaction. The transactional theory of reader response (Rosenblatt, 1938/1995;

1978) illustrates how a learner constructs meaning that is unique to the individual based on

personal experiences and the textual context. Visual literacy centers on what images and objects

mean to the individual learner and how the individual learner might respond or interpret these

images (Raney, 1998). Each theory and framework demonstrates the belief that meaning is

constructed by the learner. These theoretical perspectives and frameworks are needed to better

understand word consciousness and individual application of academic vocabulary through the

context of vocabulary reader response journals, authentic discussions, and multigenre response

projects.

Social Constructivism

Social constructivism is a theory that encompasses opportunities for an individual to

learn, to know, and to understand information (Vygotsky,1978). It is a theory of learning, not a

theory about teaching (Fosnot, 2005). Social constructivism is about knowing and how learners

come to know new information. Social constructivism gives students ownership in the ideas and

learning taking place in the classroom as the teacher is the facilitator of the learning process.

Characteristics of a classroom that encourages active construction of meaning is one which

"focuses on the big ideas rather than the facts; encourages and empowers students to follow his/her own interest; make connections; reformulate ideas; and to reach unique conclusions" (Gould, 2005, p. 100). This theory provides the student the opportunity to explore the learning process and search for patterns; to raise questions; and to model, defend, and interpret their strategies and ideas (Fosnot, 2005).

Savery and Duffy (1995) stated that social constructivism is perceived as a philosophical view related to how one comes to understand or know new information. The goal of instruction under this theory is cognitive development and deep understanding (Fosnot & Perry, 2005). Social constructivism is based on theoretical assumptions about learners and the learning process:

- What is learned cannot be separated from the context in which it is learned.

- The purposes or goals that the learner brings to the learning situation are central to what is learned.

- Knowledge and meaning are socially constructed through the processes of negotiation, evaluation, and transformation. (Cambourne, 2002, p. 26)

These assumptions on social constructivism lay the groundwork for the use of academic vocabulary and increased word consciousness through written, oral, and visual response.

Social constructivism is based on the work of Lev Vygotsky (1978) who believed learning is a social activity. In *Mind in Society*, Vygotsky (1978) studied language as a mechanism for thinking. In his studies, he concluded that language is a mental tool that one employs to comprehend a new idea he/she reads, hears, or experiences. Vygotsky did not believe that language had the miraculous power to create intellectual functioning on its own, but

that language acquires this capacity when an individual collaborates with peers (Forman & Cazden, 1986; Levina, 1981).

Vygotsky's (1978) theory focuses on the difference between what a student can learn independently and what the individual can learn when working in a social context. The term *zone of proximal development* (ZPD) describes this difference as "the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (p. 86). The zone varies from student to student.

Each student enters a classroom with two different development levels - *actual development level* and *zone of proximal development* (Vygotsky, 1978). The actual development level of a student is also referred to as the student's mental age. This developmental level represents what the student can do independently. The second developmental level that Vygotsky refers to is the zone of proximal development. This is the development level where a student can learn or better understand a concept through the process of scaffolding. Scaffolding is a temporary framework that assists a student's growth (Gould, 2005). Through the scaffolding process a student receives various levels of support from the teacher or more capable peers. Assistance through demonstration, sharing, interaction, guidance, and peer collaboration allows the student to grow in his/her level of knowledge (Fountas & Pinnell, 1996; Gould, 2005), thus resulting in the student's current zone of proximal development becoming his/her actual development level.

Based on the social constructivism theory, a student does not gain new knowledge if he/she is always working at his/her actual development level. A student obtains new information when given the opportunity to work within his/her zone of proximal development. It is a

development level where the student collaborates with peers and the teacher allows the student to experience growth in knowledge.

The purpose of peer collaboration in the social constructivist theory is for students to understand that there is not one "correct" interpretation or way to respond to learning. Through the use of peer collaboration, the student works with a partner (teacher or peers) to fabricate a level of knowledge and understanding that neither partner could have produced alone (Forman & Cazden, 1986). Learning through the social constructivist approach is an opportunity for a student to evaluate what he/she knows, negotiate his/her understanding of the content, and to take this new knowledge and transfer it to other areas of context within as well as outside the classroom (Fosnot, 2005). The primary way that this can occur is through social interaction, an opportunity that is also afforded through sharing thoughts with peers from vocabulary reader response journals, the use of dialogue in authentic discussions, and the creative application and sharing of academic vocabulary in a multigenre response project.

Transactional Theory of Reader Response

The transactional theory of reader response was first introduced by Louise Rosenblatt (1938/1995) when she published *Literature as Exploration*. Rosenblatt (1978) envisioned the reader as active and constantly acting upon the text or printed signs that serve as symbols. It is the printed signs on the page that wait for the reader to shape a personal meaning or message. This theory focuses on transaction between the reader and the text - not interaction. Transaction "denotes an event in which a reader is acting upon the text while the text is also acting upon the reader" (Van Horn, 2005, p. 66). This transaction symbolizes a reciprocal relationship between the reader and the text. Interaction on the other hand is the reader's physical collaboration with the reading material.

Reading is perceived as a dynamic transaction between the reader and the text (O'Flahavan &Wallis, 2005). The reader "makes sense" of the reading experience or transaction by applying, reorganizing, revising, or extending the context with other literature or personal experiences (Rosenblatt, 2004). This reading transaction evokes a personal response that interlaces the reader's knowledge and experience with the author's text.

Stance also plays a significant role in this transaction. Stance is important to understand the individual responses that are born from the transaction between the reader and the literary work. Stance is the expectations, purpose, and approaches the reader brings to the text (Galda & Liang, 2003). A reader adopts an efferent and/or aesthetic stance each time he/she encounters a text.

An efferent stance designates reading of the printed text to extract, retain, and carry away information from the transaction (Rosenblatt, 2004). Efferent reading results in the reader abstracting meaning from the text and then analyzing the structure of the various ideas, information, directions, or conclusions to be retained, used, or acted on after the reading event. An efferent stance focuses on gathering information from the text.

The other end of this continuum is the aesthetic stance. When a reader adopts this stance he/she is focusing on the "lived through" experience of reading (Hancock, 2008). Aesthetic reading focuses on living in the story, connecting with the characters, and being emotionally involved (Galda & Liang, 2003). An aesthetic stance centers on the personal interaction with the literary work.

A text can be read utilizing one or both of these stances. When a teacher assigns a student to read certain text, there is usually an intended purpose requiring the reader to take on an efferent reading stance. However, the reader may personally choose to take an aesthetic stance

with the assigned reading by bringing in his/her own social context – culture, race, ethnicity, and gender (Karolides, 2005). This aesthetic approach allows the reader to process the given text from a personal stance. The transactional theory focuses on the reciprocal transaction between the reader and the text. "The efferent-aesthetic continuum simply describes the two main ways we look at the world and the transactional process would still apply to transactions with whatever media prevails." (Rosenblatt, 1995, p. xviii). No matter which stance the reader takes, the efferent and aesthetic transactions with the text will result in evocation.

Evocation is the object of thought (Rosenblatt, 2004). Evocation is constant as the reader performs with the literary work. The reader responds to the words on the page while reflecting on personal attitudes, ideas, and feelings (Hancock, 2008). This evocation then becomes the object of interpretation to explain or clarify the information. Each reader will elicit his/her own meaning and response to the literature. In this study, the concepts of the transactional theory for reader response were applied to explore the transactions between the reader and the historical fiction and nonfiction text when the reader applied academic vocabulary through their written, oral, and visual responses.

Visual Literacy Framework

The world of literacy is changing. The new literacy movement has begun to question what it means to be literate due to the changes that are evolving with recent research and professional publications (Williams, 2007). Reading and writing are no longer being viewed as a linear process that requires the reader to move in a left-to-right fashion – the world is now made up of visual symbols that require more complex thinking than traditional literacy requires (Seglem & Witte, 2009).

Visual literacy is the growing trend even though it is currently not a common curriculum approach utilized in the classroom (Hancock, 2008; McVicker, 2007; Whitin, 2005). Visual literacy is the ability to read, interpret, and understand information presented in pictorial or graphic images (Wileman, 1993). It is viewed as a language that students need to know in order to communicate with others. Visual literacy is another form of meaning making and is required for effective learning and teaching (Sims, O'Leary, Cook, & Butland, 2002). It is a type of literacy that should be emphasized within the school system.

In today's society, a student is increasingly being surrounded by multimodal forms of text (Kress, 2003). The proliferation of image resources requires that today's educator view literacy from a different perspective. Educators need to expand their thinking beyond basic reading and writing to accept many different modes of communicative and visual arts (Flood & Lapp, 1997/1998). A classroom teacher needs to provide learning opportunities that allow his/her students to read and decode visual images by practicing analysis techniques (Stokes, 2002). Decoding visual images will allow the student to utilize inference, interpretation, deduction, and summarization to create meaning from the visual stimuli. The use of each of these higher level reading skills with the visual image can lead to comprehension of the material. A student also needs to learn how to write and encode visual images as a tool to communicate his/her understanding of text, class discussions, or other various learning experiences (Stokes, 2002). An effective communicator should be able to "create or select appropriate images to convey a range of meanings from concrete information to concepts and abstract expressions, as well as being able to read, interpret, and derive meaning from the visual image created by others" (Sims, O'Leary, Cook, & Butland, 2002, n.p.).

A visual picture extends the meaning of text for the reader (Piro, 2002). Visual literacy sanctions the student to utilize visual representation that may or may not be accompanied by text to develop further meaning and understanding. This visual synthesis may be one that a student creates to represent his/her understanding of the new information or it may be one that the student views. No matter what, the visual image allows the student to attach new information to existing schema (assimilation) or create new schema to fit the latest situation (accommodation) (McVicker, 2007). A visual image allocates a student to confirm or disconfirm how the new information fits into the existing schema. This visual image also permits the reader to develop a wider knowledge base for future learning experiences. Visual literacy goes beyond surface-level information that one retrieves from printed text. It authorizes a student to develop critical thinking skills. These statements on visual literacy imply that the participants in this study implemented visual responses to develop further meaning and understanding, make personal connections, and employ critical thinking skills in order to develop word consciousness of academic vocabulary.

Related Research

Social constructivism, transactional theory of reader response, and visual literacy are the theoretical underpinnings for this study. In the following sections, there are several areas of theoretically-based research that address the research questions and the design of this study. This first section will examine current practices and applications of vocabulary and academic vocabulary in the classroom followed by a review of literature on word consciousness. This research-based section of the chapter will then examine reader response through the utilization of reader response journals, authentic discussions, and multigenre response projects as well as an extensive examination of incorporating visual response into each of these response options.

The final section will examine content area literacy as well as historical fiction and nonfiction literature. The focus of this researched-based section is to provide a rich discussion of major themes and trends in each related academic area. It is not the intent of this section to provide an exhaustive list of literature that is relevant, but to examine the highly focused trends and themes in the supporting literature.

Vocabulary

In 2000, the National Reading Panel (NRP) completed a report titled *Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction.* In this report the committee determined that there are five building blocks (instructional areas) of reading instruction; phonemic awareness, phonics, fluency, vocabulary, and comprehension (NRP, 2000). This report was the result of a response to a congressional mandate to assist parents, teachers, and policymakers in determining what skills and instructional methods are best suited in addressing the need for reading achievement in today's classrooms (Armbruster & Osborn, 2003).

For several years, and mainly since the release of this report, schools have been responding by refining the instructional approaches that are being utilized in the classrooms to meet the reading needs of their students in these five instructional areas. Current vocabulary research has revealed very little change in the classroom practices utilized within each of the grade levels to enhance students' word-learning strategies and vocabulary knowledge within different contexts to support reading comprehension (Blachowicz, Fisher, & Ogle, 2006).

Vocabulary has been recognized for many years as an important component of reading. Anderson and Freebody (1985) looked at the role of vocabulary knowledge in reading comprehension. These two researchers determined that measuring one's vocabulary knowledge

is a strong predictor of one's linguistic ability. They identified that an individual's vocabulary knowledge correlates to his/her linguistic ability for three discrete reasons (hypothesis): instrumentalist position, verbal aptitude, and knowledge hypothesis.

Knowing words enables text comprehension is the focus of the *instrumentalist position*. The researchers stated this hypothesis based on the belief that individuals who score higher on a vocabulary test are more likely to know more of the words they encounter in the reading of various text versus the individual who scores low on the same test. This position does not designate from where one's vocabulary knowledge comes, but focuses on the fact that once vocabulary knowledge is possessed it will aid the reader in understanding the text (Anderson & Freebody, 1985). The *verbal aptitude hypothesis* focuses on the belief that the individuals who score high on a vocabulary test have a quick mind. This quick mind correlates with the individual having higher linguistic abilities. It is these higher verbal abilities that mainly determine if text will be understood by the individual (Anderson & Freebody, 1985). The *knowledge* hypothesis is also based on one scoring higher on a vocabulary test. It is the belief of Anderson and Freebody (1985) that a higher vocabulary score indicates that one has a "deeper and broader knowledge of the culture" (p. 346). This broader knowledge is necessary for text understanding. The knowledge view examines the schemata or background knowledge that one possesses before reading the text.

These three hypotheses encourage the home and the classroom experiences to provide the student with ample reading opportunities as well as language experiences. These reading opportunities and language experiences may support a student in building the vocabulary knowledge and word-learning strategies necessary for comprehension of various text materials. This theoretical foundation shows that vocabulary can be linked to supporting a student in

reading comprehension within the classroom as well as in life outside the classroom. Years of vocabulary research have been linked to reading comprehension but little has been linked to effective implemented instruction.

The most recent research has examined what is constituted as effective vocabulary instruction and the teaching of word-learning strategies (Blachowicz & Fisher, 2000; Graves, 1986; Harmon, 2002; Nagy & Scott, 2000). Graves (1986) completed extensive analysis of vocabulary research conducted by other researchers of vocabulary. His focus was to determine what we currently know about vocabulary instruction and what educators must implement to build vocabulary programs that enhance student learning. Graves focused on a series of key factors (vocabulary size, depth of word knowledge, methods of teaching individual words, and current instructional practices being utilized) during his analysis of these studies. He determined that not every attempt at vocabulary instruction resulted in better reading comprehension. But, he did state that the vocabulary instruction can increase reading comprehension if the text being read contains the words that were taught, if the instruction is multifaceted and requires students playing an active role, and if the instruction includes multiple exposures to the words.

Nagy and Scott's (2000) research focused on vocabulary acquisition processes. They were particularly concerned with how students added new terms to his/her reading and writing vocabularies. Nagy and Scott's data analysis determined two major factors related to vocabulary growth in children. First, that "natural" vocabulary acquisition (incidental word learning) was simply not an adequate enough approach for a student to gain the necessary vocabulary because it is not a rich source of information in regard to word learning. Secondly, most vocabulary-related school tasks are based on metalinguistic awareness that is still developing in upper

elementary grades and students do not fully reach this level of metalinguistic awareness until college.

The meta-analysis of vocabulary research expanding over two decades was conducted by Blachowicz and Fisher (2000) resulting in the identification of four main principles to guide vocabulary instruction in a variety of context: 1) students should be active in developing their understanding of words and the ways to learn them; 2) students should personalize word learning; 3) students should be immersed in words; and 4) students should build on multiple sources of information to learn words through repeated exposures. The authors then utilized these guidelines as they inspected prior research on content-area vocabulary. The prior cited research had noted a key type of content-area vocabulary instruction is relating new words to known concepts. Students need to employ visual cueing devices, to experience multiple exposures to the vocabulary words, the opportunity to manipulate the words in various contexts, and to utilize time to discuss the words in order for retention of the new terms to occur.

Harmon (2002) considered a different focus with her vocabulary research as she explored the use of teacher-facilitated peer dialogues in hopes of creating a context in which students apply word meanings and develop metacognitive awareness of their own efforts. The teacher-facilitated peer groups consisted of the teacher and two students who met for the purpose of exploring, using, and analyzing independent word learning strategies within the context of reading authentic text. Harmon (2002) determined that word learning is a continuous process and facilitated peer dialogues to help students determine how to approach unfamiliar words in his/her reading.

The results of these research studies represent the fact that vocabulary knowledge and word-learning strategies can affect the comprehension of a passage within a certain context.

Each researcher on vocabulary had a specific focus and viewed vocabulary as the words that one needed to understand context for various purposes. The focus of each study was on the knowledge of general vocabulary and word-learning strategies. As time progressed and more research has been completed, the overall types of vocabulary have been referred to in more specific terms such as listening vocabulary, speaking vocabulary, reading vocabulary, or writing vocabulary (Armbruster & Osborn, 2003). The focus on vocabulary terminology has now become even more specific in recent years. The new growing trend in scholarly journals, professional books, and literacy research has been *academic vocabulary*.

Academic Vocabulary

Academic vocabulary is commonly known as content vocabulary and has also been referred to as academic language. These include the vocabulary words that a student must know and/or understand to be successful with the reading and demands of the academic area being studied. Academic vocabulary is "the word knowledge that makes it possible for students to engage with, produce, and talk about texts valued in schools," (Flynt & Brozo, 2008, p. 500). Academic vocabulary requires a student to learn "specific meanings of new concepts in the content of specific units of study; requires the students to have receptive and expressive control of the key terms; and requires teaching to a level of retention" (Blachowicz et. al, 2000, p. 511).

Academic vocabulary is based on background knowledge -- what a person already knows (Marzano, 2004). Research shows that what students already know about the content is one of the strongest indicators of how well they will learn new information relative to the content (Marzano, 2004). Academic vocabulary allows the learning of new words to go beyond the realm of word lists that are assigned by the teacher, but to instruction that connects vocabulary knowledge to reading comprehension.

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Marzano and Pickering (2005) identified in their book *Building Academic Vocabulary Teacher's Manual*, one's knowledge on a specific topic is based on the vocabulary terms that one knows and understands based on the given topic. The higher quality of understanding that one has of these terms will lead to the individual gaining, understanding, and retaining the new information. With this academic vocabulary focus there is still a concern by teachers of how to take the current vocabulary research, apply the research as a daily classroom practice, how to address word-learning strategies, and effectively support students' vocabulary growth and knowledge throughout the school day.

A longitudinal study conducted by Hart and Risley (1995) examined the language experiences of children from 42 families who varied in size, racial background, and socioeconomic status (SES). The results of Hart and Risley's study showed that the SES level of the parents can influence a student's vocabulary growth and use of vocabulary. Overall, the higher the SES of the family the greater amount of experience the student will have in language diversity (experience with language), feedback tone (parent-child interactions), symbolic emphasis (child's experience with language), guidance style (the child receiving guidance to experience language), and responsiveness (child controlling the course of interaction) (Hart & Risley, 1995).   This language experience gap continues to grow in the classroom for two reasons: 1) the lack of knowledge by educators in addressing academic vocabulary in the designated curriculum contributes to this gap; and 2) the lack of understanding by educators on the impact a student's SES level has on his/her academic vocabulary growth.

Flynt and Brozo (2008) investigated developing academic language by analyzing prior research on vocabulary. Their analysis determined that there are five guidelines for a teacher to follow when designing lessons to develop a students' academic language (vocabulary). First, *be*

highly selective of the words to teach because they should be words that the students can apply to word-learning strategies and use these words for meaningful communication. Second, students need to be provided with *multiple encounters with the selected words*. These encounters should be quality in nature so that students collaborate and are active in understanding the selected words as well as utilizing writing, speaking, listening, and reading skills. The third guideline is *providing the students with direct instruction on how to infer word meanings*. It is the utilization of direct instructional approaches that improve vocabulary and comprehension (Kamil, 2004). The fourth guideline is to *promote in-depth word*. This guideline is based on the fact that content terms can be better understood when group activities are utilized for students to manipulate the words. The final guideline is to *provide students with opportunities to extend their word knowledge*. This guideline centers on the teacher providing the students with the opportunity to utilize morphemic analysis, the awareness of varied meanings, and the origin of the selected terms.

Academic vocabulary has also been the focus of several dissertation studies (Nadarajan, 2007; Seesnik, 2007; Uribe, 2004; and Townsend, 2007). A major portion of each of these research projects investigated academic vocabulary in regard to English Language Learners (ELL). Even though ELL was the focus of each study, some of the findings can also be applied to the instruction of academic vocabulary for native language speakers.

Uribe (2004) completed a nine-month single case study involving effective literacy strategies in a transitional classroom in an urban school setting. During her study, she examined the instructional strategies, context, and timing of lessons in literacy that a second grade teacher utilized to transition students from Spanish to English. The results of Uribe's study did not only indicate the value of native language instruction, but also implied the importance of students

receiving academic vocabulary instruction in English and Spanish. The students were immersed in a balanced literacy classroom, while the instructional techniques were observed and field notes were taken as the students were engaged in read alouds, shared reading activities, guided reading, and centers that focused on literacy skills. The researcher determined that these balanced literacy opportunities immersed the ELL students in context that allowed them to ask questions about reading and writing as well as the meaning of new words.

Academic vocabulary was also investigated by Townsend (2007) in an intervention study of 37 middle school English language learners. The purpose of Townsend's study was to determine if effective instructional strategies for general vocabulary words were as effective with academic vocabulary instruction. The results of Townsend's study indicated that rich vocabulary instruction, such as multiple exposure and opportunities to work with the chosen terms in a variety of context, as well as direct instruction of word-learning strategies are effective with ELL students when learning academic vocabulary.

An in-depth quasi-experimental study completed by Nadarajan (2007) measured academic vocabulary size and depth in writing classrooms where the researcher investigated the need for explicit vocabulary instruction within a meaningful environment. A series of research questions focused on determining if explicit and implicit teaching led to a gain in vocabulary knowledge and word use for ELL students at the university level. The results indicated that there was not a significant difference between implicitly taught ELL learners versus the explicitly taught students even though the implicit group did have a slight increase in learning new words. The researcher noted that this increase may be related to the effectiveness of the instructor and the proficiency of the learner. The implication of Nadarajan's study indicates that ELL learners may increase the depth of their word knowledge through explicit instructional practices.

Seesink (2007) investigated how teaching academic vocabulary collocations affected the writing development of six ELL students who were enrolled in an Intensive English Program (IEP). Seesink's case study investigated collocations (teaching vocabulary in chunks) through the use of blended instruction. The blended instruction included in-class instruction and Moodle, an online course management software for online learning. The results showed that explicit teaching of collocations is needed prior to expecting students to utilize chunking with vocabulary. The researcher also determined blended instruction did not effectively support the ELL learners in acquiring new academic vocabulary, but that it supported the students as a review/practice tool.

This prior research represents that teachers are being inundated with information on academic vocabulary. The new focus on academic vocabulary is providing teachers with specific guidelines to follow in the classroom when addressing the instructional topic. The current research is primarily focused on ELL learners acquiring academic vocabulary. A lack of research representing the effect size that a specific instructional practice in vocabulary has on one's academic word knowledge growth for all language users, native or ELL, still exists.

Word Consciousness

Research on vocabulary instruction confirms that word knowledge is a critical factor in the development of reading skills and has been linked as one of the best predictors of reading comprehension of text (Baumann, Kame'enui, & Ash, 2003; Lane & Allen, 2010). The vocabulary knowledge and comprehension relationship is most evident when a student reads informational text that is rich with specialized vocabulary (Chall & Conard, 1991). One of the primary ways to enhance students' vocabulary is the establishment of a classroom environment that promotes word consciousness (Yopp & Yopp, 2007).

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Word consciousness refers to the awareness of and interest in words and their meanings (Graves & Watts-Taffe, 2002). This cognizance of words involves an appreciation of the power of words, an awareness of why certain words are used instead of others, a sense of the words that could be used in the place of those selected by a writer or a speaker, and attentiveness to first encounters with new vocabulary terms. A student who possesses word consciousness has an interest in learning new words. These students also have a yearning to become more adroit and precise in word usage. A student's awareness and interest in learning new words and their meanings cannot be measured by a simplistic, singular measure (Stahl & Bravo, 2010). Word knowledge is multi-faceted and develops over time requiring the implementation of assessments that are appropriate for a complex theoretical construct.

The five dimensions of word knowledge is one approach that focused on a students' understanding of one word to their knowledge of other words (Cronbach, 1942). Cronbach's assessment approach centered on the five dimensions of word knowledge. The first dimension is *generalization* where a student is able to define a word. *Application* focuses on the dimension of a student's ability to select an appropriate use of the word. A student who has knowledge of multiple meanings of the word is viewed as *breadth* of word knowledge. Precision is a student's ability to apply a word correctly to all situations. The final dimension is *availability* which is a student's ability to use the word productively. These five dimensions determine how precisely a student understands a word rather that if he/she can write the meaning of the word.

Word consciousness can also be assessed through the four incremental stages of word knowledge (Dale, 1965). This conceptualization of word knowledge focused on the incremental stages of vocabulary development that occurred with each encounter with the word: *Stage* 1 – never seen the word before; *Stage* 2 – have heard or seen the word, but do not know the

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meaning; *Stage 3* – Vaguely know meaning of the word and can associate the word to other concepts or context; and *Stage 4* - Know the word well, can explain it and use it in context. Each of Dale's (1965) stages of vocabulary development centered on word consciousness, instead of determining if one knew a word's definition.

While Cronbach (1942) and Dale (1965) work focused on what it means to know a word, Bravo and Cervetti (2008) developed a continuum for content-area vocabulary knowledge. Bravo and Cervetti (2008) posited a continuum to recognize a student's level of word consciousness in the various content areas. This continuum focused on the fact that a student can have *active control* of a word (where students can decode the word, provide a definition, situate it in context to other terms in the content area, and utilize it in oral and written communication), *passive control* (where students can decode the word, provide a basic definition or synonym for the word), or *no control* (where the student has never seen or heard the word). Once again these levels of control concentrated on a student's multidimensional understanding of a word.

A student's multidimensional understanding can also be captured through the use of vocabulary self-awareness rating charts (Goodman, 2001). This self-rating approach stepped away from the testing that focused on fill-in-the-blank, multiple choice, or a matching activity. The vocabulary self-awareness rating chart centered on a student's word consciousness as he/she rated his/her word knowledge level for the given terms. Each word is rated on the student's understanding: "+" know the word well and can provide an accurate example and definition related to the unit of study; "✓" student believes he/she knows the word, providing an example or definition related to the unit of study; and "-" the word is new to the student. The student's level of awareness through this rating system is valuable. It highlights the student's word

consciousness – self-awareness of and interest in words and their meaning as well as attention to specific vocabulary terms (Graves & Watts-Taffe, 2002; Manzo & Manzo, 2008)

Word consciousness is not a vocabulary strategy that a student acquires through incidental learning as part of a language-rich classroom environment. A student obtains word consciousness when the teacher focuses on the use of the specific strategy, models the strategy, and encourages the student to apply it themselves (Manzo & Manzo, 2008).

Word consciousness is implemented in a lesson either during the reading of selected text or in a classroom discussion. A teacher intentionally calls attention to specific vocabulary terms which heightens the student's awareness of the new words heard or read (Manzo & Manzo, 2008). This heightened awareness can lead to a fascination with specific vocabulary words. This enthrallment prompts a student to begin gathering a better understanding of the terminology through inquiry and exploration (Graves, 2002). This query leads to the student incorporating the pristine terminology in his/her own oral and written language.

Graves and Watts- Taffe (2008) explored the fostering of word consciousness in young readers by proposing a framework for each classroom teacher to follow when creating vocabulary activities. These researchers contend that word consciousness is an essential factor of any effective literacy program. A teacher can and should get his/her students interested and excited about words by creating a word-rich environment, recognizing and promoting adept diction, promoting wordplay, fostering word consciousness through writing, involving students in original investigations, and teaching students about words.

A *word-rich environment* focuses on the words a student *sees* in the classroom, *reads* in a variety of text, *hears* spoken by all members of the classroom, and words a student *uses* in their own speaking and writing. A teacher who *promotes adept diction* in their classroom provides

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learning opportunities that encourage students to deliberately and skillfully use vocabulary words in speaking and writing activities. The *wordplay* framework for fostering word consciousness occurs in a classroom that is well-stocked with word games and opportunities for students to play these games with the teacher and peers. *Writing* is a powerful approach in cultivating word consciousness when a student evaluates their adjective word choice in a selected piece or are asked to deliberately use a selected list of words in their own writing. The fifth framework suggests *involving students in original investigations* of word and word features. The authors contend that this approach permits word investigation into the vocabulary utilized by the student as well as words employed in certain situations, by specific professions, or by other individuals. This framework approach allows a student to report his/her findings through written reports, discussion groups, or a presentation to the class. *Teaching students about words* is the last framework suggested by the authors of this professional article. Students need to understand that word learning is incremental and that multiple exposures to a word will increase their depth of word knowledge. Under this framework, students need to realize that a word they hear or read can have multiple meanings. Also, words can be interrelated in the semantic relationships that exist even though each word has its own distinct meaning. These frameworks are an invitation for a teacher to create opulent and diverse word consciousness activities to engage students with words.

A morpheme triangle strategy was the focus of Winters' (2009) investigation into vocabulary growth and word consciousness. Winters (2009) contended that this interactive framework guides the students through a cycle of brainstorm, analysis, and confirmation. A morpheme triangle approach utilizes an inverted triangle as a graphic organizer to create a written record and illustrate the relationship between known and unknown vocabulary terms.

The center of the triangle is where the intentionally selected vocabulary term is visually split into associated morphemes. Each respective corner represents each associated morpheme through which students discuss previously known words that also contain the targeted morpheme. This graphic representation and discussion approach highlights and extends the relationship among new and previously known words for a student.

Lane and Allen (2010) focused on modeling sophisticated word use as an approach to promote word consciousness and vocabulary growth. These authors described circle time in a kindergarten classroom and morning meeting in a fourth-grade classroom where word consciousness was the focal point. These two scenarios illustrated the modeling of sophisticated vocabulary use through multiple encounters with new words. These encounters drew upon the prior knowledge and experiences of the students as well as allowing each student to make connections. The teacher deliberately, but naturally, exposed the class to mature terminology for familiar concepts. This exposure was through implicit and explicit instruction. The authors maintain that promoting incidental learning and word consciousness through recurrent and purposeful modeling can influence and span a child's vocabulary.

An instrumental case study approach conducted by Kara (2008) explored students' construction of literate identities against the backdrop of word-consciousness oriented vocabulary instruction in a ninth-grade English class. Kara conducted 29 interviews with ten participants; eight interviews with the classroom teacher; and 36 hours of classroom observations over a four-month period. The data analysis proposed that the focal participants took important strides toward ownership of vocabulary they encountered during the study and outside the classroom during their reading. However, their readiness to position themselves as vocabulary experts was persuaded by the local, institutional, and societal contexts of their lives. The results

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of Kara's study suggest that as researchers examine how to bring what we know about effective vocabulary instruction in the earlier grades to the secondary settings; one must consider the complexity of adolescent identity. The multifarious relationship between literate practice and identity construction are two areas a researcher must address when presenting a word consciousness approach in the classroom.

Nelson (2008) examined the vocabulary teaching of primary teachers involved in a Reading First project. During a three-year period, the researcher conducted 337 observations during the entire three-hour reading and language arts blocks in primary classrooms. Each observation was followed by a written summary statement discussing the implicit and explicit vocabulary instruction by each primary teacher. A coding schema was exploited to analyze the observations of vocabulary instruction in terms of teaching: 1) specific words; 2) word learning strategies; 3) word consciousness; 4) explicit; and 5) oral or written instruction in word learning. The researcher also conducted interviews with 15 teachers about their vocabulary instruction. The results of Nelson's study determined that 5% of the reading and language arts block focused on vocabulary instruction. A majority of the vocabulary instruction focused on specific word learning and not word strategies and almost no time was spent on word consciousness. The interviews established that the teachers were purposeful in the selection of specific words taught. Also, the teachers stated in their interviews that their knowledge on vocabulary instruction had been impacted by the professional training they had received as a participant in the reform project. Overall, the results of Nelson's study imply that teachers were teaching delivering vocabulary instruction in a way that was more than assigning and mentioning words. However, the instruction had not reached implementation of the advanced stages of high-quality vocabulary instruction.

The current research recommends that teachers expand their traditional focus on individual word knowledge and address the current focus of developing word consciousness. Some literacy experts believe that teaching students to notice unfamiliar words they encounter in speech and print is a quintessential component of vocabulary instruction (Manzo & Manzo, 2008). However, what one must understand is that a student, whether a struggling or effective reader, may read right past unfamiliar words without stopping to take note of the word or strive to better understand the meaning of the new terminology. Word consciousness stimulates student awareness of, interest in, and curiosity about words (Yopp & Yopp, 2007). Word consciousness encourages a student to understand that word learning extends beyond a particular lesson, discussion, reading assignment, or the confines of a particular content area. The use of word consciousness in a classroom allows students to interact with words in multiple ways and make personal connections with the new terminology. This multiple interaction transpires when the new words are intentionally used as often as possible through classroom discussions, conversations, and application in assignments. This study implemented the use of high quality literature, vocabulary reader response journals, authentic discussions, and multigenre response projects to stimulate a student's word consciousness of new terminology through awareness, curiosity, and interest in new academic vocabulary.

Reader Response

The connection of the reader, text, and instruction through reader response to literature is a powerful tool when teaching from a response-based perspective. Response is not a simple transaction between the text and the reader - it is also a construction of text meaning and reader stances (Galda & Beach, 2004). A literature-based classroom offers a variety of written, oral, and visual response venues which may reflect both academic knowledge and personal

transactions with the text. Reader response may provide a pathway for acquiring and applying academic vocabulary in written, oral, and visual response modes.

Reader Response Journals

Reader response journals are a gateway for a student to experience personal meaning-making by linking writing to the reading process. This response-based approach allows a student to capture "a repository for wanderings and wonderings, speculations, questionings . . . a place to explore thoughts, discover reactions, let the mind ramble . . . a place to make room for the unexpected" (Flitterman-King, 1988, p. 5). This reader-text interaction is supported by Louise Rosenblatt's (1938/1995, 1978) transactional theory of reader response.

Hancock (1993; 2008) conducted case study research in a sixth-grade literature classroom. In her study, Hancock examined over 1,500 literature response journal entries where she derived and verified that there are three major categories of student response – *personal meaning making, character and plot involvement, and literary criticism* (Hancock, 1993). A personal-meaning making response journal provides an opportunity for a student to capture his/her understanding of the text; make inferences; make, validate, or invalidate predications of what will happen next in the story; and express wonder or confusion through a series of questions or expression of uncertainty. This type of literature response usually occurs when a student first begins reading the story. Personal meaning-making journal responses are a student's attempt to move beyond a summary of the story and earmark his/her understanding and comprehension of the plot. A character and plot involvement response marks a student's deeper level of understanding as the student captures his/her personal involvement with the story. A student may choose to discuss this intimate connection through a character interaction, character assessment, or story involvement response. Each of these character and plot involvement

responses captures the student's active participation in the literature. The final student response category that Hancock (1993) derived from her study is the literary evaluation response. This response opportunity is a risk-free option where a student can share his/her personal literary praise or criticism of the author's craft and the book.

Each of these response opportunities allows a student to become actively engaged in the reading experience. As noted in Rosenblatt's theory (1938/1995, 1978), a reader will approach the reading of a text with an efferent or aesthetic stance. The utilization of response journals with literature-based instruction allows the student to glean the efferent and aesthetic aspects from the reading opportunity. The bridge in this transaction process is how the teacher encourages a deeper interaction by making the student aware of other response options through his/her comments and/or offering quality response prompts prior to the student beginning this literary journey.

There are four avenues of teacher-constructed prompts that can elicit individual reader response to literature – experimental prompts; aesthetic prompts; cognitive prompts; or interpretative prompts (Hancock, 2008). An *experimental prompt* focuses on what the student brings to the reading experience. The teacher focuses on questions that result in the student extracting a personal connection response reflecting the student's prior personal experience, prior knowledge, and prior reading. An *aesthetic prompt* draws upon the student's emotional interactions with the story. This prompt elicits from the student personal feelings or empathy toward a character or the plot as well as character identification. The student moves beyond efferent plot summary with this response approach. A student is required to solve problems, make predictions, and construct inferences about characters and the plot development when introduced to the *cognitive prompt*. When a student is encouraged to respond with an

interpretative prompt he/she must utilize higher-level reasoning. During this prompt, the student must focus on personal consideration of meaning or message, morals, values, and personal judgment of characters and situations.

Roser and Martinez (2008) conducted a year-long case study on response to Elizabeth Winthrop's (1985) fantasy novel, *The Castle in the Attic*. Their study investigated each participant's exploration of meaning-making with chapter book read aloud in literature response journals. Each response journal was analyzed for 1) the writer's stance toward the literary text; 2) the use of recreating, wondering, speculating, and evaluating stance; and 3) the textual focus of each response journal. The evidence from this data collection concluded the response option allowed each participant to be caught up in the story world and engage in meaning construction.

Joanna Robertson (2008) explored fourth- and fifth-grade students' transactions with multimodal representations in children's picture books. A classroom case study grounded in reader response theory (Rosenblatt, 1978/1995), multimodality (Kress & Jewitt, 2003), and multiliteracies (New London Group, 1996) elicited students utilizing multiple modes in their oral and written responses. The employment of multiple modes to communicate produced a successful and positive learning environment which offered students expanded opportunities to express themselves.

Overall, these studies exhibit the rich opportunities the reader response journal approach provides students as they record their private transactions with the text. This response-based approach is unprompted or elicited through teacher cues marking students' personal insight into both their efferent and aesthetic understanding and personal connections with the text. This study merged the effective reader response practices into the social studies context by having the

students document their personal reader transaction in their vocabulary reader response journals with the academic vocabulary introduced in the historical fiction and nonfiction text.

Authentic Discussion Response

Students are not limited to responding only through the journal process. Students may also orally respond to literature or a learning experience through authentic discussions, literature discussions, or book talks. Authentic discussions are a classroom-based speech genre in which participants explore common issues of interests (Hadjioannou, 2007). Authentic discussions provide students time to interact with peers, express their individual ideas on a given topic, and to expand their present understanding of the topic from the contributions of the other participants in the group. In an authentic discussion there is no pre-ordained conclusion to be reached by the group. The goal of these learning communities is for the student to create meaning with the support of others in a social setting (Whitin, 1994). Learners need the opportunity in the classroom to extend their personal understandings of information and to generate new insights.

Authentic discussions provide a student with the opportunity for social interaction. From a sociocultural perspective, learning is a social activity (Vygotsky 1934/1978). Social interaction provides students the opportunity to work together resulting in active engagement and a more positive attitude towards learning (Almasi & Gambrell, 1994). The social interaction present in authentic discussions can lead to clear benefits in vocabulary development. Authentic discussions provide a student with the opportunity to explore ideas with the newly acquired vocabulary words in an engaging context which will move the term from the receptive language to the expressive language (Spencer & Guillaume, 2006). According to Nagy and Scott (2000), "knowing a word means being able to do things with it." (p. 237).

A classroom teacher must consider three key factors when designing a discussion to engage his/her students on a given topic or new terminology (Henning, Nielsen, Henning, & Schulz, 2008). First, the topic should be debatable. This means the students should be presented with a topic that is open to differing perspectives and multiple interpretations. The second factor to consider when designing discussion opportunities in a lesson is to ensure that the topic is within the students' existing knowledge base. This will allow the students to sustain a discussion and contribute informed comments. The final factor to consider is ensuring that the discussion serves an educational purpose. A discussion must extend each student the opportunity to walk away from the conversation with a deeper understanding by allowing the student to think beyond his/her previous experiences or knowledge base.

It is the oral response through authentic discussion conversations that gives each student the opportunity to share ideas and receive continuous feedback. The incessant feedback the student receives allows him/her to clarify, strengthen, or diminish his/her original ideas on the concept being discussed (Ketch, 2005). The conversational style present in authentic discussions supports critical thinking and cognitive development when an authentic discussion allows the student to apply seven cognitive strategies (Ketch, 2005). These cognitive strategies and their definitions include:

- *Make Connections*: Students need countless opportunities to personally connect the new information or terminology to the text, to the world, to background information, and to schema.

- *Question*: As a student reads, he/she will question the text. These questions guide the student to search for additional information.

- *Mental imagery*: A student connects to the text through mental images and emotions which allow them to immerse themselves deeper into the layers of comprehension within the text. This immersion allows the student to identify with the text in personal ways.

- *Determine importance*: Through conversation students can sort through the hierarchy of information presented to take note of the pertinent information and discard extraneous facts.

- *Infer*: A student will take all of the information and his/her personal schema to draw a conclusion from the evidence or his/her own personal reasoning.

- *Retell and synthesize*: Students will begin with the surface-level skill of stating the key points or events. The students will then analyze, evaluate, summarize, infer, and link the key points or events to personal experience or knowledge. This leads to deeper meaning than what can be obtained from the literal interpretation of the words.

- *Fix-up strategies*: These strategies are employed by a student to fix up lost meaning by rereading, subvocalizing, locating information in the text, or check a picture.

Karen Evans (2002) conducted a year-long study in a fifth-grade classroom exploring the 22 students' own perceptions of how they experienced their literature discussions (heterogeneous and homogeneous grouping). Evans videotaped and audio-taped literature discussion groups in her researcher role as the facilitator. While the researcher observed each group, field notes were compiled focusing on a student's use of prior knowledge to understand text, the use of text to support opinions, and a student's evaluation of characters in the book. Evans would then meet

with the groups to review their videotaped session and reflect upon their discussions. The analysis of data collected revealed that there were three themes that characterized how the fifth-grade students perceived their literature discussion groups: 1) students had a clear notion of the condition that were conducive to effective discussions; 2) students believed the gender makeup of their discussion groups influenced how they participated in and experienced their discussion groups; and 3) students said that the presence of a 'bossy' group member influenced their participation in discussions. According to the researcher, these themes reveal that the conditions of participation, respect, task structure, the people you can work with, and the text can all influence how a student experiences a literature discussion group.

The nature and influence of comprehension strategy use, as it occurred within peer-led literature discussion groups, was the focus of a nine-week study conducted in a fifth-grade classroom where mixed reading abilities were present (Clark, 2009). Nineteen students were the focus of this study as the researcher collected data from the 12 small group literature discussions. Clark (2009) wanted to analyze comprehension strategy use and determine the influence of such strategy use on students' post-discussion gain in story comprehension. The analysis of data revealed that questioning, evaluating, and interpreting were the most commonly employed strategies during discussions. The employment of these strategies did not change among the students even though the reading abilities of the participants varied within each group. The quality of strategic employment of questioning, evaluating, and interpreting varied among the students. Also, the data revealed that better reading students' contributions to the specific content during the discussions influenced the post-discussion comprehension more than those of less able readers. The analysis of Clark's study reveals that intermediate students can implement the use of comprehension strategies such as compare/contrast, questioning, searching for

meaning, and stating a confusion, as they invoke and engage in discussions for further meaning-making from the content.

As revealed in these studies, authentic discussion groups within a classroom are learning communities in which a student can defend, justify, and communicate his/her ideas on a specific topic. The utilization of dialogue within a learning community under the social constructivism perspective engenders further thinking (Fosnot, 1989). The talking, sharing, and listening in these learning communities enhances a child's literacy and vocabulary growth (Amarel, 1987). In this study, students engaged in authentic discussion groups throughout the unit of study. These discussion groups afforded each student the opportunity to exchange with peers their own personal thoughts, connections, and understanding of the academic vocabulary presented in the historical fiction and nonfiction text.

Multigenre Response Project

Response journals and authentic discussions offer two vehicles as a way for students to respond to literature. As teachers work with his/her individual students, they will discover that each student possess individual talents that can also be used as an avenue for responding to literature. Students may also respond to literature through art, research, drama, music, displays, and various writing genres (Hancock, 2007; Putz, 2006). These response approaches can be completed through an individual, a small group, or as a whole class format. The intent of these response approaches is to generate multiple interpretations, to think symbolically, and to reflect upon the nature of literacy (Whiten, 1994). "Seeing something familiar in a new way is often the process of gaining new insight" (Harste, 1993, p. 4).

Multigenre research projects are a powerful educational approach that allows students to respond through traditional writing genres (Putz, 2006). This project response option encourages

the student to enter the textual world and thoroughly research a person, place, or event, then responding to the literature through various styles and perspectives. The student can utilize various written or visual formats to represent his/her "lived through" experience (Hancock, 2008; Rosenblatt, 1978). These formats include, but are not limited to advertisements, poetry based on pictures, memos, obituaries, business or friendly letters, birth announcements, recipe, radio broadcasts, or press release (Putz, 2006). This project response option motivates students and scaffolds the learning process by building on a student's prior knowledge. It also allows the student to gain new skills and knowledge while also facilitating reading comprehension through highly-structured activities. This response option allows the student to infuse the cognitive processes with an emotional experience, and it stimulates analysis and higher order thinking skills in its creator (Mack, 2002; Romano, 2000).

The multigenre format is highly flexible and adaptable in many writing situations and purposes. Evidence exists that this response approach has had positive effects at the high school and college levels, but little documentation evidences the use of this form of writing with younger students (Grierson, Anson, & Baird, 2002). Timothy Cate (2000) implemented a multigenre research project with his ninth-grade students he had daily for ninety minutes during their English and social studies block of time. He viewed the multigenre research project approach as an opportunity for his students to blend together the writing skills from his English class and the research and documentation skills he focused on in his social studies sessions. He implemented a structure approach that outlined potential student topic choices and types of writing pieces that could be employed during the project. This was the first time he had conducted this approach to teaching in his classroom. He believed the results were mixed but promising. He found that 91% of his students completed the multigenre project versus 75% who

completed previous research assignments that followed the traditional lengthy essay approach. The multigenre approach resulted in higher levels of engagement from his students. In the end, he realized this research approach allowed his students to creatively present researched information.

A month-long study of sixth-graders exploring the past through multigenre writing was conducted by classroom teachers, Amy Anson and Jacoy Baird (2002). Their efforts to implement this response approach for the first time was guided by Sirpa Grierson (2002), an assistant professor of English. The focus of Anson and Baird's study was for the students to read and discuss *The Devil's Arithmetic* (1988) during the first hour of the language arts block followed by students responding to the discussions and exploring and honoring their own past with multigenre writing. In addition, the two classroom teachers conducted individual interviews with the students and had the students complete an anonymous evaluation at the conclusion of the study to determine the students' perception of multigenre writing. Anson and Baird's study resulted in a plethora of positive results. History came alive for many students as they explored new ways of thinking and expressing themselves. Less-motivated students gained confidence and completed this assignment. Overall, the teachers determined that the multigenre response project helped most of their students grow as a researcher, a thinker, and a writer. At the same time the students also developed a fundamental understanding of different text that can be utilized for various purposes in order to express the personal understanding gained from researching the facts.

As evident in these two classroom experiences with multigenre writing, this personal response approach represents diverse genres that divulge different aspects of the topic through a patchwork of writing and creative expression on a theme that is creative and inviting (Allen,

2001). The multigenre response project involves a student as he/she develops a firm foundation

of knowledge on the selected topic (Allen, Swistak, & Smith, 2004). In this study, students

developed multigenre response projects to earmark their understanding of academic vocabulary

related to the social studies unit. The intent of this response option was for students to

implement the use of academic vocabulary through the various genre pieces they created to

represent their personal understanding of the unit topic.

Visual Response

An additional project response option that students can utilize in the classroom is

expression through visual response. A common visual response approach is the sketch-to-stretch

instructional strategy (Whitin, 1994). In this project response option, students sketch a visual

representation of his/her understanding of conflict, character, theme, or feelings in a piece of

literature through lines, colors, shape, symbols, or pictures to convey understanding (Whitin,

1994/2002). This aesthetic response approach is an opportunity for a student to first explore

his/her individual ideas through visual symbols which later can be conveyed through clear,

concise language through authentic discussion groups or reader response journals (Hancock,

2007).

Whitin's (1994) literary study of sixth - through eighth- graders in a suburban middle

school revealed the role that collaboration, transmediation, intertextuality, and generativity

played in the interpretation of the text. As one student visually represented his relationship to the

story through detailed artwork, another student watched and discussed the symbols, lines, and

color that were represented in the drawing. The collaboration between the two students led to a

deeper understanding by both students as they generated multiple meanings and reflected upon

their individual understandings of the main character. This collaboration through visual response

allowed each student to extend beyond what he could have perceived by himself (Vygotsky, 1978). Intertextuality through visual response was evident as one student applied various colors to show the changes in one character's emotions from the text. This same student implemented transmediation (moving across sign systems) by then expressing her understanding of the character's feelings in written text. The character's emotions that were once represented by colors were now represented with the use of various punctuation marks such as a series of exclamation marks. The final aspect that was revealed in Whitin's study of visual representation and literature was generativity. After students had completed his/her visual representation, the class came together to individually explain the symbolism utilized in each sketch. This conversation-style sharing process allowed for multiple interpretations as students responded to each other's sketch-to-stretch poster. This exploratory talk resulted in each student taking a risk and generating new meanings in a supportive social context.

Whitin's literary study led her to embrace more extensive research by examining the interplay of text, talk, and visual representation in expanding literary interpretation in a fourth-grade classroom. As Whitin (2002) introduced each self-contained classroom to a variety of high-quality literature throughout the academic year, she had her students respond through sketches as written descriptions and discussions (before, during, and after the sketching and writing) assisted in defining each student's visual literary analysis of the text. Whitin's case-study design expanded over three academic years of study as Whitin gathered 'sketch-to-stretch' literature responses, individual students' reader response journals, audiotapes and handwritten notes of small-and-whole-group conversations, artifacts (written, oral, and sketch reflections), interviews, and reflective pedagogical notes. The findings from Whitin's research elaborated

upon the rich potential of visual responses to generate multi-layered literary analysis and serve as a reference point for further discussion by the students.

Gerrard (2008) examined the influence of picture book illustrations on 11 second-graders' comprehension of narrative text. Gerrad's study analyzed quantitative and qualitative data from a series of oral reading comprehension tasks after the participants read three text types -- *written-only* text, *combination of written and illustrated*; and *illustration-only* text. Gerrard also interviewed each participant three times – once for each text type. The participants' retelling scores, comprehension questions portion of the interview, and the responses to the retrospective think-aloud portion of the interview, indicated that illustrations have a positive effect on second- graders' comprehension.

An inquiry process approach over a five-week period was implemented in a self-contained first-grade classroom to explore the arts and visual literacy as a strategy for teaching students to write on a topic with descriptive detail (Taylor-Gratzer, 2009). This research focused on seven participants (five English language learners) in a classroom of twenty students. Detailed drawings, photographs, and cultural/personal objects were implemented as the visual literacy strategies. Each of these strategies was enhanced with a verbal discussion, a read-aloud, teacher modeling, and scaffolding the strategy from whole class to individual. From each of the three visual literacy strategies, baseline and post-intervention writing assessments, observational notes using selective verbatim and in-the-midst writing samples were collected. A 0-4 point scale writing rubric was implemented to assess student writing. Baseline and outcome data were compared for each individual student's performance. The data comparison based on the writing-rubric indicated that six of the seven focus students made a one or two point jump in their writing. One of the seven students kept the same score throughout the process. Overall, the

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results of Taylor-Gratzer's study revealed that students were able to write on the relevant topic and enhance their writing with descriptive detail through the utilization of sophisticated vocabulary beyond the common use of basic concepts.

Youngs (2009) investigated an intermediate reader's response and literary, visual, and historical understandings to historical fiction picture books. A formative experiment design framed Youngs' study in which the researcher taught an historical fiction picture book unit. Over a four-month period, audio and videotapes of read-alouds and discussions within whole class and small groups as well as paired think-alouds were collected. Data analysis addressed five conceptual categories to describe the student response to the picture books. These categories were: 1) narrative; 2) connections; 3) historical; 4) symbolism; and 5) peritextual. Further analysis of these categories revealed that 65% of the student responses inferred and went beyond the literal description of the image or text. These sophisticated responses exhibited seven degrees of interpretation: 1) noticing; 2) literal naming 3) interpretive naming; 4) micro intratextual; 5) micro intertextual; 6) macro intratextual; 7) macro intertextual. These degrees showed the variations of responses constructed during each intermediate student's transaction with historical fiction books. The overall result of Young's study suggested that when readers attend to multimodal discourse and semiotic resources (visual, text, and design), interpretive spaces are created and provide opportunities for readers to construct a deeper level of meaning with this type of text.

Visual response is about conveying an idea and demonstrating understanding of a concept through whatever visual representation the reader chooses to use, whether it is a literal or abstract rendition of the reader's ideas (Whitin, 1994). This response option focuses on the colors, lines, symbols, and a shape a student utilizes to convey their understanding. For this study, visual

responses created an additional response vehicle which students employed as they recognized and shared their interpretation of academic vocabulary through their vocabulary reader response journals, authentic discussions, and the multigenre response projects.

Interactive Read-Aloud

Read-aloud is an opportunity in the classroom for a teacher to model expressive, enthusiastic reading and invite the listener to discover the aesthetic aspects of reading (Richardson, 2000). The read-aloud approach is viewed as an effective way to promote literacy for students at any age, but it may not be enough to ensure that a student will gain vocabulary or comprehension skills by simply listening to the teacher read (Morrison & Wlodarczyk, 2009). Students need the opportunity to interact with the text through discussion and this opportunity is afforded through the use of interactive read-aloud.

Interactive read-aloud is an instructional approach that presents numerous benefits to a classroom whether it is utilized at the primary or intermediate level. This instructional approach engages the teacher and student in dialogue as they are reading text together (Hancock, 2008). The students initiate and respond to the text during the oral reading by asking questions, offering suggestions, and discussing one another's interpretations of the text. The teacher facilitates the discussion through questioning (Fountas & Pinnell, 2007). Interactive read-aloud is an effective way to introduce students to the joy of reading and the art of listening (Fisher, Flood, Lapp, & Frey, 2004) while allowing students to discuss information and vocabulary presented in the text that is unclear (Maloch & Beutel, 2010).

Fisher, Flood, Lapp, and Frey (2004) completed a two phase study to determine effective interactive read-aloud. During Phase I, the researchers randomly selected twenty-five urban classroom teachers who were deemed as "expert" in read-alouds in the classroom and whose

students consistently performed at or above the school average in reading achievement based on administrator referral. Fisher, Flood, Lapp, and Frey's (2004) observations of these classroom teachers while they conducted read-aloud determined that there are seven components of an effective read-aloud: 1) Books chosen must be appropriate to students' interest and matched to their developmental, emotional, and social levels; 2) teachers must preview and practice the reading selections prior to using them during interactive read-aloud with the students; 3) teachers should establish a clear purpose for the read-aloud; 4) teachers should model fluent oral reading when they read the text to the students; 5) teachers should utilize expression and be animated while reading the selected text to the students; 6) teachers should stop periodically and thoughtfully question the students to focus them on specific concepts and ideas presented in the text; and 7) teachers should encourage students to make connections with the current text to prior independent reading and writing experiences.

The researchers then began Phase II of the study by randomly selecting another 120 third-eighth grade teachers in the same urban district. These teachers were chosen based on their years of teaching experience (3-32 years of experience) and the fact that they had been regularly used as a cooperating teacher for student teachers. These classroom teachers had not been selected by administrators as "experts" during Phase I or II. Once again, observation was implemented during the read-aloud time for these 120 teachers. The focus of these observations was to determine how often the seven components of effective read-aloud were present in the read aloud time with these additional 120 teachers. Fisher, Flood, Lapp, and Frey (2004) determined that these 120 teachers consistently utilized: 1) expression and animation while reading the text to the students; 2) selected text that was appropriate to students' interest and matched the text to the students' developmental, emotional, and social levels; and 3) the teachers stopped periodically

while reading and thoughtfully questioned the students to focus them on specific concepts and ideas presented in the text.

Fisher, Flood, Lapp, and Frey (2004) concluded from their study on interactive read-aloud that this instructional time is a powerful experience if the student understands the purpose for the read-aloud time in regard to the reason for the selection of the text as well as the reason for applying certain comprehension strategies while reading. These steps ensure students are exposed to the "power of the writer's language patterns; introduced to new vocabulary, concepts, and text structures; and "turned on" to the joy of reading" (Fisher, Flood, Lapp, and Frey, 2004, p. 15).

A qualitative case study conducted by Beth Maloch and Denise Duncan Beutel (2010) explored students' initiations during interactive read-alouds as well as the role of the teacher to facilitate, encourage, and extend those initiations. Student initiations were defined as the time the student stopped to think about the text and verbally interactied with the text, peers, and teacher to enhance their comprehension of the text and to show how they made sense of the text. Maloch and Beutel (2010) followed one second-grade teacher and her 15 students' engagement in daily interactive read-aloud (read-aloud/discussion event) of fiction and non-fiction text over the course of five months. The observations, interviews with teacher and students, and collection of artifacts were the data analyzed using the constant-comparative method and the discourse of interaction patterns in the classroom events. Maloch and Beutel (2010) determined that students' initiations during interactive read-aloud represented their engagement and active meaning-making. Together, the predications, observations, connections, clarifying, and questions/comments were the student initiations that represented the students "stopping to think" about the fiction and non-fiction text. These five types of initiations highlighted the students'

level of engagement. This same data analysis indicated that the classroom teacher scaffold the students' responses by explicit prompting, ongoing support and validation of their responses, and her ability to incorporate the students' contributions into her own responses.

Interactive read-aloud has been validated as the single most important way to engage students in the literacy process (Trelease, 2001). It is an instructional practice that can increase a students' vocabulary development and reading comprehension (Klesius & Griffith, 1996). For this study, interactive read-aloud was utilized as an instructional approach allowing the teacher and students to read the historical fiction and nonfiction selections together. This reading approach was implemented since the literature selections chosen for this study were written at the fourth-grade level and above, which was not at the independent reading level of all students in the classroom site. This approach was also utilized for the oral response option that exists with interactive read-aloud. The oral response allowed the teacher and students to discuss the definition and examples for the academic vocabulary for each literature selection as they were reading.

Content Area Literacy

Content area literacy was once seen as instruction only associated with middle and high school level curriculum. Standards-based education, emphasis on standardized-test performance, and the role of technology in our society has shifted the focus on content area literacy to the elementary level (Moss, 2005). These vital factors have placed educators at a critical crossroads in terms of helping students learn to read and write with informational text.

Content area literacy practices are those that "braid together language arts and content material" (Brozo & Flynt, 2007, p. 193). The focus in content area literacy is to teach students how to read and write in the content areas (McKacie & Robinson, 1990) with the use of

multimodal text. Content area literacies replace the term content area reading which refers to the concept of reading to learn in textbooks.

Textbooks offer a narrow range of material or information even though they have played a dominant role in the classroom for years. Research has shown that students do little reading of content area textbooks or basal readers in the classroom or as homework (Wade & Moje, 2000). Instead, the teacher often reads the textbook aloud to the students or requires the students to use the textbook only as a reference source of information. Information in these content area textbooks only offer the student a "terse account of facts and concepts" (Chick, 2006, p. 152).

Content area literacy focuses on a meaningful interaction between the student and the content information as well as the specialized vocabulary (academic vocabulary) for the subject matter. Textbooks do not allow a student to experience this momentous contact with the concepts. Trade books are a literature approach that allows a student to understand difficult concepts and realistically experience social studies and historical concepts (Chick, 2006).

Trade books are a valuable resource in the classroom because: 1) trade books allow the learning of vocabulary and concepts more efficiently and effectively; 2) trade books offer literature which generates a student's interest in the real world; 3) trade books nurture a student's imagination; 4) trade books serve as a model for writing; and 5) trade books allow students to enjoy reading while he/she learns (Danielson & LaBonty, 1994). A teacher can locate a high-quality trade book on almost any social studies topic and at a variety of reading levels. This is not true for textbooks because they are written for one specific reading level that is far above the reading level of many of the students in the classroom and are very limited on the range of topics and knowledge offered. Trade books in the content areas, social studies in particular, actively engage the students in the learning process. Historical fiction and nonfiction text are two

common informational trade books utilized in social studies classrooms, as was the case for this study.

Historical Fiction

Historical fiction is realistic fiction that combines an "exciting story with memorable characters set against a backdrop of a historical time or place" (Rycik & Rosler, 2009, p. 163). It is a valuable content area literacy resource. The characters in the historical fiction book allow a student to vicariously experience the past and reinterpret it on the basis of his/her own experiences, values, hopes, and fears (Cianciolo, 1981; Rosenblatt 1938). The inspiring story that is present in this piece of literature links literacy instruction and social studies. Historical fiction in the social studies curriculum is far livelier than textbooks by using humor to depict historical events and people (Freeman & Levstik, 1988).

Hancock (2008) identified that even though all historical fiction stories are set during a historical time period, there are variations in the type of historical fiction books that a teacher can choose to supplement the social studies curriculum. Some historical fiction stories are *historically researched with imaginary characters*. This approach is a common one for historical fiction. These stories are set in an authentic time period with factual events, settings, and issues. An historical fiction story may be classified as a *historical period piece*. This story has a historical context focusing on one character as the author looks at the social conventions, customs, morals, and values of the time period. Literature that tells a story of contemporary characters traveling to the past is a *time travel* variation of historical fiction. A *personal chronicle* is the final variation. This approach showcases the author's personal experience of living through the historical time period.

No matter the variation, historical fiction serves as a valuable source of social studies data. Historical fiction has the potential to initiate the type of inquiry that is the spirit of high-quality social studies. In a social studies classroom, historical fiction can be used as a source of historical data, as supplementary reading, as reference material for additional studying, and/or as an introduction to a unit or lesson (Freeman & Levstik, 1988). Literature offers a student the opportunity to study and evaluate human behavior as well as internalizing the material in a context that is developmentally appropriate.

Historical fiction can be presented as a picture book or chapter book. Each presentation style possesses the same benefits in a literature-based classroom. Historical fiction engages students in the reading; help balance a student's background knowledge; and provide visual and contextual clues about daily life during the time period being showcased (Crawford & Zygouris-Coe, 2008). Historical fiction picture books and chapter books provide a student with a more comprehensive understanding of the time period. Each approach promotes a stronger engagement between the text and the reader. Historical fiction is a literary journey into the past offering stories that "promote a lively format for discussion of differing points of view, distinctions between fact and opinion, and the difficulties of conflict resolution" (Freeman & Levstik, 1988, p. 331).

Historical fiction makes frequent appearances in the elementary classroom as reference material in a unit of study and serves as a means to entice student's interest in a social studies topic (Galda & Liang, 2003). There are also numerous articles and books written about using historical fiction literature to enhance social studies (Freeman & Levstik, 1988; Rycik & Rosler, 2009; Villano, 2005). The presence of historical fiction in the classroom is supported by the National Council on Social Studies, by state standards, many educators, and textbook companies

(Galda & Liang, 2003). The use of such literature in the classroom provides students an opportunity to develop feelings and deepen their understandings on a variety of social studies topics.

Although many professional articles and books focus on specific approaches to take when using this type of literature in the classroom or list possible titles and activities to implement, there are no specific studies that focus on the use of historical fiction in the social studies classroom. Historical fiction is only used as a resource within various studies. For this study, historical fiction served as a primary resource. Students read a historical fiction title within the social studies unit to better understand the topic of study and enhance their academic vocabulary knowledge. The students reacted to the historical fiction selection through written, oral, and visual response approaches. Historical fiction should be a part of every student's social studies diet because it contributes to a more faithful picture of history not offered by textbooks, artifacts, or documents alone (Martin & Brooke, 2002).

Nonfiction/Informational Trade Books

Opinions differ about what is meant by nonfiction text and informational trade books. According to the *Literacy Dictionary,* an informational book is defined as a nonfiction book of facts and concepts about a subject or subjects (Harris & Hodges, 1995). A nonfiction text is defined as a prose text designed to explain, argue, or describe rather than to entertain. According to Kletzien and Dreher (2004), informational text is viewed as narrative, expository, or a combination of the two. These researchers identified that informational text is interchangeable with expository text since each writing style presents text that is written to inform, explain, describe, and present information. Nonfiction literature consists of two types of genres - biography and informational books (Hancock, 2008). Primary teachers refer to this

literature as "informational books" where as an upper grade teacher refers to these types of books as "nonfiction" (Olness, 2007). More frequently in literature today, nonfiction and informational text are being used synonymously. Some reading specialists have taken offense to the term 'nonfiction' – feeling that it implies an inferior relationship with fiction (Freeman & Person, 1992). For this study, the informational text utilized was referred to as nonfiction literature.

Nonfiction literature opens the door for a student to inquire and investigate on a plethora of topics. Teachers choose to implement this high-quality literature on certain units of study instead of a textbook since this literature approach accommodates the different reading abilities of readers. Nonfiction literature provides a student with an authentic reading experience, allows for the student to personally connect with the story and information, expands a student's background knowledge needed to understand core content area concepts, and introduces and builds a student's knowledge on specialized vocabulary terms that are not usually found in fiction books (Olness, 2007). A nonfiction literature approach extends a student's content area knowledge and can help develop critical reading skills and strategies (Saul & Dieckman, 2005).

A teacher must glance at more than just the genre definition to select nonfiction literature to utilize in his/her classroom. The content, design, and writing of the book are all evaluative elements that work together and must be considered as a team when choosing appropriate nonfiction literature for a classroom (Saul & Dieckman, 2005). Content is focusing on the accuracy as well as the perspective of the facts. Perspective examines the book to determine what is included or left out, the approach to the topic, the depth and breadth of information presented, and how the author established authority of the information. The design looks at the attractiveness and format of the book's layout, visual organization, and the integration of text and illustrations. The layout of a book influences a student's response to nonfiction (Moss, 2003).

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The craft of writing is also a very critical element to consider when choosing nonfiction books. A nonfiction book should present a commitment to the topic through the detailed descriptions presented in a voice that is inviting to the reader.

The goal of a literature-based classroom is to acquire engagement and motivation from each of the students. The use of historical fiction and nonfiction literature in the classroom encourage both of these literary goals. A sense of adventure is present when reading these trade books versus the apathetic attitude toward reading a content area textbook.

An in-depth analysis of students' conversations during discussion groups after reading historical fiction and nonfiction literature on the Texan Revolution was completed by Roser and Keehn (2002). The examination of collaboration among students marked an increase in knowledge and a 50 percent decrease in misconceptions. The researchers also noted a positive effect on student motivation and a continued interest in the social studies topic.

In a qualitative case study, Diana Porter (2006) examined the influence of *Orbis Pictus* nonfiction on the oral and written responses of sixth-grade students. An integrated instructional environment was the setting for Porter's study as students were presented with 12 *Orbis Pictus* selections organized around science and social studies themes. After each interactive read-aloud interlaced with spontaneous oral response, the students spent 15 minutes composing a written response to a teacher-directed prompt. The results of Porter's study revealed that the nonfiction literature offered a rich resource for varied efferent and aesthetic responses and extended the information commonly found in textbooks.

As evident in this review of literature and research on nonfiction text, this literature approach provides students with the opportunity to academically achieve at a level that is not always possible from exclusively using content area textbooks. This quality children's literature

approach gives students an avenue to explore alternative viewpoints, study human conflict, and immerse themselves in detailed character studies (Roser & Keehn, 2002). In this study, nonfiction literature served as a literary resource in the classroom. Students read and investigated a nonfiction title within the social studies unit to better understand the topic of study and academic vocabulary. The information from the nonfiction text served as a springboard for the written, oral, and visual responses students constructed throughout the social studies unit.

Summary

After a nearly 15-year absence from center stage, vocabulary has returned to a prominent place in discussions of reading, and it is alive and well in reading instruction and reading research (Pearson, Hiebert, & Kamil, 2007). Now the goal of research needs to examine specific aspects of vocabulary development and word-learning strategies. Prior scientific studies show that vocabulary development is a vital aspect of reading instruction and plays an important role in reading comprehension (Pimentel, 2007). Research in word learning indicates that in order to enhance vocabulary, a student needs multiple exposures to the words in various contexts to build background knowledge in the domains in which the vocabulary is likely to occur (Spencer & Guillaume, 2006).

Academic vocabulary takes center stage in the focus for vocabulary research. Research now needs to focus on instructional methods that empower students to utilize vocabulary when reading, writing, listening, speaking, viewing, and representing. Academic vocabulary is not simply a task that is utilized during a multiple-choice test or participating in a teacher-led discussion. Academic vocabulary involves the development of language. Language shapes a student's understanding of other concepts, ideas, and experiences. A rapidly expanding oral and

reading vocabulary is a meaningful factor in the ability to critically think as well as in the development and expansion of reading ability (Farstrup & Samuels, 2008).

Is it possible that word consciousness and individual application of academic vocabulary through written, oral, and visual response in the context of social studies will empower students with the academic language they need to understand additional concepts, ideas, and experiences? This qualitative case study documented that students reading historical fiction and nonfiction literature related to a social studies theme developed a better understanding of academic vocabulary by applying social studies related terms in written, oral, and visual response. These reader response experiences (vocabulary reader response journals, authentic discussions, and multigenre response project) empowered the students to extend their academic vocabulary language beyond the confines of the social studies text and apply it to additional learning situations. Such academic vocabulary application led to deeper understanding of innovative concepts, ideas, and experiences within the social studies curriculum.

Chapter Three will describe the qualitative methodology through a description of the research design. This chapter will provide an overview of a pilot study that informed the study and examine a detailed description of the research design, research questions, pilot study, setting for the study, classroom site, classroom teacher, student participants, role of the researcher, role of the teacher, social studies unit, selection of materials, stages of the study, data collection, data analysis, and steps that were implemented to develop validation and reliability in this study.

Chapter Four showcases the results of this study, while chapter five discusses the findings of the study and conclusions that were drawn. Implications for instructional classroom practice will be addressed as it relates to academic vocabulary in a regular classroom setting, and

suggestions for future research will be provided to extend a research base for examining the

results of implementing academic vocabulary instruction.

Chapter 3 - METHODOLOGY

The purpose of this study was to explore and identify the word consciousness and individual application of academic vocabulary from a thematic fifth-grade social studies unit through vocabulary reader response journals, authentic discussions, and multigenre response projects in response to historical fiction and nonfiction literature. This study offers classroom teachers approaches to integrate vocabulary skills and strategies within social studies and other content areas.

This chapter presents a description of each aspect of the research methodology. The information is presented and organized in the following order: research design, research questions, pilot study, setting of the study, classroom site, classroom teacher, student participants, role of the researcher, role of the teacher, social studies unit, selection of materials, stages of the study, data collection, data analysis, and steps that were utilized to develop validation and reliability in this study.

Research Design

A case study is an inquiry process utilized to study, investigate, and/or better understand an issue explored through a case (or multiple cases) within a bounded system over time through detailed, in-depth data collection involving the multiple sources of information rich in context (Creswell, 2007). Merriam (1998) argued that the most practical qualitative research approach to utilize in the field of education is the case study approach. For this study, the best qualitative research approach was the case study since it presented a detailed account of the response approaches an individual student implemented to apply word consciousness and individual application of academic vocabulary in his/her individual written, oral, and visual responses to

historical fiction and nonfiction literature. This study illustrates how students identified, learned, applied, and transferred academic vocabulary into written/oral/visual responses on an individual basis within the context of a social studies theme.

One of the strengths of a case study research approach is how it provides rich information since the object of the case is studied in its normal setting or context (Creswell, 2007; Merriam, 2002). A qualitative case study design emphasizes the natural setting and boundaries within which the research is conducted. This study was conducted within the boundaries of a fifth-grade social studies classroom. This research approach also invited descriptive data collection and inductive data analysis.

A case study also focuses on the process rather than the product. A quantitative approach in educational research may utilize a pre- and post- test approach to represent a change in a student's academic achievement whereas a qualitative approach explains a student's performance in the classroom (Bogdan & Biklen, 1998). The qualitative methods rooted in this study invited the use of descriptive data collection, inductive data analysis, and a focus on the process of word consciousness and individual application of academic vocabulary through written/oral/visual responses to historical fiction and nonfiction literature.

Qualitative research methods were also chosen for this study since it recorded descriptive data and observed behavior (Bogdan & Biklin, 1998). Data in this study were collected through multiple sources. Creswell (2007) encouraged the researcher to complete extensive research and utilize multiple sources of data such as observations, interviews, documents, and audiovisual materials. In this study, field notes of classroom observations, informal interviews with the participants, vocabulary self-awareness rating charts, vocabulary reader response journals, audio recordings of authentic discussions, and multigenre response

projects were gathered to analyze each student's word consciousness and individual application of academic vocabulary.

The multiple sources of data collected in this qualitative research case study were inductively analyzed. The researcher of a qualitative study is focused on identifying how the participant(s) make meaning with a particular situation or phenomenon and present such findings descriptively (Merriam, 2002). The researcher examined the different sources of data searching for any themes that emerged and how the data were interconnected (Bogdan & Biklen, 1998). This examination allowed the researcher to present the perspective of the participants and not those of the researcher. The focus of this qualitative case study was to compose an extensive textual portrait of each of the student's word consciousness and individual application of academic vocabulary in his/her individual written/oral/visual responses to historical fiction and nonfiction literature within a social studies themed unit.

Research Questions

Several research questions provided the framework for this study. The main intention for conducting this research was to document how a student demonstrates word consciousness and individual application of academic vocabulary through written, oral, and visual responses to quality literature in the social studies context. The overall question guiding this study was:

How do fifth-grade students' written/oral/visual response to historical fiction and nonfiction literature demonstrate word consciousness and individual application of academic vocabulary in the context of social studies?

The following focused subquestions guided the research and data analysis for this study:

- How do fifth-grade students integrate academic vocabulary from historical fiction and nonfiction literature in a vocabulary reader response journal?

- How do fifth-grade students utilize academic vocabulary from historical fiction and nonfiction literature in an authentic discussion?

- How do fifth-grade students employ academic vocabulary from historical fiction and nonfiction literature in a multigenre response project?

Pilot Study

This study was partially informed by a pilot study conducted in Spring 2008 that examined two intermediate teachers' perspectives and knowledge of teaching academic vocabulary and using authentic discussions in the science and social studies classroom to promote word consciousness and individual application of academic vocabulary. The goal of conducting this pilot study was to determine background knowledge from professionals in the field on the understanding of academic vocabulary, the importance of teaching vocabulary, vocabulary strategies and approaches each teacher utilized in the classroom, and the use of authentic discussions. A qualitative case study design was utilized. This approach resulted in a meaningful discussion of how authentic discussions were utilized in the classroom to infuse academic vocabulary in the classroom during science and social studies.

I was first interested in determining Mrs. Smith and Mrs. Lee's (pseudonym names) knowledge of academic vocabulary. Through a series of questions (Appendix A) I was able to establish that each of the two content area teachers had a general understanding of academic vocabulary. Each intermediate level teacher believed and stated that academic vocabulary includes the words and the word meaning(s) a student needs to know for the various content areas. Mrs. Smith, fourth-grade social studies teacher, viewed academic words as vocabulary words that pertained to life in general as well as the words a student needs to understand while working in the classroom. Mrs. Lee, s fourth-grade science teacher, envisioned academic

vocabulary as content specific words that a student needs to know for other subjects across the curriculum.

Both intermediate teachers viewed the teaching of vocabulary as highly important and believed it is the foundation for learning. Mrs. Smith acknowledged vocabulary as a reading skill of high importance. Mrs. Lee believed that students need a very strong foundation in vocabulary in all content areas in order to be successful with the information beyond the textbook, whether it is applied in an activity or on a test. Both fourth-grade teachers, Mrs. Smith and Mrs. Lee, shared that the traditional approach of utilizing a dictionary or glossary was an effortless approach in regard to planning a vocabulary lesson, and both understood that students needed other word learning strategies to determine the meaning of words since a dictionary is not always available.

Mrs. Smith and Mrs. Lee commented that they implemented the traditional methods of vocabulary development within the reading, science, and social studies curriculum. They each utilized the pre-determined vocabulary list from the textbook and then had their students establish the meaning of the words from the textbook glossary or dictionary. Both teachers have the belief that students must 'see it, know it, and use it' in order for the students to truly understand the word. Both teacher participants strived to provide their students with images for the term from Google or context (context clues) using the terminology in the correct manner needed for content understanding. Each teacher shared a variety of other vocabulary strategies and approaches beyond the textbook glossary and classroom dictionary for which they set goals, but which they did not consistently use in their classrooms.

Mrs. Lee sometimes asked her students to draw a visual representation of science terminology. The teacher had only used this visual representation approach when introducing a

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list of words. First, the students were responsible for determining the meaning of the word from the textbook glossary or classroom dictionary. The students then drew a picture of what this word meant to them and wrote a sentence correctly using the terminology. The student then orally presented the definition, drawing, and sentence to the rest of the class. Also, the student predicted why they inferred this vocabulary term applies to the upcoming unit of study.

Through my interview, I determined Mrs. Smith occasionally implemented activities that she perceived as hands-on word learning. These activities included charades or flash cards. Her goal was to implement quick, easy vocabulary activities so the students could employ the words beyond the content of reading.

A common approach each teacher strived to implement was having the students discuss and use the new terminology throughout the day and across subjects -- word consciousness. Mrs. Lee promoted word consciousness in her classroom through a bonus point system. Her word consciousness approach did not request the students to use higher-level thinking skills in regard to choosing a more sophisticated word in place of a basic concept. She promoted word consciousness by asking the students to utilize the new terminology in correct context throughout the school day. Each student was then responsible for awarding themselves a tally mark for each correct context use. At the end of the day the students determined how many tally marks they had in the bonus point system. Mrs. Smith's variation of word consciousness had the students use content specific words from a science or social studies lesson throughout the day in other subject matter. This teacher's philosophy was for the students to experience academic vocabulary and use it in conversation beyond the definition that they gathered from the reference book. Once again, the students were not asked to exercise a more sophisticated terminology in place of the basic concept.

Authentic discussions were not an approach that either teacher had considered in regard to learning vocabulary. Both teachers expressed that they orally discussed new words with their students but they both agreed that it was a very teacher-driven conversation. Mrs. Smith stated that when she envisioned 'authentic' she thinks of real – a conversation that is more student-led like a literature circle. She was interested in implementing such an approach with vocabulary. She believed that this real discussion would allow her students to make personal connections with the new words.

Mrs. Lee believed authentic discussions were dialogue versus monologue – communication instead of instruction. She viewed this approach as a discussion allowing her students to take ownership in their learning. She stated that she had discussions throughout the school day with her students in a variety of ways, but had never tied it in with vocabulary instruction. She viewed authentic discussions as an effective strategy but had never considered implementing it into one of her vocabulary lessons.

While the pilot study was conducted with only two intermediate-level classroom teachers, it provided valuable insights to the participants' interactions with, perceptions of, and attitudes toward academic vocabulary and the use of authentic discussions. Both interviews supported the notion introduced in earlier chapters – classroom teachers want to know how to understand the latest research in academic vocabulary and apply it in their classroom. Furthermore, this pilot study made me realize that I needed to employ additional response elements other than just authentic discussions in my actual study to glean the most information from each participant on word consciousness and the individual application of academic vocabulary. My pilot study informed my study in the following ways:

- Extend response options beyond oral response by employing written and visual response;

- Choose quality historical fiction and nonfiction literature to assure the infusion of quality academic vocabulary; and

- Add the dimension of word consciousness to the data collection and data analysis.

Setting of the Study

The setting for this study was a third through fifth-grade school in a Midwest setting. This school district is composed of five elementary schools, one middle school, one high school, and one extended high school with a total enrollment of 2,006. The five elementary schools are viewed as attendance centers – two of the elementary schools house preschool-second grade classrooms; two are third –fifth grade facilities; and one building is a K-5 elementary building. This attendance center approach has been in effect for the last five years. The enrollment of the 3-5 building that served as the setting for my study was 153 students of which 135 (88%) were white, 11 (7%) were Hispanic, 6 (4%) were African American, and 1 (1%) American Indian. There were 109 students (71%) who were in the free and reduced lunch program.

The dominant percentage of students on free and reduced lunch has had a large impact on the instructional approaches utilized by this school. Teachers are required to draw upon their own resources with very little support from parents or guardians. The staff is aware that many of their students often only receive rich literacy experiences at school. The school staff diligently works each day to provide their students with richer language experiences than are perhaps found in other school settings. The efforts made by the staff collaboratively working as a team is evident in the annual yearly progress (AYP) scores earned on the required Midwest state

assessments in mathematics and reading. According to the 2010 results, the school scored 93%

in both mathematics and reading.

The third-fifth grade building for this study included seven classrooms. There were two

third-grade, three fourth-grade, and two fifth-grade classrooms. There was an art room,

computer lab, speech therapy room, library, Title I/Reading Specialist room, and a combination

gymnasium/lunchroom. The school was also equipped with two mobile cart computer labs with

24 laptop computers on each cart for student use. The local special education cooperative

provided this building with one resource room to service all identified special education students.

Classroom Site

In this elementary building there were two classrooms of fifth-grade students with an

enrollment of 23 students in each classroom. After speaking with the building principal, I

selected Mrs. Newton's (pseudonym) classroom since she was the only veteran teacher at this

grade level as the other fifth-grade teacher was a only a second-year teacher. The students

remain in their homeroom for mathematics, reading, social studies, and science.

Mrs. Newton's classroom was of average size. The classroom appeared very crowded

with the wall-to-wall furniture, but each piece of furniture contributed to the learning

environment. The room housed 23 student desks organized in small learning communities: a

teacher's desk always neatly organized; a U-shape table with five student chairs and one chair

for the teacher which was utilized for guided reading and small group learning; and a round

computer table making 5 desk top computers available for student use. A large rug was located

at the front of the room where the teacher consistently gathered the students as a group for

instruction. There were a series of windows adorned with colorful curtains spread along the East

wall. A classroom library was located along the bottom of the windows. This area also served

as a storage area for extra teacher resources. A sense of purpose dominated the classroom. It was organized with storage containers, carts, and shelves throughout. Classroom procedures and high expectations in place were evident to any observer as the students interacted and moved with purpose.   The room was decorated with a season-related theme with large ceiling decorations recycled from a local discount store. The room was very warm and inviting to a student, parent, or other professional.

The fifth-grade classroom utilized the social studies textbook *The World Around Us: United States and Its Neighbors (*1995). The teacher possessed a classroom set of textbooks that allowed each student to have one copy in his/her desk. This textbook served as a reference book in the classroom. Mrs. Newton never required the students to independently read a textbook chapter in its entirety. The teacher and students occasionally read a few pages together from the textbook and then would discuss the content. The classroom teacher would draw upon posters, nonfiction text from the library, and the internet as teaching resources for social studies. The teacher also incorporated instructional methods and reading strategies/skills into the social studies curriculum to assist the students in understanding the expository text presented in the textbook. These strategies/skills included the use of context clues, prediction, whole class discussion of the various chapter sections and trade books studied, and text features. The classroom teacher believed it was important to assist her students with a variety of reading approaches because she understood that not all of her students were achieving at the reading grade level or ability level presented in the social studies textbook.

Classroom Teacher

The classroom teacher in this study, Mrs. Newton, was chosen based on her willingness to learn more about word consciousness and individual application of academic vocabulary

through written, oral, and visual responses. Mrs. Newton understands that not all of her students are reading at grade level, but she must still teach the required content standards in each academic area. Her philosophy is that every student can learn, but they may just learn differently. She believes it is the teacher's responsibility to determine the learning style of each student and then design lessons that meet those specific needs. She was excited to be a part of this study. She believes that this study will only enhance her students' learning opportunities as well as approaches she can utilize in other content areas.

Mrs. Newton has been a classroom teacher for ten years in the same district. She holds a Bachelor of Science in elementary education. Mrs. Newton's first two years of teaching were at the first-grade level. She then moved up as a third-grade teacher in the same building. She taught at the third-grade level for seven years until transferring into the fifth-grade position in her building. She has been teaching at the fifth-grade level for two years.

Mrs. Newton is a valuable asset to her colleagues and building. She is constantly striving to be a lifelong learner in education by taking summer classes and attending professional development days hosted by her school or the local educational co-op. Mrs. Newton recently earned her Master's in Curriculum and Instruction. She serves as the Social Studies Cadre representative for her building, as a member of the Professional Development Committee (PDS) and as a team member on the Multi-Tier Student Sections Committee (MTSS). Mrs. Newton was nominated and won 2010 USD XXX Teacher of the Year by her peers. She was also nominated for Master Teacher of the Year in her district in 2010. Her classroom has served as a model classroom for the guided reading program for the district.

Mrs. Newton's greatest reward in teaching is working with a student who is achieving below grade level in reading and implementing strategies that either help this student reach grade

level or at least improve his/her reading abilities. Mrs. Newton is constantly striving to find

material that supports the learning of all of her students. She knows that the district textbooks do

not always meet the academic needs of her students, so she is always searching for other

resources. This fifth-grade teacher utilizes nonfiction titles on a regular basis in her reading,

science, and social studies lessons. Mrs. Newton believes that in the last five to ten years, there

have been more nonfiction titles published and this has given her a better variety to choose from

in order to support her curriculum. Nonfiction text is on the fifth-grade state assessments so she

makes this type of text an integral part of her lessons from the first day of school. One concern

she has found is that her students' lack of literacy and language experiences outside the

classroom impact their attitude and self-esteem, especially with nonfiction text. Mrs. Newton

strives to use as many real life examples to explain concepts to her students and allow them to

make personal connections with the text. Historical fiction is also a type of text that she has

integrated into her classroom. She stated that she has utilized this text in the social studies

content as well as reading, but not as consistently as she has nonfiction.

Mrs. Newton discussed reader response journals and how she has integrated them into her

classroom in the past. She stated that she employed this approach in her third grade classroom.

Students would respond to a prompt or would have open writing time. Mrs. Newton would

respond in writing to each journal response. She viewed this learning experience as an

opportunity for her students to improve their writing ability. She has not engaged her fifth-grade

students in reader response journals this academic year.

Mrs. Newton currently does not implement authentic discussions in her classrooms. An

abbreviated version of multigenre research projects have been utilized at the conclusion of

several social studies and science units of study. Mrs. Newton has had her students research a

given content area topic in a variety of nonfiction trade books and respond by representing their findings on a poster. Therefore, the response modes in this study will extend the current literacy/social studies instructional focus for the students in this classroom.

Student Participants

This fifth-grade classroom was comprised of 23 students, 12 males and 11 females. In the fall of 2010 when this study was conducted, the principal indicated that the classroom was populated with more students since he only had two classroom sections of fifth-grade students compared to the three sections the previous years. The entire fifth-grade class participated in all stages of the study; however, only 20 students received parental consent. Consequently, data were gathered from 20 fifth-grade students in this classroom. For this study, I only analyzed and reported the data for eight students due to the cumbersome amount of data to analyze for each stage of the study. The exact eight student participants for this study were chosen in August through a collaborative effort by the classroom teacher and researcher. The following criteria were utilized to collaboratively choose the eight student participants:

- Reads at or above the fourth grade level as determined by the running records administered for the district guided reading program;

- Willingness to elaborate about their reading and writing knowledge through various response options;

- Works collaboratively with other classmates; and

- Possesses confidence in his/her academic abilities.

What follows are descriptive portraits for each of the student participants for this study.

Allie is one of the female students in this study. She is very serious at all times in her interactions with others. She completes her classroom work on time and has a great deal of

confidence in her abilities, but she is shy. Her shyness keeps her from always sharing the vast

knowledge that she possesses. She is to the point in her answers and not always willing to

elaborate unless encouraged to share. But, once she shares she is very insightful and is able to

support her peers in better understanding the information.

Allie views herself as a good reader and enjoys reading about animals as well as a good

mystery or fairytale. She visits the public library at least once a week with her mother. She also

checks out books from the school library. Besides a fiction book, Allie also enjoys reading

various historical fiction and nonfiction trade books. Her favorite is a nonfiction book on a

subject she is interested in because she enjoys learning facts. After Allie reads a good book she

prefers talking about it with someone else instead of drawing a picture or writing about it. Allie

is confident in her skills as a reader and implements the use of context clues or asking an adult

for assistance if she does not know what a word means while reading.

Andy takes his schoolwork very seriously. He is constantly striving to give a 110% on

everything that is required of him. He is excited to learn and is very inquisitive when it comes to

learning new information. He enjoys talking with adults with his large repertoire of oral

vocabulary. He is the oldest in a family of four children.

Andy loves to read and views it as a little television in his head. He enjoys reading

history and adventure books. He does not believe in reading one book in its entirety before

starting a new one, so as a result he states that one can find several books on his nightstand that

he is currently reading. Andy enjoys historical fiction and nonfiction literature selections as

well. No matter the genre, Andy prefers to orally discuss what he has read. He enjoys talking

and loves to hear other people's opinions. Even though Andy has a large reading vocabulary he

finds himself utilizing context clues, a dictionary, or asking an adult for assistance when he does not understand a word while reading.

 Jennifer brings laughter to everyone around her. She is a joy to be around and strives to make everyone feel important. She is raised in a family that survives on the resources of nature so she always has a recent hunting story to share with the class. She strives to do her very best in the classroom but does not get upset if she does not always achieve the highest level of success.

If Jennifer is not entertaining her peers with a story, they can find her reading a good mystery. She loves fiction and prefers to read this genre over historical fiction or nonfiction text. She only reads other genres besides mysteries if it is required by her teacher. She views herself as a really good reader and chooses to ask a teacher for assistance if she does not understand the meaning of a word.

Jeff is full of energy. He does not enjoy sitting in his seat for long periods of time, so one will not find him sitting to read a book on his own. He enjoys read-aloud time at the rug area because he can move around in his own personal space. He also enjoys read-aloud time because he feels Mrs. Newton chooses fun books that he wouldn't normally read by himself. If Jeff must read independently, he prefers nonfiction books such as the *Guinness Books of World Records*. He finds the picture and captions of true events amazing.

Even though Jeff is full of energy he works hard as a student. He may not always achieve the highest grade but he will do what is asked of him to the best of his ability. He enjoys sharing with you what he knows through an oral discussion or draw you a picture.

Kacie is very mature for her age. She likes to follow the rules and wants others to do the same. She is very motherly to her peers. She wants everyone to do their best, so she is always

encouraging and helping. When she is working with a small group of peers you will find her keeping everyone focused and making sure they do exactly what is asked of the group.

Kacie is a good reader and loves to spend her free time at school and home reading ghost stories or a sad story. She loves to check out books from the school library, add to her own personal collection at the school book fair, or borrow books from her grandma's collection. As she is reading books from these various resources she will consult a dictionary or ask an adult when she does not understand the meaning of a word. She enjoys sharing with others about the books she has read by drawing a picture.

Luke takes everything serious to the point that he becomes stressed. He is expected by his mother to achieve the very best and so Luke becomes very upset and can act out if he does not score perfect on his work. He is so afraid to take a risk in case he would make a mistake. Even with all of these pressures, Luke has so much to contribute to the classroom. He enjoys volunteering to read or work with a classmate who may need assistance. If Luke is not helping a classmate you find him reading by himself. Luke loves to read nonfiction books where he can learn new information as well as about other people and their culture. He reads each night at home with his parents and enjoys reading on his own when he has free time. If Luke had the opportunity to share with others what he has read, he would prefer to write about it. He feels that this is the best approach because he could save his writing and refer back to it if he needed too.

Matt loves to read fantasy books. He enjoys this genre of book since it takes him into a whole other world and allows him to imagine what he wants as he reads. Matt is often found hiding his latest fantasy book in his lap or inside his textbook when he should be following along in math or social studies. These moments of escaping do not keep Matt from succeeding. His

work shows his success as a student when he takes the time to do his very best. Matt has a tendency to rush through an assignment in anticipation to return to his library book.

Matt is willing to help his classmates if asked to do so by Mrs. Newton. He enjoys talking about what he has read or what he knows. He believes that sharing through discussion allows others to develop their own theory.

Megan is very quiet and reserved. She is confident in her academic abilities but does not want to volunteer her understanding unless asked by the teacher or a peer. Once she is asked she has a lot to share and enjoys drawing upon her personal experiences when sharing her understanding of concepts and ideas. She enjoys reading and would much rather read than watch television. She feels bored if she is not reading. She enjoys checking out books from the public and school libraries. She does not have her own collection of books at home.

While reading Megan feels silly to use context clues so she uses the glossary of the book or will ask the teacher for assistance in determining the meaning of a word. She loves to draw in response to what she has read. She feels that drawing gets her more active and allows her to add specific details about her personal reading experience.

These eight students participated throughout the course of the entire research study. There were times that one or more of these students were absent during a chapter for the historical fiction or nonfiction literature selections and this is noted in the data analysis in Chapter 4.

Role of the Researcher

In the study, the role of the researcher was one of participant observer. A participant observer's role in the research can range based on a continuum. The participant observer can portray the role as a complete observer or have complete involvement by being an insider

(Jorgensen, 1989). The researcher in a participant observer role observes what the participants do, listens to what the chosen participants say, and when possible the participant observer partakes in the activities with the student participants. This role allowed the researcher to view the various classroom situations for this study firsthand and use her own knowledge and expertise in interpreting what is observed (Merriam, 1998). As the participant observer, the researcher was immersed in the day-to-day aspects of this classroom during the social studies block of time focusing on gathering information in many ways, but the primary approach is to observe and become a participant in the setting (Jorgensen, 1989). As the participant observer in this study, I designed all interview questions, the daily lessons conducted by the classroom teacher, prompts for the various responses throughout the unit, and the multigenre response project requirements. I pre-selected and reviewed several titles by various authors on the social studies topic chosen by the classroom teacher. I then presented the high-quality literature selections to the classroom teacher. Together, we chose one historical fiction and one nonfiction selection for this unit of study.

My time in the classroom participation was two-fold as a researcher/mentor. I was first a researcher/mentor by collaborating with the classroom teacher during the study. These collaboration efforts began when the classroom teacher and I selecting the historical fiction and nonfiction selections for this study. These teamwork efforts continued when the study began. The classroom teacher and I worked together daily to discuss the students' effort and responses during vocabulary reader response journals, authentic discussions, and as they created their multigenre response projects. We also had weekly meetings to discuss any concerns or questions that arose during this study.

As a researcher/mentor, I also saw my role as a mentor to the classroom teacher. I supported the teacher as she implemented the daily lessons that I designed as well as the written, oral, and visual response strategies into the social studies program for all the fifth-grade students. However, I did not collect data from her instruction.

As the researcher/mentor, I also facilitated the participation of all the fifth-grade students for this study. During the response sessions, I circulated the room ensuring that all students were engaged in responding to each chapter whether it was their written, oral, or visual response time. I provided daily feedback, encouragement, and support to the students during their time to write in their vocabulary reader response journals, during their authentic discussion groups, and as they created their multigenre response project. As a researcher, I was involved first hand with all students as they constructed meaning through the application of academic vocabulary in the various stages of this study.

In the Spring of 2010, I received approval from the building principal and district superintendent last spring about conducting a research study in Mrs. Newton's fifth-grade classroom. I then completed an application for human-subject approval from the IRB of the Office of Research Compliance of Kansas State University (Appendix B). After receiving approval from the IRB of the Office of Research Compliance of Kansas State University, I met again with the building principal and district superintendent to receive final approval to conduct my study in their building. I received verbal approval from both.

Once access to the classroom was officially granted, I visited the classroom at the beginning of the Fall 2010 semester, explained the study to the students, and verbally solicited their permission. The students then took home letters explaining the study (Appendix C) as well as an Informed Consent form (Appendix D) for their parent(s)/guardian(s). The consent forms

required a signature from each student as well as their parent(s)/guardian(s) granting permission for the students to participate in the study. All students that participated were assured of their privacy and confidentiality during this study through the use of pseudonyms. I did not anticipate any adverse effects to the students involved in this study since it did not assign additional work, but presented the students with instruction that addressed the current social studies standards. I received consent from 20 of 23 fifth-grade students enrolled in this classroom.

Role of the Classroom Teacher

During the study, Mrs. Newton continued with the regular duties and responsibilities of the classroom and social studies program. The teacher conducted the daily unit of study lesson/instruction in which she introduced and reviewed information on the selected unit. Mrs. Newton also discussed and provided the fifth-grade students with knowledge on written responses in their vocabulary journals, expectations for authentic discussion groups, and steps they need to take to compose their multigenre response projects.

As addressed in the research timeline (Table 3.1, p. 100), the daily classroom schedule allowed this study to take place three days each week. There were conflicts in the school calendar that did not permit this to happen each week. The classroom teacher was very flexible and willing to accommodate the researcher's needs.

Social Studies Unit: Native American

After I determined which classroom I would utilize for my study, I had a conversation with the classroom teacher. Mrs. Newton and I discussed the parameters of my study. I explained to her that my goal was to focus on one social studies unit of study. She discussed with me that she strives to cover Native Americans and landforms during the first nine weeks. Since I was planning to implement historical fiction and nonfiction literature for my 14 week

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study it was our mutual decision to choose the Native American themed unit due to the availability of high quality literature for this topic, versus a lack of historical fiction literature for landforms.

The overall goal for the Native American unit is for fifth-grade students to know and explain how various American Indians adapted to their environment in relationship to shelter and food. The Native American unit focuses on the Plains, Woodland, Northwest Coast, Southeast, and Pueblo cultures. The fifth-grade students discuss the type of housing each of the five tribes lived in like teepees or longhouses. During this unit the students also explore famous Indians like Sitting Bull and Squanto. They investigate the ritual of building totem poles and why the eagle and butterflies are important to the American Indian. Mrs. Newton also explores with the fifth-grade students why the Indians came to hate the "White Man" so much and how the American Indians were able to survive just by "living off the land". The Kansas state social studies standards that are covered in this unit are outlined in Appendix E.

The historical fiction and nonfiction literature selections that the classroom teacher and I selected together support the overall unit goal(s) and state standards. *The Porcupine Year* (Erdrich, 2008) focuses on the Ojibwe tribe which is the largest tribe of Native Americans north of Mexico (Stan, 1989). This historical fiction book allows the student to understand how it feels to be removed from your home when an Ojibwe tribe is displaced by the United States government (the "White Man"). The student experiences what is like to live off the land as he/she shares many adventures with Omakayas, her younger brother Pinch, and the rest of her family. *An Indian Winter* (Freedman, 1992) also supports the unit goal(s) and standards for the Native American unit. The word-and-picture record in this nonfiction selection allows the reader to experience the family life, dances and ceremonies, the roles of the hunters, warriors, and

farmers of two Native American Tribes – Mandans and Hidatsas. This nonfiction book also represents the influence of the white man on each of the tribes.

Selection of Materials

The classroom teacher and I collaborated on determining the materials that were utilized in this study for this Native American unit. First, I selected and reviewed several titles by various authors on American Indians. I then presented the high-quality literature selections to Mrs. Newton. Together, we chose one historical fiction and one nonfiction selection for this unit of study. The teacher supported the selections and downloaded them on her Kindle (e-book reader) for her own personal reading prior to beginning the unit of study.

It was decided that we would select *The Porcupine Year* (Erdrich, 2008) as the historical fiction selection since Omakayas is 12 winters old, and we predicted the fifth-grade students could personally relate to this character as well as her younger brother, Pinch. The students read the e-book version of this literature selection to support the school-wide goal of integrating technology into the classroom instruction.

This study began by having the fifth-grade students read the historical fiction book, *The Porcupine Year* (Erdrich, 2008). This is the story of Omakayas and her family who have recently been displaced by the United States government and is in search of a new place to live. It is 1852 and the family is traveling north in search of new land. During this trek, Omakayas and her younger brother Pinch, begin the reader's adventure by becoming separated from their family during a night hunting expedition. The gripping story continues as the reader feels pain, joy, sacrifice, and surprise as Omakayas and the rest of her family endure violent raids, freezing winters, and the anguish of displacement. The author does a striking job of weaving in Ojibwa culture and language, black and white sketches depicting Ojibwa life, and a descriptive portrait

with words. The terminology utilized to illustrate the Ojibwa culture and language throughout the book is defined in an appended glossary.

This historical fiction selection was also selected for the numerous academic vocabulary terms presented throughout the book. As the students read daily from *The Porcupine Year* (Erdrich, 2008) they were required to learn and discuss the academic vocabulary (Appendix F). Here are ten examples from the e-book version of the trade book that the fifth-grade students learned and discussed while reading:

1.   With the other hand she held a torch of flaming pine *pitch*. (p. 9)

2.   The children soon realized they'd been tugged into the *confluence* of two rivers. (p. 11)

3. We must *portage* the canoe back to camp. (p. 18)

4. She still had her woman's knife, secure in its beaded *sheath* at her belt, along with her fire-steel. (p. 19)

5. Pinch stood dramatically in the *shallows* and said, "Look!" (p. 23)

6. They *hoisted* the canoe, turned it over, and set it on their shoulders. (p. 25)

7. Birds are always giving notice of *intruders*. (p. 38)

8. Bizheens loved the surprise of the canoe and put his hands on the *gunwales* and his face into the wind. (p. 58)

9. Deydey and Old Tallow roped each canoe to the next one and made a small *flotilla*. (p. 62)

10. She remembered the dream of the bear woman and knew that facing the spirit of the old bear Old Tallow was in great *peril.* (p. 104)

Together, we chose Russell Freedman's *An Indian Winter* (1992) as our nonfiction selection. The story was set in 1833 when a German prince and a Swiss painter journey up the Missouri River into the heart of Indian country. Prince Alexander Philipp Maximilian keeps a detailed journal while his traveling companion, Karl Bodmer, paints portraits of their daily life while living with the Mandan Indians and the Hidatas. The written and visual account allows the reader to experience the daily life, culture, ceremonies, and roles of the hunter, warriors, and farmers during this time in history.

This nonfiction selection also presented numerous academic vocabulary terms throughout the book. As the students read *Indian Winter* (Freedman, 1992), they discussed the academic vocabulary (Appendix G). Here are ten examples from the book that the fifth-grade students learned and discussed while reading:

1. And the crowd lining the St. Louis waterfront broke into a lusty cheer as the side-wheeler pulled away from the *levee* and pointed its prow upstream. (p. 5)

2. A *delegation* of chiefs came on board, and then Maximilian's party went ashore. (p. 7)

3. Their population had been greatly reduced by a terrible smallpox epidemic during 1780s, and afterward by the *unrelenting* attacks of Sioux raiding parties. (p. 21)

4. Writing was too difficult because our ink was *congealed.* (p.37)

5. To entertain them, he would wind up the *ornate* music box he had brought with him from Switzerland. (p. 47)

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6. Each painted mark on his body, every object in his hair and on his person, signifies an act of *valor* (p. 53)

7. Two Buffalo Bulls, recognized for their exceptional bravery, were chosen as leaders by their *comrades*. (p. 60)

8. During their sacred rite, painted and costumed tribe members *impersonated* spirits from the animal world. (p. 64)

9. Each important Mandan crop was symbolized by a *migratory* wildfowl: the duck stood for beans, the swan for pumpkins or squash, and the goose for corn. (p. 70)

10. The Indians had no natural immunity to this foreign virus, so they *succumbed* quickly. (p. 73)

Stages of the Study

After selecting the historical fiction and nonfiction titles, the teacher and I then discussed details of the content for the Native American unit. Mrs. Newton's objectives for this unit were for her fifth-grade students to: 1) understand how the various Native Americans adapted to their environment in relationship to shelter and food; 2) determine the types of housing the American Indians lived in; 3) investigate rituals by various tribes; 4) project why the Indians came to hate the white man; and 5) explain how the American Indians were able to survive by living off the land. Together, we determined that Mrs. Newton would need to start the Native American unit prior to the beginning of my study to address state standards/objectives that would not be addressed with the two literature selections. The historical fiction and nonfiction literature selections collaboratively selected for my study addressed aspects of each unit goal as well as

supplemented the knowledge the students learned from their social studies textbook during Mrs. Newton's lessons prior to my study beginning.

Prior to the inception of this study, I entered the classroom and explained the purpose and procedures of the study to the students. I wanted the students to understand that word consciousness is the utilization of more sophisticated words in place of a basic concept. The students and I then examined what constitutes academic vocabulary. The students needed to understand that academic vocabulary consists of vocabulary words that will help them to better understand the social studies content. I then introduced the students to the two book selections for this study. The students and I also visited author websites to gain more personal insight on Louise Erdrich and Russell Freedman. The initial visit concluded by soliciting the participation of the students in the study as well as distributing the parent/student consent form.

The study began with each student completing a pre self-awareness rating chart for Chapter 1 of *The Porcupine Year*. This self-evaluation process allowed each student to assess their depth of vocabulary knowledge for the pre-selected academic vocabulary words. It was also an opportunity for students to become aware of which academic vocabulary words would be discussed for during the interactive read-aloud of the chapter. The students and teachers then began reading the historical fiction selection as a group utilizing the interactive read-aloud approach. After reading the designated chapter as a group utilizing interactive read-aloud, the students individually responded in their vocabulary reader response journal with a written and/or visual response. Based on the size of the historical fiction book, students responded after every one to two chapters in their personal vocabulary reader response journals. Students were provided with open-ended prompts (Appendix H) that allowed them to apply higher-order and critical thinking skills in their written or visual response. The expectation was for students to

reflect, make personal connections to the text and academic vocabulary, respond to how the text and academic vocabulary made them feel, and utilize the academic vocabulary in their responses. The students were encouraged to utilize a combination of written and visual responses in their journals. If a student only utilized a visual response, an informal interview (Appendix I) was conducted with the student. The goal of this informal interview was to determine word consciousness and individual application of the academic vocabulary.

The students then participated in an authentic discussion. The goal of the authentic discussion was for the students to further investigate the academic vocabulary, make personal connections to the words, and develop word consciousness. Minimal guidelines were introduced to keep the discussion focused on the literature and the academic vocabulary selected from its context and used in the discussion (Appendix J).

After the authentic discussion, the students returned to their desk and post evaluated their depth of word knowledge for the selected academic vocabulary words utilizing the same self-awareness rating chart completed at the beginning of the chapter(s). This interplay of self-evaluation, interactive read-aloud, responding in their vocabulary journal, and engaging in an authentic discussion for each chapter(s) continued throughout the historical fiction book.

Once the class completed the historical fiction selection they began reading the nonfiction text implementing the same instructional process as discussed with the prior text selection. The teacher and students followed the same vocabulary reader response options as outlined for the historical fiction selection but with different prompts (Appendix K).

At the conclusion of reading and responding to the historical fiction and nonfiction literature, the students created a multigenre response project (Appendix L & M). The students selected and created three genres (advertisement, radio broadcast, birth announcement, obituary,

story, press release) portraying their research and knowledge about a Native American topic. The goal of this project was for the students to apply the academic vocabulary within their multigenre responses. The students had five days to create their three multigenre responses. The students were encouraged to utilize their vocabulary reader response journals, knowledge gained from the reading of each literature selection and the oral discussions, nonfiction literature from the school library, and information from the internet as reference resources for their response project.

Table 3.1 lists the research timeline over a 14 week period in which the students read, acknowledged the academic vocabulary through written, oral, and visual responses, and create three multigenre pieces reflecting their extended knowledge of Native American while utilizing academic vocabulary and evidencing word consciousness.

Table 3.1 Research Timeline

Date	Activity
W 8/25 1:30-2:30	- Introduction of study - Book talks: *The Porcupine Year* (by Louise Erdrich) and *An Indian Winter* (by Russell Freedman) - Introduce the authors Louise Erdrich and Russell Freedman - Consent Forms
M 8/30 1:30-2:30	- Pre self –awareness rating chart chapter 1 & 2 of *The Porcupine Year* - Begin interactive read-aloud of *The Porcupine Year* – chapter 1
W 9/1 1:30-2:30	- Reviewed reading from Monday, August 30. - Finished interactive read-aloud of *The Porcupine Year*– chapter 1 and began chapter 2
F 9/3 1:30-2:30	- Reviewed reading from Wednesday, September 1. - Finished interactive read-aloud of *The Porcupine Year*– chapter 2 - Responded in vocabulary response journals for chapter 1 & 2 of *The Porcupine Year*
M 9/6	No School – Labor Day Holiday
W 9/8 1:30-2:30	- Review Chapter 1 & 2 *The Porcupine Year* - Authentic discussion of Chapter 1 & 2 for *The Porcupine Year* - Post self-awareness rating chart for chapter 1 & 2 for *The Porcupine Year* - Pre self –awareness rating chart chapter 3 of *The Porcupine Year* - Began interactive read-aloud of *The Porcupine Year* – chapter 3
F 9/10	Reviewed reading from Wednesday, September 8.

1:30-2:30	• Finished interactive read-aloud of *The Porcupine Year* – chapter 3 • Responded in vocabulary response journals for chapter 3 for *The Porcupine Year*
M 9/13 1:30-2:30	• Authentic discussion of chapter 3 for *The Porcupine Year* • Post self-awareness rating chart for chapter 3 of *The Porcupine Year*
W 9/15 1:30-2:00	• Pre self –awareness rating chart chapter 4 of *The Porcupine Year* • Interactive read-aloud of *The Porcupine Year* – chapter 4
F 9/17 1:30-2:00	• Reviewed reading from Wednesday, September 15 • Responded in vocabulary response journals for chapter 4 of *The Porcupine Year* • Authentic discussion of chapter 4 for *The Porcupine Year* • Post self-awareness rating chart for chapter 4 - *The Porcupine Year*
M 9/20 1:30-2:00	• Pre self –awareness rating chart chapter 5 of *The Porcupine Year* • Began interactive read-aloud of *The Porcupine Year* – chapter 5 • Responded in vocabulary response journals for chapter 5 - *The Porcupine Year*
W 9/22 1:30-2:00	• Authentic discussion of chapter 5 for *The Porcupine Year* • Post self-awareness rating chart for chapter 5 - *The Porcupine Year* • Pre self –awareness rating chart chapter 6 of *The Porcupine Year* • Began interactive read-aloud of *The Porcupine Year* – chapter 6
F 9/24	District Early Dismissal at 1:00 PM - did not meet for study
M 9/27 1:30-2:30	• Reviewed reading from Wednesday, September 22 • Finished interactive read-aloud of *The Porcupine Year* – chapter 6 • Responded in vocabulary response journals for chapter 6 of *The Porcupine Year* • Authentic discussion of chapter 6 of *The Porcupine Year* • Post self-awareness rating chart for chapter 6 - *The Porcupine Year*
W 9/29 1:30-2:30	• Pre self –awareness rating chart chapter 7 of *The Porcupine Year* • Began interactive read-aloud of *The Porcupine Year* – chapter 7 • Responded in vocabulary response journals for chapter 7 - *The Porcupine Year*
F 10/1 1:30-2:00	• Authentic discussion of chapter 7 - *The Porcupine Year* • Post self-awareness rating chart for chapter 7 - *The Porcupine Year* • Pre self –awareness rating chart chapter 8 of *The Porcupine Year* • Began interactive read-aloud of *The Porcupine Year* – chapter 8
M 10/4 1:30-2:30	• Reviewed reading from Friday, October 1 • Finished interactive read-aloud of *The Porcupine Year* – chapter 8 • Responded in vocabulary response journals for chapter 8 - *The Porcupine Year* • Authentic discussion of chapter 8 - *The Porcupine Year* • Post self-awareness rating chart for chapter 8 - *The Porcupine Year*
W 10/6 1:30-2:30	• Pre self –awareness rating chart chapter 9 of *The Porcupine Year* • Interactive read-aloud of *The Porcupine Year* – chapter 9 • Responded in vocabulary response journals for chapter 9 - *The Porcupine Year* • Authentic discussion of chapter 9 - *The Porcupine Year* • Post self-awareness rating chart for chapter 9 - *The Porcupine Year*
F 10/8 1:30-2:30	• Pre self –awareness rating chart chapter 10 of *The Porcupine Year* • Interactive read-aloud of *The Porcupine Year* – chapter 10 • Responded in vocabulary response journals for chapter 10 - *The Porcupine Year*

	• Authentic discussion of chapter 10 - *The Porcupine Year* • Post self-awareness rating chart for chapter 10 - *The Porcupine Year*
M 10/11 1:30-2:00	• Pre self –awareness rating chart chapter 11 of *The Porcupine Year* • Interactive read-aloud of *The Porcupine Year* – chapter 11 • Responded in vocabulary response journals for chapter 11 - *The Porcupine Year* • Authentic discussion of chapter 11for *The Porcupine Year* • Post self-awareness rating chart for chapter 11 for *The Porcupine Year*
T 10/12 1:30-2:30	• Pre self –awareness rating chart chapter 12 of *The Porcupine Year* • Interactive read-aloud of *The Porcupine Year* – chapter 12 • Responded in vocabulary response journals for chapter 12 - *The Porcupine Year* • Authentic discussion of chapter 12 - *The Porcupine Year* • Post Self-Awareness Rating Chart for chapter 12 - *The Porcupine Year*
W 10/13	• Pre self –awareness rating chart chapter 13 of *The Porcupine Year* • Interactive read-aloud of *The Porcupine Year* – chapter 13 • Responded in vocabulary response journals for chapter 13 - *The Porcupine Year* • Authentic discussion of chapter 13 - *The Porcupine Year* Post self-awareness rating chart for chapter 13 - *The Porcupine Year*
F 10/15	No School – Inservice Day
M 10/18 1:30-2:30	• Pre self –awareness rating chart chapter 14 of *The Porcupine Year* • Interactive read-aloud of *The Porcupine Year* – chapter 14 • Responded in vocabulary response journals for chapter 14 - *The Porcupine Year* • Authentic discussion of chapter 14 - *The Porcupine Year* • Post self-awareness rating chart for chapter 14 - *The Porcupine Year*
T10/19 1:15-2:15	• Pre self –awareness rating chart chapter 15 of *The Porcupine Year* • Interactive read-aloud of *The Porcupine Year* – chapter 15 • Responded in vocabulary response journals for chapter 15 - *The Porcupine Year* • Authentic discussion of chapter 15 - *The Porcupine Year* • Post self-awareness rating chart for chapter 15 - *The Porcupine Year*
W 10/20 1:30-2:30	• Pre self –awareness rating chart chapter 16 of *The Porcupine Year* • Interactive read-aloud of *The Porcupine Year* – chapter 16 • Responded in vocabulary response journals for chapter 16 - *The Porcupine Year* • Authentic discussion of chapter 16 - *The Porcupine Year* • Post self-awareness rating chart for chapter 16 - *The Porcupine Year*
U 10/21 & F 10/22	No School – Parent-Teacher Conferences
M 10/25 9:15-10:05	• Began *An Indian Winter* (by Russell Freedman) • Previewed text with a picture and text walk. Noted and discussed title page picture and caption • Teacher shared with students what *An Indian* Winter was about by viewing map and reading paragraph following title page • Interactive read-aloud of *An Indian Winter* chapter 1; pp. 1-4 – this was the introductory chapter to the book -no vocabulary or written, visual, or oral responses for this chapter • Pre self –awareness rating chart chapter 2 of *An Indian Winter*

	• Began interactive read-aloud of *An Indian Winter* – chapter 2
W 10/27 9:15-10:05	• Reviewed reading from Monday, October 25 • Finished interactive read-aloud of *An Indian Winter* – chapter 2 • Responded in vocabulary response journals for chapter 2 - *An Indian Winter* • Authentic discussion of chapter 2 - *An Indian Winter* • Post self-awareness rating chart for chapter 2 - *An Indian Winter*
F 10/29	No study – Early Dismissal at 1:00 PM and Halloween Festivities during the morning
M 11/01	No School – Teacher Inservice
W 11/03 9:15-10:05	• Pre self –awareness rating chart chapter 3 of *An Indian Winter* • Interactive read-aloud of *An Indian Winter* – chapter 3 • Responded in vocabulary response journals for chapter 3- *An Indian Winter* • Authentic discussion of chapter 3 - *An Indian Winter* • Post self-awareness rating chart for chapter 3 - *An Indian Winter*
F 11/05 9:15-10:05	• Pre self –awareness rating chart chapter 4 of *An Indian Winter* • Began interactive read-aloud of *An Indian Winter* – chapter 4
M 11/08 9:15-10:05	• Reviewed reading from Friday, November 5 • Finished interactive read-aloud of *An Indian Winter* – chapter 4 • Responded in vocabulary response journals for chapter 4 - *An Indian Winter* • Authentic discussion of chapter 4 - *An Indian Winter* • Post self-awareness rating chart for chapter 4 - *An Indian Winter* • Pre self –awareness rating chart chapter 5 of *An Indian Winter* • Began interactive read-aloud of *An Indian Winter* – chapter 5
W 11/10 9:15-10:05	• Reviewed reading from Monday, November 8 • Finished interactive read-aloud of *An Indian Winter* – chapter 5 • Responded in vocabulary response journals for chapter 5 • Authentic discussion of chapter 5 - *An Indian Winter* • Post self-awareness rating chart for chapter 5 - *An Indian Winter*
F 11/12 9:15-10:05	• Pre self –awareness rating chart chapter 6 of *An Indian Winter* • Interactive read-aloud of *An Indian Winter* – chapter 6 • Responded in vocabulary response journals for chapter 6 - *An Indian Winter* • Authentic discussion of chapter 6 - *An Indian Winter* • Post self-awareness rating chart for chapter 6 - *An Indian Winter*
M 11/15 9:15-9:45	Early Dismissal from study for school assembly at 10:00 AM • Pre self –awareness rating chart chapter 7 of *An Indian Winter* • Began interactive read-aloud of *An Indian Winter* – chapter 7
W 11/17 9:15-10:05	• Finished interactive read-aloud of *An Indian Winter* – chapter 7 • Responded in vocabulary response journals for chapter 7 - *An Indian Winter* • Authentic discussion of chapter 7 - *An Indian Winter* • Post self-awareness rating chart for chapter 7 - *An Indian Winter*
F 11/19 9:15-10:05	• Pre self –awareness rating chart chapter 8 of *An Indian Winter* • Interactive read-aloud of *An Indian Winter* – chapter 8 • Responded in vocabulary response journals for chapter 8 - *An Indian Winter*

M 11/22 9:15-9:40	Early Dismissal from study for high school presentation at 9:45 AM • Authentic discussion of chapter 7 for *An Indian Winter* • Post self-awareness rating chart for chapter 7 - *An Indian Winter*
W 11/14	No School – Thanksgiving Break
M 11/29 9:15-10:05	• Interactive read-aloud of the afterwards pp. 79-81 for *An Indian Winter* • Began Multigenre response projects – directions and brainstorming • Worked on Multigenre response projects
W 12/01 9:15-10:05	• Worked on Multigenre response projects
F 12/03	No School – Teacher Inservice
M 12/06 9:15-10:05	• Worked on Multigenre response projects
W 12/08 9:15-10:05	• Worked on Multigenre response projects
F 12/10 9:15-10:05	• Worked on Multigenre response projects

Data Collection

A wide array of data collection occurred during the course of this study. The data collected provided a detailed, in-depth description of the case being studied (Creswell, 2007). Creswell emphasized that the backbone of qualitative research is extensive collection data from multiple sources of information. A variety of qualitative data collection forms can emerge from a study, but each form can be grouped under one of four basic types of information: observations, interviews, documents, and audiovisual materials. Multiple data sources and methods of data collection aided in the identification of the phenomenon being studied.

Fieldwork began August 30, 2010, and continued until December 10, 2010. A case study calls for a thick, rich description (Creswell, 2007). The primary data sources for this study included vocabulary self-awareness rating charts, field notes of classroom observations, coding and categorizing of vocabulary response journals and multigenre responses of the selected participants, audio recording of the authentic discussions, and digital voice recordings of interviews with the participants. Based on the reading, discussion, and response activities for

each literature selection followed by the multigenre response project, the data collection portion

of this study extended over a course of 14 weeks. The researcher spent two to three hours a

week collecting data. Table 3.2 (p. 111) lists and aligns the research questions with all types of

data collection utilized in this study.

Field Notes

Field notes are an important supplement to the other forms of data that were collected

during this case study. They served as a written account of what I heard, saw, experienced, and

thought in the course of collecting and reflecting on the data in my qualitative study (Bogdan &

Bilken, 1998). These field notes allowed me to capture aspects of the study that were not

technologically recorded.

I incorporated two types of field notes in my study – *descriptive* and *reflective* (Bogdan

& Bilken, 1998). *Descriptive* field notes objectively captured the details of what was occurring

during the classroom time with the teacher and the students. The *reflective* field notes were a

subjective approach to express my impressions gathered from my observations and note any

problems or concerns that arose. These types of field notes allowed me to record my speculations

of what was being learned from my observations. These field notes were handwritten in a field

journal (spiral notebook) and each entry includes the date and time of the daily observation.   At

the end of each session, I reviewed the field notes and added any personal comments, thoughts,

or reflections. These field notes provided a thick, rich description of the reading and academic

vocabulary activities that occurred each day while I observed the teacher and all fifth-grade

students interacting with each literature selection.

Vocabulary Self-Awareness Rating Charts

A student's awareness and interest in learning new words and their meanings cannot be measured by a simplistic, singular measure (Stahl & Bravo, 2010). Word knowledge is multi-faceted and develops over time requiring the implementation of assessments that are appropriate for a complex theoretical construct. A self-awareness rating chart recognizes that vocabulary knowledge is more than just recognizing a word in print or knowing its definition.

In this study, the students self-evaluated their depth of vocabulary knowledge at the beginning and end of each chapter for the two literature selections with Goodman's (2001) *vocabulary self-awareness chart*. The students copied the pre-selected words from the board onto their *vocabulary self-awareness chart* and self-evaluated their knowledge for each word prior to reading the chapter and completing the written, oral, and visual response activities.

After completing the interactive read-aloud and the written, oral, and visual response options for each chapter, the students completed a post self-awareness rating chart for the two literature selections. The students utilized the same vocabulary self-awareness chart and rating system that they implemented during the pre-assessments of each chapter. The goal was to determine each student's word knowledge level at beginning and end of studying each chapter of the literature selections.

Vocabulary Reader Response Journals

Response journals permit a reader to capture and share his/her personal transaction with the text. A response journal allows the reading process to move from passive to active reading for the student (Marshall, 2000). This journaling process served as an opportunity for the student to experience personal meaning-making by linking writing to the reading process. All fifth-grade students in this classroom engaged in the use of vocabulary reader response journals while

reading the historical fiction and nonfiction literature selections. This response process was guided by teacher-constructed prompts that were open-ended (Appendix H & K) that allowed the students to apply higher-order and critical thinking skills in their written and/or visual response. The students were provided with their own pocket folder with loose-leaf notebook paper inside to record their thoughts, ideas, and feelings as they read the selected text (Figure 4.5 & 4.6). The students were encouraged to think critically and examine the text at a deeper level by analyzing, synthesizing, and evaluating what they had read.   The expectation was for students to reflect, make personal connections to the text and academic vocabulary, respond to how the text and/or academic vocabulary made them feel, and utilize the academic vocabulary in their responses. The students responded to *The Porcupine Year* (Erdrich, 2008) and *An Indian Winter* (Freedman, 1992) after every chapter as outlined in Table 3.1.

The goal of the vocabulary reader response journals was to provide each student at least 10-15 minutes to write in their journal each time it was required as outlined in Table 3.1. I read through the participants' response journals on each submission date. My written feedback encouraged the student to continually build on their critical thinking, analyzing, synthesizing, and evaluating skills as well as utilizing academic vocabulary as they interact with the text.   At the conclusion of the study, there were a total of 176 response journal entries collected from the students. These journals were coded and categorized for common themes to determine how the students integrated academic vocabulary in their responses from each of the literature selections.

Authentic Discussions

After responding in their personal journals the students engaged in authentic discussions. The students were asked to bring their vocabulary response journal to the authentic discussion sessions to aid in the conversation over the assigned reading. During the discussion there was not

a pre-ordained conclusion that had to be reached by the group. The authentic discussions were a time for the students to interact with one another, to express their individual ideas on a given topic, to expand their present understanding of the topic from the contributions of the other participants in the group, and to discuss the academic vocabulary that they had self-selected to respond to in their vocabulary response journal from the literature selection (Appendix I). The authentic discussion response option allowed each student to extend his/her personal understandings of information and to generate new insights. These discussions were audio recorded, transcribed, and coded/categorized for common themes in how the students integrated academic vocabulary in their responses from each of the literature selections.

Multigenre Response Projects

Each student selected and created three genres as a written/visual response project at the conclusion of reading both the historical fiction and nonfiction literature selections. This project allowed the student to portray his/her research and knowledge about a Native American topic through a variety of options including an advertisement, radio broadcast, birth announcement, interview, obituary, story, or press release. The students were not limited to these genre examples. The goal of this project was for the students to apply the academic vocabulary within their multigenre responses (Appendix L). The students had five days to create their three multigenre responses. The students were encouraged to utilize their vocabulary reader response journals, knowledge gained from the reading of each literature selection and the oral discussions, additional nonfiction literature from the school library, and related information from the internet as reference resources for their response project. All three genre responses from each student were collected for data analysis. I coded and categorized each piece to determine the individual application of academic vocabulary.

Student Interviews

All 23 fifth-grade students in this classroom participated in my qualitative study since this was part of their required Native American unit. I interviewed the 20 students who had received parental consent at the beginning and at the conclusion of the study. The first interview was held the initial week of the study. During this interview, I solicited information concerning reading abilities, reading habits both in and outside the classroom, favorite books and authors, attitudes towards historical fiction and nonfiction literature, attitudes toward the social studies unit, and previous experiences with response to literature (Appendix N). At the conclusion of the study, I focused on each student's perception and attitude towards the historical fiction and nonfiction literature utilized in the study, attitude toward the social studies unit of study, reaction toward the written/oral/visual response options and how these response options assisted in personal meaning making with the historical fiction and nonfiction literature selections (Appendix O).

I also implemented informal interviews with each student when he/she choose to visually respond to the literature in their vocabulary response journal (Appendix I). This interview was necessary to determine the student's personal transaction with the text as they verbally interpreted their drawing. I noted the student's use of any academic vocabulary. Each of the interviews throughout the course of the study were digitally recorded and transcribed for data analysis.

Table 3.2 lists the research questions and data collection resources that guided the research. In addition, the table also includes the details of the data analysis of interviews, self-awareness rating charts, vocabulary response journals, authentic discussions, and multigenre response projects to determine how students infused academic vocabulary into all response

formats and evidenced word consciousness in the process. The data analysis section of Chapter 4 follows Table 3.2.

Data Analysis

The primary goal of data analysis in this case study was to portray evidence of word consciousness and individual application of academic vocabulary through vocabulary reader response journals, authentic discussions, and multigenre response projects to historical fiction and nonfiction literature in a fifth-grade social studies unit of study. Data analysis was ongoing and simultaneous during this study. The review of data that had been collected, making sense of the data, determining what has been learned from the collected data, and sharing the data-based information were all steps that were taken in the data analysis process for this study. Table 3.2 lists the alignment of the research questions with the methods of qualitative analysis for each type of data. Using categorical aggregation (Stake, 2000), multiple sources of data were examined in search of emerging categories of information and meanings related to academic vocabulary.

Table 3.2 Data Collection and Analysis

How do fifth-grade students' written/oral/visual response to historical fiction and nonfiction literature demonstrate word consciousness and individual application of academic vocabulary in the context of social studies?

Research Sub-Question	Data Collection Source	Data Analysis
How do fifth-grade students integrate academic vocabulary from historical fiction and nonfiction literature in a vocabulary reader response journal?	• Field notes • Vocabulary response journals • Digital recording of participant informal interview	• Review field notes • Code and categorize response journals as personal experience, reader interaction, or validation pattern of response • Review transcript of informal interviews
How do fifth-grade students utilize academic vocabulary from historical fiction and nonfiction literature in an authentic discussion?	• Field notes • Audio recording of authentic discussions	• Review field notes • Transcribe and review audio recordings of authentic discussions • Code and categorize each authentic discussion transcript as inquiry, evaluation, engaging in reflection, or prior knowledge discussion strategy
How do fifth-grade students employ academic vocabulary from historical fiction and nonfiction literature in a multigenre response project?	• Field notes • Response journals • Multigenre response project • Vocabulary Self-Awareness Rating Charts	• Review field notes • Code and categorize response journals • Code and categorize individual application on multigenre response project as conventional or nonconventional usage • Code and categorize individual Vocabulary Self-Awareness Rating Charts as active, passive, or no control word knowledge level

Analysis of Field Notes

At the end of each interactive read-aloud session and written, oral, and visual response session with the fifth-grade students, I reviewed my field notes from my observations and added personal reflective comments, thoughts, and reflections. The field notes were read, reread, and reviewed in conjunction with the other data sources to provide the thick, rich description that was a necessary aspect of this study. These field notes were used to document evidence and to answer the overall and sub-questions for this study.

Analysis of Vocabulary Self-Awareness Rating Charts

The self-awareness rating charts were collected at the beginning and end of each chapter for the historical fiction and nonfiction literature selections. I analyzed each student's word knowledge by transferring their rating symbol from Goodman's chart (2001) to language that described the level of control the student had for the academic vocabulary word. This level of control was based on Bravo and Cervetti's (2008) continuum of word knowledge: 1) active control; 2) passive control; and 3) no control. The definition of Goodman's (2001) rating symbols, the description for each level of control (Bravo & Cervetti, 2008), and students examples from each of these levels of word knowledge are discussed in Chapter 4. These vocabulary self-awareness rating charts were used to document evidence and to answer the overall and third sub-question for this study.

Analysis of Vocabulary Reader Response Journals

The vocabulary response journals were collected and photocopied after each response journal session. As the researcher, I reviewed the entry and gave written feedback to each of the students. This written feedback provided modeled and encouraged the student to continually utilize academic vocabulary and build on their critical thinking, analyzing, synthesizing, and

evaluating skills as they interacted with the selected text (Appendix P). At the end of the research study, the photocopied response journals were coded and categorized for common themes as I attempted to designate how the students integrated academic vocabulary in their responses from each of the literature selections. I also transcribed the digital recordings of each informal interview when a student utilized a visual response.

After careful examination of each student's visual response and listening to his/her explanation of the drawing as well as through repeated review of each journal response, I determined three defining patterns of response: 1) Personal experience; 2) Reader interaction; and 3) Validation. The patterns of response focused on the students written and visual responses to the historical fiction and nonfiction books. The definitions for each of these patterns of response and student examples for each are addressed in Chapter 4.

Analysis of Authentic Discussions

Each authentic discussion was audio recorded. These recordings were reviewed and transcripts of each discussion were created. Repeated listening of these recordings insured that I portrayed an accurate transcription of the participants' responses during these discussions. Transcript analysis of these authentic discussions captured what cannot be gathered through general reflections or impressions recorded in field notes after the fact (Kucan, 2007).

After reviewing Clark's (2009) study focusing on peer-led literature discussions on the use of comprehension strategies I reviewed the individual transcripts of each discussion group for each of the literature selections. The categories of response addressed in Clark's study served as a starting point as I determined common discussion strategies instigated by the students in my study as they orally discussed their reader response journals.   Through intense examination of each transcript, it was determined students integrated academic vocabulary in their oral

responses to each of the historical fiction and nonfiction literature selections through: 1) Inquiry; 2) Evaluation; 3) Engaging in reflection; and 4) Prior knowledge. Each of these discussion strategies are addressed in detail in Chapter 4.

Analysis of Multigenre Response Projects

The three multigenre creative writing/visual responses from each student were collected for data analysis. I coded and categorized each genre piece to determine the individual application of academic vocabulary into creative, yet informational writing. The extensive examination of each genre project represented the conventional and nonconventional usage of the academic vocabulary.   The extensive review of these written/visual presentations are addressed in Chapter 4. The multigenre response projects were utilized to determine each student's individual application of academic vocabulary within each genre piece, thus showing evidence of developing word consciousness in a social studies themed unit.

Analysis of Student Interviews

I interviewed the 20 fifth-grade students who had received parental consent at the onset of this study followed by an interview at the conclusion of the study. I also interviewed a student if he/she implemented a visual response in his/her personal vocabulary journal. All of the interviews were digitally recorded and transcribed. I reviewed the pre and post interview transcripts to analyze each participant's perception and attitude toward 1) the historical fiction and nonfiction literature, 2) the social studies unit of study, 3) the use of academic vocabulary to evidence word consciousness, and 4) the written/oral/visual response options in personal meaning making with the literature selections. The transcripts of the informal interviews with students who utilized the visual responses were also analyzed for the use of any academic

vocabulary. The informal interviews will explain and document evidence answering the overall and first research sub-question.

Establishing Trustworthiness

In qualitative research it is important for the researcher to develop validation and reliability in the study by establishing trustworthiness. Validation and reliability within a qualitative study can be established through the various criteria of internal and external validity. Each writer of research has a different perspective resulting in a set of terms and criteria for establishing this validity within a study. Multiple sources of data and various methods of data collection are one way to establish this trustworthiness in a study (Creswell, 2007). Trustworthiness is also established through prolonged engagement and persistent observation in the field, member checking, and inter-rater reliability (Creswell, 2007; Merriam, 1998; Yin, 2003).

Prolonged Engagement and Persistent Observation

Prolonged engagement and persistent observation were one approach utilized in this study to establish increased trustworthiness. The researcher built trust and rapport with the participants by spending an extended period of time in the research field. Prolonged engagement and persistent observation also was important for this qualitative case study since the researcher gathered data over a period of time, which also increased the validity of this study.

This study began August 30, 2010, and continued until December 10, 2010. The researcher was in the classroom at least three days a week for at approximately one hour each day. These 14 weeks of research resulted in approximately 42 hours of research data collection allowing the researcher to conduct persistent observations of the written, oral, and visual

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responses by each student resulting in the opportunity to identify the most salient factors linking literature, academic vocabulary, and word consciousness.

Crystallization

Crystallization is the proposed term to be implemented in qualitative case studies instead of the term triangulation (Richardson, 2000). This research approach features in-depth multiple genre descriptions offering a valuable way of thinking and creative inquiry to produce knowledge (Ellingson, 2009). The crystallization approach 1) provides deep, rich, thick descriptions, 2) gives the reader multiple ways of understanding the data, 3) reinforces the same experience from different forms, and 4) gives the researcher a deeper level of understanding of the data. This approach centers on the principle that observing and investigating different aspects of an object of study can often best characterize the phenomenon under study (2009). The ways of observing and the combination of the various aspects produces a deeper, more complex understanding of the topic. Crystallization was utilized in this study by examining several sources and methods of data collection. These sources and methods included vocabulary self-awareness rating charts, vocabulary reader response journals, transcripts of authentic discussion groups, multigenre response projects, observation and field notes, and student interviews. The evidence gathered from the historical fiction responses were compared to the responses from the nonfiction selection.

Peer Examination

Peer examination provides an external check of the research (Creswell, 2007). This debriefing process establishes trustworthiness and reduces bias (Merriam, 1988). Peer examination was a continuous process throughout this study. The researcher shared the historical fiction/academic vocabulary results with the classroom teacher prior to beginning the

nonfiction/academic vocabulary portion of the study. The data and interpretations at the conclusion of the study were also presented to the classroom teacher for her validation. The results for the use of academic vocabulary from the historical fiction and nonfiction literature selections were also presented to my major advisor. My major advisor provided assistance in reviewing the analysis of the data throughout the analytic process. As the researcher, I also employed the assistance of one Ph.D. colleague in reviewing the coding of the written, oral, and visual student responses as well as the control level of word knowledge on the vocabulary self-awareness rating charts. This colleague has been an elementary teacher and middle school teacher for 20 years. For the last six years, she has served as a Reading First coordinator and taught undergraduate and graduate reading courses at a local university.

Summary

The purpose of this study was to explore and identify the word consciousness and individual application of academic vocabulary from a thematic social studies unit through the use of vocabulary reader response journals, authentic discussions, and multigenre response projects using historical fiction and nonfiction literature. Before the study began, I completed extensive research in current practices and approaches utilized in the field of academic vocabulary. This research resulted in information representing the lack of effective employment of strategies that allow a student to develop word consciousness and individual application of academic vocabulary in other content area learning experiences.

Chapter 3 outlined the research design, research questions, pilot study, setting of the study, classroom site, classroom teacher, student participants, role of the researcher, role of the teacher, social studies unit, selection of materials, stages of study, data collection, data analysis, and steps implemented to develop validation and reliability for this study. Table 3.1 provided a

research timeline and Table 3.2 was also included as an overview of the study outlining the research questions, the data collection artifacts, and the data analysis approaches that were utilized to glean the most information for each research question. This qualitative case study implemented multiple sources of data collection and complex data analysis to portray a rich, thick description and create a vivid picture of the case study of a fifth-grade classroom by focusing on eight student participants. The focus was on the use of academic vocabulary and the acquisition of word consciousness in response to historical fiction and nonfiction literature within a social studies themed unit.

Chapter Four will provide the results of this study. Chapter Five will examine the findings of the study and conclusions that were drawn. Implications for instructional classroom practice will be addressed as it relates to academic vocabulary in a regular classroom setting. Suggestions for future research will be provided to extend a research base for examining the results of implementing academic vocabulary instruction.

Chapter 4 - DATA ANALYSIS/RESULTS

The purpose of this qualitative case study was to explore and identify the word consciousness and individual application of academic vocabulary through the use of vocabulary reader response journals, authentic discussions, and multigenre literacy projects. The data points examined include: pre and post vocabulary self-awareness rating charts; the students' individual vocabulary reader response journals; audio recordings from the authentic discussions; observational field notes from the interactive read-alouds and authentic discussions groups; student interviews; and the students' individual multigenre literacy response projects. The overall question guiding this study was:

> *How do fifth-grade students' written/oral/visual response to historical fiction and*
> *nonfiction literature demonstrate word consciousness and individual application of*
> *academic vocabulary in the context of social studies?*

This qualitative case study was conducted between August 30, 2010 and December 10, 2010. This study addressed word consciousness and individual application of academic vocabulary through self-awareness rating charts (Appendix Q), interactive read-alouds of quality children's literature, and response to the literature and vocabulary through written, oral, and visual means. I examined the self-awareness rating charts and individual responses during the interactive read-alouds to determine a student's personal reflection of his/her word consciousness and individual application of the new terminology in his/her own oral and written language. The vocabulary reader response journals, authentic discussions, and multigenre response projects were examined and coded to address the three research sub-questions for this study:

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1. How do fifth-grade students integrate academic vocabulary from historical fiction and nonfiction literature in a vocabulary reader response journal?

2. How do fifth-grade students utilize academic vocabulary from historical fiction and nonfiction literature in an authentic discussion?

3. How do fifth-grade students employ academic vocabulary from historical fiction and nonfiction literature in a multigenre response project?

This chapter will begin with a content analysis of the materials collected during the 14 week study. The initial self-awareness rating charts established each student's pre-knowledge level of understanding for the selected academic vocabulary at the beginning of each historical fiction and nonfiction chapter. The examination and coding of the vocabulary reader response journals, audio recordings of the authentic discussions, and individual multigenre literacy projects documents each student's personal journey with word consciousness and the individual application of the academic vocabulary. The post self-awareness rating charts for the selected academic vocabulary at the conclusion of each historical fiction and nonfiction chapter captured each student's individual word consciousness and individual application of the academic vocabulary. Each of these data points will be discussed in the order that they were presented to the students during the study. Both literature selections, *The Porcupine Year* and *An Indian Winter*, will be discussed separately under each data point.

Student examples are existent throughout the presentation of findings in this chapter. I strived to preserve authentic student examples by spelling and transcribing the information as written by the student. The student responses are presented in italics.

Pre Self-Awareness Rating Charts

Vocabulary knowledge involves more than just recognizing a word in print or knowing its definition. Word knowledge is multifaceted and develops over a period of time so it does not lend itself to fill-in-the-blank, multiple-choice, or a matching activity to measure a student's understanding (Stahl & Bravo, 2010). These forms of assessments test definition knowledge rather than the vocabulary depth or how much a student knows about a word. The five dimensions of word knowledge (Cronbach, 1942), the four incremental stages of word knowledge (Dale, 1965), and vocabulary self-awareness chart (Goodman, 2001) are each self-assessment approaches that takes into account vocabulary growth that happens incrementally and the depth of understanding that accrues.

At the beginning of each chapter for the historical fiction and nonfiction literature selections utilized in this study, all students self-evaluated their depth of vocabulary knowledge for the pre-selected academic vocabulary words using Goodman's (2001) *vocabulary self-awareness chart* (Appendix Q). The teacher pronounced each word as she listed them on the board. The students were required to copy the words on to their own chart and then self-evaluate their knowledge of each word prior to reading the chapter and completing the other vocabulary activities. Students placed a "+" next to each word they knew well and could write an accurate example and definition related to the unit of study. Students were then required to write a definition and example for the word. The definition and example that the student provided had to be related to the unit of study. The use of a "✓" next to the academic vocabulary words indicated that the student could write a definition or example, but not both. Once again, the student was then required to write either a definition or example for the word related to the unit of study. A "-" next to the vocabulary term indicated that the term was new to the student.

In order to analyze the student's word knowledge, I wanted to transfer each rating symbol into language that described the level of control the student had for each academic vocabulary term. Bravo and Cervetti (2008) suggested a continuum of word knowledge in regard to content-area vocabulary. They believed that a student's content-area word knowledge could be rated on a continuum ranging from having active control (where a student can decode the word, provide a definition, connect the vocabulary term to other words in the content area, and utilize it in oral and written communications); passive control (where a student can decode a word and provide a basic definition or synonym for the word); and the final point on the continuum is no control (where a student has never seen or heard of the word). I utilized these levels of control to analyze the students' self-assessment of their individual word knowledge. Table 4.1 illustrates the relationship between self-assessment rating charts (Goodman, 2001) each student completed with the Bravo and Cervetti (2008) continuum of word knowledge which was the terminology I employed throughout chapter 4 to translate each student participant's word knowledge level.

Table 4.1 Self-Awareness Chart and Word Knowledge Control

Student Participants Self-rating of Word Knowledge Control	Self-Awareness Chart Rating Definition Goodman (2001)	Definition Bravo and Cervetti (2008)
Active Control (+)	Student knows the word well & can write an accurate example & definition related to the unit of study	Student can decode the word, provide a definition, situate it in connection to other words in the discipline, & use it in their oral & written communications
Passive Control (✓)	Students knows the word well enough to write a definition or example for the word, but not both	Can decode term & provide a synonym or basic definition
No Control (-)	The word is new to the student	Never seen or heard the word

The Porcupine Year *Pre Assessment of Word Knowledge Level*

Self-assessment of word knowledge is important. A first step to learning is a student's

awareness of unfamiliarity of a word's definition. Such awareness fosters student autonomy and

responsibility for further learning opportunities. Figure 4.1 (p. 123) represents the frequency of

word knowledge level from the self-assessments the student participants completed at the

beginning of each chapter for the historical fiction literature selection, *The Porcupine Year*.

Figure 4.1 *The Porcupine Year* **Frequency of Word Knowledge Level (Pre-Assessment)**

	Allie	Andy	Jennifer	Jeff	Kacie	Luke	Matt	Megan	Average
■ Active Control	3	5	4	2	2	3	2	3	3
■ Passive Control	7	1	4	4	5	5	7	3	4.5
■ No Control	49	53	51	53	52	51	50	53	51.5

Student Participants
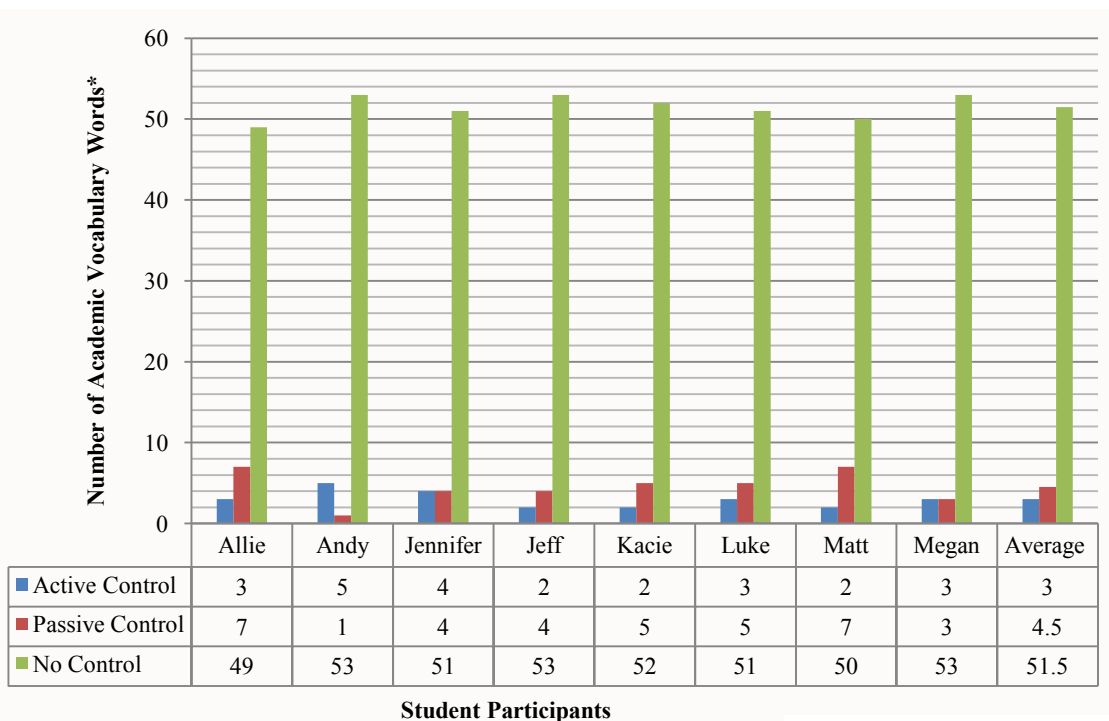
*59 total academic vocabulary words

On average, the eight student participants had **active control** of at least three of the pre-

selected academic vocabulary words for *The Porcupine Year*. Active control is evident when the

student has the ability to provide a definition and an example for the academic vocabulary word

and related to the unit of study. This definition and example are based on the student's prior

experience with the word. These pre-selected academic vocabulary terms were listed on the

board for the students and the classroom teacher pronounced each word. The teacher did not

provide the students with any further information.

The active control of the academic vocabulary was evident with Megan's work. She had

active control of three words for *The Porcupine Year* when she reported the following examples

and definitions on her pre-assessment charts.

Megan: Intruders – *I saw intruders*. (Example) *is someone who is* [has]

broken in (Definition);

Flee – *I had to flee.* (Example) *To go away* (Definition); and

Scrawny – *My brother is so skinny*. (Example) *To be very active*

(Definition)

Passive control of the 59 words was not much higher than the active control for the eight

student participants for the pre-selected academic vocabulary words for *The Porcupine Year*. A

student was viewed as having passive control when he/she was able to provide a definition or an

example related to the unit of study for the academic term. Once again, the students were not

provided with any assistance beyond the selected terms being listed on the board and the teacher

pronouncing each word.

Prior to reading each chapter of the historical fiction selection, the student participants

were able to provide either a definition or an example related to the unit of study for an average

4.5 of the 59 academic vocabulary words. Kacie and Luke each had passive control for five of

the pre-selected words. This passive control was evident with the examples or definitions

conveyed by each of the student participants.

Kacie: Warrior – *Person who* fights (Definition);

Hoisted – *I hoisted myself up.* (Example);

Relinquish – *Give it away* (Example);

Shuns – *to dislike something* (Definition); and

Pliable – *bendable* (Definition)

Luke: Hoisted – *lifted* (Definition);

Relinquish – *took it off* (Definition);

Shuns – *dislike* (Definition);

Flee – *ran away* (Definition); and

Boast – *Brags* (Example)

An average of 51.5 of the 59 academic vocabulary words for the historical fiction

literature selection, *The Porcupine Year,* were new to the students, meaning that the students had

no control of the terminology. The student participants were unable to provide a definition

and/or an example for these words prior to reading the historical fiction literature selection.

An Indian Winter *Pre Assessment Word Knowledge Level*

Students continued on with the quest with self-assessment by rating their word

knowledge level with the pre-selected academic vocabulary with the nonfiction selection, *An*

Indian Winter. These pre-assessments took place after the students had completed the pre and

post vocabulary self-awareness charts as well as the written, oral, and visual responses for each

chapter of *The Porcupine Year*. The students implemented the same rating system as outlined by

Goodman (2001) for their vocabulary self-awareness charts for *An Indian Winter*. I then took

each students pre self –assessment for each chapter of *An Indian Winter* and translated it in to a

level of control based on Bravo and Cervetti (2008) continuum of word knowledge (Table 4.1, p.

122).

Figure 4.2 (p. 126) represents the frequency of word knowledge level from the self-assessments the student participants completed at the beginning of each chapter for the nonfiction literature selection, *An Indian Winter*.

There were 28 words introduced throughout the eight chapters in this nonfiction literature selection and on average 26.5 of these words were new to the students which represents that the students had no control of these words. The student participants were unable to provide a definition and/or an example related to the unit of study for these terms.

Figure 4.2 *An Indian Winter* Frequency of Word Knowledge Level (Pre-Assessment)
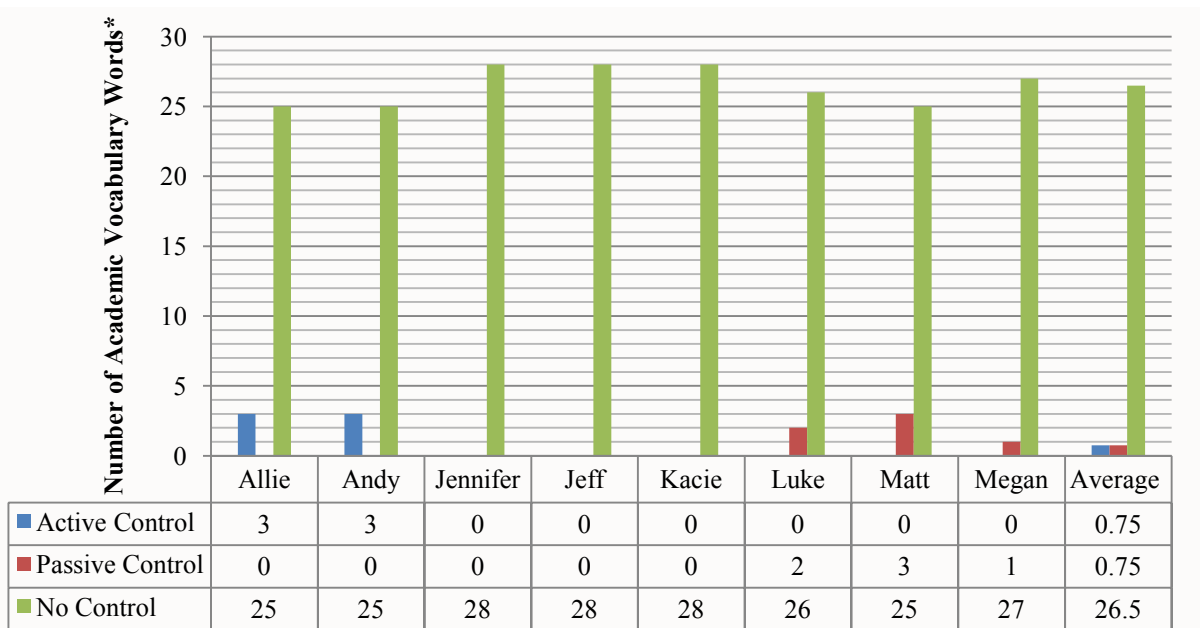
	Allie	Andy	Jennifer	Jeff	Kacie	Luke	Matt	Megan	Average
■ Active Control	3	3	0	0	0	0	0	0	0.75
■ Passive Control	0	0	0	0	0	2	3	1	0.75
■ No Control	25	25	28	28	28	26	25	27	26.5

Student Participants

*28 total academic vocabulary words

The eight student participants had a very low level of active and passive control with the academic vocabulary words introduced at the beginning of *An Indian Winter*. On average, the student participants had active control of 0.75 of the 28 pre-selected words. There were eight student participants and only two of these participants could provide a definition and example for three of the pre-selected terms representing their active control.

Allie and Andy each had active control of three of the selected words prior to reading the text and completing the vocabulary activities. Allie was able to define and give an example related to the unit of study for navigate, comrades, and impersonated.

Allie: Navigate – *I like to navigate.* (Example); *give directions* (Definition)

Comrades – *He had a lot of comrades.* (Example); *a war friend* (Definition)

Impersonated – *She impersonated you.* (Example); *A person acts like another person* (Definition)

Andy's active control was evident with the definition and example that he wrote on his pre-word knowledge charts for comrades, skewered, and scurvy.

Andy: Comrades – *Follow me comrades* (Example); *friends* (Definition)

Skewered – *He skewered me* (Example); *stab* (Definition)

Scurvy - *I'v*[e] *got scurvy* (Example); *disease* (Definition)

Passive control was the same as active control. The student participants were able to provide an example or definition related to the unit of study for an average of 0.75 of the 28 pre-selected words.

Luke, Megan, and Matt each represented their passive control by writing the following examples and definitions prior to each chapter for this nonfiction literature selection.

Luke: Comrades - *He is a comrade.* (Example)

Impersonated - *to copy someone* (Definition)

Megan: Congealed – *to be hard* (Definition)

Matt: Navigate -*to use a* compass (Example)

Dignitary – *a big boss* (Example)

Summary of Pre Self-Awareness Rating Chart Assessments

These pre self-awareness rating charts were implemented to understand each student participant's demonstration of word consciousness and individual application of the academic vocabulary in the context of social studies prior to each chapter of the literature selections within the unit of study. Based on these pre-self-awareness vocabulary rating charts, the eight student participants had very low-level active or passive control of the academic vocabulary for each literature selection. Based on the average of each level of control, the student participants had a higher level of active control for *The Porcupine Year* (3 words) than *An Indian Winter* (0.75 words). This was also true for passive control. The students had passive control for an average of 4.5 words for *The Porcupine Year* and 0.75 of the academic vocabulary terms for *An Indian Winter*. The data at this point in the study indicate the students did not have word consciousness or the ability to individually apply the terms in context for a majority of the words presented at the beginning of each chapter. This is evident in the data when students reported that the average of 51.5 of the 59 academic vocabulary words in *The Porcupine Year* were new to them as well as 26.5 of the 28 academic vocabulary words for *An Indian Winter*.

Interactive Read-Aloud

Interactive read-aloud is an instructional practice for the teacher and students to read text together and engage in dialogue while reading (Hancock, 2008). This reading approach introduces students to the aesthetic realm of reading and the art of listening (Fisher, Flood, Lapp, & Frey, 2004); encourages oral response to literature (Hancock, 2008); and allows students to clarify information in the text such as vocabulary that is unclear or confusing (Maloch & Beutel, 2010).

After the students completed their vocabulary self-awareness rating charts for the designated chapter, they engaged in an interactive read-aloud approach with the chapter as a whole class. The teacher and students each took turns reading the text aloud as they followed along with their personal copy of the text. A different approach for presenting the text was utilized for each literature selection.

For *The Porcupine Year*, each student followed along on a personal laptop where an e-book version of the story was loaded on each computer. The same e-book version was projected on the screen at the front of the room. As the teacher and students orally read the text, they stopped at the end of the paragraph where one of the pre-selected words was presented. The teacher would scaffold the learning process by leading the students in a discussion of what the academic vocabulary word meant. The teacher would begin the discussion by having the students focus on the context clues presented in the text. She would then provide the students with real-world examples of the word. These two approaches allowed the students to focus on their prior knowledge and make personal connections to the words leading them to various guesses of the correct definition. The various guesses led to the teacher presenting questions as she guided the students towards the correct definition of the word. The teacher would then visually present the students with the correct definition on the projected screen. The students were then required to highlight the word in the e-book text and then add the definition to their notes by either copying exactly what the teacher had presented or by writing it in their own words (Figure 4.3 and 4.4).

Figure 4.3 Sample of highlighted text on laptop
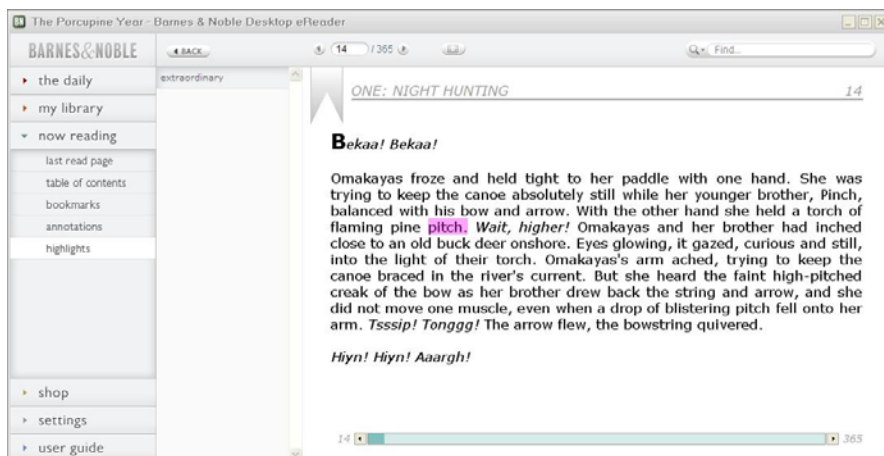
Figure 4.4 Sample of note for highlighted text

I noted in my field notes that at the beginning of chapter 1for *The Porcupine Year* the

teacher and students were hesitant with the interactive read-aloud and discussion approach of

each of the words. The students were not willing to volunteer to read at first and were very

reliant upon the teacher reading the text to them. The discussion also lacked zest. It was a one-

way discussion where the teacher was doing all of the discussing of the words. The students

were active listeners -- this was evident by their ability to copy word-for-word the definition

presented by the teacher. The students did not participate with their personal connections or

opinions of what each of the words meant based on the context and the examples provided by the teacher.

This one-way interaction changed by the second chapter of *The Porcupine Year*. As the interactive read-aloud session began a classroom management issue arose between two students requiring the teacher to leave the room. As the researcher, I stepped in and conducted the lesson. I began by stepping away from the computer located on the teacher's desk which was projecting the book on the screen. I circulated the room asking the students questions and engaging them in critical thinking as they reflected upon what they had read and the words that they learned during the first session. I then began reading chapter 2 from the screen as I circulated around the room. My enthusiasm was contagious and the students began volunteering to read as the rest of the class followed along. The students were no longer reliant on the teacher-researcher doing all of the reading.

The teacher-researcher and students were also engaged in a deeper, richer discussion of the words warrior, sheath, and shallows. The students verbally shared their personal connections with each of the words with guidance of the teacher-researcher through a serious of questions that elicited engagement, feedback, and reflection from each of the students. The students were able to make text-to-text and text-to-media connections to the word *warrior*. Students quickly identified with the word *sheath* since it had previously been discussed in their Native American unit when the teacher and students had discussed Native American weapons in their social studies textbook. Each student was also able to make a personal connection with *shallows* by remembering a time they had waded in shallow or low water.

The classroom teacher returned to the room while the students and I were in the middle of chapter 2. She sat in the back of the room and observed as I taught the lesson that I had

designed. I sensed that this coaching process allowed Mrs. Newton the opportunity to observe

the instructional approaches that I had intended as I designed each lesson. The full reading

participation of all students and the rich discussion continued with the rest of the chapters for

each of the literature selections as Mrs. Newton taught.

For *An Indian Winter*, the students engaged in the interactive read-aloud approach with a

personal copy of the literature selection. The students were not able to highlight or write in the

print books. After reading the word in the text the teacher and students engaged in a direct, rich,

lively discussion of the academic word. Once the teacher felt the students understood the

definition of the word as it related to the unit of study, the teacher wrote the word and definition

on the whiteboard at the front of the classroom. The students then copied the word and wrote the

definition, exactly as the teacher wrote or in their own words, in their personal vocabulary folder

(Figure 4.5). Students were provided with several sheets for each chapter in order to write their

notes (Figure 4.6) for the academic vocabulary words.

Figure 4.5 *An Indian Winter* personal vocabulary folder
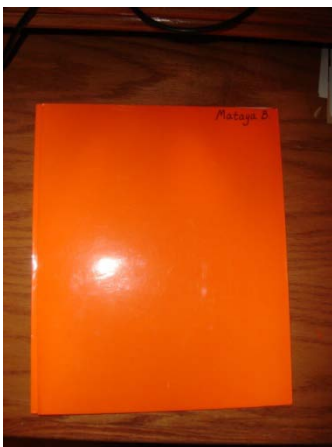
Figure 4.6 *An Indian Winter* note sheet
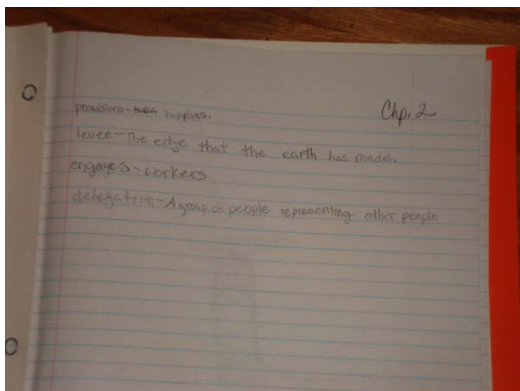
After reading aloud the assigned chapter, highlighting, discussing, and writing a note for each academic vocabulary word for the chapter, the students then focused on these words in their vocabulary reader response journal.

Vocabulary Reader Response Journal

A reader response journal approach in a literature-based classroom allows a student the opportunity to make meaning from the text as he/she captures what he/she is thinking or feeling through written or visual means. The response journal allows the student to become actively engaged in the reading process. During this study, this journal was referred to as the vocabulary reader response journal.

The vocabulary response journal was utilized during both stages of this study; historical fiction and nonfiction literature selection. As stated in Chapter 2, the intent of this study was to merge the effective reader response practices into social studies context by having students document their personal reader transaction with the inclusion of the academic vocabulary introduced in both literature selections.

I began with Chapter 1 and 2 of *The Porcupine Year* with a teacher-constructed prompt following the completion of the interactive read-aloud. Students were asked to review the various adventures Omakayas and Pinch encountered in these two chapters. The students were

then asked to choose and write about an event (adventure) they found the most interesting in these two chapters followed with how they would have reacted if they were Omakayas or Pinch in this same situation. Students had the option to create a written response, visual image to represent their answer, or a response that included a visual image as well as a written description.

Jeff: *The boat got caught in the rapids. I like because it was interesting. If I was Pinch or Omakayas I wood* [would] *jump of* [off] *and swim to shore.*

Kacie: *My favorite part is when Pinch got quills on himself from the porcupine. If that happened to me I would get help.*

Matt: *The part I liked the most was in chapter one was when they got stuck in the rapids. What I would have done is hang on for my life. The part I like in chapter two is when Pork* [Pinch] *got quilled and ran up the tree. What I would have* [done] *is left it alone and not bothered.*

Allie: *Quill caught a porcupine in a tree and made it his pet. I would just raise it then let it free when it's old enough.*

Andy: *Quill caught a porcupine in a tree and made it his pet. When Pinch caught a fish with his bare hand. I would have left the canoe and followed the river back.*

The other three student participants chose to draw only a visual image in response to the teacher-constructed prompt. Based on their interview (Appendix I), each student was able to describe what they drew and what their drawing meant.

Luke: *If I were Omakayas or Pinch and I was falling off the river I would jump out of the canoe and save myself* (Figure 4.7)

Figure 4.7 Luke's Chapter 1 & 2 Visual Response Journal
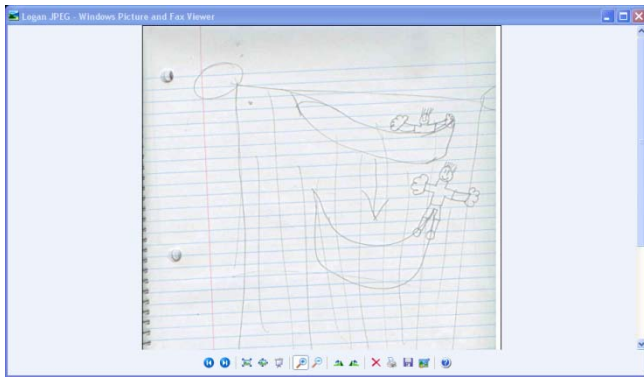
Megan: *If I were Pinch or Omakayas and I was in a river and I did not know where I was I would scream.* (Figure 4.8)

Figure 4.8 Megan's Chapter 1 & 2 Visual Response Journal
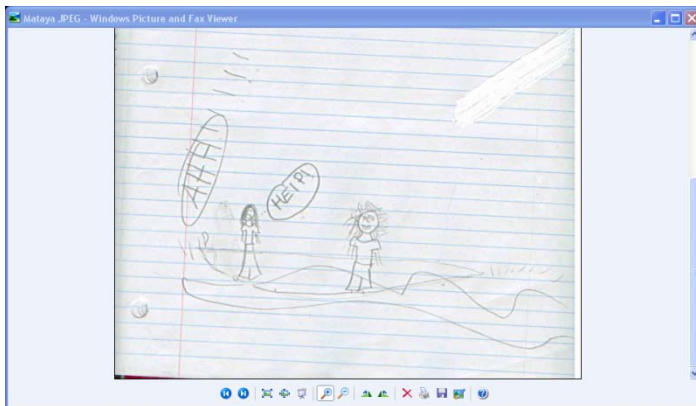
Jennifer: *My favorite part was when Pinch got stuck by the porcupine. If I were Pinch I would probably run around and scream like a little girl.* (Figure 4.9)

Figure 4.9 Jennifer's Chapter 1 & 2 Visual Response Journal
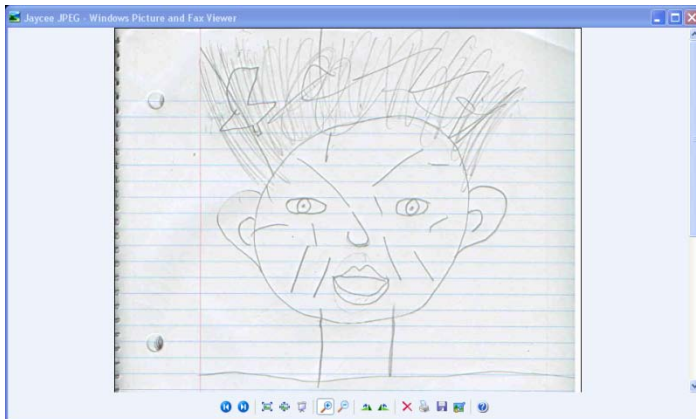
As the researcher, I was discouraged because the students did not naturally include any of the pre-selected academic vocabulary terms in their written or visual/oral response for chapter 1 and 2. I reflected upon the process and spoke with the classroom teacher. I decided the best approach for the rest of the study was to not combine chapters together when eliciting responses from the students in their vocabulary reader response journals, to focus on fewer academic vocabulary words for each chapter, and to change the prompts for the written/visual response option so students focused on the vocabulary words in their responses.

I immediately began the new vocabulary reader response approach with chapter 3 of *The Porcupine Year*. Students began chapter 3 of *The Porcupine Year* by completing the pre-knowledge chart followed by interactive read-aloud of the chapter. The students were then asked to choose one of the academic vocabulary words (hoisted, relinquish, and shuns) and tell a personal experience/story with the selected term of their choice. Students responded through written and visual means.

Luke: *I hoisted my sister*.

Matt: *I hoisted my back pack after school*.

Megan: *My friends and I were fighting and I shuns* [shunned] *her*. (Figure 4.10, p. 132)

Figure 4.10 Megan's Chapter 3 Written and Visual Response Journal
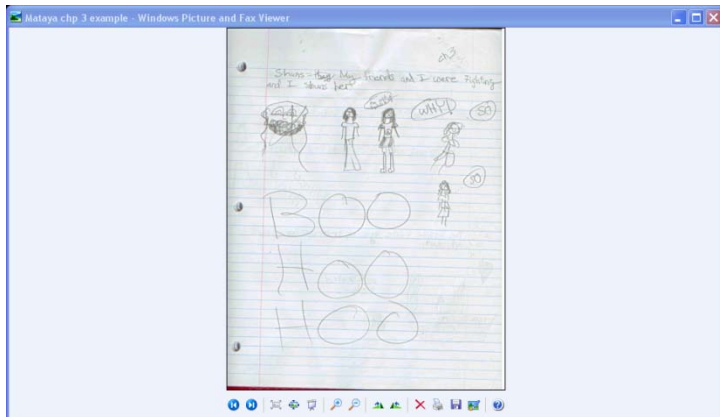
As the chapters progressed with this literature selection, and subsequently with *An Indian Winter,* the teacher-constructed prompts focused on the students reflecting, making personal connections to the text and academic vocabulary, responding to how the text and/or academic vocabulary made them feel, and utilizing the academic vocabulary in their responses. Between the two literature selections, there were 176 journal entries as each student completed 15 entries for *The Porcupine Year* and 7 entries for *An Indian Winter*. I read and reread each reader response entry coding and categorizing each one for common themes in how the students integrated the academic vocabulary in their responses from each of the literature selections. Through this process, three defining patterns of response emerged (Table 4.2). I named these patterns: 1) Personal experience; 2) Reader interaction; and 3) Validation.

Table 4.2 Patterns of Response for Vocabulary Reader Response Journals

Response	Definition	Student Example
Personal Experience	Reader reveals fragments of their own life and how it relates to the academic vocabulary	**Jeff**: *My dad **shuns** [shunned] us when he left us.*
Reader Interaction	Reader directly interacts with the academic vocabulary by recounting all or portion of the text as it relates to the academic vocabulary	**Jennifer**: *Pinch was **vulnerable** to the intruders because he did not take care of his* [him] *self.*
Validation	Reader creates a visual image or writes a statement to confirm the meaning of the academic vocabulary	**Andy**: *The fish are **cascading** out of the blanket.* (accompanied by a picture of fish cascading from a blanket with stars on it)

Personal Experience Pattern of Response

In Chapter 3 of *The Porcupine Year*, the teacher presented to the students with the word shuns and the definition that shuns means to intentionally avoid somebody or something. The teacher and students then returned to the story and reviewed how shuns was utilized in the story (Figure 4.11). In Table 4.2, Jeff's response to the word *shuns* represents a personal experience that he has recently experienced in his life when his parent's divorced.

Figure 4.11 Screenshot of Text for Shuns
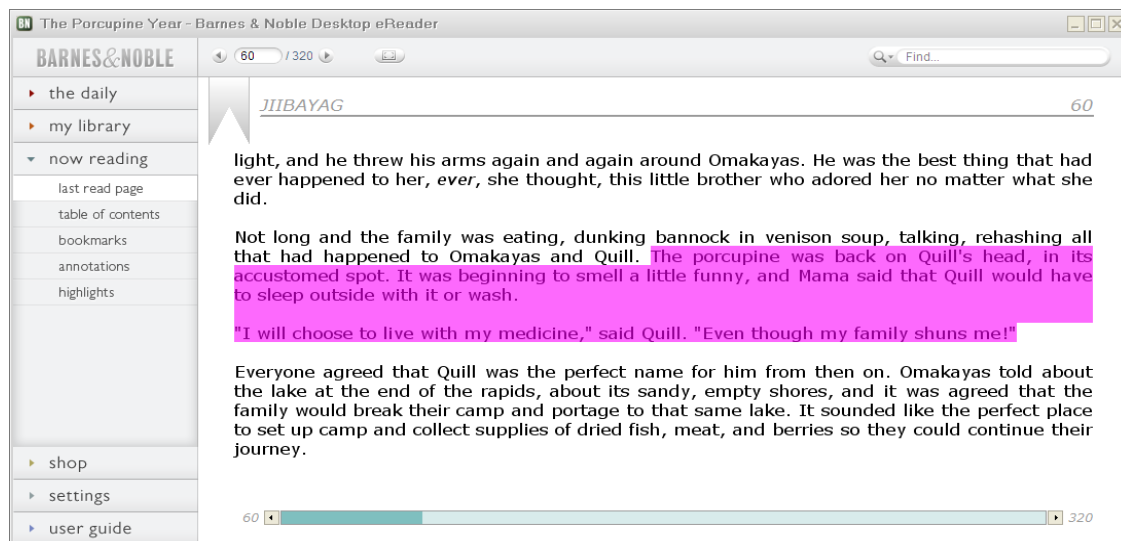
This written example represents the implementation of critical thinking skills by Jeff's ability to make connections between the definition and usage of the academic vocabulary word in the historical fiction story to an event that he was facing in his own life.

Reader Interaction Pattern of Response

The student participants also developed their understanding of the academic vocabulary words by interacting with the text. At the conclusion of reading and discussing the text as well as the academic vocabulary in each chapter, some of the student participants choose to recount all or portion of the text as it relates to the academic vocabulary. This reader interaction response was evident in Jennifer's example (Table 4.2) when she recalled a time in chapter 4 when one of the characters were without adequate protection (vulnerable).

Validation Pattern of Response

The third pattern of response that was evident in the various journal entries was validation. The student participants created visual images and/or wrote a statement(s) to confirm the meaning of the academic vocabulary word. Andy's example, as illustrated in Figure 4.12, is

an example of validation through a visual image and a statement (Table 4.2) to further explain

his understanding of the academic vocabulary.

Figure 4.12 Andy's Example of Validation Pattern of Response
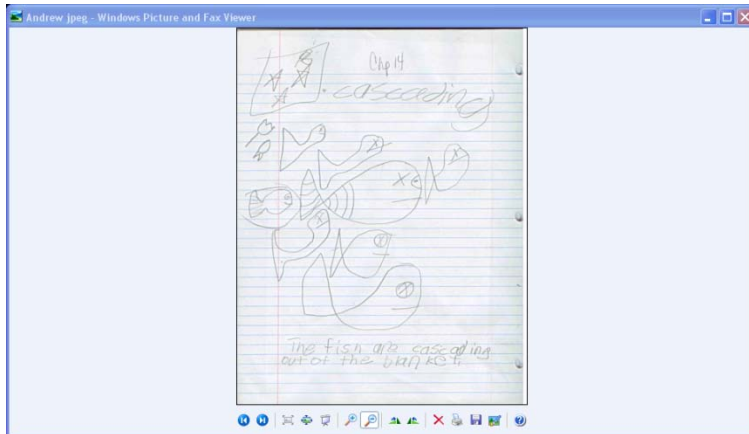
Table 4.3 includes the frequency with which the student participants implemented the

personal experience, reader interaction, and validation patterns of response. The historical

fiction and nonfiction book were separated to distinguish the participants' utilization of each

response option with the different literature selections.

Table 4.3 Patterns of Response Frequency Table for Literature Selections

Pattern of Response	*The Porcupine Year*	*An Indian Winter*	Total by Response Option
Personal Experience	45 (38%)	22 (39%)	67 (38%)
Reader Interaction	15 (12%)	6 (11%)	21 (12%)
Validation	50 (42%)	23 (41%)	73 (41%)
Not Applicable*	10 (8%)	5 (9%)	15 (9%)
Total	120 (100%)	56 (100%)	176 (100%)

*Not applicable means reader response journals were not counted as one of the patterns of response since the students did not

apply academic vocabulary in their responses and as a result their responses did not meet the pattern of response criteria

Patterns of Response for The Porcupine Year

As exemplified in Table 4.3, for *The Porcupine Year*, the eight student participants were given the opportunity to complete 15 reader response journals resulting in a total of 120 possible entries that I could analyze for this literature selection. The eight student participants preferred the validation pattern of response (41 %). With this response option, the students created visual images and/or wrote a statement(s) to confirm the meaning of the academic vocabulary. These responses (visual and/or written) were not based on a personal experience or directly related to events in the story.

Personal experience pattern of response (38%) was also readily utilized throughout the 120 entries for the historical fiction literature selection. There were 45 different vocabulary responses where the student participants made personal connection from their personal life to the academic vocabulary term.

Student participant's employed the reader interaction response approach 12% of the time in *The Porcupine Year*. This resulted in 15 entries where the student focused on the meaning of a word and how it directly related to an event that occurred in the story. Many times the student would recount a portion of the text that had occurred in a prior chapter.

The eight entries for chapter 1 and 2 response journal were classified as not applicable since the students did not apply academic vocabulary in their responses and as a result their responses did not meet the pattern of response criteria. Three student participants were absent during the course of this literature selection resulting in a total of 11 vocabulary reader response journals considered not applicable. One student participant wrote two separate responses for chapter 6 and this resulted in a total of 10 entries not applicable instead of 11.

Patterns of Response for An Indian Winter

For *An Indian Winter*, the eight student participants completed seven vocabulary reader response journals resulting in an analysis of 56 entries. As explained in Table 4.3, the eight student participants preferred the validation pattern of response (41%). The personal experience was expressed in 22 of the 56 (39%) responses. Students implemented the reader interaction with six reader response options (11%). There were a total of five entries that were not applicable for categorizing due to student participants being absent.

The integration of academic vocabulary from the historical fiction and nonfiction literature in the vocabulary response journals was analyzed through the eight student participants' written and visual responses. Each entry was categorized as a pattern of response; personal experience, reader interaction, and validation. The student participants preferred implementing the validation response option for both the historical fiction and nonfiction literature.

Authentic Discussion

After each student completed their vocabulary reader response entry for the selected chapter, they went into authentic discussion groups. The students were placed in groups selected by the classroom teacher. These groups were not based on individual academic ability. Each group was composed of students who could work well together independent of a teacher or another supportive adult. There were five different groups with a total of two groups of four students and two groups of five students. The fifth group was composed of three students who participated in an authentic discussion but could not be recorded. The goal of the authentic discussion groups was for the students to expand their understanding of the academic vocabulary and to generate new insights (Appendix J). Real teaching involves helping students think, reason,

comprehend, and understand important ideas (Goldenberg, 1992) and this opportunity was afforded through authentic discussions.

The students participated in a total of 22 ten-minute discussions as each student completed 15 discussions for *The Porcupine Year* and 7 for *An Indian Winter* from August to December 2010. The students were asked to arrive at each discussion with their vocabulary reader response journal. They were to each share their response for the given chapter. The other group members were encouraged to ask questions as each participant shared their written or visual response. Once each group member shared and there was time remaining the discussion groups were encouraged to further converse on the other academic vocabulary words that had not been discussed from the individual reader responses.   Each discussion was digitally recorded, transcribed, and then coded/categorized for common themes in how the students integrated academic vocabulary in their discussions for each of the literature selections.

Prior to coding my data, I reviewed a prior study where the researcher analyzed peer-led literature discussions on the use of comprehension strategies (Clark, 2009). Clark's study served as a springboard for the coding system I implemented for my study. I then divided my transcripts into speaking turns within each authentic discussion group. I read each transcript several times looking for common discussion strategies instigated by the students while discussing their reader response journals. Through repeated, intense examination of the transcripts and the support of Clark's study (2009), I developed a coding scheme based on four types of discussion strategies occurring in each discussion group: inquiring; evaluating, engaging in reflection; and prior knowledge (Table 4.4).

Table 4.4 Four Discussion Strategies in which Students Engaged

Discussion Strategy	Definition	Example
Inquiry	Question a meaning or an example of academic vocabulary	**Allie** - *I don't think that is what grapple means.*
Evaluation	Sharing personal understanding, opinion, or inference of the academic vocabulary	**Jeff** – *I drew a picture of bereft. Omakayas is bereft. She is sad and happy. She is sad some of them did not come back but happy for the ones who did come back.*
Engaging in Reflection	Student shares thoughts that occurred to them as academic vocabulary is shared and discussed.	**Andy** – in response to definition of console - *For instance, your son dies and another Indian son is trying to console you/comfort you.*
Prior Knowledge	Relates information presented from a reader response journal or during discussion to own personal experiences and shares to support group's understanding.	**Megan** – in response to definition of cunning – *I was being cunning by trying to take my stepdad's cookies.*

Inquiry Discussion Strategy

At the inquiry strategy level, the participants questioned one another in regard to a

meaning or example presented for an academic vocabulary word by another group member. At

this discussion level, the participants also probed for answers as to why another members' visual or

written response connected to the academic vocabulary. This level of oral discussion represented

the participants' active involvement in the discussion and desire to better understand the terms.

The following excerpts from the transcripts present this inquiring level of response.

> **Allie**: *How does that mean recede?*

> **Kacie**: *How did it make you feel?* (Questioning a student's response to

a buoyant moment he experienced)

Jennifer: *I thought a culprit was a bird.*

Evaluation Discussion Strategy

As student participants gathered to discuss their reader response entries, as well as the academic vocabulary, for each chapter, evaluation (Table 4.4) was also a commonly present discussion strategy. Student participants shared their understanding, opinion, or inference of the academic vocabulary meaning by initially sharing their written and/or visual response from their journal. This discussion strategy was also evident when student participants discussed the academic vocabulary words from each chapter that had not been represented in one of the response journals. Each student shared his/her opinion or inferred the definition based up on his/her understanding from the interactive read-aloud session. Students had the opportunity to utilize their vocabulary notes for this point of the discussion.

Luke: *We were navigating to Worlds of Fun. Navigating means to travel, like to travel around the world.*

Megan: *The word I illustrated is yoke. I drew a picture of a man holding a dress with a yoke. The yoke is the beading on the dress.*

Engaging in Reflection Discussion Strategy

At the engaging in reflection strategy level (Table 4.4) the participants shared thoughts that occurred to them as an academic vocabulary word was shared and discussed. The participants were willing to move beyond the surface level of the discussion and insert their own ideas. This level of discussion was evident in the following discussion between Kacie, Andy, and Jennifer as they strived to understand the term *portage*. This interaction began with the inquiry level of discussion followed by engaging in reflection.

> **Kacie**: *What does portage mean?*
>
> **Andy**: *I think portage means like on big crater ships that carry things to other countries. They carry stuff to other countries.*
>
> **Jennifer**: *If you are a mailman you are delivering mail. You are like shipping it somewhere else.*

The students then referred to their vocabulary notes and concurred that their thoughts were correct in regard to the meaning of portage (the act of carrying; the carrying or transporting of something) based on the unit of study.

Prior Knowledge Discussion Strategy

At the prior knowledge level of discussion (Table 4.4) participants related information presented from a vocabulary reader response journal or during discussion to their own personal experiences and shared it to support the group's understanding of an academic vocabulary word. This level of discussion showed the participants were implementing critical thinking skills as they made personal connections. The following excerpt represents participants using prior knowledge level of discussion about *lithe*.

> **Allie**: *Lithe means very flexible, bendable. When I taught my cousins to do a cartwheel and to put their foot behind their head they were being lithe.*
>
> **Luke**: *I was lithe when I did a back handspring and splits.*
>
> **Megan**: *I was lithe when I did the crab walk in gym.*

During this portion of the study, I wanted to determine how fifth-grade students utilized academic vocabulary from the historical fiction and nonfiction literature during the authentic discussions. The classroom teacher divided the eight student participants into two separate discussion groups based on students she believed could independently work together without the

assistance or constant monitoring of a teacher or another adult. Group 1 was composed of Allie,

Luke, Matt, and Megan. Group 2 consisted of Andy, Jennifer, Jeff, and Kacie. Each transcript

was divided into student speaking turns within each discussion group. I analyzed and coded the

transcripts for each discussion group for *The Porcupine Year* and *An Indian Winter* based on the

four discussion strategies introduced previously (inquiry, evaluation, engaging in reflection, and

prior knowledge). Each student participants' speaking turn was analyzed and coded accordingly.

Tables 4.5-4.8 outline the results for each discussion group and literature selection.

Discussion Strategies for The Porcupine Year

Table 4.5 represents the authentic discussions of chapter 1-16 of *The Porcupine Year*

for group 1. The evaluation discussion strategy was the approach most readily employed by the

members of this group. Based on the evaluation of individual speaking turns, the evaluation

discussion strategy was utilized 37 different times as student participants shared their personal

understanding, opinion, and inference of the academic vocabulary words. Prior knowledge was

the second most widely implemented approach as a whole. Students related information from

the individual reader response journals and the group discussion on 27 different occasions while

discussing the academic vocabulary for *The Porcupine Year*. Engaging in reflection was a

discussion opportunity where the group members shared thoughts that occurred to them as

academic vocabulary was shared and discussed. This discussion strategy was the third most

implemented approach (25 times) with all group members using it at least once. The inquiry

approach was not utilized by all group members, as Allie and Luke were the only two members

who questioned a meaning or example presented for the academic vocabulary words

Table 4.5 Group 1 Authentic Discussion Strategies for *The Porcupine Year*

Student Participant	Inquiry	Evaluation	Engaging in Reflection	Prior Knowledge
Allie	2 (67%)	12 (32%)	7 (28%)	7 (26%)
Luke	1 (33%)	8 (23%)	7 (28%)	7 (26%)
Matt	0 (0%)	9 (24%)	7 (28%)	5 (19%)
Megan	0 (0%)	8 (22%)	4 (16%)	8 (30%)
Total	3 (100%)	37 (100%)	25 (100%)	27 (100%)

Table 4.6 Group 2 Authentic Discussion Strategies for *The Porcupine Year*

Student Participant	Inquiry	Evaluation	Engaging in Reflection	Prior Knowledge
Andy	1 (8%)	11 (23%)	11 (31%)	6 (22%)
Jennifer	3 (25%)	13 (28%)	7 (19%)	8 (29.6%)
Jeff	0 (0%)	11 (23%)	6 (17%)	5 (18.5%)
Kacie	8 (67%)	12 (26%)	12 (33%)	8 (29.6%)
Total	12 (100%)	47 (100%)	36 (100%)	27 (100%)

The data presented in Table 4.6 represents the execution of discussion strategies by group 2 for *The Porcupine Year*. The top strategy choice for this group was also evaluation (47 times) followed by engaging in reflection (36 times) as the second most widely used discussion

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strategy. The analysis of the individual speaking turns for each chapter of *The Porcupine Year*

indicated that prior knowledge (27 times) was the third discussion strategy applied by all group

members. Three group members exercised the inquiry discussion strategy with a total use of 12.

Discussion Strategies for An Indian Winter

The analysis of transcripts for *An Indian Winter* for group 1 resulted in data representing

the employment of only two discussion strategies; evaluation and prior knowledge (Table 4.7).

As evident with the historical fiction literature selection, evaluation (30 times) was the most

readily applied strategy followed by prior knowledge (17 times).

Table 4.7 Group 1 Authentic Discussion Strategies for *An Indian Winter*

Student Participant	Inquiry	Evaluation	Engaging in Reflection	Prior Knowledge
Allie	0 (0%)	10 (33%)	0 (0%)	3 (18%)
Luke	0 (0%)	9 (30%)	0 (0%)	7 (41%)
Matt	0 (0%)	4 (13%)	0 (0%)	2 (12%)
Megan	0 (0%)	7 (23%)	0 (0%)	5 (29%)
Total	0 (100%)	30 (100%)	0 (100%)	17 (100%)

Table 4.8 denotes the implementation of discussion strategies by group 2 for the

nonfiction selection, *An Indian Winter.* Like group 1, this authentic discussion group only

engaged in evaluation (21 times) and prior knowledge (6 times) strategies. This group did not

take advantage of inquiry or engaging in reflection.

There were a total of 22 ten-minute discussions as each student completed 15 journal responses for *The Porcupine Year* and 7 for *An Indian Winter*. Each literature selection discussion was analyzed for each authentic discussion group in order to determine how the fifth-grade students utilized academic vocabulary in their dialogue among group members. The examination of authentic discussions for both groups of student participants illustrates evaluation discussion strategy as the oral response option implemented to discuss the academic vocabulary for both the historical fiction and nonfiction literature. The other three discussion strategies were applied in the discussions, but the student participants preferred the evaluation discussion strategy since it gave them the opportunity to share their personal understanding, opinion, and inference of the academic vocabulary words for *The Porcupine Year* and *An Indian Winter.*

Table 4.8 Group 2 Authentic Discussion Strategies for *An Indian Winter*

Student Participant	Inquiry	Evaluation	Engaging in Reflection	Prior Knowledge
Andy	0 (0%)	4 (19%)	0 (0%)	0 (0%)
Jennifer	0 (0%)	6 (28.5%)	0 (0%)	1 (16.6%)
Jeff	0 (0%)	6 (28.5%)	0 (0%)	1 (16.6%)
Kacie	0 (0%)	5 (24%)	0 (0%)	4 (66.6%)
Total	0 (100%)	21 (100%)	0 (100%)	6 (100%)

Post Self-Awareness Rating Charts

A contemporary approach to vocabulary assessment that considers multidimensionality aspects of word knowledge is more than just a paper/pencil test of definitions (Stahl & Bravo,

2010). To know a word is more than to know its definition. The depth of vocabulary knowledge

grows with each additional encounter with a word. A post self-awareness rating chart is an

assessment approach that measures an individual's word knowledge level along a continuum.

This continuum investigates individual level of word knowledge and not mastery of definitions.

The final step in this study was for students to post-assess their word knowledge level

with the vocabulary self-awareness rating charts (Appendix Q). Prior to students' post-assessing

their word knowledge level, they were actively involved in a variety of instructional approaches

that allowed them the opportunity to engage with the academic vocabulary through written, oral,

and visual means. For each chapter in the two literature selections, the students pre-assessed

their level of word knowledge, engaged in interactive read-aloud, composed a written and/or

visual response in their vocabulary reader response journal, and examined the academic

vocabulary in authentic discussions. This stage of the study, post vocabulary self-awareness

rating charts, transpired at the conclusion of the authentic discussions for each chapter. This step

sometimes occurred the same day an authentic discussion concluded and other times it was

completed during the next class session when the study was scheduled.

The post vocabulary self-awareness charts (Appendix Q) were exactly like the awareness

charts implemented at the beginning of each chapter for *The Porcupine Year* and *An Indian

Winter*. Once again, the teacher listed the words on the board. The students transferred the

academic vocabulary terms to their post self-awareness rating chart and began the self-assessing.

This self-assessment required the students to utilize the same procedure as they did with the pre

self-assessments.

Students placed a "+" next to each word they knew well and could write an accurate

example and definition related to the unit of study. Students were then required to write a

definition and example for the word. The definition and example that the student provided had

to be related to the unit of study. The use of a "✓"next to the academic vocabulary words

indicated that the student could write a definition or example, but not both. Once again, the

student was then required to write either a definition or example for the word related to the unit

of study.   A "-" next to the vocabulary term indicated that the term was new to the student.

I analyzed each student's word knowledge level as I did with the pre self-awareness

rating charts (Table 4.1). Figure 4.14 represents the frequency of post word knowledge level

from the student participants for *The Porcupine Year*.

Figure 4.13 *The Porcupine Year* **Frequency of Word Knowledge Level (Post-assessment)**

	Allie	Andy*	Jennifer	Jeff	Kacie	Luke**	Matt	Megan***	Average
■ Active Control	33	37	45	40	45	35	15	27	35
■ Passive Control	7	0	6	7	4	4	29	8	8
■ No Control	19	22	8	12	10	20	15	24	16

Student Participants

*59 total academic vocabulary words
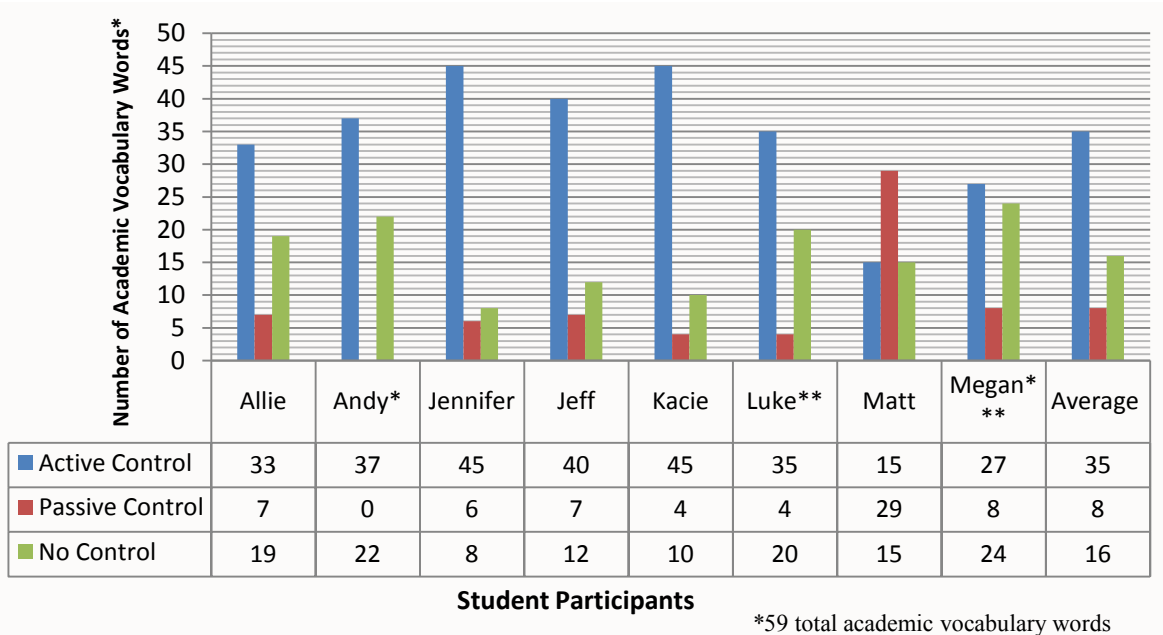
*Andy was absent for chapter 11 & 12 vocabulary activities & post self-awareness charts – these were counted as no control.
**Luke was absent for chapter 8 & 9 vocabulary activities & post self-awareness charts – these words were counted as no control. ***Megan was absent for chapter 8 vocabulary activities & post self-awareness charts – these words were counted as no control

The Porcupine Year *Post Self-Awareness Word Knowledge Level*

Based on the post-assessments, the eight student participants had **active control** for an

average of 35 of the 59 academic vocabulary words. This was in sharp contrast to the active

control reported through the pre-assessments where the participants were able to only provide a

definition and an example for an average of 3 of the 59 academic words for *The Porcupine Year* (Figure 4.1). Based on the individual pre and post self-awareness rating charts for *The Porcupine Year*, the active control word knowledge level for each of the student participants increased by an average of 32 words. Kacie had the largest increase. She began with the ability to produce a definition and example for 2 of the 59 academic vocabulary words (Figure 4.1) for the historical fiction book. By the conclusion of this literature selection, Kacie noted active control for 45 of the academic vocabulary words (Figure 4.13).

This incremental growth was also evident in the **passive control** of the academic vocabulary terms. Students were able to provide either a definition or an example on the post-assessment charts for an average of 8 of the 59 words (Figure 4.13) versus the 4.5 average on the pre self-assessment rating charts (Figure 4.1).   Matt word consciousness was most evident at the passive control level. He was able to provide a definition or an example for 29 of the academic vocabulary words (Figure 4.13) at the conclusion of studying *The Porcupine Year* compared to only being able to provide a definition or example for 7 words (Figure 4.1) prior to studying each chapter of this literature selection.

At the conclusion of each chapter, the student participants still reported having **no control** of some of the academic vocabulary words. The students were unable to provide a definition or example for an average of 16 of the 59 words (Figure 4.13). This was a decrease in the number of words at the no control level from the pre-assessments where the participants reported an average of 51.5 of the words (Figure 4.1) new to them. Jennifer began *The Porcupine Year* reporting 51 words (Figure 4.1) at the no control level. At the conclusion of this literature selection, Jennifer found that she could not provide a definition or example for 8 of the academic vocabulary words (Figure 4.13).

An Indian Winter *Post Self-Awareness Word Knowledge Level*

The improvement of word knowledge continued with *An Indian Winter* (Figure 4.14) as students post assessed at the conclusion of their involvement with the written, oral, and visual instructional strategies implemented in each chapter. Based on the post self-rating assessment charts, the participants had **active control** for 15 of the 26 words for *A Indian Winter*. This was a higher level of active control compared to the average of 0.75 words on the pre self-assessments (Figure 4.2). Based on the pre-assessments, six of the eight participants reported 0 words at their active word knowledge control level and two were able to write a definition and example for 3 of the academic vocabulary words. All of the participants noted an increase in their active control level. Jennifer and Kacie each experienced the largest growth at this word knowledge level. They each were able to write a definition and example for 23 of the words from *An Indian Winter* on their post self-awareness rating charts (Figure 4.14) compared to each reporting zero words at the active control level on their pre self-awareness rating charts (Figure 4.2).

Progress was also met in regard to **passive control**. The post-assessments reveal that the student participants provided a definition or an example for an average of 6 of the words (Figure 4.14) compared to the 0.75 words on the pre-assessments (Figure 4.2).

No Control represents a word new to the student since they are unable to provide a definition or example related to the unit of study. For *An Indian Winter*, the participants marked an average of 8 of the 28 academic vocabulary words at the no control level on the post self-awareness rating charts (Figure 4.14). These results show improvement since 26.5 of the words were at the no control level at the beginning of this study for *An Indian Winter* (Figure 4.2). Twenty- eight of the 29 academic vocabulary words were new to Jeff when he began this unit of

study. Jeff's active involvement in the written, oral, and visual learning opportunities resulted in him having only 1 word at the no control level at the conclusion of *An Indian Winter*. He had the largest decrease in words at the no control level with Jennifer, Kacie, and Megan following with 23 words.

Figure 4.14 *An Indian Winter* Frequency of Word Knowledge Level (Post-assessment)

	Allie	Andy*	Jennifer	Jeff	Kacie	Luke	Matt**	Megan	Average
■Active Control	16	21	23	11	23	8	0	14	15
■Passive Control	0	0	0	16	0	15	6	10	6
■No control	12	7	5	1	5	5	22	4	8

Student Participants   *28 total academic vocabulary words
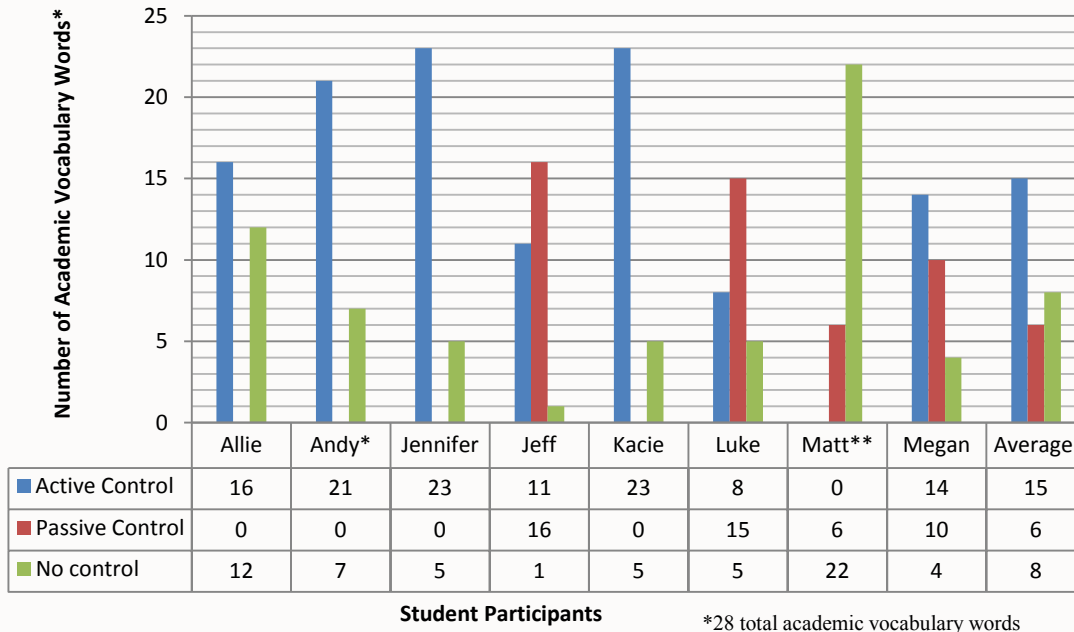
* Andy was absent for chapter 5 vocabulary activities & post self-awareness charts – these were counted as no-control.
** Matt was absent for chapter 4, 5, 6, 7, 8 vocabulary activities & post self-awareness charts – these were counted as no-control.

Summary of Post Self-Awareness Rating Chart Assessments

Growth in word consciousness and individual application of academic vocabulary is evident with the post knowledge vocabulary self-awareness rating chart results. The positive growth represented in these rating charts characterizes the interest the students had in learning the new words as well as the desire to become more adroit and precise in word usage.

As represented in Table 4.9, the eight student participants gained in their active and passive control for the academic vocabulary words for the historical fiction literature selection. For *The Porcupine Year,* the students began the unit of study with active control for an average

of 3 of the pre-selected academic words. Table 4.9 also reveals these same student participants had active control for an average of 35 of the 59 terms at the conclusion of the unit of study. The rise in growth was a common trend with passive control of the academic words for this historical fiction literature selection. The student participants began the unit with the ability to produce a definition or example for an average of 4.5 of the 59 words, and ended with passive control for an average of 8 of the words. The increase in active and passive control resulted in a decline in the number of words new (no control) to the students. In the beginning, 51.5 of the 59 words were at the no control level for the eight participants. After interactive read-aloud, opportunity for written and/or visual response, and authentic discussions the students marked an average of only16 academic vocabulary words at the no control level.

Table 4.9 Summary of *The Porcupine Year* Pre and Post Self-Awareness Rating Charts

Control Level	Pre or Post Assessment	Allie	Andy	Jennifer	Jeff	Kacie	Luke	Matt	Megan	Avg.
Active Control	Pre-Assessment	3/59 (5%)	5/59 (8%)	4/59 (7%)	2/59 (3%)	2/59 (3%)	3/59 (5%)	2/59 (3%)	3/59 (5%)	3/59 (5%)
Active Control	Post-Assessment	33/59 (56%)	37/59 (63%)	45/59 (76%)	40/59 (68%)	45/59 (76%)	35/59 (59%)	15/59 (25%)	27/59 (46%)	35/59 (59%)
Passive Control	Pre-Assessment	7/59 (12%)	1/59 (2%)	4/59 (7%)	4/59 (7%)	5/59 (9%)	5/59 (9%)	7/59 (12%)	3/59 (5%)	4.5/59 (8%)
Passive Control	Post-Assessment	7/59 (12%)	0/59 (0%)	6/59 (10%)	7/59 (12%)	4/59 (7%)	4/59 (7%)	29/59 (49%)	8/59 (14%)	8/59 (14%)
No Control	Pre-Assessment	49/59 (83%)	53/59 (90%)	51/59 (86%)	53/59 (90%)	52/59 (88%)	51/59 (86%)	50/59 (85%)	53/59 (90%)	51.5/59 (87%)
No Control	Post-Assessment	19/59 (32%)	22/59 (37%)	8/59 (14%)	12/59 (20%)	10/59 (17%)	20/59 (34%)	15/59 (25%)	24/59 (41%)	16/59 (27%)

The development in word consciousness and individual application is also apparent with the surge in the active and passive control of academic word knowledge and decline in the no control word knowledge level evident on the post self-awareness rating charts for *An Indian Winter* (Table 4.10). The student participants started this portion of the study with 26.5 of the words at the no control level. After being actively engaged in a variety of written, oral, and

visual instructional practices, the students reported only an average of 8 words at the no control level. The decrease in the number of academic words students viewed as new resulted in an increase in their active and passive word knowledge control which began at an average of 0.75 for each level. At the conclusion of this literature selection, the participants were able to produce a definition and example (active control) for 15 words and 6 at the passive control level.

Table 4.10 Summary of *An Indian Winter* Pre and Post Self-Awareness Rating Charts

Control Level	Pre or Post Assessment	Allie	Andy	Jennifer	Jeff	Kacie	Luke	Matt	Megan	Avg.
Active Control	Pre-Assessment	3/28 (11%)	3/28 (11%)	0/28 (0%)	0/28 (0%)	0/28 (0%)	0/28 (0%)	0/28 (0%)	0/28 (0%)	0.75/28 (3%)
Active Control	Post-Assessment	16/28 (57%)	21/28 (75%)	23/28 (82%)	11/28 (39%)	23/28 (82%)	8/28 (29%)	0/28 (0%)	14/28 (50%)	15/28 (54%)
Passive Control	Pre-Assessment	0/28 (0%)	0/28 (0%)	0/28 (0%)	0/28 (0%)	0/28 (0%)	2/28 (7%)	3/28 (11%)	1/28 (4%)	0.75/28 (3%)
Passive Control	Post-Assessment	0/28 (0%)	0/28 (0%)	0/28 (0%)	16/28 (57%)	0/28 (0%)	15/28 (54%)	6/28 (21%)	10/28 (36%)	6/28 (21%)
No Control	Pre-Assessment	25/28 (89%)	25/28 (89%)	28/28 (100%)	28/28 (100%)	28/28 (100%)	26/28 (93%)	25/28 (89%)	27/28 (96%)	26.5/28 (95%)
No Control	Post-Assessment	12/28 (43%)	7/28 (25%)	5/28 (18%)	1/28 (4%)	5/28 (18%)	5/28 (18%)	22/28 (79%)	4/28 (14%)	8/28 (29%)

Multigenre Response Project

At the conclusion of reading and completing the written, oral, and visual response instructional activities for both literature selections, the students created multigenre response projects. Each student was provided with a list of genre choices (Appendix M). The students were encouraged to select three genres from the list. They also had the opportunity to brainstorm other possible genre approaches and have them approved by the classroom teacher.

The students worked on their multigenre response project for six 75-minute sessions. During this time, the students utilized their vocabulary reader response journals, the literature selections for this study, knowledge gained from their authentic discussions, additional nonfiction literature from the school library, and related information from the internet as

reference resources to create their three genres. The student participants created wanted posters, restaurant menus, bumper stickers, crossword puzzles, word searches, CD liners, recorded a radio broadcast, email messages, comic strips, and 3-D version of Indian housing (Figures 4.15 and 4.16).

Figure 4.15 Allie's Multigenre Response Project Example – Wigwam
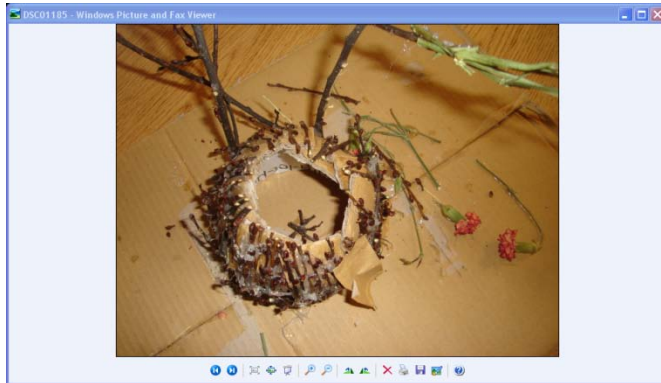
Figure 4.16 Jennifer's Multigenre Response Project Example– Teepee with totem pole

I collected the genre responses from each of the student participants for data analysis. I coded and categorized each genre piece to determine the individual application of academic vocabulary from the historical fiction and nonfiction literature selections.

As I coded and categorized the data presented in each of the response projects, I "coined" their implementation of the academic vocabulary words as conventional and nonconventional usage. It was evident throughout each multigenre response piece the student participants were

exploring language as they created pieces that implemented the conventional use of the academic vocabulary and on other occasions the student chose to utilize the vocabulary words in nonconventional terms. When using the word "conventionally", the student employed the given academic vocabulary word in their project as the same part of speech as the term was presented in the literature selections. Nonconventional implementation means the student chose to utilize the chosen academic term as a different part of speech than it was presented in *The Porcupine Year* and *An Indian Winter.* Throughout the study, the teacher never specifically discussed with the students the part of speech that each word was represented as it was presented in each of the literature selections as well as when the definition and other examples were discussed. But, evidence in Table 4.11 indicated that the students felt comfortable with their personal understanding of the academic vocabulary, so as a result they explored language by employing the academic vocabulary in conventional and nonconventional terms.

Conventional implementation is the depiction of each chosen academic word in their multigenre response project as the same part of speech as it was presented in the literature selections. As I reviewed this portion of usage by each student participant, it was evident that those who utilized a higher number of their words as conventional in their projects were not influenced by their overall active control of the words, but by who they were as learners in this study. Based on the total number of academic vocabulary words utilized in the three multigenre responses, Allie, Luke, and Matt chose the conventional usage for a higher percentage of the words they chose to implement in their multigenre response projects.

Table 4.11 Conventional and Nonconventional Usage of Academic Vocabulary

Student	# of Academic Vocabulary Words utilized	Conventional Usage of Academic Vocabulary Words	Nonconventional Usage of Academic Vocabulary Words
Allie	20	20 (100%)	0 (0%)
Andy	0	0 (0%)	0(0%)
Jennifer	16	2 (12.5%)	14 (87.5%)
Jeff	10	1 (10%)	9 (90%)
Kacie	14	7 (50%)	7 (50%)
Luke	3	3(100%)	0(0%)
Matt	5	5(100%)	0(0%)
Megan	12	3(25%)	9(75%)

Allie employed 20 academic vocabulary words with 100% conventional usage through each of her multigenre responses. At the conclusion of both literature selections, Allie had active control of 56% of the academic words. This active control percentage represents Allie's desire to succeed at high academic achievement levels, but it does not represent her need to do exactly what was required and her inability to vary beyond the directions with creativity -- "playing" with language. Allie designed a word search where 16 words were strategically hidden throughout the puzzle. She also gathered twigs, grass, and flowers outside the school to represent the construction of an Indian home (wigwam) made from nature (Figure 4.15), adorned with the fire pit inside, and a small piece of brown paper (pelt) to cover the doorway. This student participant completed her personal use of academic vocabulary by designing a wanted poster in search of real dentalium shells. Each of these response projects employed the chosen words exactly as they were presented in each of the literature selections.

Luke created a wanted poster, an email message, and a radio broadcast as his multigenre response projects as he chose to only implement the conventional use of the academic vocabulary words. Luke limited the number of academic words he integrated into each of his

project choices. The three words he implemented were each conventional in use as he was in search of *ornate* jewelry and a *pelt* cross on his wanted poster and as he described the *scurvy* that was plaguing the Indian tribe in his email message. His radio broadcast about an Ojibwe tribe did not present any academic vocabulary words. At the conclusion of each literature selection, Luke had active control of 43 of the academic vocabulary words (Table 4.19 & Table 4.10). Luke was very serious about his work. He was always striving to achieve excellence and becomes very upset if he does not score at the academic level that would be graded as an "A". It appears that this desire to achieve keeps Luke from being creative.

Matt was the third student participant who chose to only implement the conventional use of his five chosen academic words. These words were present in his obituary for Old Tallow as he discussed her qualities as a *warrior* and her *valor* to conquer the bear in order to provide her tribe a bear for *pelts*. He also wrote a song describing a *savage* in great detail. His wanted poster did not have any academic vocabulary words present in it. Matt's overall active control of academic vocabulary from each literature selection was 15 words (Table 4.9 & Table 4.10). This was a very low amount compared to the other student participants, but it was very representative of his numerous absences during the nonfiction literature selection. It appears these absences influenced his overall understanding of the words which in turn affected his ability to be creative in his implementation of the academic vocabulary.

Student participants choosing nonconventional employment were creative in their presentation for the academic vocabulary words in each of their multigenre response projects. This nonconventional implementation means each student utilized the chosen academic term as a different part of speech than it was presented in the literature selections. This level of creativity represents the student participants "playing" with language because they were comfortable with

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the meaning of the word and their personal understanding. This "playing" with language was evident in Jennifer, Jeff, and Megan's multigenre response projects and can be contributed to their overall active control of the terminology as well as their approach to learning.

Jennifer was very outgoing, bubbly, always striving to do her very best academically, and not afraid to add humor to a situation or speak her opinion. All of these qualities were evident throughout the study as well as in the creativity Jennifer added to each of her response projects in how she chose to use the academic vocabulary words. Jennifer implemented a total of 16 academic words in her three response projects. Her bumper sticker (#1 *Savage*) and her *wigwam* (Figure 4.16) each represented conventional use. The other 14 academic words she chose were presented in a nonconventional manner through a restaurant menu she designed. This menu presented the customer with a selection of items where one could order a meal, dessert, or drink such as a *comrade* cake, *warrior* pudding, *dentalium shell* tots, *scurvy* shake, or a *divine* Dr.Pepper. This creativity presentation of the student-selected academic terms shows that Jennifer sensed active control since she reported knowing a definition and example for a total of 68 academic vocabulary words (Table 4.9 & Table 4.10) at the conclusion of studying each reading selection.

Even though Jeff created a bumper sticker and a wanted poster, his presentation of academic vocabulary in his Indian restaurant menu also represented a higher percentage of nonconventional usage (90%) as evident in Table 4.11. Jeff was ready to serve his customers with a variety of soups such as a bowl of *congealed* soup with a side of *scurvy* cookies or *desolate* soup with a side of noodles. Not only was Jeff always searching for ways to lighten the mood in the classroom, he was also confident in his understanding based on his overall active control for a total of 51 academic vocabulary words (Table 4.9 & Table 4.10). It was apparent

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that each of these elements contributed to his ability to present 9 of his 10 chosen academic words with a nonconventional approach (Table 4.11).

As evident in Table 4.11, Megan wove 75% of the academic vocabulary words into her three multigenre responses through a nonconventional manner. Her CD liner and wanted poster presented a total of three academic terms in conventional ways. The other nine terms Megan selected were presented in her restaurant menu of *wholly* fries, *congealed* beef, and *wholly* buffalo wings with *ornate* spicy sauce through nonconventional means. Megan's active control for a total of 41 words (Table 4.9 & Table 4.10) from the two literature selections were not as representative of her personal understanding based on her written feedback on each of her post self-awareness charts. Megan verbally conveyed her understanding of the meaning and examples of the academic vocabulary during interactive read-aloud and authentic discussions. Even with lots of encouragement from the classroom teacher and me, Megan was not eager or interested in putting forth the written effort to convey her understanding.

Summary of Multigenre Response Projects

The multigenre response projects were an opportunity for each student participant to represent their "lived through" (Rosenblatt 1978; Hancock, 2008) experience with the concepts and academic vocabulary presented in *The Porcupine Year* and *An Indian Winter*. This "lived through" experience was evident in the various written and visual formats of response that each student chose to create. Even though newly gained knowledge about Native Americans was present in each multigenre response project, the focus was the individual application of academic vocabulary from the historical fiction and nonfiction literature in a multigenre response project. The coding and categorizing of each genre response determined that the student participants chose to implement the conventional and nonconventional application of academic vocabulary.

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The conventional use of the academic vocabulary words was represented in the projects when the student employed the chosen word as the same part of speech as it was presented in the literature selections. Seven of the eight student participants demonstrated conventional usage of at least one academic term in their written and visual projects. From these seven students, it was evident that their overall active control (Table 4.19 & Table 4.10) was not an influence on their conventional usage, but individual learner characteristics that were evident during this study.

Creative implementation (nonconventional usage) of selected academic words was present when the student participants chose to use the designated academic word as a different part of speech than what was presented in the literature selections. Four out of the eight student participants chose this path of individual application. This exploring language represented each students comfort level with the meaning of the word and their personal understanding. The nonconventional employment of academic terms in the individual response options stimulated analysis and higher order thinking skills (Mack, 2002; Romano 2000) within each of the students choosing this approach.

Summary

A qualitative case study was conducted to explore and identify the word consciousness and individual application of academic vocabulary from a thematic fifth-grade social studies unit through vocabulary reader response journals, authentic discussions, and multigenre projects in response to historical fiction and nonfiction literature. Multiple forms of data were collected from the fifth-grade students including pre and post vocabulary self-awareness rating charts, individual vocabulary journal responses, group discussions, and multigenre response projects. Student interviews and observational field notes were also collected. The student interviews provided personal insight of each participant as a learner and their individual understanding of

the written, oral, and visual response options to the academic vocabulary. The field notes provided additional perception into the word consciousness and individual application of the academic vocabulary.

The pre and post vocabulary self-awareness rating charts presented evidence of word consciousness and individual application of academic vocabulary with a surge in participants' active and passive control of the terminology. These charts also showed a decline in the no control word knowledge level. A continuum was adapted from the work of Goodman (2001) and Bravo and Cervetti (2008) to analyze each student's word knowledge control response on these charts.

The individual vocabulary response journals were analyzed to determine how the fifth-grade students integrated academic vocabulary in a written response. Students incorporated academic vocabulary in written and visual response journals through three patterns of response: 1) personal experience; 2) reader interaction; and 3) validation. The responses for both literature selections were analyzed. The validation pattern of response was most readily implemented by the students.

The authentic discussions were examined to determine how the students utilized academic vocabulary from each of the literature discussions in their group discussions. Prior work of Clark (2009) was referenced in the analysis in the coding and categorizing of the discussion transcripts. The transcripts were divided into four discussion strategies: 1) Inquiry; 2) Evaluation; 3) Engaging in Reflection; and 4) Prior Knowledge. The utmost oral response option implemented for both literature selections was the evaluation discussion strategy.

Analysis of the multigenre response projects examined the employment of academic vocabulary in each written and/or visual response by the fifth-grade students. The individual

application of academic vocabulary in the multigenre response projects from each literature selection was coded and categorized as conventional and nonconventional usage. Both forms of use were evident in the projects.

The following chapter will discuss the findings related to the results reported in this chapter. The influence of reading and written/oral/visual response to historical fiction and nonfiction literature on word consciousness and individual application of academic vocabulary will be examined through the research questions that afforded the foundation for this study. Implications for instructional classroom practice will be addressed as it relates to academic vocabulary in a regular classroom setting. Suggestions for future research will be provided to extend a research base for examining the results of implementing academic vocabulary instruction.

Chapter 5 - DISCUSSION

The purpose of this chapter is to provide a discussion of the findings associated with the influence vocabulary reader response journals, authentic discussions, and multigenre response projects had on fifth-grade students' word consciousness and individual application of academic vocabulary. Discussion of the findings that emerged through examination of student participants' pre and post vocabulary self-awareness rating charts, vocabulary reader response journals, authentic discussions, field notes, interviews, and individual multigenre literacy projects determined three patterns of written response, four discussion strategies for oral response, and two forms of individual application of academic vocabulary in visual response projects. Implications of these findings for classroom practice and implications for future research are presented.

Summary of the Study

Educators realize that vocabulary has the potential to influence reading and the comprehension of text (Bernie & Blachowicz, 2008; Blachowicz, Fisher, Ogle, & Watts-Taffe, 2006; Lane & Allen, 2010). Yet, the reality of today's classroom is that vocabulary is the one building block of reading that is not receiving the level of attention that it needs to enhance word-learning strategies and vocabulary knowledge within different contexts (Blachowicz, Fisher, Ogle, & Watts-Taffe, 2006). As a result of these realities, educators must make time and give students the opportunity develop individual awareness of and interest in words and their meanings (word consciousness) which can lead to incorporation of sophisticated terminology for basic concepts (individual application).

This qualitative case study was conducted in a third-fifth grade school in a Midwest setting. The study was conducted between August 30, 2010 and December 10, 2010. The researcher was in the classroom Monday, Wednesday, and Friday during the 14-week period during a sixty minute reading block. Eight student participants were observed through seven phases of the research study: Stage One – Pre Self-Awareness Rating Charts; Stage Two – Interactive Read-Aloud; Stage Three – Vocabulary Reader Response Journal; Stage Four – Authentic Discussion Groups; Stage Five – Post Self –Awareness Rating Charts; Stage Six – Multigenre Response Projects, and Stage Seven – Student Interviews. The participants' pre and post self-awareness rating charts, vocabulary reader response journals, and multigenre response projects were analyzed and coded. Observations of teacher and students' reactions during interactive read-alouds were noted in the field notes. Authentic discussions and interviews were recorded, transcribed, and examined. These various sources of data provided valuable insight into how written, oral, and visual response influenced fifth-graders' word consciousness and individual application of academic vocabulary.

Findings

The focus of this study was to document how written, oral, and visual response influenced eight fifth-grade students' word consciousness and individual application of academic vocabulary. Initial analysis of each student's pre self-awareness rating charts, as well as final analysis of each student's individual word knowledge on post self-awareness rating charts, were based on a continuum adapted from the work of Goodman (2001) and Bravo and Cervetti (2008). This continuum was used to analyze each student's word knowledge control response on these self-awareness charts. Data collected and analyzed from the fifth-grade participants' vocabulary reader response journals represented three defining patterns of written response; 1) Personal

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Experience; 2) Reader Interaction; and 3) Validation. The examination of the authentic discussion revealed four discussion strategies for oral response; 1) Inquiry; 2) Evaluation; 3) Engaging in Reflection; and 4). Prior Knowledge (Clark, 2009). The analysis of the visual response projects resulted in two forms of individual application of academic vocabulary; 1) conventional; and 2) nonconventional usage.

A thorough analysis of student participants included vocabulary reader response journals, authentic discussions encouraging dialogue about academic vocabulary, multigenre response projects focusing on the natural inclusion of academic vocabulary, and student interviews focusing on the implementation of vocabulary strategies. In this chapter, these data points are incorporated in addressing the three research subquestions and overall question that framed this study. Each subquestion includes findings and relates them to theoretical underpinnings and research studies addressed in the previous chapters. Following the answers to each subquestion, the answer to the broader, overall question will be addressed.

1. **How do fifth-grade students integrate academic vocabulary from historical fiction and nonfiction literature in a vocabulary reader response journal?**

Reader response journals are an opportunity for a student to capture their personal thoughts, ideas, and connections into written form while reading text. These responses can be characterized in various categories such as a personal meaning-making journal where a student captures his/her understanding of the text or expresses a wonder or confusion (Hancock, 1993; 2008). This transactional process allows the student to become actively engaged in the reading experience and captures a deeper interaction by allowing the reader and the text to come together (Rosenblatt, 1938/1995, 1978).

In a literature-based classroom, a reader approaches the reading of each genre situation, historical fiction or nonfiction literature, with an aesthetic or efferent stance. The

implementation of the response journal approach with literature-based instruction allows the student to glean efferent and aesthetic aspects from the reading opportunity.   In this study, at the conclusion of each chapter for two literature selections, students had the opportunity to respond in their personal vocabulary reader response journal. The intent was for each student to document his/her personal reading transaction of the social studies context with the inclusion of academic vocabulary introduced in each chapter of the historical fiction and nonfiction text. These reader response opportunities allowed the student participants to reveal their understanding of the academic vocabulary from the two literature selections through written and visual means.

Through their written and visual responses, the student participants conveyed their understanding of the academic vocabulary as they recollected how the words were presented in the text and the discussion of each term during interactive read-aloud. As the students responded to the vocabulary, they were encouraged to reflect, make personal connections to the text and academic vocabulary, reflect on how the text and/or academic vocabulary made them feel, and utilize the vocabulary in their responses. These teacher-constructed prompts (Appendix H & K) supported the students and provided them encouragement as they developed a better understanding of not only the meaning of the academic vocabulary but also the opportunity to develop word-learning strategies to employ in future learning situations.

For each chapter for the two literature selections, the eight student participants implemented three patterns of response in their written and/or visual vocabulary reader entries. The students integrated academic vocabulary into their personal experience, reader interaction, and validation patterns of response.

Based on the total number of responses (176 responses) for *The Porcupine Year* and *An Indian Winter*, the validation response was implemented 41% of the time. Responses in this category indicated the student participants created a visual image or wrote a statement(s) to confirm the meaning of the academic vocabulary. As a group, the participants focused on personal experience in 38% of their vocabulary reader responses. The personal experience pattern of response was an entry that revealed a fragment of the student's own life and how its relation to the academic vocabulary. The students interacted (reader interaction pattern of response) with the academic vocabulary by recounting all or portion of the text as it related to the academic vocabulary 12% of the time.

In answering the first subquestion regarding how fifth-grade students integrate academic vocabulary from historical fiction and nonfiction literature in a vocabulary reader response journal, the response journals were coded by the three patterns of response. Even though the student participants implemented all of the response patterns (personal experience, reader interaction, and validation) in their vocabulary journals, the data revealed the student participants preferred the implementation of the validation response option for both the historical fiction and nonfiction books. The validation response allowed the students to create a visual image or a written statement to confirm the meaning of the academic vocabulary. The vocabulary reader response journals were the first opportunity for the students to interact with the academic words beyond the confines of the interactive read-alouds of the literature selections, thus eliciting a response that allowed the students to confirm their personal understanding of the terminology. The teacher-constructed prompts could have also influenced how each student chose to respond to the text.

The students' implementation of response patterns indicated that students must be actively engaged in the learning process in order to develop word consciousness which can lead to individual application of the academic vocabulary. This chance is afforded through opportunities to respond to vocabulary through written and visual means in a reader response journal while reading text. Written and visual response, whether it is a response that captures a student's personal experience with the new terminology, an entry where the student recounts the academic word in the text to reveal his/her understanding of the terminology, or a response that confirms the meaning of the word, is an opportunity for that student to utilize critical thinking skills as he/she develops word consciousness. This awareness of and interest in words and their meanings can lead to individual application of the academic words beyond the content of the book or unit of study.

2. **How do fifth-grade students utilize academic vocabulary from historical fiction and nonfiction literature in an authentic discussion?**

When teaching from a response-based perspective, the goal for the classroom teacher is to connect the reader, text, and the instruction through various venues of response. Students should not be limited to only responding through the journaling process. An authentic discussion is an oral response option where student participants can expand their present understanding on a topic by interacting with their peers (Hadjioannou, 2007). This social interaction is an opportunity to network with classmates on a topic that is open to differing viewpoints. From a sociocultural perspective, the authentic discussion approach provides the student an opportunity to explore ideas with the newly acquired academic vocabulary words.

The eight student participants arrived at each authentic discussion session with their vocabulary reader response journal. The focus of each oral discussion was for the students to

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create new insight in regard to the academic vocabulary and to expand their current understanding of the terms. Inquiry, evaluation, engaging in reflection, and prior knowledge were the four types of discussion strategies arising in each of the group discussions. Each discussion strategy was employed at one point or another in the authentic discussions. The use of these discussion strategies within each of the learning communities assisted the students to create meaning with the support of their peers (Whitin, 1994).

The results of this oral response option were analyzed after examining the transcripts for each discussion group. The transcripts were not only divided for each discussion group but also by each literature selection For each chapter of *The Porcupine Year,* the evaluation discussion strategy was implemented a total of 37 times during group one's discussion of the academic vocabulary. This same discussion strategy was employed 47 times by group two for the same literature selection. This means the students in each discussion group preferred to share their personal understandings, opinions, or inferences of the academic vocabulary while discussing the academic vocabulary for the historical fiction book. This was due in large part to the fact that the students brought their vocabulary reader response journals to the discussion. As students shared their journal entries, their evaluation approach to discussing the academic vocabulary appeared to be guided by their validation response in their journals.

The results for *An Indian Winter* were similar for each authentic discussion group. Group 1 engaged in the evaluation discussion strategy 30 times during the course of their chapter discussions of the academic vocabulary for this nonfiction book. This same discussion approach was implemented 21 times by group 2 for this same book. Once again, the vocabulary reader response journals served as a springboard for the authentic discussions guiding the oral responses prompted in each discussion.

In response to second subquestion in reference to how fifth-grade students utilize academic vocabulary from historical fiction and nonfiction literature in an authentic discussion, the individual group discussions for each book were analyzed based on the four discussion strategies. Based on this analysis, the evaluation discussion strategy was preferred by the student participants for both the historical fiction and nonfiction literature.

Even though the findings from this study show that the student participants preferred to share their personal understandings, opinions, or inferences of the academic vocabulary by employing the evaluation approach while discussing the academic vocabulary for the literature selections, each of the discussion approaches are important. Oral discussion is an opportunity for students to engage in conversation with their peers in order to gauge their understanding of the content. Each of the discussion strategies evident in this study will allow students to develop word consciousness as they question their peers, share their personal understanding of the new terminology, reflect upon their own personal thoughts and experiences as related to the academic words, and relate the vocabulary discussion to their own personal experiences. Oral response will allow students the opportunity to develop a higher-level of awareness of and an interest in words and their meanings. This level of word consciousness will in turn lead to the student utilizing more sophisticated language (vocabulary) in opportunities beyond the confines of a book or unit of study.

3. **How do fifth-grade students employ academic vocabulary from historical fiction and nonfiction literature in a multigenre response project?**

A multigenre response project is a written and/or visual response opportunity for a student to generate multiple interpretations to literature or information presented in the text through art, research, drama, music, visual displays, and various writing genres (Hancock, 2007;

Putz, 2006). This format of response is adaptable and can be implemented in the various content areas. This vehicle of response to literature has been noted as a positive learning approach since it allows students to explore literature, think critically, and express themselves through response avenues through a variety of written and/or visual formats.

In this study, the eight student participants were encouraged to create three written and/or visual response projects (Appendix M) to represent their understanding of Native Americans from *The Porcupine Year* and *An Indian Winter*. As a reference resource to create these response projects, the students utilized their vocabulary reader response journals, the two literature selections, knowledge gained from the authentic discussions, additional nonfiction literature from the school library, and related information from the internet.

The results of this written and visual response option were analyzed by the three projects that each of the eight student participant independently created. The participants created a variety of responses that represented not only the individual understanding each gained on Native Americans, but also the majority of the written and visual response projects intertwined the academic vocabulary presented in *The Porcupine Year* and *An Indian Winter.*

The third subquestion explored how the fifth-grade students employed academic vocabulary from the historical fiction and nonfiction literature in their multigenre response project. After each project was examined, it was determined that the individual application of the academic vocabulary was through conventional and nonconventional means.

The conventional use of the academic vocabulary was present when the student employed the chosen word as the same part of speech as it was presented in the literature selection. This application approach was implemented at least once by seven out of the eight participants. For three of the participants, the conventional usage of the academic vocabulary was more readily

implemented for a higher percentage of the academic words applied in their written and visual response projects. It appears the conventional use of the academic words in the multigenre response projects were not influenced by the students overall active control of the words, but by who they were as learners in this study. These learner characteristics included the student participants who strived to succeed at high academic levels.

The nonconventional usage of the academic vocabulary reflected the creative side of the participant. This approach was present in each of the projects when the student chose to use the academic vocabulary word as a different part of speech than how it was presented in *The Porcupine Year* and *An Indian Winter*. This individual application of words was chosen by four of the eight student participants. Out of these four student participants, three of them chose to practice this application approach more than the conventional usage of the word in their multigenre response projects. This "playing" with language may be contributed to the student participants overall active control of the terminology as well as their approach to learning. The students who chose to employ nonconventional usage of the academic vocabulary each possessed an active control level for an average of 53 of the academic words from each literature selection. This high level of active word control, combined with their outgoing academic desire to shine, guided their individual application of nonconventional use of the academic vocabulary in their multigenre projects.

These findings represent that students' level of word knowledge control can influence their ability to apply terminology into projects representing their understanding of content for a unit of study. Students must first develop word consciousness through hands-on learning such as written, oral, and visual response opportunities. These instructional approaches can help the students develop a level of awareness and an interest in academic vocabulary words and their

meanings leading to individual application of the new terminology through conventional and nonconventional usage.

Overarching Question: *How do fifth-grade students' written/oral/visual response to historical fiction and nonfiction literature demonstrate word consciousness and individual application of academic vocabulary in the context of social studies?*

A student who has an awareness of and an interest in words and their meaning possesses word consciousness (Graves & Watts-Taffe, 2002, 2008). This is not a vocabulary strategy but an approach to learning when a teacher calls attention to specific vocabulary terms which heightens the student's awareness of the new words being read and discussed (Manzo & Manzo, 2008). This heightened awareness prompts the student to gather a better understanding of the term leading to the individual application in oral and written language opportunities. Word consciousness in a literacy-based classroom is essential in order for students to interact with words in multiple ways and make personal connections with the new vocabulary terms. The results of this study documents how eight fifth-grade students' response to historical fiction and nonfiction literature demonstrated word consciousness and individual application of academic vocabulary in the context of social studies.

The eight student participants were introduced to written, oral, and visual response options throughout this study. The response options included individual vocabulary reader response journals, authentic discussion groups, and multigenre response projects. Through these response activities, the student participants were encouraged to expand their understanding of the academic vocabulary while exploring Native Americans.

The results of this study revealed three emerging patterns of written and/or visual response in the student participants' vocabulary reader response journals. The student

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participants integrated academic vocabulary into personal experience, reader interaction, and validation patterns of response. Through the course of the study, the validation response was consistently implemented with 42% for the historical fiction book and 41% for the nonfiction literature selection. There was a slight decline in the participant's employment of the personal experience pattern of response with 38% for the historical fiction book and 39% for the nonfiction selection. The reader interaction response pattern was identified in 12.5% of the vocabulary responses for *The Porcupine Year* and 11% of *An Indian Winter* responses.

The authentic discussions were the oral response option to the two literature selections. The student participants discussed the academic vocabulary from each chapter within their assigned group. The students demonstrated inquiry, evaluation, engaging in reflection, and the use of prior knowledge as they discussed the vocabulary within their individual learning communities. The frequency of oral responses revealed the evaluation discussion strategy as the preferred choice of response for both the historical fiction and nonfiction literature selection.

These two response options focused on the written, oral, and visual responses by the individual students. Each response option stimulated the students' awareness, interest and curiosity (Yopp & Yopp, 2007) in the individual academic vocabulary words. A self-awareness rating chart was implemented at the beginning and end of studying each chapter for the literature selections to mark the student's word knowledge level. The results of these rating charts indicated that the student participants gained in their active and passive control of the academic vocabulary for both the historical fiction and nonfiction literature. There was a decline in the participants' no control word knowledge level for both selections. Overall, these results suggest that written, oral, and visual response options led to word consciousness and individual application of academic vocabulary.

This individual application of vocabulary was evident in the written and visual response options provided through the multigenre response projects at the conclusion of studying both literature selections. Each creation represented the individual student's "lived through" experience of the text and academic vocabulary. This project approach allowed each student to capture their word consciousness of the academic vocabulary through the individual application of each word in conventional and nonconventional usage. Each type of application was evident in the projects.

Overall, the findings from this study suggest that each response option stimulated word consciousness – an awareness of and an interest in words and their meanings -- resulting in the individual application of academic vocabulary. This level of word consciousness was not only evident in the students' individual application of the vocabulary in their written, oral, and visual responses, but it was also evident in the pre and post self-awareness rating charts. Based on the results from these self-awareness rating charts, the students increased their active and passive control word knowledge level and decreased their no control level. This increase is evidence that written, oral, and visual response options can lead to word consciousness and individual application of academic vocabulary.

Conclusions

In today's classroom, teachers are faced with a plethora of academic concerns such as the accountability of meeting the academic needs of all students and the required level of proficiency on state testing (Cicchinelli, L., Gaddy, B., Lefkowits, L., & Miller, K., 2003). In addition to these academic concerns, the current No Child Left Behind Act (NCLB) requires that teachers focus on phonemic awareness, phonics, fluency, vocabulary, and comprehension instruction in the classroom on a daily basis (National Institute of Child Health and Human Development,

2000). All of these academic concerns and daily instruction requirements by NCLB have led to the research and review of studies on the best instructional methods and approaches to apply in a classroom. However, past research and review of prior studies has not led to the answer of how to effectively teach vocabulary, resulting in very little change in the implementation of classroom practices to enhance word-learning strategies and vocabulary knowledge to support reading comprehension in the content areas (Blachowicz, Fisher, Ogle, & Watts-Taffe, 2006). As a result, vocabulary is still the one building block of reading that is not receiving the instructional focus it needs in the classroom (Blachowicz, Fisher, Ogle, & Watts-Taffe, 2006; Brabham & Kidd-Villaume, 2002). This lack of change in effective instructional vocabulary practices in the classroom has led to the need for further research addressing specific word-learning strategies as addressed in my qualitative case study.

The purpose of this study was to explore and identify the word consciousness and individual application of academic vocabulary through the use of vocabulary reader response journals, authentic discussions, and multigenre response projects. The following conclusions have been drawn based on my interpretation of the findings of this qualitative case study which explored and identified how word consciousness and individual application of academic vocabulary through the use of vocabulary reader response journals, authentic discussions, and multigenre research projects from a thematic social studies unit using historical fiction and nonfiction literature.

First, **participants revealed their understanding of the academic vocabulary through visual images and/or written statements.** The vocabulary reader response journals provided opportunities for the student participants to document their personal reading transaction with the academic vocabulary presented in each of the literature selections. The quality and complexity

of the responses varied over the course of the study. The student participants created visual images and wrote statements revealing fragments of their own life and recounting portions of the text from each of the literature selections as they confirmed the meaning of the academic vocabulary words. This response option afforded participants the opportunity to capture what they were thinking and feeling as they extended their understanding of the academic words.

Second, **conversation opportunities within the study allowed the participants to express their understanding of academic vocabulary from historical fiction and nonfiction literature by sharing personal understandings, opinions, and/or inferences on the meaning of the words.** The group discussions provided opportunities for the student participants to expand their understanding and gain new insight in regard to the academic vocabulary. The depth of each authentic discussion varied among the individual participants' response as well as among the groups. These discussions allowed the participants to share their individual understanding of the academic vocabulary, gain insight on other's perspective for the meaning of the words, and at times shift their understanding of the meaning for the academic vocabulary from the two literature selections.

Third, **the students applied critical thinking skills as they expressed their understanding of Native Americans and academic vocabulary through the written and visual response projects.** Student participants were afforded the opportunity to create three written and/or visual projects that captured their "lived-through" (Rosenblatt, 1978; Hancock, 2008) experience with the concepts and academic vocabulary presented in the historical fiction and nonfiction literature. A variety of projects were created capturing each student's personal journey. Academic vocabulary from each of the literature selections were integrated into some of the projects. The students applied the conventional and nonconventional use of the academic

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terms introduced within this study. The diversity in the individual application of the academic words indicates that the participants were implementing thinking beyond the surface level in regard to the proper use and meaning of each word and were utilizing critical thinking in their projects.

Finally, **the written, oral, and visual response options presented within this study stimulated word consciousness and led to individual application of academic vocabulary.** Written, oral, and visual response was integrated throughout the course of this study. Each of these response options for the quality historical fiction and nonfiction literature encouraged active engagement, critical thinking, and the stimulation of self-awareness, interest, and curiosity in the academic vocabulary words. This level of word consciousness allowed the eight student participants to share, evaluate, and refine their personal understanding of the new terminology leading to individual application.

Implications for Classroom Practice

While the findings for this study were focused on a group of eight fifth-grade students and extended to the remaining 15 students in the classroom, implications for classroom practices may be considered for other contexts. An emphasis on vocabulary instruction should be viewed as a necessity in today's classroom as it provides support to students with reading comprehension. Educators should be willing to consider and utilize the following instructional recommendations in order to provide effective vocabulary instruction in the classroom and provide curricular direction.

- **Opportunities for personal written/response.** Providing students with the opportunity to record their thoughts and questions in a journal will allow the students to capture their personal transaction with the vocabulary. The written

response is a personal reflection where the students deepen their thoughts, broaden their insight, and monitor their own learning of the new vocabulary (Atwell, 1987; Hancock, 2008). Students must be actively engaged in the learning process in order to develop word consciousness which can lead to individual application of the academic vocabulary. This chance is afforded through opportunities to respond to vocabulary through written means in a reader response journal while reading text. Written response is an opportunity for students to utilize critical thinking skills as they develop word consciousness. This awareness of and interest in words and their meanings can lead to individual application of the academic words beyond the content of the book or unit of study.

- **Initiating visual response**. Creating a visual representation allows students to express their understanding through a picture. This visual literacy approach allows the students to read, interpret, and understand information presented in pictorial or graphic images (Wileman, 1993). As students create meaning through the implementation of visual images they apply higher level reading skills such as inference, interpretation, deduction, and summarization which leads to comprehension of the academic vocabulary. These higher level reading skills can develop an awareness of and interest in words and their meaning leading to the utilization of more sophisticated terminology.

- **Time for discussion**. Discussion is an opportunity for students to collaborate with peers and adults. A discussion supports critical thinking, cognitive development, and fosters comprehension of information (Ketch, 2005). Oral

discussion allows students to engage in conversation with their peers in order to gauge their understanding of the content. Oral discussion strategies will allow students to develop word consciousness as they question their peers, share their personal understanding of the new terminology, reflect upon their own personal thoughts and experiences as related to the academic words, and relate the vocabulary discussion to their own personal experiences. Discussion will also allow students the opportunity to develop a higher-level of awareness of and an interest in words and their meanings. This level of word consciousness will, in turn, lead to the student utilizing more sophisticated language (vocabulary) in opportunities beyond the confines of a book or unit of study. Educators must provide adequate time for students to talk about their thinking and listen to the thoughts of others to build deeper understanding of the academic vocabulary.

- **Focusing on and utilizing prior knowledge**. Students need the opportunity to relate the new academic word to their background knowledge and prior experiences. This connection allows students to build on what they already know as they develop word consciousness. Written, oral, and visual response to academic vocabulary allows a student to focus on their prior knowledge as they assimilate and accommodate their understanding of the new terminology.

- **Multiple exposures to the academic vocabulary words.** Educators need to provide students multiple exposures to the new words in a variety of learning situations. The opportunity to encounter a word on more than one occasion moves the word from the short-term to the long-term memory. These multiple exposures need to step away from simply recording definitions but allowing

students to be actively engaged in the learning process through written, oral, and visual response opportunities. These multiple exposures lead to word consciousness – rich, in-depth word knowledge.

- **Developing word consciousness.** Educators must guide students to develop an appreciation for the power of words. This appreciation does not develop by having students look up the definition of a word. The love for words develops when the classroom teacher utilizes, models, and encourages their students to employ a more sophisticated word in place of a basic concept in their oral and written language (Manzo & Manzo, 2008). Also, classroom practices that promote word consciousness assist students in understanding that word learning extends beyond a reading assignment. These practices should include opportunities for the student to employ written, oral, and visual response.

- **Meaningful application of terminology**. Active engagement in word-learning activities as well as the opportunity to apply the new terminology in literature-based activities allows the student to develop a better understanding of the word. These learning opportunities also allow the word to move beyond surface-level knowledge and into the students' schema.

- **Introduction of quality literature in content areas.** Textbooks do not afford a meaningful interaction between a student and the academic vocabulary. Listening and viewing high quality literature nurtures the learning of academic vocabulary and allows students to enjoy reading while actively engaged in the learning process. This high quality literature can be presented through the implementation of trade books as well as the use of e-books.

- **Professional collaboration.** Educators need to expand their thinking beyond

  basic reading and writing to accept many different modes of communicative and

  visual arts (Flood & Lapp, 1997/1998). This opportunity can be presented

  through coaching where a classroom teacher receives instructional support

  through a district literacy coach. Coaching is a collaboration approach that allows

  educators to network with other professionals. This type of collaboration will

  encourage growth and change in the vocabulary approaches implemented in the

  classroom on a daily basis.

Recommendations for Future Research

The intent of this research study was to explore and identify the word consciousness and

individual application of academic vocabulary in a thematic social studies unit by reading

historical fiction and nonfiction literature that is integrated in the fifth-grade curriculum through

the use of written, oral, and visual responses. The intent of this study was not to generalize the

findings; though the thick, rich description may provide an opportunity to incorporate written,

oral, and visual response as avenues to develop word consciousness and individual application of

academic vocabulary in a fifth-grade classroom. I hope this study will lead to further research on

effective practices in the field of vocabulary. Below are several suggestions for future research

based on the data gathered and analyzed for this study.

- **Comparative study of word consciousness in a classroom utilizing literature-**

  based vocabulary approaches versus traditional vocabulary instruction. A

  comparative study of word consciousness in a classroom implementing written,

  oral, and visual responses to academic vocabulary and a classroom using the

  traditional approach of looking up and writing down the definitions could be

conducted. It may be interesting to compare levels of word consciousness and the individual application achieved in both contexts. This type of research study could also observe differences in student engagement and motivation in learning the vocabulary terms.

- **Conducting the study with readers in second through fourth grade.** The implementation of high quality literature can occur at any grade level. It would be interesting to determine if the students in second through fourth grade displayed a different level of word consciousness; developmental level of written, oral, and visual responses; critical thinking skills; and individual application of academic vocabulary than the fifth-grade students.

- **Conducting a longitudinal study.** A longitudinal study that follows a small group of readers from third through fifth-grade in which written, oral, and visual response to academic vocabulary is implemented consistently in all three classrooms could be conducted. This study could provide documentation of the ongoing development and growth of word consciousness and individual application of vocabulary.

- **Conduct same research with culturally and linguistically diverse students.** This study took place in a classroom with low representation of linguistically diverse students. Diverse student populations are a growing trend in every classroom, and such a study is needed to determine applicability of these response strategies with culturally and linguistically diverse students.

- **Comprehensive examination of each response option.** Written, oral, and visual responses to academic vocabulary were examined over a relatively short period of

time. An extensive study of each response option to academic vocabulary is recommended to determine a more thorough insight and understanding of the effects each form of response has with student's word consciousness and individual application of academic vocabulary.

Closing Thoughts

Current vocabulary research reveals the high correlation between reading comprehension and vocabulary but there is little change in the classroom practices to address vocabulary knowledge (Blachowicz, Fisher, Ogle, & Watts-Taffee, 2006). Also, the current school reform, No Child Left Behind Act, identifies vocabulary instruction as one of the five required components of reading (National Institute of Child Health and Human Development, 2000). Despite the renewed interest in vocabulary research and the requirements of the current educational reform act, implementing vocabulary instruction in the classroom is not a priority for teachers (Berne & Blachowicz, 2008).

Providing opportunities that encourage students to expand their vocabulary knowledge should be a goal of all teachers. Vocabulary knowledge is an important component for a student's oral and written communications as well as vital support when a student reads in the various content areas. Instruction in vocabulary will assist one in understanding the academic words that represent various concepts and ideas presented in the text which leads to comprehension.

This study implemented written, oral, and visual response to academic vocabulary resulting in word consciousness and individual application of the words which led to comprehension of the material in a social studies context. Within this study, the students engaged in interactive read-alouds, personal reflection through vocabulary reader response

journals, authentic discussions, and the creation of multigenre response projects. The goal of these approaches was to represent to educators that vocabulary instruction can be integrated into their current classroom practices without having to seek specific textbooks focusing on vocabulary or set aside time that does not exist in the daily schedule to teach vocabulary.

The results of this study propose that the implementation of written, oral, and visual response supports word consciousness and individual application of academic vocabulary. The participants in this study were positively affected by the opportunity to respond to vocabulary. These response options allowed each student to grow in their academic vocabulary understanding and in their ability to apply critical thinking skills.

Even though the findings of this study were limited based on the context of the study, it is my hope that teachers will replicate these practices in their own classrooms. Response provides a pathway to improving vocabulary learning whether it is written, oral, visual, or a combination of the three. Each of these modes of response allow a student to personally reflect, interact with more abled-peers or the teacher, and expand their present understanding which results in further meaning-making.

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Appendix A – Pilot Study Interview Questions

Gather background/demographics of interviewee.
    1. What is your occupation?
    2. What grade do you teach?
    3. What subjects are you responsible for teaching?
    4. Prior to this school year, what grades have you taught?
    5. How many years have you taught?
    6. What is your highest degree?

Question for Study: In what ways are authentic discussions used to infuse academic vocabulary?

1. What is your opinion of the importance of teaching of vocabulary?

2. What do you define as academic vocabulary?

3. If I had been in the classroom with you, how would I have seen your students developing an understanding of vocabulary necessary for comprehension of social studies or science material?

4. What do you define as authentic discussions in the classroom?

5. What do you know about authentic discussions in regard to academic benefits for the classroom?

6. What do you think about the use of authentic discussions in the classroom?

7. If I followed you through a typical day in the classroom, how would I have seen you and your students engaging in authentic discussions with your students?

8. How do you use authentic discussions in your classroom to infuse academic vocabulary?

9. What is your feeling about using authentic discussions to teach vocabulary to students versus using traditional methods and strategies?

10. What strategies do you use to teach academic vocabulary if not through the use of authentic discussions?
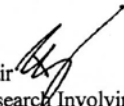
Appendix B – Letter for Approval for IRB Application

TO: Dr. Lotta Larson
        Curriculum & Instruction
        212 Bluemont

Proposal Number: 5535

FROM: Rick Scheidt, Chair
        Committee on Research Involving Human Subjects

DATE: August 19, 2010

RE: Approval of Proposal Entitled, "Word consciousness and Individual Application of Academic Vocabular Through Written, Oral, and Visual Response to Historical Fiction and Nonfiction Literature in Fifth Grade Social Studies."

The Committee on Research Involving Human Subjects has reviewed your proposal and has granted full approval. This proposal is **approved for <u>one year</u> from the date of this correspondence, pending "continuing review."**

APPROVAL DATE: August 19, 2010

EXPIRATION DATE: August 19, 2011

Several months prior to the expiration date listed, the IRB will solicit information from you for federally mandated "**continuing review**" of the research. Based on the review, the IRB may approve the activity for another year. **If continuing IRB approval is <u>not</u> granted, or the IRB fails to perform the continuing review before the expiration date noted above, the project will expire and the activity involving human subjects must be terminated on that date. Consequently, it is critical that you are responsive to the IRB request for information for continuing review if you want your project to continue.**

In giving its approval, the Committee has determined that:

☒   There is no more than minimal risk to the subjects.
☐   There is greater than minimal risk to the subjects.

This approval applies only to the proposal currently on file as written. Any change or modification affecting human subjects must be approved by the IRB prior to implementation. All approved proposals are subject to continuing review at least annually, which may include the examination of records connected with the project. Announced post-approval monitoring may be performed during the course of this approval period by URCO staff. Injuries, unanticipated problems or adverse events involving risk to subjects or to others must be reported immediately to the Chair of the IRB and / or the URCO.

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Appendix C – Letter to Students/Parents

August 25, 2010

Dear Students and Parents:

My name is Ashlie Jack. I am currently working on my doctoral degree in Curriculum and Instruction at Kansas State University. In addition to working on a Ph.D., I am an instructor for Emporia State University in the Early Childhood/Elementary Teacher Education Program. Prior to working at the university level, I was a classroom teacher in USD 490 at the El Dorado Middle School.

I am writing to request your consent in a research study that will investigate and determine how fifth-grade students' written/oral/visual response to historical fiction and nonfiction literature demonstrates word consciousness and application of academic vocabulary in the context of social studies. The study will take place in Mrs. Neuschafer's classroom from August -November, 2010. During this time frame, Mrs. Neuschafer will integrate instructional reading approaches during a thematic social studies unit to engage your child in written/oral/ visual response while reading historical fiction and nonfiction literature. It is my intent to assist with providing materials, instruction, and strategies for implementing written/oral/visual response into the fifth grade social studies program while Mrs. Neuschafer teaches the unit to the entire class.

Your child will participate in the thematic social studies unit by reading each literature selection and responding to the literature through reader response journals, authentic discussions, and multigenre literacy projects.
Reader Response Journals: Your child will respond to each reading selection at various times through the use of journals. The journal will allow your child to describe, respond to, or interpret what he/she has read or discussed through written and visual (drawing) responses.
Authentic Discussions: These discussions will be conversations between your child and teacher to explore content knowledge being studied by articulating ideas and opinions. These conversations will be conducted on an individual basis, within a small group, and as a whole class.
Multigenre Literacy Projects: You child will respond to the literature selections and social studies thematic unit through various written and visual projects. This literacy project will allow your child to respond to the literature through various formats including, but are not limited to advertisements, poetry based on pictures, memos, obituaries, business or friendly letters, birth announcements, recipe, radio broadcasts, or a press release. These written and/or visual responses will represent the student's "lived through" experience with the text content and application of academic vocabulary.

Your child will be interviewed about his/her thoughts on reader response journals and these interviews will be audio recorded to ensure accuracy. These responses will remain confidential. Classroom sessions may be audio/video recorded and copies of the students' written responses will be maintained by the researcher for analysis. All collected responses will remain confidential. The actual names will not be used in the final research report or any subsequent publications.

Participation in the study is voluntary and can be withdrawn at any time. Participation or nonparticipation in the study will have no effect on your child's grade for the required social studies unit.

I need your consent for your child to participate in the proposed study that will be occurring during the thematic social studies unit. Your consent will allow me, as the researcher, to audio/video record your child during classroom sessions and maintain copies of your child's written responses. If you do NOT give your child consent to be audio/video recorded there will be no loss of benefits or status during the unit of study. Once again, participation or nonparticipation in the study will have no effect on your child's grade for the required social studies unit. Participation in this study is completely voluntary. Participation in this study does not have any impact on grades or points.

If you have any questions or concerns, please don't hesitate to contact me at home 316-640-5083, or via email at ajack@emporia.edu. You may also contact my major advisor, Dr. Lotta Larson at 785-532-5135 (office) or via email at ell4444@ksu.edu. I appreciate your consideration in consenting to assist me with this research endeavor.

Attached to this letter is the parent or guardian/student consent form for this study. After carefully reading it, please sign and return one copy of the consent form in the envelope provided to the classroom teacher. I am looking forward to this opportunity. Thank you in advance for your participation.

Sincerely,

Ashlie R. Jack
KSU Doctoral Candidate
316-640-5083 (mobile)

Appendix D – Informed Consent

KANSAS STATE UNIVERSITY INFORMED CONSENT

PROJECT TITLE: Word Consciousness and Individual Application of Academic Vocabulary Through Written, Oral, and Visual Response to Historical Fiction and Nonfiction Literature in Fifth-Grade Social Studies

APPROVAL DATE OF PROJECT: August 19, 2010   EXPIRATION DATE OF PROJECT: August 19, 2011

PRINCIPAL INVESTIGATOR: Dr. Lotta Larson, Ph.D./KSU Assistant Professor, 785-532-5135 or ell4444@ksu.edu

CO-INVESTIGATOR(S): Ashlie R. Jack, KSU Doctoral Candidate, 316-640-5083, ajack@emporia.edu

CONTACT NAME AND PHONE FOR ANY PROBLEMS/QUESTIONS:
- Dr. Lotta Larson, Ph.D./KSU Assistant Professor, 785-532-5135 or ell4444@ksu.edu or
- Ashlie R. Jack, KSU Doctoral Candidate, 316-640-5083, ajack@emporia.edu

IRB CHAIR CONTACT/PHONE INFORMATION:
- Rick Scheidt, Chair, Committee on Research Involving Human Subjects, 203 Fairchild Hall, Kansas State University, Manhattan, KS 66506, (785) 532-3224.
- Jerry Jaax, Associate Vice Provost for Research Compliance and University Veterinarian, 203 Fairchild Hall, Kansas State University, Manhattan, KS 66506, (785) 532-3224.

SPONSOR OF PROJECT: N/A

PURPOSE OF THE RESEARCH: The purpose of this study is to explore and identify the word consciousness and individual application of academic vocabulary through the use of reader response journals, authentic discussions, and written/visual literacy projects from a thematic social studies unit using historical fiction and nonfiction literature that is integrated in the current fifth grade curriculum.

PROCEDURES OR METHODS TO BE USED:
Researcher's field notes; transcripts of audio recorded student interviews, photocopies of reader response journals, transcripts of digitally recorded authentic discussions, and transcripts of the video recorded multigenre literacy project presentations.

ALTERNATIVE PROCEDURES OR TREATMENTS, IF ANY, THAT MIGHT BE ADVANTAGEOUS TO SUBJECT: N/A

LENGTH OF STUDY: August – November, 2010

RISKS OR DISCOMFORTS ANTICIPATED: None

BENEFITS ANTICIPATED: This study may provide potential research-based methodologies to teachers who have a desire to integrate instructional approaches that address content area knowledge and support students' word consciousness and individual application of academic vocabulary in other learning experiences.

EXTENT OF CONFIDENTIALITY: All references to names and identifiable locations will be changed or omitted in the final transcripts and in any documents or publications relating to the study. All records will be kept in a locked filing cabinet in researcher's office for three years following the study.

IS COMPENSATION OR MEDICAL TREATMENT AVAILABLE IF INJURY OCCURS: N/A

TERMS OF PARTICIPATION: I understand this project is research, and that my participation is completely voluntary. I also understand that if I decide to participate in this study, I may withdraw my consent at any time, and stop participating at any time without explanation, penalty, or loss of benefits, or academic standing to which I may otherwise be entitled.

We verify that our signatures below indicate that we have read and understand this consent form, and willingly agree to participate in this study under the terms described, and that our signatures acknowledge that we have received a signed and dated copy of this consent form.

Participant Name:
(Print Student's Name) _____

Participant Signature: **Date:**
(Student's signature) _____   _____

Parent/Guardian Signature: **Date:** _____

Witness to Signature: (project staff) _____ **Date:** _____

Appendix E – Native American State Standards

<u>Standard: Geography</u>

The student uses a working knowledge and understanding of spatial organization of Earth's surface and relationships between people and places and physical and human environments in order to explain the interactions that occur in Kansas, the United States, and in our world.

Benchmark 1: Geographic Tools and Location: The students uses maps, graphic representation, tools, and technologies to locate, use, and present information about people, places, and environments.

Benchmark 2: Places and Regions: The student analyzes the human and physical features that give places and regions distinctive character.

Benchmark 4: Human Systems: The student understands how economic, political, cultural, and social processes interact to shape patterns of human population, interdependence, cooperation, and conflict.

Indicator 1: explains reasons for variation in *population distribution*

Indictor 2: identifies *push-pull factors* (causes) of human migration

Indicator 3: describes the effects of *human migration* on place and population

Indicator 4: describes factors that influence and change the *location* and *distribution* of economic activities

Indicator 5: understands the forces or *conflict* and *cooperation* divide or unite people

Benchmark 5: Human-Environment Interactions: The student understands the effects of interaction between human and physical systems

Indicator 1: examines varying viewpoints regarding resource use (e.g. American Indian vs. European settler, past vs. present)

<u>Standard: Kansas, United States, and World History</u>

History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

Benchmark 1: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the age of exploration.

Indicator 1: explains how various American Indians adapted to their environment in relationship to shelter and food

Indicator 2: shows how traditional arts and customs of various American Indians are impacted by the environment

Benchmark 2: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the colonization era of United States (1607-1763).

Indicator 4: compares and contrasts the impact of European settlement from an American Indian and European point of view.

SS.4.1K.1: Explains how various American Indians adapted to their environment in relationship to shelter and food (e.g., Plains, Woodlands, Northwest Coast, Southeast and Pueblo *cultures* in the period from 1700-1820) – School District Social Studies Outcome Poster

Benchmark 3: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the American Revolution and the United States becoming a nation (1763 -1800).

Indicator 1: explains United States land policy and its impact on American Indians trace the cause and effect relationships between events in different *places* during the same time period

Benchmark 4: The student engages in historical thinking skills.

Indicator 1: uses historical timelines to trace cause and effect

Indicator 2: examines multiple *primary sources* to understand point of view of an historical figure

Indicator 3: locates information using a variety of sources to support a thesis statement

Indicator 4: uses information including primary sources to debate a problem or an historical issue

Indicator 5: observes and draws conclusions

Indicator 6: uses research skills to interpret an historical person or event in history and notes the source(s) of information

Appendix F – *The Porcupine Year* Chapter Academic Vocabulary Words

Chapter 1 & 2
Confluence
Exile
Indignant
Malevolent
Pitch
Portage
Warrior
Shallows
Sheath

Chapter 3
Hoisted
Relinquish
Shuns

Chapter 4
Ambling
Intruders
Vast
Vulnerable
Wigwam

Chapter 5
Buoyant
Culprit
Pliable

Chapter 6
Famish
Flee
Flotilla
Gunwales
Kindled

Chapter 7
Boast
Elude
Loped
Quiver

Chapter 8
Bereft
Console
Contemplation
Mystified
Yoke

Chapter 9
Pelt*
Scrawny
Wily

Chapter 10
Coveted
Pelt*
Snares
Wrenched

Chapter 11
Conjure
Dismal
Lithe
Peril
Savage

Chapter 12
Boughs
Cunning

Chapter 13
Floundering
Impetuous

Chapter 14
Cascaded
Grappled
Imperious
Scouring

Chapter 15
Ravenous
Recede

Chapter 16
Adamant
Contempt
Degradation

*2 different meanings presented

Appendix G – An Indian Winter Chapter Academic Vocabulary Words

Chapter 1*

Chapter 2
Delegation
Engages
Levee
Navigate
Provisions

Chapter 3
Bivouac
Commune
Divine
Effigy
Stern
Unrelenting

Chapter 4
Desolate
Dignitary
Exploits

Chapter 5
Congealed
Dispose
Wholly

Chapter 6
Dentalium Shells
Ornate
Valor

Chapter 7
Comrades
Impersonate
Lances
Skewered

Chapter 8
Deity
Migratory
Scurvy
Succumbed

*No academic vocabulary words selected – introductory chapter to literature selection

Appendix H – Vocabulary Reader Response Journal Prompts for Historical Fiction

Experiential Prompts

- How do you relate this chapter to your own life?

- How does Omakayas remind you of someone you know?

- How does Pinch remind you of some other character you've met in a book?

Aesthetic Prompts

- How does this chapter make you feel?

- How would you feel if you were Omakayas and Pinch in this situation?

- How would you feel if you were Omakayas family and you were told to leave your home?

- How would you feel if you were separated from your family?

Cognitive Prompts

- What do you think will happen to Omakayas and Pinch?

- If you were Omakayas or Pinch, what would you do in this situation?

- What advice would you give Omakayas or Pinch at this point in the story?

Interpretive Prompts

- What meaning or message does this chapter have for you?

- Why do you believe Omakayas did or did not make the right choice?

- Why do you believe Pinch did or did not make the right choice?

- What do you think the following word or words mean? (quote text)

Appendix I - Informal Interview for Visual Response

1. Can you tell me a little bit about your picture?

2. What have you drawn?

3. Why did you choose to draw _____ to represent what we just read?

    - As the researcher, I will note the student's use of any academic vocabulary from the reading selection.

Appendix J - Authentic Discussion Guidelines

- The students will be asked to bring their response journal to the authentic discussion sessions to aid in the conversation over the assigned reading.

- During the discussion there will not be a pre-ordained conclusion that must be reached by the group.

- This is a time for the student participants to interact with one another.

- Each student will be encouraged to express their individual ideas on a given topic.

- The authentic discussions will allow each student participant to expand their present understanding of the topic being discussed from the contributions of the other participants in the group.

- Students will discuss the academic vocabulary that they have self-selected from the literature selection.

- As the researcher, I will facilitate the discussion through questions and suggestions.

Appendix K - Vocabulary Reader Response Journal Prompts for Nonfiction Literature

Experiential Prompts

- How do you relate this chapter to your own life?

- How does Prince Alexander Philip Maximilian remind you of someone you know?

- How does Karl Bodmer remind you of someone you know?

- How does Prince Alexander Philip Maximilian or Karl Bodmer remind you of some other character you've met in a book?

Aesthetic Prompts

- How does this chapter make you feel?

- How would you feel if you were Prince Alexander Philip Maximilian or Karl Bodmer in this situation?

- How would you feel if you were a member of the Mandans or Hidatsas tribe in this situation (name specific situation)?

- How would you feel if the white man slaughtered your buffalo and seized your land?

Cognitive Prompts

- What do you think will happen to Mandans or Hidatsas tribes?

- If you were Prince Alexander Philip Maximilian or Karl Bodmer, what would you do in this situation?

- What advice would you give Prince Alexander Philip Maximilian or Karl Bodmer at this point in the story?

Interpretive Prompts

- What meaning or message does this chapter have for you?

- Why do you believe Prince Alexander Philip Maximilian or Karl Bodmer did or did not make the right choice?

- What do you think the following word or words mean? (quote text)

Appendix L - Multigenre Response Project Guidelines

Goal: The goal for this project is for the student to apply academic vocabulary within his/her three multigenre responses to the self-selected Native American topic.

1.   Each student will research, describe, and demonstrate through a meaningful well-organized submission and in-class presentation of three genres portraying his/her research and knowledge about a Native American topic.

2. Each student is to select a Native American person, event, place, or issue of interest to him/her.

3. The student will utilize reader response journals, knowledge gained from the reading of each literature selection and the oral discussions, nonfiction literature from the school library, and information from the internet as reference resources for his/her response project on the chosen Native American topic.

4. The student has the flexibility to choose the point of view he/she employs in each piece of writing. For example, one genre may portray events through the eyes of the subject, while the second one views the subject through the eyes of those who were present, and the last one from the viewpoint of an inanimate object.

5. The student will use three genres to tell the story of his/her topic. The student may select from these possible genres, but the student is not are not limited to utilizing only these genres: advertisement, radio broadcast, birth announcement, interview, obituary, story, press release, poetry, or drawing.

6. The information of the topic should not be repeated in several pieces. The audience should learn new information on the topic from each piece of writing.

7. The student will need to document his/her sources, including page numbers for any direct quotations.

8. The genre pieces created should be arranged in some logical order.

9. The student should find a way to create flow/cohesion in the project.

Appendix M - Genre Choices

Advertisement	Poetry	Song
Record a Radio Broadcast	News Article	Journal Entries
Birth Announcement	Pen Pal Letter	Crossword Puzzle
Written Interview	Friendly letter/Postcard	Cartoon/comic strip
Obituary	Timeline	Menu
Bumper Sticker	Magazine Cover	Magazine article
Greeting Card	Brochure	CD Liner
Invitation	Encyclopedia Entry	Email message
Map	Billboard	Wanted Poster

Appendix N - Pre-study Interview

1. How do you see yourself as a reader?

2. Do you read at home?

3. What type of books do you enjoy reading at home?

4. How many books do you own?

5. Do you enjoy reading at school?

6. What type of reading do you do at school?

7. Who types of books do you enjoy reading at school?

8. Who are some of your favorite authors?

9. How do you think reading a historical fiction book will be different from reading a fiction book?

10. Do you think you will enjoy reading a historical fiction book more or less than a fiction book? Explain

11. How do you think reading a nonfiction book will be different from reading a fiction book?

12. Do you think you will enjoy reading a nonfiction book more or less than a fiction book? Explain

13. Do you enjoy studying social studies? Explain

14. Have you ever studied Native Americans?

15. What is your attitude towards studying Native Americans? Explain

16. When you read a good book do you like to write about it or would you rather talk about it with someone or draw a picture in response to the book?

17. What strategies do you use when you come to a word in the book that you do not fully understand?

18. What questions do you have for Ms. Jack or Mrs. Newton for this project?

Appendix O - Post-study Interview

1. How would you describe our reading experience these last few months?

2. What did you think of the historical fiction book that we read together?

3. What did you think of the nonfiction book that we read together?

4. What did you like best about the Native American social studies unit?

5. What did you like the least about the Native American social studies unit?

6. On a scale of 1 to 10 with 1 representing - I hate to write in reader response journals to 10 representing – I love, love, love to write in reader response journals. How would you rate the use of the reader response journal? Explain. Did it help you to understand the book? Learn new vocabulary words?

7. On a scale of 1 to 10 with 1 representing - I hate to orally discuss a book to 10 representing – I love, love, love to orally discuss books. How would you rate the use of the authentic discussions? Explain. Did it help you to understand the book? Learn new vocabulary words?

8. On a scale of 1 to 10 with 1 representing - I hate to draw about what I have read to 10 representing – I love, love, love to draw about what I have read. How would you rate the use of the visual response to the books that we read? Explain. Did it help you to understand the book? Learn new vocabulary words?

Appendix P - Reader Response Feedback Guidelines

- I will read through the participants' response journals on each submission date.

- The feedback provided will encourage the student to continually build on their critical thinking, analyzing, synthesizing, and evaluating skills.

- The feedback provided will encourage the student to continually utilize academic vocabulary as they interact with the text.

- The feedback will be written in the margins of each entry.

- If the student continuously utilizes the same response options, the personal feedback will encourage and guide the student to explore other response options.

Appendix Q – Self-Awareness Rating Chart

Pre-Reading of Chapter(s)

Figure 46.1 Vocabulary Self-Awareness Chart

Word	+	√	−	Example	Definition

Procedure:
1. Examine the list of words you have written in the first column.
2. Put a "+" next to each word you know well and for which you can write an accurate example and definition. Your definition and example must relate to the unit of study.
3. Place a "√" next to any words for which you can write either a definition or an example, but not both.
4. Put a "−" next to words that are new to you.

This chart will be used throughout the unit. By the end of the unit you should have the entire chart completed. Because you will be revising this chart, write in pencil.

Post-Reading of Chapter(s)

Figure 46.1 Vocabulary Self-Awareness Chart

Word	+	√	−	Example	Definition

Procedure:
1. Examine the list of words you have written in the first column.
2. Put a "+" next to each word you know well and for which you can write an accurate example and definition. Your definition and example must relate to the unit of study.
3. Place a "√" next to any words for which you can write either a definition or an example, but not both.
4. Put a "−" next to words that are new to you.

This chart will be used throughout the unit. By the end of the unit you should have the entire chart completed. Because you will be revising this chart, write in pencil.

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