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An exploration of close reading strategies and 3rd grade comprehension

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AN EXPLORATION OF CLOSE READING STRATEGIES AND 3RD GRADE COMPREHENSION

by

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A Thesis

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Dedication

I would like to dedicate this Thesis to my family, friends, colleagues,
administrators, Campbell Library Librarians, and the professors at Rowan University
College of Education Department of Language, Literacy, and Sociocultural Education for
all of their support throughout this journey.

Acknowledgments

Abstract

Loretta C. Houck
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COMPREHENSION
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Master of Arts in Reading Education

The research case study was conducted to explore how Close Reading Strategies support 3rd grade Basic Skills students' comprehension. The purposes of the study were to first determine if utilizing the rereading and text questioning strategies would support students' comprehension while reading complex texts. Secondly, to determine if annotating in the margins of the text would support comprehension as the students reflected on their thinking. The students were of varying abilities of below grade level readers and one student was an ELL below grade level and challenged by language meaning difficulty. The students were reading on an end first grade level with comprehension difficulty. The study revealed that rereading was of a significant support to comprehension as the strategy enabled students to gain additional meaning of the text and vocabulary each time the texts were read. The text questions enabled students to determine a starting point for rereading and used the questions to navigate the texts to provide evidence for responses. Finally, annotations posed a challenge as the students demonstrated significant metacognitive deficits hindering their ability to utilize the strategy. This strategy was determined to be developmental and to be used when appropriate to cognitive ability. Implications for teaching Close Reading strategies to elementary students are discussed.

Table of Contents

Table of Contents (Continued)

Table of Contents (Continued)

List of Tables

Chapter 1

Introduction

"My mission in life is not merely to survive, but to thrive; and to do so with some passion, some compassion, some humor, and some style." -Maya Angelou

"Try to be a rainbow in someone's cloud."- Maya Angelou

These quotes have been a true testament of my teacher role and now as a researcher's role.

As Maya Angelou has always inspired me I too live to inspire the students within my classroom. As stories go, they have a beginning, middle and ending. The story of my role as a teacher researcher began, has shifted to the middle and soon will be ending for a short time until the glimmer of a new question peeks from behind an event or curiosity of a student's question, comment, frustration or behavior.

The story begins in a warm, inviting, caring classroom, one with curtains on the windows and carpets on the floor. A classroom where the Miss L shares personal times of her life and has created a caring learning environment where students are ready to complement each other for their small achievements.

As a teacher, stepping into Miss L's classroom is like coming home again. As we have worked together in the past but at one point our paths were separated by new teaching assignments. Now back together again we are able to share our combined knowledge with the students. Working in this school with this teacher gives way to reminiscing of the past when we taught together on the same mission to help students to love to read.

Now with the same mission as in the past, I step into the classroom and encounter two students who say they like to read but in truth struggle every day with the words inside the books they so desire to love.

As I teach I also am searching for clues as to how to support students with reading and comprehending what they desire to read.

Teaching struggling readers to read and not just to read but to love reading is a passion I live. I do this with compassion, humor and as Maya Angelou conveys, with style.

Teaching with compassion is to share your struggles as I do with the students in my room. Reading is a struggle of mine and has been since I was young. Teaching with compassion and letting students see that you understand their struggles and that you are there to support and guide them through the challenges. Humor is one of my most favorite teaching styles in the classroom. Not just reading humorous stories or poems, but seeing humor through our mistakes. During a word work lesson 2 years ago we were exploring the double consonant being applied to –er ending. One of my struggling readers was working on the word "swim". As they struggled to decode and add the –er to the end, they inadvertently forgot to add the double consonant. The word became "swimer". With fear in their eyes from making a mistake, I commented, "Oh I don't think we should call anyone a "swimer" do you?" At that point the fear was broken and the laughter rang out. That, believe it or not, became a favorite word or our little group. They were 3rd graders at the time and last year they remembered the word and the rule which applied. However, because of this word, the lesson learned and laughter they had, this little group of now 4th graders created their own nonsense word booklet to keep for themselves.

Learning and laughing is the classroom I love to have. Being a teacher researcher, unearthing clues and

Maya Angelou's quote *"Try to be a rainbow in someone's cloud."* is what I try to be when the students enter my room. The stigma which exists from leaving the larger setting is a very sensitive area. A stigma that brings resentment, attitude and resistance into learning and feeds the fears of struggling readers especially from those who comment, "Oh, you're going to that room".

These students have the best of both worlds, Max and Kaz learn in a large room with a wide variety of texts at their fingertips and guided by a teacher who is aware of their frustrations, are lead to texts that hold their interests while being at a "just right" level for building skills. In the smaller room again they are graced with a large library of texts and are guided by a teacher who again understands their frustration of reading and leads them to more challenging exciting stories allowing them to embrace learning with confidence, take ownership of their learning and invites the students to share hidden experiences with others which may never have been unearthed.

This is the classroom in which I teach, a classroom where students leave and tell other classmates about what they read and what they learned. A classroom which is known as "that classroom" however the comments now are; "Oh, can I come to your room, it looks so cool?" "When will you take me?"

As a teacher researcher, I have learned to dig deeper and not to take the superficial details as the truth, but to use questioning and write about what has occurred during the lesson. I was skeptical about writing as I as a teacher felt it would be a time consuming piece of my day, however, I came to learn that it was a storage place for

happenings I would have very quickly forgotten. These forgotten entries are as I have become to realize may be another pathway to possibly unlocking a door to change a student's ability, or attitude to want to read. This happened during the lessons in this study, once writing about how Max and Kaz scan along the pages to locate a question, then pointing their finger as like a pin sticks into a map to locate a place and then saying quietly, "there it is." This motion, as a teacher I would have noticed but not given any thought to the importance. As a researcher though this simple motion demonstrates the students are using a more advanced skill to locating information to respond to a question and rather than starting at the beginning of a story to read all over again, Max and Kaz are strengthening their confidence and comprehension by showing they remember some shred of evidence and will venture to search for it.

I can now see that being a teacher researcher has given me a "critical eye" and tools to design more in-depth reading experiences for Max and Kaz to build comprehension skills.

Being that rainbow in their cloud is a passion of mine, watching students light up who would otherwise shut down is the rainbow at the end of my story but a new beginning to their story.

Purpose of Statement

Close Reading has been used in high schools and colleges over the years to increase students' ability to read and comprehend complex text structures in disciplinary texts of content area courses. However, since the establishment of the Common Core State Standards mandating that students be taught to read more complex texts, teachers have been exploring the feasibility of the Close Reading routine being implemented with

modifications at the elementary school level to increase comprehension, strengthen metacognitive thinking and enable students to

The purpose of the study was to investigate how strategies of the Close Reading routine play a role in supporting comprehension of 3rd graders.

The study seeks to answer the question of how do strategies of rereading, annotating/writing while reading and responding to text-dependent questions support and guide students to form a deeper meaning of the text.

Through analyzing students' rereading, responds to carefully scaffold text questions, and annotating thoughts while reading, outcomes are discussed as to the effectiveness and feasibility of the Close Reading routine being implemented in elementary classrooms.

The research being conducted was focused on the Close Reading strategies. Lessons were taught focusing on annotations, rereading and text-dependent questions. Students were provided short narrative passages and texts from Readinga-z.com and presented a sequenced routine to follow. The sequenced routine began with a cold read of a passage with the purpose of identifying the main idea. Once the main idea was identified, students were then presented with a focus question to reread and locate evidence to support the details of their response. The responses were recorded on bookmarks separated into sections relating to the task. Discussions of the questions fostered a collaborative learning experience as the students each brought their own background knowledge to share with each other. Through the research, data was analyzed

The study presented is an effort to share and extend the knowledge of the Close Reading experiences in the 3rd grade level.

Story of the Question

As an educator, I have worked specifically with struggling readers in small groups with both Special Education and Basic Skills Classes. I am always searching for new ways to teach these students as their skills are underdeveloped and their motivation and self-efficacy is at times nonexistent. In January of 2014, I was ending my 13th year of teaching special education and was extremely discouraged with the reading program being used. Throughout that year, my 3rd and 4th grade students commented; "Why do I have to read a baby book?" "The characters look like they are in my little sister's books." "The fox story is boring." "I don't' want to read this book." "I read this book before, last year in Ms. A's class in 2nd grade".

During these moments I understood exactly what my students were feeling. I too had my doubts about the program but like all good teachers, we grit our teeth and follow the mandates of the administration. I had tried to investigate alternative books into the program unfortunately the books provided were specially designed for the structure of the lessons. Yes they were seen as 'baby books', they were not motivating and not even interesting especially to a 3rd or 4th graders who saw reading as a difficulty and being pulled out of the classroom as a stigma. The books were not relevant to their everyday life nor did they provide any type of real-life connection for the students. I felt as they did, I would not want to read about a fox that goes on a picnic with his family and can't think of what to take. I know my motivation would not be through the roof either. What could I do to entice them to read while using this program? What could I do to build their comprehension and self-efficacy and motivation?

That summer I began searching and reading through new articles and books for strategies to implement and integrate into the reading program structure.

As I was searching I came across an article by Fisher and Frey; *Close Reading In Elementary Schools.* I felt as though I could yell; "EUREKA" I think I found what I was looking for! The article described a reading routine which even though it seemed somewhat intimidating to learn to teach it might solve the problem of the 'humdrum' reading materials which I was mandated to teach through the reading program. I was so excited about using the new strategy and felt as though my hope was renewed in the area of teaching reading. That same summer I was also notified I was being moved to the Basic Skills position which meant I would be working with a team of teachers and a different commercial reading program and Tier 2 students. I was excited about the new role and working with higher level yet still struggling readers and learning a new program to tweak and integrate strategies. As it turned out, the program was the same one I had just left behind. My inspiration was dashed.

In January2014, I enrolled in Rowan University's Master's Reading program and was presented with a project; I had no doubt what the topic would be, Close Reading. This project was my path to implementing the Close Reading routine in my classroom. I immediately contacted my new curriculum director who was so taken that I would have the courage of implementing the routine at the lower elementary level. Through her guidance, I was able to integrate and alternate various activities from the original article. The classroom attitudes in the classroom changed over time to being excited and interested to read. They were always asking, "What are we going to read today?" Using short reading passages from readworks.org. I was able to find interesting life relevant

stories above the students' reading level. These passages were alternated with the reading program texts.

The students were excited and willing to take on more challenges. They were introduced to the strategies of annotating with highlighters correlating to the annotation chart, and erasable pens. Already the curiosity changed the moral of the classroom. Students were guided through text-dependent questions and asked to reread the passages in order to respond to the questions.

The Close Reading routine brought new life to my defeated students and enticed them to read more and more. The students could not get enough of the passages and participating in the collaborative discussions.

Through this experience, I have learned an extensive amount of information regarding Close Reading and have seen many successes in the improvement of student motivation towards reading and reading achievement.

However during the Close Reading lessons, I have found that comprehension varied depending on the types of close reading texts, strategies and activities especially with the posing of essential questions from the Question Answer Relationship (QAR) strategy.

When presented with another opportunity to teach Close Reading this time to 3rd graders, exhibiting below grade level reading and comprehension skills, the topic of comprehension was to be the focus. The evolution of the question was guided by the professor who posed the thought of research being conducted on the supports the Close Reading strategies had on comprehension.

My research will investigate how the Close Reading strategies support 3rd grade students' comprehension.

The research will investigate strategies that can be integrated into Close Reading lessons. Through this research, I hope to learn how the Close Reading strategies support comprehension promoting the strengthening of cognitive abilities and reading achievement.

Following the Thesis

The chapters within the thesis each provides information relating to the study and the outcomes. Chapter two is a Literature Review encompassing articles of research evidencing studies conducted by experts' in the field of Close Reading and related studies implementing strategies and their success with students in elementary and middle school levels. Chapter three presents the Research Paradigm, design and the context of the study, along with the demographics of the classroom in which the research was conducted. Chapter four explains the research and analysis of the data revealing the findings of the study outcomes. The final chapter, chapter five, discusses the conclusions and presents implications for implementing Close Reading in elementary schools, as well as questions to continue researching Close Reading at the elementary level. Appendix A offers resources used during the research. Appendix B displays artifacts of student work.

 School is located in a small suburban town of Shale, established in 1688. According to the 2013 US Census Bureau, the town has a population of approximately 19, 211. The socio-economics of this area would be described as a middle-class working

town with a large population of Senior Citizens in residence. The town's economic status

consists of occupations of skilled laborers, management and sales

Chapter 2

Review of the Literature

Close Reading Strategies Supporting 3rd grade Students' Comprehension

Some books are to be tasted, others to be swallowed, and some few to be chewed and digested; that is, some books are to be read only in parts, others to be read, but not curiously, and some few to be read wholly, and with diligence and attention." -Francis Bacon

"to "x-ray the book… [for] the skeleton hidden between the covers" Adler and   Van Doren, 1940/1972, p. 179)

Introduction

Teachers and experts in the field of Reading have continuously strived to find effective strategies to meet the needs of all readers, especially those who are struggling and those of diverse learning styles. Reading strategies and approaches have evolved over time as expert's research effective ways to teach students to read and comprehend. Strategies and approaches to engage students in reading and promote metacognitive thinking such as Close Reading, repeated reading, writing during reading, collaborative discussions. Fisher & Frey (2013), state, "There are a host of different ways to engage students in reading, including instructional routines that require extensive teacher support, such as shredded readings, and instructional routines that require extensive peer support, such as reciprocal teaching or literature circles" (p. 57).

As the reading gap continues to widen, teachers and districts are searching for ways to support students to improve reading comprehension. Gewertz (2012), emphasizes, "The adoption of the Common Core State Standards in English Language

11

Arts has focused teachers on the practice of close, analyze reading. This has generated some debate as various stakeholders discuss the merits of this approach" (Fisher & Frey, 2012, p. 179). Richards (1929) notes, "but specific research on the implementation of close reading with elementary students is lacking" (p. 179). Pearson (2013) cautions that the "assumption, that we can get students back on the college and career readiness track by gradually increasing the linguistic complexity of texts required of students in grades 2-12, is, of course, the unknown; it awaits empirical evaluation" (cited in Fisher & Frey, 2014, p. 25).

The Literature serves to support and answer the question posed for this study; *How do Close Reading strategies support 3rd grade comprehension?*

Kerkhoff & Spires (2015) emphasize, "Close Reading as an instructional routine is in its infancy for early grade teachers. Further research needs to be conducted to more fully account for the complexities and nuances that are involved for young readers as they establish new relationships with texts that go beyond reader responses" (p. 55).

Close Reading encompasses three main scaffolds supporting students while reading complex texts. The scaffolds allow the students to interact with complex texts while annotating thoughts and responding to multilevel questions through a series of rereadings.

Each scaffold of the Close Reading routine is studied throughout the literature review and supports the premise that Close Reading strategies support comprehension.

In Close Reading, repeated readings are a significant feature to the routine. Fisher & Frey (2014) emphasize the existence of research evidence supporting the effectiveness

12

and benefits of repeatedly reading the same text. Students are given the task of reading with a purpose and a new focus question each time so as to not decrease their engagement of digging deeper into the text. Students reread the text to locate information to provide a response to the newly introduced question. (p. 279).

The rereadings are interactions between the student and the text. Rosenblatt (1978) emphasized students should deeply interact with a text utilizing their background knowledge and experiences, beliefs and values (p. 179). Reading from experiences and not focusing on informational details, Rosenblatt (1978) called, "an aesthetic experience for the reader" (p. 179).

Findings of a study by Dowhower, 1987, revealed significant increases in comprehension when students read passages using the repeated reading strategy. (p. 402). The increases were noted in both the assisted and independent methods. The results additionally support researchers' reported results from previous studies and the fact that there is a notable increase in prosodic reading development (Dowhower, 1987, p. 402). Evidence was indicated by emphasizing the strategy should be a continuous practice with multiple stories to afford students opportunities to develop the skills of identifying words connected to phrases creating meaning within sentences. The rationale for practice continuing over several stories is that students practice reading the same familiar and unfamiliar words many times imprinting and building phonemic awareness and word recognition skills (Dowhower, 1987, p. 403).

In Close Reading students are utilizing repeated reading to respond to multilevel questions as they continue to dig deeper into the text building a deeper relationship and building new vocabulary and background knowledge repertoires.

13

Text-dependent questions are a second scaffold in the Close Reading routine. The premise of various questions producing different types of responses was posed by Day & Park (2005) through specific questioning levels.

Davoudi & Sadeghi (2015)explained, "According to their classification, comprehension consist of literal comprehension, reorganization, inference, prediction, evaluation and personal response and that the forms of questions that can be seen as a checklist for language teachers are yes/no questions, alternative questions, true or false questions, wh-questions and multiple –choice ones" (p. 82).

A study review conducted by Eason, el al. (2002) investigated significant factors which impact reading comprehension (Davoudi & Sadeghi, 2015, p. 82).

According to Davoudi & Sadeghi (2015), "The findings illustrated the contribution of higher order cognitive skills such as reasoning, inferencing and elaboration to comprehension of more complex text and question types. At the end, they concluded that higher-order cognition skills are the principal components of reading compression for later elementary and middle school students" (p. 82).

Davoudi & Sadeghi (2015) explained, "Marzola (1988) proposed the teaching of the questioning strategies employed by good readers to poor readers in order to improve their comprehension before, during and after reading. He accentuated the influential role of three questioning strategies for primary students including Question-Answer Relationship, Request, and Reciprocal Teaching" (p. 82).

In Close Reading, students are presented with questions from the Question-Answer Relationship format guiding student through deeper interactions with the text to gain meaning of the author's stance.

Finally, the scaffold of annotating or writing during Close Reading, where students write their thoughts, concerns and questions in the margins of the text as they read.

A study conducted by Shanahan & Lomax (1986) examined three theoretical examples of links between reading and writing. These links of an "interactive model, a reading-to-writing model, and a writing-to-reading model" were examined through reading and writing data scores of elementary students (Lee & Schallert, 2015, p. 145). The findings of Shanahan & Lomax (1986) indicate a connection between the impacts of reading on writing and vice versa (Lee & Schallert, 2015, p. 145).

In reviewing the literature of studies conducted on the Close Reading strategies, research provides evidence supporting the impact on comprehension answering the posed study question.

Close Reading

Since the English Language Arts, Common Core State Standards adaption, there has been a significant focus on Close Reading or "Critical Reading" as the concept is also know, to be an instructional implementation. The 10 main anchor standards indicate students ability to "read closely" to establish explicitly "what the text says" and conduct inferencing, indicate evidence from the text especially when writing and speaking and "drawing conclusions"(Fisher & Frey, 2014, p. 25). .

Douglas Fisher and Nancy Frey (2012), experts in the field of reading explain that Close Reading is an instructional routine enabling students to think critically about a specific selected text while doing repeated readings. (p. 179) Close Reading has been recognized as an approach in the middle schools, high schools and colleges. Many

15

instructional materials and publications agree that there needs to be a change in instructional practices for Close Reading to be implemented and effective (Fisher & Frey, 2014, p. 25).

According to Reynolds & Goodwin (2016), "The Common Core State Standards (CCSS) emphasize the role of text complexity in reading instruction. Under the CCSS, students are required to read texts at their grade levels "with scaffolding as needed at the upper end" of their grade level"(p. 25).

In Close Reading, complex texts are considered texts which are worthy of being analyzed. These texts are not short picture stories, rather, the texts can range from three paragraphs to two pages (Fisher & Frey, 2012, p. 181). Fisher & Frey (2012) conducted a study with K-6 teachers to discuss the modifications required to teach Close Readings at the elementary level. Teachers agreed the texts utilized would be "at least grade level", passages would be short and be a wide range of genres (Fisher & Frey, 2012, p. 182)

Studies on Close Reading have revealed both significant growths in students' reading comprehension and metacognitive thinking skills. Close reading or Critical Reading as it has been referred to is a close careful reading of a text with a purpose to to gain meaning. The purpose is set by essential questions drawing on text connections, beyond the text information, author's purpose or point of view. The Close Reading routine is carried out through numerous rereadings, where evidence is unearthed to answer the essential or focus questions.

In the content areas, disciplinary texts are read with a critical eye as students read and reread encountering complex text structures which enable students to draw on and

analyze critical aspects of a text. Students in these content areas need to be fluent readers and have acquired their foundation skills in order to meet the challenges which these complex texts present.

In a study by Katz and Carlisle (2009), a program was developed to support upper elementary students with language and reading deficits as they read texts independently. According to Katz and Carlisle (2009), "As a first step in helping middle-to-upper elementary children with mild-to-moderate language and/or reading difficulties engage in textual analysis during reading, the Close Reading program combines instruction in morphological-analysis and context-analysis strategies with guided experiences applying these strategies during reading" (p. 325). The participants in the a twelve week study were three fourth grade girls who exhibited mild-to-moderate reading and language deficits and reading below grade level. Students received twelve hours a week of instruction over a twelve week time period. Participants were recruited through a set criteria using oral language and reading standardized assessments, and the students' reading history (Katz & Carlisle, 2009, p. 328).

The Close Reading instruction was integrated with Morphology and Context Analysis strategies. Each morphology and context strategies were introduced one at a time. The study was conducted from January to May (Katz & Carlisle, 2009, 330).

Morphology and Context analysis were discussed within the study as being integral components of a student's reading foundation.

According to Katz & Carlisle (2009), "Because morphemes are units of meaning, MA can provide a basis for decoding unfamiliar words and acquiring an understanding of their meanings (Anglin, 1993)" (p. 326).

17

Katz & Carlisle (2009) explain, "the prevalence of morphologically complex words increases in texts as students progress through the elementary years. Many complex words are not decodable through application of letter-sound correspondence rules (e.g., partial); rather, the student needs to recognize the word parts, making use of mental representations of their sound, spelling and meanings" (p. 326). According to Carlisle (2000) & Katz (2004), "Studies have shown that awareness of morphological structure is related to both word reading and reading comprehension" (Katz & Carlisle, 2009, p.326).

Katz & Carlisle (2009) explain, "White et al. (1989) argued that MA alone might not be sufficient for the purpose of deriving the meanings of words" (p. 326).

Furthermore, Katz & Carlisle (2009), explain, "the context clues might activate less familiar word meanings, which would improve reader's chances of success" (p. 326).

The study focused on instructing the students in various reading strategies readers use during reading. Close Reading Program was a featured reading routine explored in the study. Katz & Carlisle (2009) explain, "to evaluate the potential benefits of a program that is designed to help struggling readers acquire specific strategies and habits that might enable them to become more analytic and independent in their reading of texts; in other words, close readers of texts" (p. 327).

Areas of interest during the study were the improvement of listening and reading comprehension, the comprehension of reading passages with morphological challenging words, and demonstrating the ability to gain meaning of these words. (Katz & Carlisle, 2009, p. 328).

The findings of the study indicated growth in reading and comprehension. Particularly when implemented in small groups to the three participants with varying degrees of reading difficulties. Katz & Carlisle (2009) explain, "modified versions of the CR program have been examined for feasibility with success, with a pair of students (Katz, Carlisle, & Stone, 2002) and a trio of students (Katz et al, 2006), suggesting that instruction in the understanding and implementation of MA and CA strategies has the potential to be therapeutically beneficial when it is provided to small groups of students" (p. 336).

In reading comprehension of passages all three students demonstrated growth in posttests, growth was indicated in listening comprehension and in vocabulary decoding and meaning in varying degrees (Katz & Carlisle, 2009, p. 334).

Researchers anticipated improvement of reading fluency, however, the results revealed differently. According to Katz & Carlisle (2009), "We have come to realize that EL's performance on the oral reading measure is probably what should be expected: Students must first slow down to apply the strategies that they are learning. Only when the use of such strategies takes place automatically and relatively effortlessly would we be likely to see gaining in fluency" (p. 335).

Reading programs usually focus on one feature of instruction, either reading comprehension or decoding strategies Katz & Carlisle, 2009, p. 326). (According to Katz & Carlisle (2009), "However, such programs have not attempted to link instruction in decoding to strategies for inferring meanings of unfamiliar words while reading. This preliminary exploration of the CR program is an effort to fill this gap" (p. 326).

19

In a study conducted by Kerkhoff & Spires (2015), K-2 teachers' perceptions of Close Reading instruction was examined (p. 44). The research question posed by the two researchers was "How do K-2 teachers perceive making instructional shifts with Close Reading? (Kerkhoff & Spires, 2015, p. 44).

The participants were twelve K-2 teachers from a Master's in Reading graduate class. The teachers were of all varying ethnic diversity and of varying years in teaching experience teaching in public school in the southwestern United States (Kerkhoff & Spires, 2015, p. 46). Through, teacher analogies, teacher reflections, lesson plans and discussion sessions, data was analyzed to determine findings of teachers' perspectives of changes of perspectives of Close Reading instructional practices and lesson plan instruction with complex texts and application of Close Reading strategies (Kerkhoff & Spires, 2015, p. 47).

The findings of the study indicated the emerging of various themes. The themes focused on the instructional changes teachers were implementing in teaching Close Reading (Kerkhoff & Spires, 2015, p. 49). According to Kerkhoff & Spires (2015), "Three themes emerged: (a) choosing appropriate texts for close reading; (b) modeling close reading; and © scaffolding close reading" (p. 49).

The themes were divided into categories of "application, development and challenges" (Kerkhoff & Spires, 2015, p. 49). There were three guiding questions assigned to each category.

In the area of application, findings indicated teachers making deliberate decisions of text choice from books to short passages. Searching reading a-z, teachers found that

short passages were useful as students could reread the passages several times to develop a deeper meaning of the content (Kerkhoff & Spires, 2015, p. 49).

Accessibility of the text was a topic of focus as the teachers found that choosing a text relatable to the students. According to Kerkhoff & Spires (2015), "Past field trip topics offered consistent background knowledge across the class. Past read-alouds contextualized the passage so that the students knew what has happened before and after the passage" (p. 49).

Development revealed teachers feeling the inadequacy in the ability to develop higher-level thinking questions to promote deeper evidence based responses from students (Kerkhoff & Spires, 2015, p. 53).

Challenges revealed by the study indicated teachers felt the inadequacy of teaching close reading as it is a unfamiliar routine (Kerkhoff & Spires, 2015, p. 53). A participant stated, "I realized the importance of learning about text, structure, vocabulary, and demands of each discipline" (Kerkhoff & Spires, 2015, p. 53). Teachers understood the importance of integrating the components of Close Reading for an effective teaching lesson, yet, they felt still inadequate as the time constraints are daunting and the demands in the classroom. (Kerkhoff & Spires, 2015, p. 53). Kerkhoff & Spires (2015) emphasized, "The participants had to shift their instruction as students had to shift their reading practices" (p. 53).

Finally, Kerkhoff & Spires (2015) explain, "Fisher, Frey, and Lapp (2012) reconcile the historical view of close reading with what we know about reader response theory by saying that for close reading instruction in today's classroom, the reader, text, and context must be taking into account" (p. 54). A balance is necessary for the teaching

21

Close Reading to be effective for students whether they are proficient or struggling readers (Kerkhoff & Spires, 2015, p. 54).

Louise Rosenblatt (1978) continued the premise of the Schema Theory in reading through the Transactional Theory/Reader Response Theory (Tracey & Morrow, 2006, p. 65). Pearson (2011) states, "The notion that all readers have individualized reading experiences because each reader has unique background schemata forms the cornerstone of Rosenblatt's Transactional/Reader Response Theory" (Tracey & Morrow, 2006, p. 63).

In Rosenblatt's article "*Literary Transaction: Evocation and Response*", the emphasis of a spotlight focused on the importance of the reader and the reader's role with text response emphasizing and importance to understanding the differences of the activities seen as related to a reader's response (Rosenblatt, 1982, p. 268).

The response as Rosenblatt (1982) explains, "Response implies an object. "Response to what?" is the question. There must be a story or a poem or a play to which to respond" (p. 268).

Rosenblatt (1982) states, "Unfortunately, important though the text is, a story or a poem does not come into being simply because the text contains a narrative or the lines indicate rhythm and rhyme. Nor is it a matter simply of the reader's ability to give a lexical meaning to the words' (Rosenblatt, 1982, p. 268).

In the article "Transaction versus Interaction: A Terminological Rescue Operation" Rosenblatt (1985) states, "In the transactional theory, "text" refers to a set of

22

verbal signs. The poem, the novel, the play, the story, i.e., the literacy work of art, comes into being, happening during the aesthetic transaction" (p. 103).

Rosenblatt (1985) explains the reader experiences a "live through" flow of ideas, sensory, feelings, and visual impressions forming the view of the reader to the text. These flow of ideas are the elements which initiate the readers' behaviors during reading (p. 103).

These reactions then cause a "recall" related to experiential events within the text by the reader (Rosenblatt, 1985, p. 103).

Interpretation was seen as the act of the evocation correlating to the response of the text being read and the student conveying the reactions and information through thoughts and feelings (Rosenblatt, 1985, 103).

Close Reading requires student to interact with a variety of texts, and respond to multilevel questions related to these genres. Students take stances for or against the author's views and infer using prior knowledge and experiences. These interactions are part of the Transactional Theory by Louise Rosenblatt.

Rosenblatt's article: *"The Transactional Theory: Against Dualisms"* describes the differences between the reader and the writer.

In this article, Rosenblatt compares the "writer and the "reader" as they progress through the act of reading (Rosenblatt, 1993, p. 384).

During Close Reading, students are involved in writing about their thinking and supporting that thinking with evidence either from the text or from experiences beyond.

23

The experiences and reactions of the reader to the text are reflective of Rosenblatt's transactional theory and reader response theory. As students read, a relationship between the reader and the text builds. The reader becomes a part of the text reacting and responding to questions based on the content and genre of the text.

Although the writer in close reading does not encounter a "blank page" as Rosenblatt (1993) references in the article, the writer however, draws from a text, experiences which cause cognitive processes to begin as they write to convey thoughts, reflections, concerns or general comments relating to the text (Rosenblatt, 1993, p. 384). Rosenblatt (1993) explains, "Both writer and reader are drawing on personal linguistic/experiential reservoirs in a to-and-fro transaction with a text. Both writer and reader develop a framework, principle, or purpose, however nebulous or explicit, that guides selective attention and directs the synthesizing, organizing process of constitution of meaning" (p. 384).

Rosenblatt (1993) emphasized efferent and aesthetic stances during the reading process. Depending on the purpose and the genre being read, a reader will read with an efferent view as they draw from the text content to inform, act on or solve a situation (Rosenblatt, 1993, p. 383).

Rosenblatt (1993), stated, "In the aesthetic stance, attention is focused primarily on experiencing what is being evoked, lived through, during the reading" (p. 383).

In Close Reading, students are presented narrative or informational texts, and then given a purpose through a text-dependent question which guides the student through the particular stance.

In a study conducted by Shanahan, Shanahan & Misischia (2011) of experts in the disciplines of mathematics, science and history and the differences in content area literacy (p. 393). The study discussed the differences in how each expert approached the reading of literacy material in the content area. The experts were studied through using a "think aloud" strategy and discussion. This study strategy allowed the researchers to collect data on how each expert reads and expects students to read their specific content area texts. The experts explained specific skills required for students to read, interpret and understand the material.

Close Reading was a strategy which was utilized as a routine to read the material by the discipline experts, however, the differences in the way each expert conducted their close reading of the material was studied.

Of the three experts, the mathematicians emphasized the importance of the close reading routine in their discipline. Shanahan, Shanahan & Misischia (2011) explained, "By close reading, the mathematicians meant a reading that thoughtfully weighed the implications of nearly every word. One of the mathematicians, for example, said it usually took at least 4 or 5 hours to work his way through a single journal article for the first time" (p. 420). The mathematicians emphasized the close reading routine was one which was expected of the students to use (p. 420).

The chemists and the historians specified the close reading routine to be a different type of reading. The structure of the text was important and which part of the text needed greater focus (p. 421). Chemists focused on results and data where the historians focused on new information or authors' perspectives (p. 421).

25

According to Fisher & Frey (2012), "Close Reading must be accompanied by other essential instructional practices that are vital to reading development interactive read-alouds and shared readings, teacher modeling and think-alouds, guided reading with leveled texts, collaborative reading and discussion, and independent reading and writing" (p. 180).

Scaffolding Strategies

Effects of Repeated Reading. In Close Reading, repeated readings are a significant feature to the routine. Fisher & Frey (2014) emphasize the existence of research evidence supporting the effectiveness and benefits of repeatedly reading the same text. Students are given the task of reading with a purpose and a new focus question each time so as to not decrease their engagement of digging deeper into the text. Students reread the text to locate information to provide a response to the newly introduced question. (p. 279).

Repeated Reading is founded on Samuels' (1997) "automaticity theory". Dowhower (1997) explains, "fluent readers are those who decode text automatically, leaving attention free for comprehension" (p. 376). The strategy is recognized as a "deceptively simple yet powerful technique" (Dowhower, 1997, p. 376). Beginning readers lack this important skill, hindering their attention to text meaning and comprehension.

In a study by Dowhower (1997), research was conducted to study "transitional readers" and the effects of repeated readings on oral reading. Two reading strategies were implemented: read-along and independent practice (p. 389). The criteria of ability for the participants were to have average or better than average decoding ability but and below-

average reading rate (Dowhower, 1997, p. 389). In this study prosodic reading was measured. Prosodic reading being fluent readers who have the ability to form text into meaningful fluent flowing phrases using expression, intonation and meaningful punctuation pauses. Unskilled readers lack this ability and read at a slower rate hindering reading fluency, expression, voice intonation, punctuation pausing cues and comprehension.

The study researched repeated reading in two parts; passages read and modeled by teacher or by assisted audio technology and passages unsupported or unmodeled and read independently (Dowhower, 1987).

The repeated readings method is supported by several theoretical views as stated by Dowhower (1987). The whole-language theory supports repeated readings (Clay, 1985; Holdaway, 1979, Hoskisson, 1975a, 1975b, p. 390). According to Dowhower (1987), Support for RR can also be found in theories based on information-processing paradigms such as Samuels and LaBerge's (1983) automaticity theory and Perfetti and Lesgold's (1979) verbal efficiency theory in which practice such as RR is seen as increasing the speed of word recognition" (p. 390). Schreiber (1980, 1987) believes "prosodic cue development" is strengthened through repeated readings as the method "forces" the beginning reader to utilize their ability to identify and arrange familiar words into meaningful phrases rather than reading one word at a time (Dowhower, 1987, p. 390).

The findings of this study revealed, significant increases utilizing repeated readings with both the unpracticed and practiced passage readings in the areas of reading rate, accuracy, comprehension and prosodic reading development (Dowhower, 1987, p.

27

402). The increases were noted in both the assisted and independent methods. The results additionally support researchers' reported results from previous studies and the fact that there is a notable increase in prosodic reading development (Dowhower, 1987, p. 402).

The study established several important conclusive evidences relating to the transitional readers' skills before and after the instructional methods and training strategies were implemented. Evidence supporting past researchers' studies of improvement in comprehension prosodic reading was presented (Dowhower, 1987, p. 402). According to Dowhower (1987), "The major conclusion of this study was that repeated reading "worked" (p. 402). Students' ability to read and understand texts, at a faster rate with appropriate accuracy was significantly improved Dowhower, 1987, p. 402). Significant growth was also noted in prosodic reading development as students decreased reading one word at a time and increased their ability to read longer passage phrases, express voice intonation at punctuation and pausing segments of sentences. In addition this newly improved skill was transferred to new unfamiliar reading passages (Dowhower, 1987, p. 402). To reiterate, prior to the implementation of the repeated reading strategy, students in this study were deemed "slow" readers by second grade standards through results of the "Gilmore Oral Reading Test (1952) and at an "instructional level" from the results of "Powell's" (1970) assessment on reading accuracy and comprehension. After the implementation of the repeated readings strategy, students were retested and found to be reading at an appropriate rate for the second grade standards and comprehension and word recognition were found to be at an independent level for second grade (Dowhower, 1987, pp. 402-403).

The second conclusive evidence is that repeated reading is ineffective when conducted with only one story reading. This strategy should be a continuous practice with multiple stories to afford students opportunities to develop the skills of identifying words connected to phrases creating meaning within sentences. The rationale for practice continuing over several stories is that students practice reading the same familiar and unfamiliar words many times imprinting and building phonemic awareness and word recognition skills (Dowhower, 1987, p. 403).

The third conclusive evidence from the study is that the preferred repeated reading method was that of the assisted audio-tape readings where students read along with an audio book rather than independently. The evidence gains were not significant, however, the area of self-efficacy, engagement and motivation were factor indicators as students in the assisted audio-tape group demonstrated less frustration. These students demonstrated motivation and engagement through the readings thought the independent reading group demonstrated frustration and lack of motivation.

The final conclusive evidence, according to Dowhower (1987), "Schreiber suggested, RR helped children tacitly develop prosodic strategies for organizing text" (p. 403).

Regardless of the fact that the structure of the pages were written in a "word-by-word" format, the continuous practice developed students' awareness of which words made meaningful connection phrases with appropriate voice intonation pauses (Dowhower, 1987, p. 403).

Writing While Reading (Annotations). The fourth scaffold of Close Reading is annotations or "explications" (Dalton, 2013, p. 643). During Close Reading lessons, students read and annotate directly onto the text. These annotations may be written or digital formats. The annotations indicate text areas of confusion, focus on main concept or idea, annotations also include written margin notes, summaries, inferences and questions from the students' thinking during reading (Fisher & Frey, 2014, p. 280-281). According to Dalton (2013), "this highlighting and thinking about specific words, phrases, and passages prepares readers to use text-based evidence in their discussions and writings about the text" (p. 643).

In an investigation of Close Reading with elementary K-6 classroom teachers, Fisher and Frey (2014) observed students annotating in their text just as college students note-take during reading. One particular teacher explained, "They could find the evidence they needed pretty quickly because they have written in or around the text" (Fisher & Frey, 2014, P. 182).

Wong, Kuperis, Jamieson, Keller, and Cull-Hewitt (2002) conducted a study on, "the effects of guided journal writing on students' understanding of themes and main characters in a complex novel" (p. 179). In the study, two specific writing tasks were assigned to three English 12 classes. The tasks consisted of no-writing or writing for evidence of characters and basic response to text questions (p. 179). After the tasks, two forms of data were collected; a self-rating and interview of how the students felt the writing tasks either supported or did not support their understanding of the story. The students responded to two posttests indicating the writing significantly supported their understanding of the stories.

30

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According to Wong, Kuperis, Jamieson, Keller, & Cull-Hewitt (2002), "Rosenblatt (1978, 1993a, 1993b) initiated and promoted this instructional approach, which emphasizes that students should be allowed to respond to literary works without input from weighty literary critics" (p. 179). Rosenblatt emphasized students should deeply interact with a text utilizing their background knowledge and experiences, beliefs and values (p. 179). Reading from experiences and not focusing on informational details, Rosenblatt (1978) called, "an aesthetic experience for the reader" (p. 179).

The study was an extension of data and results from previous studies focusing on "how journal writing affects students' literature learning" (Wong, Kuperis, Jamieson, Keller, & Cull-Hewitt, 2002, p.179). Previous studies by Langer & Applebee (1987) and Newell (1984) and Newell & Winograd (1998) indicated students learning of content area disciplines increased through writing (p. 180). In previous studies conducted, "critical thinking" was increased through writing (Tierney, Sota, O'Flahavan, & McGinley, 1989, p. 180). In three other studies, literary understanding was increased through writing (Marshall 1987, Newell, 1994, 1996, p. 180).

There were two questions to be answered at the conclusion of the study: "How did the writing activities promote students' understanding of the novel?" and "Why did the writing activities increase depth of thinking among students?" (Wong, Kuperis, Jamieson, Keller, & Cull-Hewitt, 2002, p.187).

In response to the first question, student interviews revealed the writing activities allowed deeper thinking focused on the stories and main characters. Additionally, the interviews expressed the opportunities for generating ideas and pondering questions related to the stories (Wong, Kuperis, Jamieson, Keller, & Cull-Hewitt, 2002, p.187). In

31

response to the final questions focus on theory played a role. According to Wong, Kuperis, Jamieson, Keller, & Cull-Hewitt (2002), "Borkowski and colleagues' (1992) metacognitive model" (p. 187). The model consists of three categories relating to "effective student learning" (p. 187). The categories being: "cognitive, metacognitive and affective" (p. 187). The cognitive component was demonstrated through requiring students to questions: "What do you notice?", "What have you learned" and "What do you question?" (p. 187). Barton (1996) and Gaskins (1996) believe "emotions are an important component of literature learning Wong, Kuperis, Jamieson, Keller, & Cull-Hewitt, 2002, p.187). The metacognitive category requires students to reflect and support their responses with textual evidence (Wong, Kuperis, Jamieson, Keller, & Cull-Hewitt, 2002, p.187).

In an additional study by Medlin Hasty & Edwards Schrodt (2015) found writing in literacy notebooks impacted student learning and transformed non-reading students perceptions of themselves as readers into a positive light on their learning (Medlin Hasty & Edwards Schrodt, 2015, p. 20). Through the use of a simplistic instructional format, and literacy notebook divided into three explicit sections, the framework guided students to interact with the text on a deeper level (Medlin Hasty & Edwards Schrodt, 2015, p. 20). Three sections in the notebook; words, style and response allowed students to note unfamiliar or difficult vocabulary to define and interesting new vocabulary to use in writing in the futures (Medlin Hasty & Edwards Schrodt, 2015, p. 21). Close Reading was conducted in the style section of the notebook. Notes, phrases, sentences and passages which were interesting or surprising were noted in this section (Medlin Hasty & Edwards Schrodt, 2015, p. 21). This section is a skill requirement of the (CCRA) College

and Career Readiness Anchor standards of the (CCSS) Common Core State Standards in Reading (Medlin Hasty & Edwards Schrodt, 2015, p. 21). In the response section, students were to respond to the text on a personal level and state evidence which supported their personal responses to the text (Medlin Hasty & Edwards Schrodt, 2015, p. 21). According to Medlin Hasty & Edwards Schrodt (2015), "Writing supported close reading by meeting several CCRA standards: * Reading closely with deep comprehension and critical thinking, analyzing the way that "ideas develop and interact" (R.3) * Interpreting "words and phrases," evaluating "how specific word choices shape meaning" (R.4) * Examining the "structure of texts" (R.5) * Determining how "point of view shapes a text" (R. 6) (NGA & CCSSO, 2010)" (Medlin Hasty & Edwards Schrodt, 2015, p. 21).

The essential skills of writing in the literary notebook were intertwined with connection of the students' personal experiences. A debate as to whether students' voice should be integrated into close readings as they respond with personal level connections was sparked and discussed in Pearson (2013), Shanahan (2012) and Bean & Probst (2013) in their text *"Notice and Notes" (*Medlin Hasty & Edwards Schrodt, 2015, p. 23).

Lee & Schallert (2015), conducted a yearlong study based on a classroom intervention investigating the connection between reading and writing with "second-language literacy" (p. 143).

The purpose of the study was to determine if reading increases writing skills or if writing increases reading skills (Lee & Schallert, 2015, p. 149). ELL Students from South Korea who were learning English as a second language were involved in instructional groups of intensive reading, writing and general instruction. The instructional groups

33

were implemented once a week for an entire year and took the place of their English Curriculum (Lee & Schallert, 2015, p. 143).

Theoretical perspectives of reading and writing were discussed indicating similar cognitive processes at work during both reading and writing activities. Lee & Schallert (2015) explain, "Tierney and Pearson (1983) considers reading and writing as involving similar processes of meaning construction (Pearson, 1985; Spivery, 1990; Stotsky, 1983)" (p. 145). Readers follow a set purpose or activity drawing on prior knowledge and experiences to gain meaning from the text. A writer similarly plots the course for the writing activity through a goal and draws on mental knowledge to plan and compose (Lee & Schallert, 2015, p. 145).

According to Tierney & Pearson (1982), "as writers compose meaning, align their stance with an imagined audience, and revise the generated text during and after writing, active readers compose a text in their mind representing their constructed meaning while reading, assume a stance toward the author, and revise mental models of meaning through reading rereading and questioning the text" (Lee & Schallert, 2015, p. 145). Thus, this view perceives readers as utilizing duplicate cognitive processes as writers (Lee and Schallert, 2015, p. 145). A third view of reading and writing from Shanahan & Lomax (1986) examined three theoretical examples of links between reading and writing. These links of an "interactive model, a reading-to-writing model, and a writing-to-reading model" were examined through reading and writing data scores of elementary students (Lee & Schallert, 2015, p. 145). The findings of Shanahan & Lomax (1986) indicate a connection between the impacts of reading on writing and vice versa (Lee & Schallert, 2015, p. 145).

The results of the studies and the treatment groups yielded specific areas of analysis; reading improvement, writing improvement and connections. The first result indicated an increase of reading comprehension with students of various digress of proficiency (Lee & Schallert, 2015, p. 153). The second result revealed the same degree of writing improvement with respect to degree of proficiency (Lee & Schallert, 2015, p. 154). The results revealed evidence of the connection between the cognitive processes utilized by both readers and writers.

Text-Dependent Questions. In Close Reading, the (QAR) question answer response strategy is implemented during the reading process and is an important scaffold. The Close Reading routine builds on students' metacognitive abilities through responses to text-dependent questions. Raphael's (1986) Question Answer Response strategy entails a variety of strategic questions such as Right There, Think and Search and Author and You (Fisher & Frey, 2012).

According to Fisher & Frey (2014), "As with many other aspects of close reading, the text-dependent questions serve as a scaffold for students" (p. 4),

The depth of student responses and interactions to a text depend on the types of questions presented during the reading lesson. Fisher and Frey (2012) state, "The types of questions that students are asked about a text influence how they read it" (p. 70). If students are given "recall and recitation" questions, they will be responding with only informational details (Fisher & Frey, 2012, p. 70). Synthesis questions require students to only read the text beyond a summarizing response. Students will provide an in-depth response noting details from the text (Fisher & Frey, 2012, p. 70). However, during reading lessons, teachers usually ask students to respond to "personal connection"

questions, which only prompt students to think about personal experiences and does not require a text response (Fisher & Frey, 2012, p. 70).

Fisher and Frey (2012) explain that there are six types of questions are featured within the text-dependent question strategy. The scaffolding of the questions will provide students with explicit and implicit interactions of the text. "General understanding" questions focus on main idea, author's purpose. "Key details" these questions target explicit details provided by the author to "inform" the student. The specific words used in these questions are: who, what, where, when, why, and how. For example: "What is the difference between…" These types of questions require a student to compare and contrast between characters or situations. "Vocabulary and text structure" are questions which focus on key vocabulary used by the author and how the text is organized. For example the students may be provided with definitions of vocabulary words then are asked to compare the differences between two words within the context of the text. Additionally, students may be asked focus on responding to "idioms, figurative language or words evoking feelings". Purpose" questions require students to understand the purpose of why the text is to be read, is this purpose to inform or is the purpose to entertain or perhaps to persuade"(Fisher & Frey, 2012, p. 72). "Inferences" are questions which according to Fisher & Frey (2012), "require them to understand how the parts of a text build to a whole. This means that they must probe each argument in persuasive text, each idea in informational text, or each key detail in literacy text" (p. 72). "Opinions and arguments and intertextual connections" are questions which are recommended to be used only after a multiple rereading to be sure the students have a solid foundation of understanding of the whole text. These questions provide students the opportunity to express opinions,

36

arguments and connections as they provide evidence from the text to support their stances (Fisher & Frey, 2012, p. 72).

The final task of text-dependent questions is to provide students the opportunity to critically think about the text. This critical thinking skill will move the student towards the ability to critically analyze the text.

According to Fisher & Frey (2012), "The goal in creating text-dependent questions is to balance the reader and the text so that each is involved in the transaction of reading" (p. 73).

A study review of questioning on cognition utilizing the Evidence of Policy and Practice Information System (EPPI) was conducted by Davoudi & Sadeghi (2015). According to Davoudi & Sadeghi (2015), "The main purpose of the this review is to assess the role of questioning as a cognitive process in education by means reviewing the various published empirical studies in different disciplines" (p. 77). Davoudi & Sadeghi (2015) emphasized two questions examined during this study review, "What areas of learning and literacy are affected by questioning? To what extent do teacher questioning and student questioning affect students' learning process?" (p. 77). The studies selected for examination were those targeting students and teacher questioning from 1974 – 2014 in the English Language (Davoudi & Sadeghi, 2015, p. 77).

The findings of the study review related to investigations targeting elementary, secondary and university ranking. The results revealed different educational areas impacted by questioning including "critical thinking, reading comprehension, writing, metacognition, subject matter learning, language proficiency, scaffold learning and depth of knowledge" (Davoudi & Sadeghi, 2015, p. 78).

37

The results of the first research question revealed questioning influences in various areas but most importantly critical thinking and reading compression. Davoudi & Sadeghi (2015) explain, "Taylor, Alber and Walker(2002) indicate that self-questioning is influential for improving reading comprehension" (p. 82). This was revealed in a study conducted with elementary school sixth graders with learning disabilities. The study indicated self-questioning instruction is effective in increasing comprehension of these students (Davoudi & Sadeghi, 2015, p. 82).

The premise of various questions producing different types of responses was posed by Day & Park (2005) through specific questioning levels. Davoudi & Sadeghi (2015) explained, "According to their classification, comprehension consist of literal comprehension, reorganization, inference, prediction, evaluation and personal response and that the forms of questions that can be seen as a checklist for language teachers are yes/no questions, alternative questions, true or false questions, wh-questions and multiple –choice ones" (p. 82).

A study review conducted by Eason, el al. (2002) investigated significant factors which impact reading comprehension (Davoudi & Sadeghi, 2015, p. 82).

The study investigating 10-14 year old students reading narrative, expository and various informative manuals showed influences on cognitive areas. According to Davoudi & Sadeghi (2015), "The findings illustrated the contribution of higher order cognitive skills such as reasoning, inferencing and elaboration to comprehension of more complex text and question types. At the end, they concluded that higher-order cognition skills are the principal components of reading compression for later elementary and middle school students" (p. 82).

Finally, Davoudi & Sadeghi (2015) explained, "Marzola (1988) proposed the teaching of the questioning strategies employed by good readers to poor readers in order to improve their comprehension before, during and after reading. He accentuated the influential role of three questioning strategies for primary students including Question-Answer Relationship, Request, and Reciprocal Teaching" (p. 82).

Cognition

According to Tracey & Morrow (2006), "Metacognition is the process of thinking about one's own thinking. Metacognition relates to the area of reading, and how comprehension happens, when instructional knowledge strategies are implemented (Tracey & Morrow, 2006, p. 72). Tracy & Morrow (2006) emphasize, "Allen and Hancock (2008) write that "successful text comprehension involves metacognition—the active management of meaning creation through a process of mediation between reader, text, and context factors" (p. 72). Researchers have studied the concept of Metacognition and the metacognitive strategies skilled readers utilize while reading (Tracey & Morrow, 2006, p. 72). Cognitive strategies are mental and behavioral processes used to increase comprehension such as "rereading", "activating background knowledge" and "adjusting reading speed" (Vankeer & Vanderlinde, 2010, p. 72). Metacognitive

Close reading promotes cognitive and metacognitive processes as students utilize rereading, text-dependent questions, and annotation strategies. Explicit instruction is an important part of Close Reading as students are presented with a purpose for reading and carefully planned scaffolding of text-dependent questions, rereading activities designed to increase students' interaction and comprehension with the text.

Close reading draws on students' cognitive and metacognitive thinking abilities as students interact with complex texts, respond to text-dependent questions and annotate their thoughts during each reading. These processes build reading stamina as students build upon their already existing comprehension knowledge.

According to (RAND) Reading Study Group (2002), "Reading comprehension is a complex and multifaceted cognitive process that draws on a wide range of skills and knowledge" (p. 333).

Research conducted by Hess (1982), was designed to study students' "developmental memory" and the ability to "infer". Additionally, the research studied the students' reactions to various text structures during reading (Hess, 1982, p. 313). The students were given an extensive collection of "semantic" and "speed of processing" activities ((Hess, 1982, p. 313). The research studied developmental memory and the cognitive processes connected to reading comprehension learning disabilities in fourth to sixth grade students (Hess, 1982, p. 313). Three tasks were administered to poor and good comprehended students. Task 1, each group was given six short stories: one practice story and the rest were experimental stories from Paris and Upton*1976). Task 2, cued recall sentences from Paris and Lindauer (1976) focusing on verbs. Task 3 involved students quickly reading and decoding a group of "common words" from Perfetti and Hogaboam (1975) ((Hess, 1982, p. 3317-318). Hess (1982) explained, the results of Task 1, revealed "poor comprehends recognized both explicit information and acceptable inferences less frequently that their proficiently peers" (Hess, 1982, p. 329). Task 2 revealed no difference between the recall of the poor and good comprehends and Task 3 revealed a distinct difference between good and poor readers in relation to decoding

40

speed (Hess, 1982, p. 3329). Poor readers decoded slower than good readers supporting the "speed of processing deficiency" (Hess, 1982, p. 330).

According to Hess (1982), "While training in rapid decoding may allow a child to have available in working memory additional "space or time" for semantic processing, it is only with direct instruction in comprehension skills (e.g., inferences) that the child will be able to fully utilize that additional space" (Hess, 1982, p. 331).

Conclusion

Research has revealed success, limitations and criticism of the Close Reading routine. In the high school level, students use Close reading to develop the ability to analyze and build skills to read content area complex disciplinary texts. Students develop the ability to read as a historian, a scientist, or mathematician. Close Reading enables students to encounter the ability to read and transfer information from charts and graphs to formulas in a science or mathematics text, Close Reading enables student to take on an author's perspective or purpose of a historic text and establish their own stances and perspectives as they analyze the text for truthful information. Research has also demonstrated that significant modifications are necessary and must be implemented for the routine to be effective at the K-5 elementary school level. Fisher and Frey, experts in the field of reading, indicate the routine must be accompanied by other necessary routines, strategies and approaches which build upon the students' ongoing reading development such as: read-alouds, shared readings, think-alouds and guided readings, reading and group discussions, independent reading and writing, since Close Reading is not a standalone routine (Fisher & Frey, 2012, p. 179).

Chapter 3

Context of Case Study and Research Plan

W.M. Elementary School is located in a small suburban town of Shale, established in 1688. According to the 2013 US Census Bureau, the town has a popul77ation of approximately 19, 211. The socio-economics of this area would be described as a middle-class working town with a large population of Senior Citizens in residence. The town's economic status consists of occupations of skilled laborers, management and sales workers, quasi-professionals, professionals, craftsman, and protective service workers, which places our district in a district factor group of a CD status. The town has a long history of generations of families in residence still residing in town. The generations who have left to peruse their education, have returned to reside and raise families here. The town's diversity consists of 78% White, 9.5 % African American, 0.2% American Indian, 8.3% Hispanic, 5.6% Asians and 2.9% Multi-racial. The school is located on a small residential street within the community. The area around the school consists of residential single dwelling homes and four large apartment and condominium complexes.

District

Shale district is a small town district in New Jersey consisting of four schools of various diverse populations.

M.E.H. Elementary School is an old brick structure built in 1959, with a new 2 story edition on the back. The school houses Kindergarten through Second grade. There are approximately 72 staff members including General Education, Special Education,

Special Area Teachers, Secretaries and Teacher's assistants. There are 917 students in attendance at the school including both General Education and Special Education students.

W. M. Elementary School is an old three story brick building with a new edition for the cafeteria, gymnasium and six third and fourth grade classrooms. The school houses third and fourth grades along with a Preschool and Preschool Handicapped Class. There are approximately 37 staff members including General Education, Special Education, Special Area Teachers, Secretaries and Teacher's assistants. There are 681 students in attendance at the school including both General Education and Special Education students.

J.S.R. Middle School is an old two story brick building with a new two story edition for classrooms. The school houses fifth and sixth grades. There are approximately 62 staff members including General Education, Special Education, Special Area Teachers, Secretaries and Teacher's assistants. There are 632 students in attendance at the school including General Education, and Special Education students.

S. M. High School is a one story brick building which consists of several wings. The first wing houses the seventh and eighth grades and the second wing houses ninth and tenth grades and the third wing houses eleventh and twelfth grades. There are approximately 120 staff members including General Education, Special Education, Special Area Teachers, Secretaries and Teacher's assistants. There are 1, 397 students in attendance at the school including General Education, and Special Education students.

School

The school where the research case study was conducted is W.M. School. W.M. School is a three story building with an attached gymnasium and cafeteria facilities. The school employs 37 teachers and Para-professionals for its programs. W.M. has 681 Students in attendance in its programs, which consist of General Education grades 3 and 4, a 3rd and 4th grade Basic skills Intervention Program, a 3rd and 4th grade ELL program and a $3^{rd} - 4^{th}$ grade Title 1 Program. In the area of Special Education, the school provides the following programs; 2 Preschool Handicapped Classes on the lower level of the school with accessibility for wheelchairs and accommodations for Other Health Impaired students. There are two 3rd grade Inclusion Classes, and two 4th grade Inclusion Classes providing support for higher level academic functioning students who require minimal assistance during class time. The school provides a 3rd and a 4th grade SLD Class (Specific Learning Disabilities) for supporting students with academic concerns stemming from a true diagnosed disability or from the effects of socioeconomic situations and other family background issues hindering student learning. Additionally, there are to two, 3rd and 4th grade Behavioral classes supporting students who are unable to receive their academic instruction within the general education classroom due to behavioral concerns. Lastly, an Autistic program is provided for students on the Autistic Spectrum who are unable to function within the social structure of the General Education Classroom.

W. M. provides a before and after school Program for parents to bring students before school hours after school hours. They also provide a Title 1 after school academic support Math and reading intervention program which meets every Tuesday and

Thursday for one hour. Transpiration is provided. A homework program is also provided and is run by our Community Alliance personnel whose responsibility is to work with students' homework academic concerns. Lastly, an ELL program is offered for English Language Learning students to attend a program which exposes them to literacy of various topics, for example, they might learn about insects one day. On that day they will read with the ELL teacher. They will discuss, illustrate and speak using English about the topic which is chosen for that day. The program is held one day a week.

Classroom

The research case study was conducted in a classroom comprised of 23 students. Students in the classroom make up several diverse ethnic groups. There were four African American students, four Latina/Spanish students, one Indian student and sixteen White students. Academically, the student levels range from high ((exceeding standards), middle (meeting standards) and low (approaching or below standards) in LA and Math, Of the 23 students, 7/23 are considered high, 10/23 are middle and 6 are low.

Ms. L's has taught 3rd grade General Education in the district for 16 years. Ms. L's class is a very quiet and calm classroom with curtains on the windows and carpet on the floor, warming the learning environment. There are strict rules followed in the classroom and a continuous daily routine followed to keep structure within the classroom. The behavior of the students is appropriate for third graders. At the beginning of each week, students are given jobs; such as table captains, and messengers. Students are encouraged to assist each other during learning to release responsibility and promote confidence and leadership among the students body. At the beginning of each week, students are given jobs; such as table captains, and messengers.

45

In the mornings, the students attend their special area classes of Art, Music, PE, and Library. After the special area class, students return to the classroom where Language Arts is taught. The Language Arts curriculum consisting of Spelling, reading, grammar, independent reading, guided reading and read theory. Read Theory is a new program which was introduced in the beginning of the year. The program is an online literacy program where students read articles at their level and progress through a series of articles answering questions as the content of each article as the students' progress through the online program, they earn points and move to higher levels. There are completions between the classrooms throughout the school to encourage continuous reading. The program is accessed both in and out of school; students are encouraged to use the program at home as well.

The students are placed within groups for guided reading according to their STAR reading by Renaissance Learning results and Columbia Reading Program Benchmark Assessments. Each group consists of 4-6 students. These groups rotate through a cycle of guided reading, Read Theory and IR (independent reading) during a six day cycle. Students meet and work independently, depending on the mini-lesson presented that day. The groups rotate each day so they can be seen by the teacher.

In the afternoon, Envisions Math Program is taught. The Envisions Math Program is new to the school; it was piloted in the younger grade levels and has now been introduced to the students in the 3rd and 4th grades this year. Social Studies and Science are also taught in the afternoon. The third graders are learning about animals and participate in STEM (Science Technology Engineering & Math) projects; the past project's goal was to build a catapult out of Popsicle sticks, a plastic spoon, rubber bands

and tape. Class teams worked together to build the best catapults and competed in a contest to see which catapult could launch the candy pumpkin the farthest. In social studies, students are learning about the branches of the government.

Max and Kaz are both very different. Max is quiet and participates when called on during the large group class; Kaz is very outgoing and eager to share what he knows. Both boys are very well behaved and follow all class rules. They work in table groups in all subjects and are supported by the basic skills teacher during push-in sessions and their General Education Teacher.

The majority of the lessons are taught using the Promethean Board while the students are sitting on the carpet with the teacher. The teacher uses an amplification system speaker to enhance students' focus ensuring all students are able to hear the lesson being presented. Reading material is differentiated as the students are given material to read at their own reading level.

Participants

The case study focused on two students within the third grade class. The two students have been recommended by the teacher through analysis of the STAR results, running record benchmarks and performance within ht classroom. The students in the study will be referred to as Max and Kaz, pseudonyms to protect their identity. Academically, he falls within the lower level where he is approaching grade level standards. He celebrates a May birthday.

Max is a child of Caucasian ethnic identity. He lives in the town and participates in the town league sports. He plays football and is on the town football team. He has two older siblings. He lives with both parents in a house within the town limits. He rides a bus

both to and from school. His primary language both in school and at home is English. Found eligible for basic skills services since 2014 in the area of reading.

Kaz is a 3rd grade child of Indian decent, he is from India. Kaz is 8 years old and celebrates a January birthday and lives with both of his parents in an apartment complex within the town. His primary language is English. Academically, he falls within the lower level where he is approaching grade level standards. Kaz is reading at an I instructional level with the guided reading level H being an independent level. Kaz attends ESL classes once a day in the mornings. He is no siblings. He rides a bus both to and from school. Kaz receives ELL services for vocabulary, writing, and fluency. His comprehension was found to be below 3rd-grade level.

Research Paradigm

The case study was based on the qualitative research paradigm framework. According to Fenstermacher (1994) & Richardson (1996), "What we have called the "Knowledge critique" and the methods critique" of practitioner inquiry have to do with what kind of knowledge - if any -is generated when practitioners do research about their own schools, classrooms, and courses, programs and other contexts of practice" (cited in Cochran-Smith & Lytle 2009, p. 46).

According to Creswell (1994), "Qualitative An inquiry process of understanding a social or human problem, based on building a complex, holistic pictures, formed with words, reporting detailed views of informants, and conducted in a natural setting" (cited in How does research work?, 2016, slide 5).

Geroy, Jankovich & Wright (1997) explain, "The qualitative research paradigm stresses the socially constructed nature of reality. It considers the situational constraints

of the inquiry and embraces the influence of the role of researcher in the process. Emphasis is upon process and meanings which are not necessarily expressed as functions of quantity, amount, intensity, or frequency" (p. 27).

Geroy, Jankovich & Wright (1997) state, "In contrast, the quantitative research paradigm emphasizes validity of measurement and analysis of causal and correlation relationships between variables" (p. 27). Quantitative research does not consider the procedure or the origin (Geroy, Jankovich & Wright, 1997, p. 27).

The rationale for why the qualitative analysis is the best for the Close Reading study is that the data is not to demonstrate a growth or improvement, the data is to demonstrate whether the Close Reading routine is effective with the level of students being taught.

The qualitative techniques used within this study were, the *Burke Reading Interview,* student artifacts: story booklets which students highlighted their information to respond to questions, teacher research journal of student observations, reactions and behaviors, audio-voice recordings of student discussions and lessons.

Research data relating to quantitative results is based on harvesting data correlated to numerical outcomes of evidence, effectiveness and knowledge (Cochran-Smith & Lytle, 2009, p. 46).

The quantitative techniques used within the study were the Close Reading Rubric charting the independent level of the students' performance during the lessons. Additionally, the *Elementary Reading Attitude Survey* (McKenna & Kear 1990) which was scored using the informal method of estimating the range of attitude between the Garfield characters.

49

This case study is not a quantitative study as the majority of the data collected is based on an observational view point, instead of a numerical range of performance. Additionally, this study is not to show growth or improvement rather the study is to chart observable differences in performance which will lead to the development of new curriculum and implementation of new instructional strategies focused on the improvement of the students' skills.

According to Shagoury & Power (2012), "At the heart of good teaching-and good teacher research-is the learning and growth of our students themselves" (p. 236).

Cochran-Smith & Lytle (2009), "teacher research refers to the inquiries of K-12 teachers and prospective teachers, often in collaboration with university-based colleagues and other educators" (p. 40). The researcher builds a relationship and interaction with the environment and subjects being observed and explored.

According to Cochran-Smith & Lytle (2009),"Exploring what makes us "human," Carini articulated what it means to be exquisitely attentive to children's thoughts and meanings and to the thoughts and meanings of adults who have the responsibility for the education of children" (p. 17). This study centers on the thoughts and interactions of Max and Kaz as they read and interact with the text. The study also centers on the students' ability to relate to the text and develop their metacognitive skills as they "think about their own thinking". Qualitative research is aligned with the study of observable human behavior as opposed to quantitative research which is centered on scientific numerical data collection.

When working with "humans" as children, being attentive to their social interactions with classmates in a small group setting or their interactions and reactions to a text during reading, the observing must use a critical yet. Observing their frustrations during a lesson and listening to their responses to questions. Researchers again must use a critical eye to note the minute details which may be missed by an outsider. Quantitative research is not centered or focused "human" behaviors for this reason; this type of data collection, one that is geared toward numerical results is not feasible for this study.

Cochran-Smith & Lytle (2009) emphasize, "professional context is taken as the site for inquiry, and problems and issues that arise from professional practice are the focus of study" (p. 42). The meaning being, that inquiry and study site take a variety of complex forms. The combination of teacher as researcher becomes significantly important as the researcher is offered the opportunity to evaluate and observe changes within the study setting (Cochran-Smith & Lytle, 2009, p. 42). Cochran-Smith & Lytle (2009) explain, "Here, questions emerge from day –to-day practice and from discrepancies between what is intended and what occur. These are highly reflexive, immediate, and referenced to particular students and situations" (p. 42). At these times, Cochran-Smith & Lytle (2009) believe that teacher researchers reflect on their own practices.

Shagoury & Power (2012), explain, "Teacher research is research that is initiated and carried out by teachers in their classrooms and schools. Teacher researchers use their inquiries to study everything from the best way to teach reading and the most useful methods for organizing group activities, to the different ways girls and boys respond to a science curriculum" (p. 2).

According to Shagoury & Power (2012), "At its best, teacher research is a natural extension of good teaching. Observing students closely, analyzing their needs, and adjusting the current curriculum to fit the needs of all students have always been important skills demonstrated by fine teachers" (p. 3).

This study aligns with teacher research as the ultimate goal centers on observing Close Reading strategies which support 3rd grade students' comprehension during reading. Analyzing student artifacts, annotations and student responses after rereading will indicate which strategies if any will support their comprehension demonstrating growth.

Additionally the study aligns with teacher research as it lends itself to offering the teacher opportunities to adjust the reading instruction and materials to provide equity of educational opportunities for all students participating in the study.

Max and Kaz were recommended by their teacher for this study through the results of the STAR Reading Assessment scores, the Columbia Reading and Writing Project running record benchmark scores and observations of functional performance within the classroom.

Max and Kaz both scored below grade level on each assessment indicating the need for intervention in the area of reading.

The *Burke Reading Interview* indicated both Max and Kaz lack knowledge of effective strategies to use during challenging encounters with complex texts. The *Elementary Reading Attitude Survey* (McKenna & Kear 1990) indicated Max and Kaz both have low attitudes towards certain aspects of recreational and academic reading.

52

Study Procedure

Prior to research, to understand more about the students and their perception of themselves as readers, the he first week of the study the *Burke Reading Inventory* and the *Elementary Attitude Survey* were administered. A chart was created from the results of the *Elementary Attitude Survey* to note similarities and differences in their responses related to their perception of themselves and others as readers.

The research was introduced by explaining to the students they were going to read books and short passages just as they did in their guided reading groups. I explained that we were going to use highlighters and erasable pens to write our thoughts and locate information in the texts to answer questions.

I additionally, a met with Kaz's ELL Teacher to discuss the services he was receiving to take into consideration any difficulties which may arise during the research.

Books and passages were chosen from Reading a-z and Super Teacher.com and are one guided reading level above their independent level as recommended by Fisher and Frey.

The second week of research, the annotation strategy which is the first component of the Close Reading routine was introduced. We used a book called, "*Anna and the Dancing Goose"* by Maribeth Boelts from readomga-z.com. The annotation chart which consisted of three color coded sections indicating the symbols needed to write their thoughts in the margins. The first section requires student to state, use a blue, pink, or yellow highlighter and a thought bubble to notate thoughts relating to, I am thinking…, I am concerned…, This leads me to believe… The second section relates to vocabulary

found to be difficult for students as they are reading and rereading the text. A green highlighter and arrow are used to indicate these words in the margins and within the text. The final section students are required to use a blue highlighter and a cloud symbol to notate thoughts relating to I am wondering… It made me think… I am confused…

A yellow construction paper extension was attached to the margins of the text so that the students had a larger area to write their notations. The instructions were given to write the symbol in pen and highlight the text in the color corresponding to the symbol.

Next, annotations were modeled using the story, *The Cell phone Revolution* by Suzana Tomovska, and Tuan Nguyen (learninga-z.com). The yellow construction paper was attached to the ends of the passage for the annotation modeling. The story was read aloud as the annotations of thought bubbles, clouds and arrows for vocabulary were noted on the yellow margins during stopping points of teacher thinking.

The students then were assigned a text and began reading the first three pages of the story. As they read, a chart was distributed which was a smaller version of the hanging symbol chart to use as a visual reference tool.

The third week of the study, the rereading and focus question strategy were introduced. The rereading strategy was explained as a good reading habit and that good readers always reread to find new information and to dig deeper in the story. The question of have you ever watched a movie more than once and found that you saw something new the second time you watched the movie?

I explained that we would be rereading the passages and stories to fine more than just the "big idea" but to also answer more than one question. I also made the decision to

54

change to a single short reading passage, thinking the book was awkward thumbing and turning through the pages. Additionally, I adjusted the annotation chart to only having two comment stems to see if this would eliminate further confusion during reading and annotating. Keeping in mind what Dr. Fisher and Dr. Frey had indicated in one their articles on Close Reading, that in order to effectively bring Close Reading down to the elementary level, significant modifications would be necessary. Additionally they had indicated that the form or appearance of the structure of a Close Reading lesson was not actually "set in stone" that modifications were to be made and the structure of the lesson would depend on the lesson and students abilities. According to Fisher & Frey (2014), "However, there, is currently a widespread agreement within the profession on what this instruction should look like for elementary and secondary students or if it will even be effective" (p. 25).

Additionally, according to Fisher & Frey (2012), "Close Reading must be accompanied by other essential instructional practices that are vital to reading development interactive read-alouds and shared readings, teacher modeling and think-alouds, guided reading with leveled texts, collaborative reading and discussion, and independent reading and writing" (p. 180). During this week to continue to support students with less frustration and keeping in mind the recommendation of Close Reading being accompanied by the other techniques, I consulted their teacher as to the guided reading practice in their classroom hoping to incorporate some of the details so the students could have a daily routine of guided reading and Close Reading.

55

The story chosen for this week was "*Superhero Joey*" by Katherine Rollins from Superteacher.com. A bookmark was created for the students to use along with notating their symbols, but this time instead of writing in the margins, they would highlight their evidence and write their responses on the bookmark. The students began with reading silently first to find the "big idea" of the story. Next, a focus question was presented. The students were instructed to reread the story to locate evidence to answer the focus question. The students highlighted the evidence and discussed what they found to be the answer. Then the students were asked to reread and answer a second question. The routine was presented in a step by step format.

The next day a new story, *"Go To Sleep, Mittens!"* by learning-z.com was introduced. This story was on a second grade level which is the independent level of both Kaz and Max. The story level was chosen to elevate frustration so as to offer the opportunity for the students to concentrate on learning the Close Reading routine. A third grade leveled passage was introduced in the following week which offered a more challenging reading.

In the fourth and fifth week, the stories, *Meeting Miss Grimm* and *The Money Trick* by learning-z.com were introduced and read to continue the practice of the Close reading strategies. Discussions related to the importance of the strategies were held to see if students found any benefit to the use of the strategies in their reading.

Data Sources. In order to conduct this study, multiple forms of qualitative data were gathered. To begin the research study, the *Burke Reading Inventory* (Weaver 1994) to establish how the students felt about themselves, others as readers and to determine the

56

types of reading habits they possessed. The area of self-efficacy was a concern as these students are struggling readers. According to Shagoury & Power (2012), "Use the questions as a starting point for getting at the processes your students go through, and you'll begin to see new patterns between social networks in the classroom, individual personalities, and learning" (p. 102).

The Elementary Reading Attitude Survey (McKenna & Kear 1990) was conducted to measure the students' attitude towards reading. This data was used to understand the attitudes of the two students and to monitor their progress through the Close Reading instruction. A chart was created to view the similarities and differences in reading attitudes in both students towards both recreational and academic reading.

As the study progressed, audio-recordings were used to document the small group discussion of the stories, to chart student participation and student reflections of how each strategy may have supported their comprehension during reading.

Sticky notes of each student reaction were placed in a reflection booklet with designated pages to see which strategy was most preferred and used by each student.

Bookmarks which were color coded to match the highlighting categories for each section of the Close Reading Lesson Chart were created as a visual as a step by step structure for the students to write their responses to the text-dependent questions from the readings. The bookmarks were to provide information for student responses to text-dependent questions.

A rubric was created to chart whether the students were working independently or continued benefiting from support during the reading lessons. The Rubric had served as several indicators of whether the responses to text-dependent questions were appropriate,

57

if the student was rereading without prompting, was the student utilizing annotations with or without prompting and if the student was utilizing the highlighting strategy to locate story details. All of these components are a part of the Close Reading routine and must be utilized to be effective.

Story passages and booklets were used as data to see if the student was able to locate details and annotate with appropriate thoughts related to the stories.

Finally, the teacher reflection journal was used to record my own thoughts and reflections as to student reactions, behaviors, reactions and to make necessary instructional adjustments to the lessons.

Data Analysis. The key to the analyzing and the research conducted was to see which strategies significantly impacted student comprehension during Close Reading lessons with 3rd grade elementary school students.

The data collected during the study sessions were utilized to conclude as to which Close Reading strategies if any impacted 3rd grade students' comprehension during reading. In the beginning of the research, the *Elementary Reading Attitude Survey* (McKenna & Kear 1990) was conducted to gather information about how Max and Kaz felt about recreational and academic reading. This data was used to gain an understanding of motivation, frustration and enjoyment of reading in these areas.

A chart was created to see the similarities and differences between the two students' responses. Also to see how motivated they were to read for recreation as in Independent Reading time in school or at home. The results indicated feelings of frustration in reading academic texts.

The *Burke Reading Inventory* (Weaver 1994) was administered to gather information as to how Kaz and Max perceived themselves and others as readers. The survey was used to gather information on what types of reading strategies they utilized and observed other readers using as they read and encountered difficulty.

Additionally, what knowledge did Kaz and Max possess as to "what to do" when they encountered difficulty during reading.

The Close Reading Rubric which I created was used to view the growth of the students independently using the Close Reading strategies during each lesson. The goal was to see if there was a change in independence of strategy over time with practice.

The student artifacts of highlighted texts and bookmarks were examined to see if the students were annotating thoughts related to the assigned questions and to see if the related evidence supporting the response was correctly provided and highlighted within the text.

The audio-voice recordings were analyzed to understand student responses, reactions and frustrations to the text and questions. The recordings were additionally used to listen to parts of the conversation which may have been missed by the teacher.

The teacher reflective journal was used to reflect on frustrations of both the students and teacher after lessons and make critical decisions as to changes and adjustments in instruction and the use of instructional materials.

Chapter 4

Data Analysis

Introduction

In chapter four I discuss the findings of my research which is related to the
question, "How do Close Reading strategies support 3rd grade students' comprehension?"
I reviewed and organized the data sources used in the study: student artifacts, voice
recorded dialogue transcripts, teacher's journal, attitude surveys and interviews; I found
important details to record and discuss within the chapter. As I analyzed the data across
the sources, I found there were several categories that emerged. These four categories are,
that rereading strategy supported comprehension, text dependent questions supported
comprehension, annotating during reading comprehension and the hindrances of the
strategies on comprehension.

Recalling the Study

During chapter three, I collected data over a time period of four weeks of two
students practicing the strategies of the Close Reading routine. During this time the
students were the students worked with three strategies, rereading, and text-dependent
questions and annotating during reading. First, to learn about the students' attitudes
towards reading, an attitude survey was given. This data was organized in a chart to see
their initial attitudes before the study began. Then, a reading inventory was given to see
what reading strategies they used when encountering challenges during reading and to see
how they perceived themselves and others as readers. This information was also
organized into a chart to see if any new strategies would be added after the study. Next,

60

voice recordings were used to understand if a strategy was of support for the students' comprehension or if there were frustrations. After the introduction lesson of each strategy, the students were asked to explain how they thought the strategy supported their comprehension while reading. The recordings were organized into a chart for before and after reading. This information revealed patterns of the effectiveness of the new strategies. Finally the teacher journal was used to reflect on the students' reactions and challenges with each component of the Close Reading routine. This information supported the modification decisions necessary for the scaffolding of the lessons to be effective.

Background-Meeting the Students

   Max. Max is a pleasant, caring, helpful and happy 8 year old 3rd grader who is of Caucasian ethnicity and celebrates a May birthday. He lives with his parents and two older siblings and participates in a township football league. Max rides a bus to and from school and speaks only English at home and in school. Max is very well liked by his classmates and teachers. Max is described by Mrs. L his general education teacher as a "model student", he is always prepared and ready when directions are given. Mrs. L also added he has a pleasant personality and he a great sense of humor. His Art, Music, PE, and Computer teachers all express the same feelings that Max is a pleasure to have in class and he participates with a positive attitude. Max can be quiet but he does not have difficulty finding a partner or asking a classmate for information about an assignment. Max readily talks to his classmates and interacts with them during outside recess and indoor recess as well. He is motivated to learn and be a part of all the activities in and out

of the classroom. He is a leader and is always taking the initiative to help a classmate without being asked or told.

Max is very attentive during lessons while sitting on the carpet or at his desk. His gaze is rarely distracted and he is focused on the teacher or his activity material in front of him. Max will ask for clarity when needed, he does not just sit and wait; he will initiate a conversation by the raise of his hand. Max does not skip over any confusing details; he seeks clarity then will move on usually independently until he needs support. Max frequently participates voluntarily to offer responses to posed teacher questions during large and small group lessons. Max is a very happy eager boy who enjoys school. He always has a positive attitude and always wears a smile even when is tired or frustrated. When Max is frustrated or confused about something, he will verbalize and peruse a resolution or answer to his confusion. He is not a student who will sit and pass over the confusion to move on to another task. Max is curious and will imitate conversations to seek answers or to share a connection. He is also able to take criticism with a positive attitude and correct mistakes.

Academically, Max was found eligible for basic skills reading services in 2014 with concerns of below grade level comprehension skills. Max scored below grade level on the STAR reading and the Fountas and Pinnel Running Record Benchmark Assessment. The results of the initial testing in September and the decision was made to place Max in Basic Skills for reading intervention instruction. Max received small group daily Basic Skills services in reading using the Leveled Literacy Intervention reading program. Max has had daily Basic Skills services since 2014. At the end of each school year, the Basic Skills Team compiles a list of students targeted for Basic Skills services

for the following year. Max has been targeted again this year due to below grade level assessment results. Max receives daily small group reading intervention in the Basic Skills room during his scheduled reading time so as not to miss any important skills in the larger group setting.

Max falls within the lower level range of the approaching grade level standards for 3rd grade and is a Tier 3 student. Tier 3 students are in need of urgent intervention which is indicated by the scores in STAR. The STAR Reading Assessment is a computerized assessment focusing on Common Core State Standards learning progression. The skills assessed were Foundational Skills of Phonic and Word Recognition, Fluency, Literacy, Informational Text Integration of Knowledge and Ideas, Craft and Structure, Range of Reading and Level of Text Complexity. Each section focuses on the student's strengths and weaknesses and whether 3rd grade standards will be challenging. The assessment suggests standards necessary for Max to work on to increase success in reading. Intervention skills are provided for the teacher to assign for Max to practice to build skills. The IRL (independent reading level) score is converted to a letter reading level correlating to the Fountas & Pinnell guided reading levels.

Max demonstrates difficulty with reading in the areas of comprehension and phonemic awareness as indicated on the STAR reading assessment by Renaissance Learning.

In the STAR results administered in September, Max scored an IRL (independent reading level) of 2.1 beginning second grade. However, his running record benchmark revealed he was performing at a level H end first grade due to low comprehension scores.

63

In class, Max demonstrates the ability to work independently on most academic tasks; however he does require assistance with tasks requiring him to read on the third grade level. These tasks include science, social studies and the new math program. The enVisionMath program began in September and is a literature based program requiring students to read many of the tasks. For students who struggle with reading, this program can be challenging and Max is one of those students.

During writing, Max is supported by his teacher and is able to understand the concepts being taught for "hooking" the reader. Max is able to begin his writing with a question entrance or a description of the setting entrance. Max is not supported by the basic skills teacher in writing; he is supported by his four small group classmates and general education teacher.

Most recent STAR testing reveals Max has progressed to the mid second grade level in reading scoring an IRL (independent reading level) of 2.5 correlating to a level K. Although this indicates growth, the comprehension level has not been determined by a benchmark at this time.

Kaz. Kaz is a curious and eager 8 year old 3rd grader who is of Indian ethnicity and celebrates a January birthday. Kaz entered the United States in June of 2015 and entered school in second grade. He lives with his parents and is an only child. His family takes frequent trips back to both India and Malaysia. The language spoken at home is English and Tamil. Tamil is a language spoken in the territory of Puducherry. However, English is spoken at school.

Kaz was found eligible for ELL and Basic Skills reading services in 2015 with concerns of below grade level comprehension skills. Kaz receives daily basic skills reading and ELL support services for vocabulary, writing and fluency. His teachers agree that Kaz has quick moving and speaking actions which hinders his reading this causes Kaz to miss details. The teachers all agree that Kaz must slow down and practice reading at a slower rate.

Kaz has friends in school and participates in activities at recess. Kaz enjoys school however, learning is challenging as he struggles with not only reading comprehension but also with the English language. On the language proficiency assessment, The WIDA English Language Proficiency Test is given in the Spring of the school year. Kaz was administered the test in Spring of 2016. The test evaluates the students' reading, writing, listening and speaking performance levels. Kaz scored a 3.0 in Listening, 4.0 in Speaking, 4.0 in Reading and a 3.0 in Writing. According to his ELL teacher Kaz will be released when he reaches a 4.5 or higher in these areas, she feels confident with the support he will be receiving this year he will achieve those scores. Students are also released from this program according to student performance in class and by the ELL Teacher's recommendations as well.

Kaz was found to be proficient and is being released as a result of these assessments. Although Kaz is proficient in English, he faces challenges in determining the meaning of words and phrases which affects his comprehension both in reading and socially. For example, Kaz had difficulty understanding the meaning of the word apron. He had no understanding of the term and even with pictures, he still was unable to understand the term apron. Kaz had difficulty pronouncing the word and consistently

65

sounded a short /a/ instead of a long /a/ beginning sound for apron. He also kept asking what is it? When using the example of someone wearing an apron to cook or bake he still could not relate as he commented that his mother wears her regular clothing to cook.

Since Kaz has challenges with language, his motivation is affected. He will read books but does not pay attention to the key details or the story elements unless he knows he is going to be questioned at the end. When assigned a text to read either silently or orally, he will make displeased facial expressions and will lean his head on his hand as if disinterested. He will also hurriedly read through a text and comment, "I am done." while the other higher level students are still reading. Kaz will also go to his desk and sit and look at his text but will have his hands in his desk and play with random items as he sits and looks at the book instead of reading. Mrs. L and I agree that language is of difficulty and is hindering his ability to attend to lessons and read a text with complete meaning.

Kaz is curious and eager to know and learn; however, being able to communicate in an open discussion in a whole group setting or in a small group setting is difficult as his oral expressive skills are limited. He will listen to a conversation but will not volunteer to share unless he hears other students' responses. During lessons sitting on the carpet or at his desk, Kaz begins attending however, his attention will stray as he has difficulty following the information the teacher is conveying related to the task. Kaz will look around or down at the floor, play with his shoes or move his finger on the carpet as though he is drawing.

Kaz is easily distracted and needs consistent redirecting to continue a task or focus on his class work. Kaz does not always seek assistance when working on an

activity. He will look around or at times watch his other classmates. He does not seek information from his small group mates to continue his work. This may be due to his limited expressive communication skills.

Kaz has difficulty working independently as he needs clarification and explicit directions as the task at hand. Kaz requires constant reminders of what to do or how to do it. Kaz benefits from visuals as he attempts to make connections. Pictures in texts are of a benefit to him in order to make meaning of the story being read. During the lesson reading *Super Hero Joey,* Kaz commented there were no pictures on the page.

Academically, he falls within the lower level where he is approaching 3rd grade level standards indicating he is a Tier 3 student. Tier 3 students are in need of urgent intervention which is indicated by the scores in STAR.

Most recent STAR testing reveals Kaz benefits from reading slower as he has a tendency to read quickly in a mannerism which is swift and uncontrolled. He will read through punctuation and combine two thoughts, losing meaning of the passage. The first STAR testing showed a score of 2.2 lower than the former level scored in September. A retest was administered the next day to see if reading slower while being monitored would benefit his reading rate. The retest revealed a score of 2.4 which is the same score he had in September. The score revealed Kaz is at a beginning to mid second grade level with a reading level of I.

According to Kaz's ELL Teacher, Kaz makes cultural connections to India, Malaysia. For example during an ELL lesson the teacher was reading a story about Central Park. Kaz saw a horse and carriage on the page and immediately made a

connection to the fact that in Malaysia and India they have horse and carriages in the parks and streets too.

Kaz requires assistance with tasks requiring him to read on the third grade level as in social studies, science and the new enVisionMath program. The program began in September and is a literature based program requiring students to read many of the tasks. For students who struggle with reading, this program can be challenging and Kaz is one of those students as well.

During writing, Kaz is supported by his teacher and four small group classmates. He is able to understand the concepts being taught for "hooking" the reader. Kaz requires support as he does become confused as to the task being assigned in writing. With support, Kaz is able to begin his writing with a question entrance however; he needs assistance to create a description of the setting.

In order to begin to understand the attitudes Max and Kaz had towards reading and the perceptions they had of themselves as readers *The Elementary Reading Attitude Survey* (McKenna & Kear 1990) was conducted in October prior to the beginning of the research.

The students were seated at a kidney shaped table in the Basic Skills Room and were read each statement of the survey while they read it silently to themselves. It was apparent each student enjoyed reading as they each eagerly circled the happiest Garfield for the majority of the survey. There were areas of concern when the students circled the mildly upset Garfield and the upset Garfield.

During the October survey Kaz circled 4/10 Happiest Garfields, 2/10 Slightly Happy Garfields, 2/10 Mildly Upset Garfieds and 2/10 Very Upset Garfields in the recreational reading area. Kaz circled the happiest Garfield when asked about reading different kinds of books. Kaz circled the happiest Garfield when he was asked about receiving a book as a present. Again he circled the Happiest Garfield in relation to going to a bookstore. He circled the happiest Garfield when asked about how he feels about starting a new book and reading at home for fun.

Kaz circled the slightly smiling Garfield when asked about how he felt about getting a book as a present and when reading during free time.

However, Kaz circled the mildly upset Garfield when asked how he felt about reading a book during free time in school, and reading instead of playing. In addition he circled the very upset Garfield when asked how he felt about on a rainy day and on summer vacation.

In the academic area Kaz circled 7/10 Happiest Garfields, 1/10 Slightly Smiling Garfield and 2/10 Mildly Upset Garfields.

Kaz indicated he is Happiest when answering questions asked by the teacher about what he read, learning from books, and reading in school. Kaz indicated he is happy about having reading class, using a dictionary and taking reading tests.

Kaz circled that he is slightly happy when reading out loud in class. He circled the Mildly Upset Garfield when he is reading school books and reading worksheets and workbooks.

The October results revealed in recreational reading that Kaz is happy about reading; however he prefers to play instead of reading if he had a choice. He does enjoy starting new books and reading a variety of books. These relate to the classroom routine as Kaz is directed to a variety of books on his level which are located on specific shelving in the classroom. Kaz has the opportunity every week to choose book from those shelves, which gives him control of the types of books he is comfortable reading. Kaz indicated he is happy receiving books as a presents; however, he prefers to go to a bookstore to choose one himself. Kaz has indicated he prefers books with pictures, I am inferring from this comment that Kaz may rely on pictures to support him while reading make meaning of the text.

On the November Post Research survey Kaz circled 6/10 Happiest Garfield were circled, 2/10 Slightly Smiling Garfield were circled, 2/10 Mildly Upset Garfields.

In the Academic area Kaz circled 8/10 Happiest Garfields, and 2/10 Slightly Smiling Garfields.

The results indicate Kaz has gained confidence in himself and is able to

On the October Survey for Max, in the Recreation area, Max circled 7/10 Happiest Garfields, 1/10 Mildly Upset Garfield and 2/10 Very Upset Garfields.

In the Academic area, Max circled 9/10 Happiest Garfields and 1/10 Very Upset Garfields.

Before the study, in the recreational area, the chart indicates Kaz, was happiest when browsing a bookstore, reading different kinds of books, reading at home for fun and

starting a new book. He was mildly happy when reading for free time or getting a book as a gift. He indicated he was upset when having to read instead of playing and reading during summer vacation. These results show that Kaz is happy when reading his own choice of books as he before the study was relying on pictures to support his comprehension and reading of stories. Complex texts were difficult for him and he would choose books easier to read and understand. Kaz's reading was not in-depth as he experienced during the Close Reading lessons. Kaz has fewer demands on him when reading at home.

Academically, Kaz was happiest when being asked questions by his teacher of what he read, reading in school, learning from a book. He was happiest when going to reading class, he indicated he was happy with the stories he reads in class and using a dictionary and taking a reading test. Kaz was not happy doing workbook pages and worksheets, and reading school books. Kaz is supported in reading when reading stories during reading class and the questions he encountered prior to the study were less complex as they QAR strategy is not used in questioning during class. The questions are more "right there in the text" so answers were easier to find. When asked about a dictionary, Kaz referred to a glossary in a nonfiction text as a dictionary. Kaz was not happy doing workbook pages and worksheets as they are above his reading level and difficult for him to understand the directions and task due to the language complexity.

In viewing the recreational scores versus the academic scores, Kaz is happier reading academically as he is supported through the reading tasks in school; however he is not supported in reading at home so reading is more difficult for him to read with a purpose or with meaning. Kaz's combined scored place him in the

Before the Study, in the recreational area, Max indicated he was happiest reading at home on a rainy day, and for fun, He was happiest receiving a book as a gift, starting a new book, reading during free time, going to a bookstore and reading a variety of books. Max indicated he was not happy reading books during free time in school, or on summer vacation and instead of playing.

In the academic area, Max was happiest when being asked questions by his teacher of what he read and doing workbook pages. He is happiest when it is time for reading class and learning from books, reading in school and reading school books. Max indicated though he is not happy about taking reading tests.

In viewing Max's responses to the attitude survey, during recreation time, Max is indicated he enjoys reading however his score places him between the m mildly upset and very upset range as he has less supports at home during reading. Max enjoys reading and books, but he has limited strategies to support him when encountering a challenging piece of a text or unknown word. Even though he has his brother at home to use as a model of what a good readers does during reading, Max has limited knowledge in this area.

In the academic area, Max's attitude toward reading is fixed again between the mildly and very upset ranges. Max has below reading skills and even though he is supported in reading tasks in class either by the Basic Skills teacher or by his general education teacher, the texts being read and the worksheets are on a required third grade reading level. Max faces challenges in each task he is assigned, even though he has support he still exhausts his cognitive skills navigating through unfamiliar words and extracting meaning from the texts with his limited foundational skill knowledge

72

Table 1

Elementary Attitude Survey Results

October –Recreational Reading

questions	1	2	3	4	5	6	7	8	9	10	Total
Kaz	1	2	4	3	3	4	1	2	4	4	28/40
Max	4	1	4	4	4	4	1	2	4	4	32/40

October –Academic Reading

questions	1	2	3	4	5	6	7	8	9	10	Total
Kaz	1	2	4	3	3	4	1	2	4	4	34/40
Max	4	1	4	4	4	4	1	2	4	4	37/40

Results:
Kaz: Recreational and Academic Reading Total 58/80 Between the Slightly smiling And Mildly Upset Garfield   Closer to Slightly smiling Garfield Max: Recreational and Academic Reading Total 65/80 Between the Slightly smiling And Mildly Upset Garfield

Note: The chart displays the numerical value for attitude.

On the November Post Research survey Max circled 1/10 Happiest Garfield, 7/10 Slightly Smiling Garfields, and 1/10 Mildly Upset Garfield and 1/10 Very Upset Garfield. In the Academic area, Max circled 7/10 Slightly Smiling Garfields, 1/10 Mildly Upset Garfield and 2/10 Very Upset Garfields.

In viewing the chart, there are areas of increased attitude as in Kaz's attitude change from October to November on question one, "How do you feel when you read a book on a rainy Saturday?" his response went from a very upset Garfield to the Happiest Garfield. This may be due to the new strategies he has been practicing and have

73

referenced in his interviews and dialogues. On question two "How do you feel about getting a book for a present?" He responded Slightly Smiling Garfield in October and the Happiest Garfield in November. Again this may be due to the new strategies. Another attitude change is noted in question seven, "How do you feel about reading during summer vacation? "His in October was a Very Upset Garfield and in November a Slightly Smiling Garfield. Kaz seems happier when he is reading and knows now if he is encountering a challenge, he can reread as he has explained in dialogues and interviews. Another change is noted in question fourteen, "How do you feel about doing reading workbook pages and worksheets?" His response in October was the Mildly Upset Garfield and in November the Happiest Garfield. Finally, the other question with a noted change is question fourteen, "How do you feel about reading yoru school books?" His response in October was Mildly Upset Garfield and in November the Slightly Smiling Garfield. These changes indicate Kaz is more confident and comfortable with reading and encountering challenges as he has additional assistance with the strategy supports he has learned.

Max indicated a change in attitude towards reading from October to November. The first notable change was the Happiest Garfield moving towards to the Smiling Garfield. This is not a surprise as Max has experienced more intensive reading instruction with the Close Reading lessons. His stamina has been taxed and he has encountered challenges different than in guided reading. Although Max has moved his attitude toward Slightly Smiling Garfield and not with the Happiest Garfield, he still favors reading as a positive experience. Another attitude change is question two "How do you feel when you read a book in school during free time?" Max responded in October with an Very Upset

Garfield and in November with the Slightly Smiling Garfield. This indicates that Max is gaining confidence and has new supports to continue bulking his comprehension. Question six was another attitude change; in October Max circled the Happiest Garfield for "How do you feel about starting a new book?" In November Max circled a Mildly Upset Garfield. Max is aware of the new challenges reading presents and Max is still developing important cognitive and foundational skills to enable him to master this new level of reading. Max indicated an attitude change in question eighteen, "How do you feel when you read out loud in class?" In October Max circled the Happiest Garfield, but in November he circled the Mildly Upset Garfield. Max is experiencing more and more the 3rd grade curriculum and this is a challenge for him. The texts read aloud in class are on a 3rd grade level, a level which Max is not ready for. Finally, Max indicated an attitude change on question nineteen, "How do you feel about using a dictionary?" In October Max chose the Happiest Garfield but in November he chose the Very Upset Garfield. As was stated before, Max is now aware of the challenges in reading 3rd grade material and is working to develop his skills to meet the challenges, however, this is a monumental task when skills are limited. Max is aware he has new supports to assist him in reading and with practice he will begin to rely on these strategies.

Findings of the Study

The case study findings revealed several results. First, struggling readers benefit from rereading and conversations of why rereading is important. Secondly, rereading uncovers overlooked details overlooked in the first initial reading of passages. Third, rereading supports vocabulary recognition and word meaning as students are able to gain an understanding of unfamiliar words through sightings of new context clues or details

75

missed during the initial reading. Fourth, annotating is beneficial when developmentally appropriate. Finally, The Question-Answer Relation level questions (QAR) support students in navigating passages to locate information and a starting point for reading.

The Strategies

   Rereading as a Benefit to Comprehension. Throughout the study, the rereading strategy was a favored support for the students as the stagey was referred several times during discussions and surveys.

   Repeated Reading is founded on Samuels' (1997) "automaticity theory". Dowhower (1997) explains, "fluent readers are those who decode text automatically, leaving attention free for comprehension" (p. 376). The strategy is recognized as a "deceptively simple yet powerful technique" (Dowhower, 1997, p. 376). Beginning readers lack this important skill, hindering their attention to text meaning and comprehension. Both Max and Kaz are seen as below grade level readers who were placed on a Tier 3 level due to their reading assessment results. These students lack the skills to be fluent readers, thus their ability to read and decode text hinders their comprehension.

   Within this section, several dialogues are explained emphasizing the students' ability to decode text and gain additional meaning through the rereading strategy. As was stated before this is a simplistic strategy yet, powerful as Max and Kaz both see benefits with their ability to comprehend details which would have otherwise been overlooked after the first initial reading of a text.

76

During a Close Reading session, a discussion ensued of the importance of rereading. Max was asked if rereading helped him. Max's response was, "Yeah." "Why is it helpful to you?" Max replied, "Because you get more information every time I reread, um, I'm like hey, I always find I didn't know I skip pages and I get them back and then I reread and get more information."

In the above dialogue, Max is realizing that after using the rereading strategy; he missed details, words and pages causing him to lose important information to comprehend the text. This realization benefits Max by allowing him to understand that when using the rereading strategy he will be given the opportunity to gain additional important information he would have otherwise missed after an initial reading of a text.

Kaz referenced rereading several times during the November Burke Reading Inventory, when he was asked, "When you are reading and you come to something you don't know, what do you do?" Kaz responded, "I go reread." This was a different response than in October as he at that time responded to the same question by saying, "I will ask the teacher to help." Kaz also responded to another question, "If you knew someone was having difficulty reading, how would you help that person?" by saying, "Try to pronounce it. I do the arrow mark for vocabulary I will ask a teacher I will tell to reread.

Kaz showed that he recognized benefits from rereading as he had explained in October he was using his primary foundational skill strategies taught to him in ELL classes; as sounding words or letters out or asking a teacher for help when encountering challenging or difficulty words or text. These are easy skills for ELL students to

remember as they are struggling readers due to language acquisition challenges in developing the English language. However, Kaz noted in November that he would not only sound out words or letters, but he would use the rereading strategy when encountering challenges with words or a text. This is a simple but powerful tool for Kaz to use as he has been able to gain additional information with text and gain confidence with assisting other struggling readers. This is a huge step out of his comfort zone allowing him to show growth in not only conversational language but also in experiential language.

Max made references to the rereading strategy during his interview during the reading inventory. When asked the question, "When you are reading and you come to something you don't know, what do you do?" Max responded, "Sound it out and then we go back and reread it again." In October he responded to the same question by saying, "Sound it out and then we go back and reread it again." To another question, "Do you ever do anything else?" Max responded, "You have to go back and read it again and highlight the word you don't know." In October he responded to the same question by saying, "I just sound it out." To a final question, "If you knew someone was having difficulty reading, how would you help that person?" Max responded, "Do the highlights and do I am thinking and stuck and reread it." In October, he responded, "I can tell them to go to the picture and see what that means and then that might tell you what it means and then sound out the letter.

Rereading supports vocabulary recognition and word meaning as students are able to gain an understanding of unfamiliar words through sightings of new context clues or details missed during the initial reading.

78

In a November 9th dialogue discussing the benefits of rereading on vocabulary

Me: "When you reread this and you reread your other story how is that helping you?"

Max: "I want to go through it and keep go 'in through it."

Me: "No I mean how does it help you how did it help you with this? What did it do for you to help you read?"

Max: "it gave me what I didn't know It gave me."

Kaz: "it helps me."

Max: "I don't know how to say it"

Me: "Well how does it help you read?"

Me: "When you're rereading your practicing how does it help you?"

Max: "It gives me unknown like sentences."

Me: "Oh unknown sentences? Can you tell me more about the unknown sentences? What do you mean by unknown sentences?"

Max: "Um like the words but I didn't know and then I found it then I was like when I read it, it was like oh I know it now."

Me: "Oh so you are saying that at first you didn't know it then when you reread it the second time. You got it? I love that, thank you for trying to explain that Wonderful"

Me: "How did rereading help?

Kaz: "Rereading helps me to remember and it helps me to tell me how I am learning about this book."

Me: "Ok so when you read it the first time you go back and do it again. How does that help you?"

Kaz: "it helps me telling about this book."

Me: "Go slow." "It is helping you know what the book is about?"

Kaz: "Yes."

Both Max and Kaz noted in the above conversation that rereading also supported their vocabulary growth. They were able to reread and gain new meaning and understanding of unfamiliar words through the discovery of text clue which had been missed in the initial reading. In the dialogue Kaz explained that rereading enabled him to understand what the story was about and how the rereading helped him remember details in the story and what he was learning. These newly found details are vital for Kaz's exposure and immersion into the second language. Max explained he benefits from rereading through gaining important details enabling him to understand challenging sentences and phrases normally passed over with confusion.

Rereading was a favored and important strategy for the students. In the beginning of the study, both Max and Kaz were not happy with the fact that they would have to read the text more than once. I used the example of watching a movie, asking them if they had ever watched a movie more than once and found they saw new things in the movie the second time. The boys agreed and I explained to them that in Close Reading you will have more than one question to answer and that would help them find new details each time they read the story.

80

The students found this to be true as revealed by their dialogues. Max found that he missed details, words and pages during the initial reading of the text, and when he reread, he was able to gain more meaning as he reread and found additional details to add to his schema.

Kaz conveyed that rereading supported his comprehension as he was able to remember the story and understand what he was learning about. This is an important key to Kaz's learning and building his experiential language skills.

Max shared that rereading supported him in learning and understanding vocabulary as he would encounter an unfamiliar word, then reread the text and gain meaning of that word from clues he found in the text from the second reading.

Kaz referenced rereading as strategy he would use to help another struggling reader and that if a reader needed help they could ask him. This is a significant change for Kaz as he struggles with reading as well and is confident enough to help another reader to learn to reread.

During the reading inventory interviews, both Max and Kaz referenced the rereading strategy as a tool they would use now when they encountered challenges during reading. This strategy has now been added to their repertoire of reading tools.

The dialogue, quotes and inventory responses demonstrate that rereading is a benefit and supports students' comprehension and vocabulary recognition. Students have shown that they have not only understood the strategy, but also are able to teach this strategy to other readers.

Nov. 22nd Dialogue Rereading benefiting vocabulary

Me: "What is the best thing that helped you remember the annotations, or the questions or rereading? What is the best thing that helps you remember the story?"

Max: "Rereading because like some words I didn't know when I come back to it and I found out what the word means because I already read the paragraph like the whole entire thing and now i might know more."

Me: "Kaz, What is the best thing that helped you remember the story, annotations, or the questions or rereading? What is the best thing that helps you remember the story?"

Kaz: "Rereading"

Me: "Can you tell me how it helps you?"

Kaz: "I go to the place the word I don't' know and I reread it. Then I know it."

Questioning as a Benefit to Comprehension. Another strategy discusses was the Question-Answer Relationship (QAR) which was used to generate the questions scaffolding the story questioning during the lessons. The results found that the QAR text dependent questions help students navigate passage to locate information.

In a November 9th dialogue, a discussion ensued of how the text questions support the students' comprehension.

Me: "Now tell me, every time we read a story, we have read different stories, we have read Superhero Joey, and Mittens and Anna and the Dancing Goose and Broken Arm Blues. Tell me how did the questions that I asked you help you read?"

"Do the questions that I ask you help you read?" For example: I asked you today, how can you conclude that playing helped Mittens sleep?" I asked you to find the problem in the story. I asked you to find. I asked you what did they do to help her sleep. All these questions I am asking how does that help you read? Think about that."

Me: So if I just gave you a story and said read it. Then you read it, and you were like, ok. But if I gave you a question and then asked you to read the story how would that help you?"

Kaz: "They help me to know what I am going to learn about. "

Max: "Um it gives me lots of information."

Me: "How do they give you information?"

Max: "Information because I find a letter and then I find um WAIT! I know another one."

Me: "Ok go ahead."

Max: "It gave me like when I didn't know and then what I did know."

Me to Kaz: "So when I give you questions and ask you to read how does that help you?"

Kaz: "It helps me learn what I am learning about."

Kaz: "It tell me where to go in the book."

The QAR questioning strategy demonstrates through the conversations that questioning supports, comprehension. Max and Kaz followed the routine of reading the focus questions, locating the evidence in the text and highlighting the answers related to the question. The combination of highlighting and questioning supported the students'

comprehension as they were able to continue locating information with each question and providing an appropriate response.

In a Nov. 22nd Dialogue conversation of benefits of questioning the students agreed that questioning was a support for their compression.

Me: "Do the questions that I give you help you with reading?"

Max: "mmmhm" (excitedly shook head yes)

Me: "That was a nice head nod like you were excited about it."

Me: "So how do they help you?"

Max: "Ah I like learn more information."

Me: "So if I gave you a story without questions to read would you learn as much?"
Max: (noises for no shaking his head)

Me: "So you learn more with the questions."

Both Max and Kaz shook head yes and mmmhmmm

The data represents the fact that both Max and Kaz benefit from questioning during reading as they demonstrated the ability to locate details and respond with appropriate answers.

The QAR questioning strategy demonstrates through the conversations that questioning supports, comprehension. Max and Kaz followed the routine of reading the focus questions, locating the evidence in the text and highlighting the answers related to the question. The combination of highlighting and questioning supported the students'

comprehension as they were able to continue locating information with each question and providing an appropriate response.

In a journal entry on November 3rd reflecting on the lesson of *Broken Arm Blues,* it was noted that: "When Max and Kaz are asked a focus question, they begin searching, they will immediately point their finger and place it on the page as though it is a pin on a map. They will do this before they write their answers." Max and Kaz read the question then look at their text; they also frequently refer to the question as they are looking for the answers.

Questioning promotes purpose to reading and promotes engagement. The data represents the fact that Kaz benefits from questioning during reading as he demonstrated the ability to locate details and respond with appropriate answers on his bookmark without relying on pictures as he has in the past. Ever since Kaz has been asked to read with a purpose of locating evidence to respond to a question, he does not ask why there are no pictures in the story. Kaz will refer to the question and will look at words in the question then will look for words in text which relate to the question. When he is looking for the details relating to the question, you can hear Kaz quietly repeating the question as he searches for text details. When he locates a detail, he quietly murmurs, "Oh there it is." Then he will highlight the answer in his text and writes the details on his bookmark under the question.

Max benefits from questioning as he demonstrated the ability to locate specific details and respond to the question as he would read the specific details or statement from the text to confirm the answer. Even after Max had written the response from the text on

his bookmark, he would respond to the question by reading the actual detail from the text to the teacher.

Questioning offers students opportunity to build communication skills. In the beginning of the study, Kaz was more reserved as he would response only when called on by the teacher. However as Kaz has practiced the routine of reading the question, writing it down on the bookmark and referring to the question as he read the text and searches for details, he has become engaged and eager to share the specific details found to answer the assigned question.

Kaz has also become more verbal during reading as he participates and offers responses without being called on. Kaz participates in conversations and shares details immediately after a question has been asked by the teacher in the small group sessions.

At the beginning of the study, the discussions were not collaborative, they were each student answering at one time taking turns and waiting for the other student's response.

At the end of the study, the discussion was more collaborative as they agreed with each other and their comments were quicker and almost colliding as they were eager to snatch the spotlight from one another to convey their thoughts.

Challenges of Annotations. Annotations were of difficulty for both Max and Kaz as they needed constant reminders and were unable to develop an independent routine with the annotation strategy during reading. The annotation strategy chart needed to be modified over and over again in order for the students to understand what they were to do with the symbols and the annotation stems.

Modifications are of significant importance as researchers emphasize that the materials are tailored to the students' ability to read and interact cognitively with complex texts. The chart was modified to enable Max and Kaz the opportunity to attempt to cognitively think about their thinking.

According to Tracey & Morrow (2006), "Metacognition is the process of thinking about one's own thinking. Metacognition relates to the area of reading, and how comprehension happens, when instructional knowledge strategies are implemented (Tracey & Morrow, 2006, p. 72). Tracy & Morrow (2006) emphasize, "Allen and Hancock (2008) write that "successful text comprehension involves metacognition—the active management of meaning creation through a process of mediation between reader, text, and context factors" (p. 72).

As the chart was modified, the students continued to demonstrate difficulty with the transition skill of moving from one task to another without losing what they had just read.

The chart began with three stems and a multicolor thought bubble; I am thinking…, I am concerned that…, and This leads me to believe… The blue cloud symbol was accompanied by three stems; I am wondering…, It makes me think…, and I am confused… During the first lesson the annotation chart was very confusing for the students and especially with the multicolor thought bubble. The students had difficulty choosing and keeping track of what color to use. There was confusion with the annotations as well. The students could not keep track of which stem to use while reading, the stems became a distraction to their thoughts.

87

The chart was modified once again omitting a stem from each section and changing the color of the thought bubble to yellow only one color. The chart was introduced again to the students and the same result occurred, although the students understood they were to use the yellow highlighter for the thought bubble, the number of stems continued to cause confusion. Finally the chart was modified one last time to display one stem and one color for each symbol. The symbols on the newly modified chart were a yellow thought bubble for the stem I am thinking…, a green right pointing arrow for noting unknown vocabulary and blue cloud for the stem I am wondering…

The final modifications ended up being the same stems used for their realistic fiction texts in their guiding reading groups.

Each time the chart was modified, the Max and Kaz continued to demonstrate either frustration or confusion showing their lack of cognitive abilities to transfer from one skill to another.

Even with modifications so simplistic, Max and Kaz continued to encounter challenges with transitioning from reading to thinking and back again to reading. This skill is learned in later years. Max and Kaz are still functioning of an end first grade level in reading using foundational skills learned in Kindergarten to first grade. The skills needed to transition from reading to thinking about their thinking, is a higher level cognitive skill not developed until later.

According to Tracey & Morrow (2006), "Metacognition is the process of thinking about one's own thinking. Metacognition relates to the area of reading, and how comprehension happens, when instructional knowledge strategies are implemented

88

(Tracey & Morrow, 2006, p. 72). Tracy & Morrow (2006) emphasize, "Allen and Hancock (2008) write that "successful text comprehension involves metacognition—the active management of meaning creation through a process of mediation between reader, text, and context factors" (p. 72).

In a discussion about annotations during the lesson with *Go To Sleep Mittens,* the students how annotations benefit their reading.

Week 2 Dialogue of annotations

Me: "How does this annotation help you when you are reading? "

Kaz: "uh hu"

Me: "When you are reading and I say Kaz, What are you thinking?"

Kaz: "It helps me to think what I am commenting about the book."

In Week 5 another dialogue ensued about annotations during the lesson with *Meeting Miss Grimm*; the students discussed how annotations impacted their reading.

Me: "Max When I say to you Max and you have been reading your story. Then I say to you what are you thinking? How does this step help you when you are reading?"

Max: "Actually it doesn't."

Me: "Oh it doesn't ok tell me why?"

Max: "Because it makes me loose a little information."

Me: "So can you say what do you mean you lose some information?"

Max: "I mean like now I just read and I don't know."

Me; "Are you saying that when I ask you about this stem and you stop reading it stops you from remembering the story?"

Max: "Yeah."

Me: "How about I am wondering… Does that help you when you read?"

Max: "Yeah because it actually, like see this? (pointing to the thought bubble)

Me: "The I am thinking?"

Max: "You know how this one I am thinking makes me loose information? Well this one I am wondering gets my information back."

Me: "So when you are wondering you start asking questions."

Max: "yeah"

During the above discussion, both Max and Kaz noted they did not see benefits to annotations as the skill interrupted their comprehension and caused them confusion during reading.

Both Max and Kaz had difficulty explaining the frustrations they encountered with annotations. This is one strategy which is developmental and should only be used when developmentally appropriate for the students.

During the reflection notes after the final story of the study, the entry reads: Nov 29 Notes *The Money Trick* (Miss Grimm series)

I am curious as to whether the students would be able to insert annotations with less difficulty if they had more information in the story.

Perhaps the reason they are not using this skills not just due to their lack of metacognitive skills but because they do not have enough information to make a statement or question as to stems.

This did seem to be somewhat apparent when the second reread, Max and Kaz were able to pose a question and the statement.

They also were able to be curious and confused with several vocabulary words which is something they have done little in the past sessions.

Max was curious about "devilishly"

Kaz was confused about apron and devilishly.

The annotations came smoother. There was less hesitation and resistance to verbally respond to the stems.

Table 2

Annotation Response Chart

Kaz	Anna and the Dancing Goose	Super hero Joey	Broken Arm Blues	A Pocket Park for Tiny	Go To Sleep Mittens!	Meeting Miss Grim	Money Trick	Tot al
I am thinking	2	0	0	0	2	0	1	5
I am wondering …	2	2	0	1	1	2	0	8
Vocabulary	0	0	0	0	1	1	3	5
Max	Anna and the Dancing Goose	Super hero Joey	Broken Arm Blues	A Pocket Park for Tiny	Go To Sleep Mittens!	Meeting Miss Grim	Money Trick	Tot al
I am thinking	1	1	1	0	2	2	0	7
I am wondering …	2	1	0	1	0	0	1	5
Vocabulary	0	0	0	0	0	0	0	0

Note: Stories and number of times students annotated on each story.

In viewing the annotation chart, it is important to understand that any annotation noted on the chart and on the margins of the passages were prompted by consistent reminders to the students as they were asked during and after reading what they were thinking, wondering or what vocabulary was challenging. In viewing the chart, it is apparent that the students did not annotate any unknown vocabulary words until the final passages. Kaz was the student who annotated the unknown vocabulary as his vocabulary knowledge is limited. Max is an English speaking student and would recognize

92

vocabulary and would be able to reread to gain meaning of words through context clues, however, Kaz has difficulty with meaning of vocabulary experiential vocabulary and would have a greater challenge recognizing words.

In the category of I am wondering…, Max and Kaz both annotated questions related to the stories. Kaz annotated wonderings in every story except *Broken Arm Blues* and *The Money Trick.* Max annotated wonderings in *Broken Arm Blues*, *Go To Sleep Mittens*, and *Meeting Miss Grimm.*

Max annotated in Anna and the Dancing Goose, "I am wondering what the goose does in the story?" Kaz annotated, "I am wondering who gave this dancing goose?"

In the story, *A Pocket Park for Tiny,* Max annotated, "I am wondering what is a pocket park?" Kaz annotated, "I am wondering why they name the park pocket park?" In the story *Go To Sleep Mittens,* Kaz annotated, "I am wondering why the cat wants to play?" In *Meeting Miss Grim,* Kaz annotated, "I am wondering where the mon and dad are going?", "Why did he put the red pen?" and "I am wondering if the Miss Grimm will true the measles?" This question is actually asking if she will believe the measles are real. Finally in *The Money Trick,* Max annotated, "I am wondering what are the boys going to do?"

When looking at the annotations and the fact they are all prompted responses. The annotating toward the later part of the study came with less hesitation and frustration as they occurred after the students had read the passage more than two times. Since the students had acquired more information from these readings, their knowledge of the story had increased and they were more adept to respond to the stems. This being said,

93

Annotating is beneficial when developmentally appropriate, meaning, students at this level are less cognitively able to respond to stems such as these as they are still developing metacognitive skills.

New Strategy Knowledge

The *Burke Reading Inventory* (Weaver 1994) was administered to gather information as to how Kaz and Max perceived themselves and others as readers. The survey was used to gather information on what types of reading strategies they utilized and observed other readers using as they read and encountered difficulty.

This data was used to gain an understanding of motivation, frustration and enjoyment of reading in these areas. The area of self-efficacy was a concern as these students are struggling readers. According to Shagoury & Power (2012), "Use the questions as a starting point for getting at the processes your students go through, and you'll begin to see new patterns between social networks in the classroom, individual personalities, and learning" (p. 102).

Additionally, to learn about what knowledge Kaz and Max possessed as to "what to do" when they encountered difficulty during reading.

As each student spoke it was apparent they enjoyed reading and were excited to be reading the types of stories their teacher had chosen for them in class.

The Inventory was administered in October and in November, the results revealed significant difference between the student responses from October to November.

94

In October, both Max and Kaz gave basic strategy information as to what they would do if they encountered challenges in reading. The question, "When you are reading and you come to something you don't know, what do you do?" In October Max replied, "I look at the picture then I go to the next letter to see what it says Then you go back to it." In November, he replied, "Sound it out and then we go back and reread it again." In October Kaz responded to the same question by saying, "I will ask the teachers to help." In November he responded, "I go reread". These responses indicate that in October they were relying on foundational strategies which were learned in grades K-1. However, in November, they had new supports to fall back on when new challenges are encountered.

Chapter 5

Summary, Conclusions, Limitations and Implications

Summary

Upon data analysis and revisiting literature review articles and resources related to Close Reading, it was apparent that the study I conducted benefitted the students as it offered a new set of strategies to utilize when reading complex texts and encountering challenges of unfamiliar information and vocabulary. The study also demonstrated successes, and limitations of the Close Reading routine as revealed by experts in the field.

In revisiting the research, I learned that, of the three Close Reading Strategies, rereading and text-dependent questioning were the two strategies which significantly supported the students' comprehension during reading. Annotations I learned presented challenges during reading as the students became confused and were unable to stop rereading and begin thinking about their thinking without losing recall of what they had just read. The annotations were a deterrent and did little to support comprehension. However, I did learn that annotations were a developmental skill as students were able to attempt annotating using the appropriate stems after rereading the text several times. I learned that students at a Tier 3 reading level do not possess the metacognitive skills needed to be able to interrupt reading and transfer thoughts and resume reading again without losing information needed to continue comprehension. During the study I learned that rereading supports comprehension of ELL students and immerse theses students in experiential language broadening their vocabulary knowledge.

96

I learned that rereading builds word recognition and meaning, Students encountered unknown words and were able to reread and gain meaning of the from context clues during the second reading.

I learned that the rereading and the questioning strategies significantly impacted the students' ability to hold collaborative interactive conversations rather than conveying single responses to each question. I learned that the students became more verbal and interactive with each other as they searched for details to add to the discussions to prove a point or disagreement. I learned that the students' became more confident as they gained more and more knowledge from the stories they read using the new found strategies.

By the end of the study, I learned that rereading contributed to building independence and automaticity as students reread without hesitation or cueing. Finally, I learned that text-dependent questioning using the QAR strategy promoted higher level cognition thinking as students navigated the texts focusing on multilevel questions. I learned that even though there were significant modifications to the materials which made them seem so simplistic, the routine was still effective in impacting and supporting comprehension. Thus, leading to a valuable outcome that Close Reading, even with the lowest of readers is an effective teaching routine to implement along with guided reading and other reading programs.

Conclusion

Once I revisited the literature review articles and resources related to Close Reading, it was apparent that the study I conducted benefitted the students as it offered a new set of strategies to utilize when reading complex texts and encountering challenges

97

of unfamiliar information and vocabulary. The study also demonstrated successes, and limitations of the Close Reading routine as revealed by experts in the field.

Douglas Fisher and Nancy Frey (2012), explain that Close Reading is an instructional routine enabling students to think critically about a specific selected text while doing repeated readings. (p. 179)

As Kerkhoff & Spires (2015) emphasize, "Close Reading as an instructional routine is in its infancy for early grade teachers. Further research needs to be conducted to more fully account for the complexities and nuances that are involved for young readers as they establish new relationships with texts that go beyond reader responses" (p. 55).

This is of significance as there is not a set procedure for implementing lessons as this is a new routine being implemented at the elementary grade level. Although, Richards (1929) notes, "but specific research on the implementation of close reading with elementary students is lacking" (p. 179).

In a study conducted by Fisher & Frey (2012) , they emphasize that as this is a routine known in the upper secondary and college levels, the teachers in the elementary level must take into consideration the learning development and metacognitive levels of their students when designing effective scaffolds for their younger elementary students (p. 187).

With this in mind the lessons designed for Max and Kaz, were based on the results of their reading levels and interviews as they revealed their knowledge of reading strategies used during readings prior to the study. Specific modifications were made to

98

the lessons and materials as the students in this study were below grade level readers and one of the students was ELL with language and below level grade comprehension difficulties. Texts were chosen at a level above their ability level to promote engagement.

The strategies of Close Reading were introduced during the lessons the first was the rereading strategy. In Close Reading, repeated readings are a significant feature to the routine. Fisher & Frey (2014) emphasize the existence of research evidence supporting the effectiveness and benefits of repeatedly reading the same text. Students are given the task of reading with a purpose and a new focus question each time so as to not decrease their engagement of digging deeper into the text. Students reread the text to locate information to provide a response to the newly introduced question. (p. 279). The rereadings are interactions between the student and the text. Rosenblatt (1978) emphasized students should deeply interact with a text utilizing their background knowledge and experiences, beliefs and values (p. 179).

In Close Reading students are utilizing repeated reading to respond to multilevel questions as they continue to dig deeper into the text building a deeper relationship and building new vocabulary and background knowledge repertoires.

The findings of data collected through student discussion relating to rereading reveal that rereading plays a significant role in the students' comprehension as referenced in their quotes during the conversations. It seems that rereading of a passage increases and strengthens a students' comprehension and enables them to gain a more in-depth meaning of what they are reading. Rereading also offered opportunities to gain meaning of unknown words through continuous rereading, building word recognition and expanding vocabulary knowledge. This continuous reading is a benefit to ELL students

99

as this continuously immerses the students in the English language building experiential language acquisition. The students were able to reread the texts with minimal reminders and at the end of the study demonstrated automaticity with the skill. They would conduct an initial reading of the text then automatically refer to the assigned text question and would reread and highlight the information in the text needed for their response. The students were additionally able to reread and locate the information in the text to prove a point or argue during a discussion. Rereading was also beneficial as the students were able to quickly skim through the text recalling the details read from the previous rereadings and locate information.

Findings of a study by Dowhower, 1987, revealed significant increases in comprehension when students read passages using the repeated reading strategy. (p. 402). The increases were noted in both the assisted and independent methods (Dowhower, 1987, p. 402).

Max explained that rereading was a benefit as he realized he missed details and skipped words and pages during the initial reading and gained this information back during the rereading. Rereading enabled Max to continuously gain additional information each time he reread a text and gathered these details to gain a deeper understanding of the text.

Kaz benefited from rereading as he is ELL and has language acquisition and comprehension difficulties. Rereading enable him to be immersed in the English language and to gain new knowledge of experiential vocabulary and their meaning. In a discussion, Kaz commented that he was able to get more information about what he was

100

reading about the book. This supported Kaz in building both vocabulary and comprehension.

In Close Reading, students are presented with questions from the Question-Answer Relationship format guiding student through deeper interactions with the text to gain meaning of the author's stance.

According to Davoudi & Sadeghi (2015), "The findings illustrated the contribution of higher order cognitive skills such as reasoning, inferencing and elaboration to comprehension of more complex text and question types. At the end, they concluded that higher-order cognition skills are the principal components of reading comprehension for later elementary and middle school students" (p. 82).

Davoudi & Sadeghi (2015) explained, "Marzola (1988) proposed the teaching of the questioning strategies employed by good readers to poor readers in order to improve their comprehension before, during and after reading. He accentuated the influential role of three questioning strategies for primary students including Question-Answer Relationship, Request, and Reciprocal Teaching" (p. 82).

Text questions are shown as benefitting the students' knowledge as they navigated though the passage to locate information to respond to the designated question. In the dialogues referencing questioning students explained that questioning supports their comprehension and enabled them to contribute to gaining additional information to add to their existing knowledge.

Throughout the study, the students developed an understanding that text questions promote reading with a purpose. The students were able to follow the Close Reading sequence and utilize the newly learned rereading strategy to locate the answers to the

assigned questions. This was evident in the discussions as students provided evidence in response to the questions. The text questions additionally benefitted the students' ability to participate in meaningful discussions relating to the text.

Finally, during the Close Reading lessons, students read and annotated with pens directly onto the text. Annotations may be written or digital formats. The annotations indicate text areas of confusion, focus on main concept or idea; annotations also include written margin notes, summaries, inferences and questions from the students' thinking during reading (Fisher & Frey, 2014, p. 280-281). According to Dalton (2013), "this highlighting and thinking about specific words, phrases, and passages prepares readers to use text-based evidence in their discussions and writings about the text" (p. 643).

As the students attempted to annotate during the readings of the passages and highlight the evidence for their responses, Max and Kaz became confused and required consistent reminders to stop and think about their thinking while using the provided stems. This was a frustrating task as the students were unable to; at first convey their thoughts to their thinking relating to the text. This frustration and confusion demonstrated that annotations are not considered a benefit as they are a distraction or an interruption of the students' comprehension flow through the readings. The annotations sequence requiring student to stop and use the metacognitive skills to reflect on what they are reading causes student to lose the information which was just read. The students reflected and commented to the fact that the annotations were difficult and causes frustration and loss of comprehension.

Limitations

The most significant limitation of the study was the modification of the materials. The Annotation Chart was modified to display one stem for each annotation symbol. The bookmark was modified to display the step by step routine to follow the Close Reading routine on their ability level. Reading materials are difficult to locate in a hard copy most of the materials are found on the internet and are printable texts. Complexity of texts was difficult as these students read at an end 1st grade level and the level of the texts were not as complex as the Close Reading routine suggests. The time constraints of the elementary schedule were challenging as a 20-minute period was allotted for instruction. Time is important as students must practice these strategies to build comprehension and cognitive skills. Implementing the annotation strategy is difficult when students lack the skills to utilize the skill; therefore, it is important to utilize the annotation strategy when it is developmentally appropriate. Reading material difficult to find were usually from online sites as Readinga-z.com, Readworks.org or other printable workbook texts.

Implications for the Field

After analyzing the data collected from the study to make conclusive decisions of how the Close Reading strategies supported 3rd grade students' comprehension, I realized there are future research opportunities in this area. First, what is an appropriate length of time for an effective Close Reading lesson? The lessons in this study were taught for a period of 20 minute sessions. At the time, I was concerned this would not be enough time allotted for the lessons as I had taught longer lessons in the past with other students. However, the former students were of higher reading ability. The participants in this

103

study read at a lower reading level and were functioning at a lower cognitive level. A Second area of research would be, how effective are Close Reading strategies in increasing ELL students' reading and comprehension? In this study, I was not notified of my one student's participation in the ELL program until the study was designed and implemented. I made modifications to the materials not to meet the ELL student's language and reading ability but to accommodate both students' ability to follow the routine and navigate the complexity of the texts and strategies.

In summary, the implementation of Close Reading benefited Max and Kaz during reading to strengthen comprehension, and metacognitive skills. Max and Kaz were able to use and respond to varying levels of QAR text-dependent questions, which required higher level cognitive thinking.

Max and Kaz were able to utilize and rely on rereading to support comprehension in combination with the foundational skills taught in grades K-1. Max and Kaz when interviewed prior to the study stated that if they encountered a challenge of unknown words would sound it out. However in the post interview they stated they would reread to find out the word and the meaning. The strategies combined with their earlier learned foundational skills will continue to strengthen their word recognition skills. Max reflected during a discussion that rereading supported his vocabulary growth of unfamiliar words. He explained that at first he did not know the word then he reread the word and gained information which helped him understand the meaning, thus adding a new vocabulary word to his repertoire.

Max and Kaz benefited from the routine being taught in conjunction with guided reading and other reading strategies. The stems modified and provided for Max and Kaz contributed to supporting and building vital skills to enable them to read complex texts and encounter challenges of unfamiliar text and vocabulary with success and less frustration.

The implementation of the Close Reading routine offered Max and Kaz the opportunity to engage and interact in a deeper more meaningful way with the text. Max and Kaz were offered the opportunity to delve deeper than ever before into a complex text and extract information which opened doors to new experiences and new knowledge. It is important though, teachers must take into consideration not only the complexity of the texts and questions being developed in the design of the lessons, but also the complexity of the students' learning ability. This will be a significant determinate in the design and effectiveness of the Close Reading routine with students at the elementary level.

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Appendix A

Interview and Survey Materials

Elementary Reading Attitude Survey
Scoring sheet

Student name _____

Teacher _____

Grade _____ Administration date _____

Scoring guide		
4	points	Happiest Garfield
3	points	Slightly smiling Garfield
2	points	Mildly upset Garfield
1	point	Very upset Garfield

Recreational reading   Academic reading

1. _____   11. _____
2. _____   12. _____
3. _____   13. _____
4. _____   14. _____
5. _____   15. _____
6. _____   16. _____
7. _____   17. _____
8. _____   18. _____
9. _____   19. _____
10. _____   20. _____

Raw score: _____   Raw score: _____

Full scale raw score (Recreational + Academic): _____

Percentile ranks   Recreational

                        Academic

                        Full scale

ELEMENTARY READING ATTITUDE SURVEY

School_____   Grade___   Name_____

1. How do you feel when you read a book on a rainy Saturday?
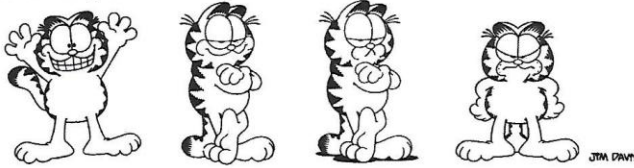
2. How do you feel when you read a book in school during free time?

3. How do you feel about reading for fun at home?

4. How do you feel about getting a book for a present?

2

5. How do you feel about spending free time reading?

6. How do you feel about starting a new book?

7. How do you feel about reading during summer vacation?

8. How do you feel about reading instead of playing?

Measuring attitude toward reading   631

3

4

13. How do you feel about reading in school?

14. How do you feel about reading your school books?

15. How do you feel about learning from a book?

16. How do you feel when it's time for reading class?

Measuring attitude toward reading   633

114

www.manaraa.com

17. How do you feel about the stories you read in reading class?

18. How do you feel when you read out loud in class?

19. How do you feel about using a dictionary?

20. How do you feel about taking a reading test?

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5

115
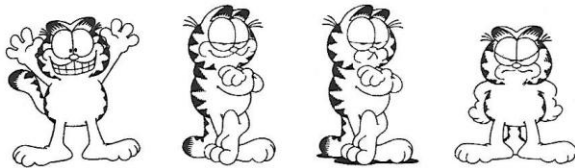
Burke Reading Interview
by Carolyn Burke (1987)

Name _____ Date_____

1. When you are reading and you come to something you don't know, what do you do?

2. Do you ever do anything else?

3. Who do you know who is a good reader?

4. What makes him/her a good reader?

5. Do you think she/he ever comes to something she/he doesn't know when reading?

If your answer is no, suppose that she or he does come to something that she or he does know. Imagine what they would do.

6. If you knew someone was having difficulty reading, how would you help that person?

7. What do you think is the best way to help someone who doesn't read well?

8. How did you learn to read? What do you remember? What helped you to learn?

9. What would you like to do better as a reader?

10. Describe yourself as a reader.

11. Using a scale of 5 to 1, with 5 being a terrific reader, what overall rating would you give yourself as a reader?

116

Appendix B

Question-Answer Relationship Chart (QAR) and Story Questions

Q.A.R.
Level I Questions

Right There: In-The-Book

Easy Answers
Attributes of Level I Questions
1. The answer is usually contained in one sentence and is easy to find.
2. Often the same words that make up the answer are found in the question.
3. Question stems often begin with:
   - When is/was... ?
   - Who is/was... ?
   - What is/was... ?
   - Where is/was... ?
4. The reader only needs literal thinking to answer the question.

Adapted from the works of P. David Pearson & Dale D. Johnson, 1972 and Taffy E. Raphael 1982, 1984, 1986.

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QAR
Level III Questions

Author and Me: In-My-Head

Beyond the Text
Attributes of Level III Questions
1. The reader must read the text to answer the question (text dependent)
2. The reader must use inferential thinking in order to answer the question.
3. Question stems often begin with:
   - How can you conclude... ?   How can you tell... ?
   - What biases or beliefs are... ?   How do you know... ?
   - Who does _____ remind you of... ?
   - Note: The word you is often used in Level III questions.
4. The reader relies on prior knowledge and experience.
5. The reader must look for clues and evidence (prove the answer with details).
6. The reader must read *between the lines* as the answer is *not explicit* in the text.

Adapted from the works of P. David Pearson & Dale D. Johnson, 1972 and Taffy E. Raphael 1982, 1984, 1986.

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Q.A.R.
Level II Questions

Think, Search, and Find: In-The-Book

Putting the Parts Together
Attributes of Level II Questions
1. The answer is found in more than one place. The parts must be put together to answer the question.
2. The words in the question may or may not be the same words used to answer the question.
3. Certain words—including pointer/signal words, plurals, and conjunctions—indicate that the answer is in more than one place.
4. Question stems often begin with:
   - Contrast...   Explain...   What were... ?
   - Compare...   Summarize...
5. The reader only needs literal thinking to answer the question.

Adapted from the works of P. David Pearson & Dale D. Johnson, 1972 and Taffy E. Raphael 1982, 1984, 1986.

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QAR
Level IV Questions

On My Own: In-My-Head

Beyond the Text
Attributes of Level IV Questions
1. The reader need not read the text in order to answer the question.
2. The reader must use inferential thinking.
3. Question stems often begin with:
   - Do you believe... ?
   - How do you know... ?
   - How would you... ?
   - Have you ever... ?
   - Note: The word you is often used in Level IV questions.
4. The reader relies on prior knowledge and experiences.
5. The reader must use his own ideas and opinions to answer the questions.

Adapted from the works of P. David Pearson & Dale D. Johnson, 1972 and Taffy E. Raphael 1982, 1984, 1986.

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117

Story Questions

Anna and the Dancing Goose
- Explain the parts of Easter Anna likes? Level II Think, Search and Find in the Book.
- How do you know? Level III Beyond the Text
- What were the parts of Easter that Anna like? Level II Think, Search and Find in the Book.

Broken Arm Blues
- Explain who the characters were? Level II Think, Search and Find in the Book.
- What was happening in the story? Level II Think, Search and Find in the Book.
- How can you tell they were not happy in the story? Level III Beyond the Text
- Explain the problem in the story? Level II Think, Search and Find in the Book.
- What was the solution? Level I Right There-in-the-Book

Superhero Joey (Problem and Solution)
- Explain the problem in the story? Level II Think, Search and Find in the Book.
- What was the solution to the problem in the story? Level I Right There-in-the-Book

A Pocket Park for Tiny (Discussion)
- Describe what a pocket park is? Level II Think, Search and Find in the Book.
- Explain why the children need a pocket park? Level II Think, Search and Find in the Book.
- Do you believe the park will be good for the community? Level IV On My Own; In my head

Go To Sleep, Mittens!
- Explain why the family could not sleep at night? Level II Think, Search and Find in the Book.
- What were some of the reasons? Level II Think, Search and Find in the Book.
- How can you conclude that playing helped Mittens to sleep? Level III Beyond the Text

Meeting Miss Grimm
- Explain how the mother is feeling about the boys? Level II Think, Search and Find in the Book.
- Explain the reason the boys will be playing practical jokes on the babysitter? Level II Think, Search and Find in the Book.
- How do you know the babysitter is not fooled? Level IV On My Own; In my head

The Money Trick
- What did Mom ask the boys to do before school? Level II Think, Search and Find in the Book.
- How do you know the boys will not behave with the babysitter? Level IV On My Own; In my head
- Explain the surprise practical joke played on the boys? Level II Think, Search and Find in the Book.

Appendix C

Modificed Annotaion Charts

Original Annotation Chart

Close Reading Annotations

I am thinking...

I am concerned that...

This leads me to believe...

Vocabulary?

I am wondering...

It made me think...

I am con   sed...

Final Modified Chart

Close Reading Annotations

I am thinking...

Vocabulary

Reread

I am wondering...

Appendix D

Pre and Post Burke Reading Inventory

Burke Reading Inventory

Question	Name	Response
October (beginning of Study) When you are reading and you come to something you don't know, what do you do?	Max	I look at the picture then I go to the next letter to see what it says Then you go back to it.
November (end of study) When you are reading and you come to something you don't know, what do you do?	Max:	Sound it out and then we go back and reread it again
October (beginning of Study) When you are reading and you come to something you don't know, what do you do?	Kaz	I will ask the teachers to help.
November (end of study) When you are reading and you come to something you don't know, what do you do?	Kaz	I go reread
October (beginning of Study) Do you ever do anything else?	Max	I just sound it out.
November (end of study) Do you ever do anything else?	Max	You have to go back and read it again and highlight the word you don't know.

October (beginning of Study) Do you ever do anything else?	Kaz	I try to pronounce the first letter
November (end of study) Do you ever do anything else?	Kaz	I can highlight what I don't know
October (beginning of Study) Who do you know who is a good reader?	Max	My brother N because he is not in letters anymore He is in 6th grade.
November (end of study) Who do you know who is a good reader?	Max	My brother
October (beginning of Study) Who do you know who is a good reader?	Kaz	Teachers
November (end of study) Who do you know who is a good reader?	Kaz	Teacher and parents. My mother and dad read me a story. In India my dad read the newspaper. He does not read newspapers here. He wake up and to go to office early but in India he went to office at 9:00/
October (beginning of Study) What makes him/her a good reader?	Max	He reads in his head a lot and the lettered books he can read easily
November (end of study) What makes him/her a	Max	He just likes to double his homework and does

good reader?		20 minutes and 40 minutes.
October (beginning of Study) What makes him/her a good reader?	Kaz	She doesn't make mistakes
November (end of study) What makes him/her a good reader?	Kaz	**They will learn from the books and they will learn me. My dad will learn me math and my mom will teach me some books.**
October (beginning of Study) Do you think she/he ever comes to something she/he doesn't know when reading?	**Max**	**Yes**
October (beginning of Study) If your answer is yes, what do you think he/she does about it?	Max	I think he is in chapter books he will go the next letter and will figure it out and sounds it out.
November (end of study) Do you think she/he ever comes to something she/he doesn't know when reading?	**Max**	**Yes**
November (end of study) If your answer is yes, what do you think he/she does about it?	**Max**	**Sound it out. He doesn't like to read out loud.**
October (beginning of Study) Do you think she/he ever comes to something she/he doesn't know	Kaz	No

when reading?		
October (beginning of Study) If your answer is no, suppose that she or he does come to something that she or he does know. Imagine what they would do.	Kaz	She may look it up in the dictionary
November (end of study) **Do you think she/he ever comes to something she/he doesn't know when reading?**	**Kaz**	**No**
November (end of study) **If your answer is no, suppose that she or he does come to something that she or he does know. Imagine what they would do.**	**Kaz**	**They will ask me if I know this word. I tell them the word if they are reading.**
October (beginning of Study) If you knew someone was having difficulty reading, how would you help that person?	Max	i can tell them to go to the picture and see what that means and then that might tell you what it means and then sound out the letter.
November (end of study) **If you knew someone was having difficulty reading, how would you help that person?**	**Max**	**Do the highlights and do I am thinking and stuck and reread it.**
October (beginning of Study) If you knew someone was	Kaz	Ask questions to them. Help them know the word they are stuck on

having difficulty reading, how would you help that person?		
November (end of study) If you knew someone was having difficulty reading, how would you help that person?	**Kaz**	**Try to pronounce it. I do the arrow mark for vocabulary I will ask a teacher I will tell to reread.**
October (beginning of Study) What would a teacher do to help that person?	Max	Make then sound out the letter They would say go to the next letter and see if you know what it means then go back to it again.
November (end of study) What would a teacher do to help that person?	**Max**	**Sound it out. Go back and reread it.**
October (beginning of Study) What would a teacher do to help that person?	Kaz	Help them pronounce it
November (end of study) What would a teacher do to help that person?	**Kaz**	**Tell them to pronounce it or ask me for my help.**
October (beginning of Study) What do you think is the best way to help someone who doesn't read well?	Max	Sound out the letters a lot of time if you get to the next letter you can get it. So then read the sentence and you might find out the meaning of it.
November (end of study) What do you think is the best way to help	**Max**	**Tell them to look at the pictures and reread.**

someone who doesn't read well?		
October (beginning of Study) What do you think is the best way to help someone who doesn't read well?	Kaz	To ask the teacher to help that person
November (end of study) Study) What do you think is the best way to help someone who doesn't read well?	Kaz	Try your best, and reread.
October (beginning of Study) How did you learn to read? What do you remember? What helped you to learn?	Max	I used to sound out the letters or just restart the word. They read to me
November (end of study) How did you learn to read? What do you remember? What helped you to learn?	Max	NA
October (beginning of Study) How did you learn to read? What do you remember? What helped you to learn?	Kaz	I learned when I was a kid to speak English and then the teacher. helped me read They read to me.
November (end of study) How did you learn to read? What do you remember? What helped you to learn?	Kaz	NA
October (beginning of Study)	Max	I want to know every word. Reading chapter
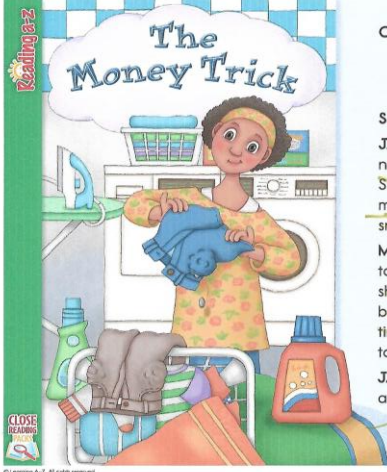
What would you like to do better as a reader?		books are hard for me to read. They are long and I get mixed up on the long words and long pages. I skip lines I get confused there are so many lines on the pages .
November (end of study) **What would you like to do better as a reader?**	**Max**	**Better reading long books.** **I can't sound out very long words.**
October (beginning of Study) What would you like to do better as a reader?	Kaz	The longest words are hard for me. I would like to read the longer words better
November (end of study) **What would you like to do better as a reader?**	**Kaz**	**Reading some stories.** **learn sum**
October (beginning of Study) Describe yourself as a reader.	Max	I am good at not like if I don't' know the work I don't' get upset I just keep on going. I want to be an author and read my own books.
November (end of study) **Describe yourself as a reader.**	**Max**	**I think I don't sound out the words anymore, I know every word in my book with rereading**
October (beginning of Study) Describe yourself as a reader.	Kaz	I am good at figuring our little bit of longer words Hard for me sometimes to remember and tell what i want to say I like pictures in stories

November (end of study) Describe yourself as a reader.	Kaz	I am good at reading some storybooks No nothing is hard for me.
October (beginning of Study) Using a scale of 5 to 1, with 5 being a terrific reader, what overall rating would you give yourself as a reader?	Max	I am a 3 an ok reader
November (end of study) Using a scale of 5 to 1, with 5 being a terrific reader, what overall rating would you give yourself as a reader?	Max	4 pretty good reader
October (beginning of Study) Using a scale of 5 to 1, with 5 being a terrific reader, what overall rating would you give yourself as a reader?	Kaz	4 pretty good reader
November (end of study) Using a scale of 5 to 1, Kaz with 5 being a terrific reader, what overall rating would you give yourself as a reader?	Kaz	4 good reader

Appendix E

Text Highlighting and Annotating Artifacts

The Money Trick

Characters
Jarvis and Jervis, twin boys
Their mother
Miss Grimm, a new babysitter

Scene 1, Before school

JARVIS: Mom says we've got another new babysitter after school today. Should we play the toad trick on her, maybe, or how about the disgusting sneeze? *(Both laugh devilishly.)*

MOTHER: Before you leave for school today, boys, please throw your gym shorts and pants in the laundry basket, but be sure to empty your pockets this time! The new babysitter says she loves to do laundry.

JARVIS: *(whispers to Jervis)* I'm getting an idea. How much money do you have in your piggy bank?

1

Scene 2, After school at boys' house

JERVIS: Do you think the babysitter noticed what we did?

JARVIS: I guess we're about to find out. *(opens front door, shouts inside)* Hello, anybody home?

MISS GRIMM: I'm in the laundry room, boys. *(Boys smile as they walk toward voice.)*

MISS GRIMM: I'm Miss Grimm, and you must be Jarvis and Jervis. By any chance, did you forget to empty your pockets before you put your clothes in the laundry?

JERVIS: *(trying to look innocent)* Oh, gee, I guess we did. Is there a problem?

MISS GRIMM: Not at all—except for a lot of noise. At first, I was scared that I broke the dryer, and then I figured out a few things. But look at what happened! Isn't it amazing that all your quarters melted right into the floor?

(Boys look in horror at all the quarters on the floor and try to pry them off, but they have been glued down.)

JARVIS: *(notices a bottle of glue in Miss Grimm's apron)* Something is fishy here.

MISS GRIMM: *(delighted)* It's going to be a lot of fun playing tricks on each other!

DID YOU KNOW?
April Fools' Day, celebrated on April 1 each year, is the day for playing pranks or practical jokes.

2

Meeting Miss Grimm
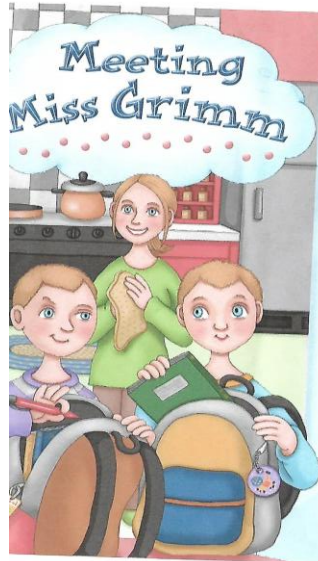
Characters

Jarvis and Jervis, twin boys
Their mother
Miss Grimm, a new babysitter

Scene 1. Before school

MOM: I know you two think you're old enough to stay home alone after school, but we've discussed that you have to earn that privilege and show you are responsible. Terrorizing the last three babysitters did nothing to help your cause! Please try to behave differently with the new one today, which means no pranks or jokes, do you understand?

JARVIS: (puts a red pen in his pocket) Absolutely, Mom!

they not ible?

Javis
since

Scene 2. After school at boys' house

JARVIS: (holding red pen) So do all these red spots make me look like I have the measles?

JERVIS: (studies red dots on his brother's face and arms) You've got a really bad case, all right! Now it's my turn with the pen. (starts to make red dots on his forearms) We'll tell the new babysitter that we're terribly contagious. She'll run out of here screaming! (enters front door)

MISS GRIMM: (greets boys at door) Hello, I'm Miss Grimm, your new babysitter. You boys must be the twins I've heard so much about.

JARVIS: (innocently) Oh?

DID YOU KNOW? Today, most children are vaccinated against measles, which can include an itchy rash and fever.

MISS GRIMM: Let's just say you two remind me of myself. Come on in. Are you hungry? (Boys look at each other, then start scratching furiously.)

JERVIS: (excitedly) Miss Grimm, is there something on my face?

JARVIS: Miss Grimm, look at my arms! They're so itchy!

JERVIS: Miss Grimm, I am burning up all of a sudden. Maybe I'm getting a fever because I have the MEASLES! (points to dots)

MISS GRIMM: (smiles knowingly) Joke is over, boys. Where's the red pen?

JARVIS: Huh? Whatever do you mean, Miss Grimm?

MISS GRIMM: What I mean is, you can't kid a kidder, boys. You don't have the measles any more than I do.

2

130

Students annotating with symbols and stems

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