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Explicit Instruction Elements in Core Reading Programs

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EXPLICIT INSTRUCTION ELEMENTS IN CORE READING PROGRAMS

by

Angela R. Child

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

of

DOCTOR OF PHILOSOPHY

in

Education
(Curriculum & Instruction)

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UTAH STATE UNIVERSITY
Logan, Utah

2012

ABSTRACT

Explicit Instruction Elements in Core Reading Programs

by

Angela R. Child, Doctor of Philosophy

Utah State University, 2012

Major Professor: D. Ray Reutzel, Ph. D.
Department: Teacher Education and Leadership

Classroom teachers are provided instructional recommendations for teaching reading from their adopted core reading programs (CRPs). Explicit instruction elements or what is also called instructional moves, including direct explanation, modeling, guided practice, independent practice, discussion, feedback, and monitoring, were examined within CRP reading lessons. This study sought to answer the question: What elements of explicit instruction or instructional moves are included in the five most widely published CRP teachers' edition lessons across five essential components of reading instruction? A content analysis of reading lessons in first, third, and fifth grades within current (copyright 2005-2010), widely used CRPs was conducted to determine the number and types of explicit instruction elements or instructional moves recommended within reading lessons for the following essential components of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Findings offer several implications for publishers of CRPs and educators. First, guided practice was

recommended most often in CRP lessons. Second, all five publishers were more similar than different in the number and types of explicit instruction elements or instructional move recommendations. All publishers rarely recommended the use of the explicit instruction elements of feedback and monitoring. Conversely, the explicit instruction elements or instructional moves of discussion and questioning were used almost to the exclusion of other elements of explicit instruction for comprehension lessons. It was also found that the recommendations to use elements of explicit instruction diminished from the lower to the upper grades—offering intermediate-grade teachers fewer explicit instruction recommendations.

(158 pages)

PUBLIC ABSTRACT

Explicit Instruction Elements in Core Reading Programs

by

Angela R. Child, Doctor of Philosophy

Utah State University, 2012

Angela R. Child at Utah State University conducted a content analysis study aimed at describing the inclusion of seven explicit instruction elements, namely, direct explanation, modeling, guided practice, independent practice, feedback, discussion, and monitoring, found within five widely published core reading programs (CRPs). These seven elements of explicit instruction will be sought in essential reading component lessons which include: phonemic awareness, phonics, fluency, vocabulary, and comprehension only.

The study sought to describe the instructional recommendations found within the CRPs lessons to benefit society by; aiding educators in the selection of a CRP for their school or district; assisting classroom teachers in their understanding of the inclusion of explicit recommendations CRP lessons provide; offering guidance to publishers toward changes they can make that will enhance their programs' explicit instruction inclusion; and providing direction for future researchers as they seek to add to the description of CRPs and continue in the effort to fully describe these widely used reading programs.

This study required the collection of existing CRP lessons to analyze for explicit instruction recommendations found therein. Five CRPs were selected based upon their high level of use in schools. The five most widely marketed and sold current CRP publishers in the U.S. (2005-2010 copyright) are: *Treasures,* published by MacMillan-McGraw-Hill; *Reading,* published by Houghton Mifflin; *Reading Street,* published by Scott Foresman; *Imagine It,* published by SRA; and *Storytown,* publilshed by Harcourt. Essential lessons within these CRP manuals written for grade one, three, and five were used for the study sample.

This study did not use outside funding from any source. The CRPs sampled were found in schools, district offices, and depositories. Electronic files of the lessons were made and the manuals were returned. The researcher, Angela R. Child, volunteered her time and resources for the study to fulfill the requirements of a Doctor of Philosophy in Education degree.

ACKNOWLEDGMENTS

The completion of this dissertation has been one of the most difficult things I have done, or may ever do. Without the support and effort of others, this task would not have been one I alone was capable of completing. To those who have helped me through this process, I dedicate the finished document.

I am ever grateful to the faculty and staff at Dixie State College who lessened my load as I began a premature faculty position with them. Without that release of my time, I could not have completed this.

To the professors on my committee, I say a heartfelt thank you. Dr. Sylvia Read and Dr. Timothy Slocum for the encouragement and thoughtful reflection you provided to my study that helped it become better than it would have been without your input. Dr. Cindy Jones and Dr. Sarah Clark I cannot say enough to give the appreciation I feel towards you. You both provided acceptance and mentorship to me through the work you did on my committee as well as the personal relationships you have offered me. I look up to you both and thank you for your friendship and guidance.

I am most thankful to Dr. D. Ray Reutzel for the hours and hours he has spent with me through this entire degree. This has been a long process for him as he has taken me under his wing as his research assistant and as the chair to my committee. I have been so blessed to work side by side with such a distinguished and knowledgeable man. Thank you for sharing your wisdom, providing me with the prodding I needed at times, and the countless revisions this document has gone through. I can never repay what you have helped me to accomplish.

Lastly, I thank my family. My husband, Steve, who has had to be both a mother and a father so many times over the past 6 years and my children Lindsey, Tyson, and Madison, who have sacrificed much for me to achieve this accomplishment. I would not have had the strength to finish what I had started if it had not been for their support and love. All of the sacrifices they have made for me do not go unknown. They are each appreciated and humbly accepted as acts of love.

I hope you have all gained from this process as much as I have. It has been a privilege and a defining process for me as a mother, wife, and educator and I thank you all for supporting, helping, and guiding me through. To you all, I dedicate this dissertation. Thank you.

Angela R. Child

CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER I

INTRODUCTION

Reading is a fundamental life skill for an individual living in this information age. The National Institute for Literacy (NIFL) defined reading as "…the most basic of skills. Reading provides access to other skills and knowledge, facilitates life-long learning, and opens doors to opportunity" (NIFL, 2005 p. viii). Consequently, the executive summary of the National Research Council's 1998 report, *Preventing Reading Difficulties in Young Children,* narrows the importance of reading. It stated, "Reading is essential to success in our society. The ability to read is highly valued and important for social and economic advancement" (p. 1). The International Reading Association (IRA; 2008-2009) presented a policy statement to the newly elected President Barack Obama. In that statement, members of the organization reiterated once again the importance of reading as follows: "The International Reading Association continues to promote the critical importance of effective literacy education as a key to keeping the nation productive and competitive in today's rapidly changing global economy" (p. 1). Reutzel and Cooter (2008) summarized the importance of learning to read with this simple yet insightful statement, "The ability to read is a key factor in living a healthy, happy, and productive life" (p. 4).

Providing evidence-based reading instruction is a significant predictor of students' future academic achievement (National Early Literacy Panel, 2008; National Reading Panel [NRP], 2000). The National Research Council (1998) asserted that beginning readers are to be taught essential components of reading in first through third grades in order to prevent future reading difficulties. Because of this, elementary schools

are primarily given the task of teaching children to read in our society. Boyer (1995) stated, "Learning to read is without question the top priority in elementary education" (p. 69). A national survey of elementary teachers showed that "94% of teachers held the goal of developing readers who were independent and motivated to choose, appreciate, and enjoy literature" (Baumann, Hoffman, Moon, & Duffy-Hester, 1998, p. 641). In order for students to become independent readers, much time and instruction needs to be provided by competent and knowledgeable teachers in the early years of schooling. Another study (Baumann, Hoffman, Duffy-Hester, & Ro, 2000) found that elementary teachers spent a daily average of 2 hours and 23 minutes on reading and language arts instruction. This included "55 minutes daily for teacher-directed reading skill or strategy instruction" (p. 350). Clearly, reading instruction is a high priority based on the findings of these studies, but questions are still unanswered about the type of instruction that teachers are providing and the methods they are using, as well as whether or not it is effective for increasing student achievement.

Researchers have documented several essential components of reading instruction. In 2000, the National Institute of Child Health and Human Development (NICHHD) funded the most extensive meta-analysis of reading research in the United States ever undertaken. The findings were published in the document *Teaching children to read*. This meta-analysis included only those studies with "common procedures, grounded in scientific principles" (NRP, 2000, p. 1-5). This meta-analysis had two objectives. The first objective was to determine the essential components of teaching young students to read. These essential components of reading instruction were based

upon converging, replicable and scientific research evidence that warranted the

recommendation of these components for classroom implementation and included

phonemic awareness, phonics, fluency, vocabulary, and comprehension. Second, the

Panel sought to describe how these essential components of reading instruction could be

taught effectively. Table 1 shows the breakdown of each essential component of reading

instruction recommended by the NRP (2000), the number of studies found, the number of

studies included in the analysis, and a summary of instructional findings.

Table 1

Summary of Findings from the National Reading Panel Report (2000)

Reading instruction component	No. of studies found	No. of studies included in meta-analysis	Summary of instructional findings
Phonemic awareness	1,962	52	Phonemic awareness is most effective when instruction is explicitly focused on one or two manipulations. Small groups are best. Skills to be taught include letter names and sounds, blending, and segmenting. (pp. 2-6)
Phonics	75	38	Systematic phonics instruction involves explicitly teaching students a pre-specified set of letter-sound relations and having students read text that provides practice using these relations to decode words. (pp. 2-92)
Fluency	1,260	77	Oral reading practice and feedback or guidance is most likely to influence measures that assess word knowledge, reading speed, and oral accuracy. (pp. 3-18)
Vocabulary	300-400	47	There is a need for direct instruction of vocabulary items required for a specific text, repetition and multiple exposure to vocabulary is important, learning rich contexts is valuable for vocabulary learning such as content learning. (p. 4)
Comprehension	300-400	203	Explicit or formal instruction of comprehension strategies is believed to lead to improvement [in reading comprehension]. Instruction in comprehension strategies is carried out by a classroom teacher who demonstrates, models, or guides the reader in their acquisition and use. (pp. 4-5)

It is now accepted as evidence-based practice that elementary teachers engage in the teaching of these essentials of early reading instruction to prevent reading failure in young children. This answers the question of what teachers should be teaching. The succeeding discussion will be focused in providing evidences and contentions as to how reading should be taught to children.

As noted above (see Table 1), the NRP (2000) recommended five essential reading instruction components. The NRP articulated what needs to be taught when teaching reading to children. A pattern was found throughout their summary pointing to the concept of explicit instruction as an effective model of instruction when teaching the essential components of reading. Torgesen (2004) described explicit literacy instruction as "instruction that does not leave anything to chance and does not make assumptions about skills and knowledge that children will acquire on their own" (p. 363). Among the varied models of effective reading instruction, explicit instruction models are one of the most powerful (Fielding, Kerr, & Rosier, 2007). Explicit instruction is considered as the best among existing instruction tools available to educators (Archer & Hughes, 2011).

Many researchers have found explicit instruction elements to give struggling students an academic advantage when learning to read (Chall, 2002; Coyne et al., 2009; Duffy et al., 1986; Pearson & Dole, 1987; Stevens, Van Meter, Garner, & Warcholak, 2008; Torgesen, 2004). Instructional elements of explicit instruction include: (a) stating clear and concise objectives, (b) activating or building students' prior knowledge, (c) demonstrating cognitive strategies through teacher think alouds, (d) direct explanation of often hidden learning process, (e) discussion and interaction around text, (f) modeling of

cognitive strategies, (g) scaffolding students' acquisition of skills, concepts, and strategies, (h) providing students guided practice with a gradual release of responsibility, (i) application of concepts, skills, and strategies in reading, (j) specific feedback about performance in reading, and (k) monitoring of student engagement and progress. Using these elements of explicit instruction when teaching reading have been shown to have positive influence on student growth and learning (Dewitz, Jones, & Leahy, 2009; Purcell-Gates, Duke, & Martineau, 2007; Rupley, Blair, & Nichols, 2009; Taylor, Mraz, Nichols, Rickelman, & Wood, 2009; Wilson, 2008).

The essential components of reading instruction that should be taught to children have been specified by the NRP. The NRP and other researchers have also recommended using explicit instruction as particularly effective for teaching these essential components. Nationally published core reading programs (CRPs) are among the most frequently used instructional resources in schools for providing literacy instruction. Many schools generally purchase or design a school-wide, CRP for providing literacy instruction for teachers to use when teaching the essential components of reading (Taylor, Pearson, Clark, & Walpole, 2000).

Background of the Problem

Throughout the history of education, teachers have relied upon what was called basal readers or what are more recently called CRPs, to dictate the content and structure of reading instruction (Venezky, 1987). CRPs are used for teaching reading in 73.2% of schools recently surveyed (Dewitz et al., 2009). Brenner and Hiebert (2010) claimed that

the use of CRPs, particularly in the primary grades, has increased in recent years due to the No Child Left Behind (NCLB) Act. Federal mandates in education have required that states provide students with evidence-based or scientific reading instruction (Allington, 2002). Because of this mandate, many states have become textbook adoption states, blanketing their school districts with CRPs as the source of evidence-based and scientific reading instruction provided to students (Allington, 2006).

Publishers of CRPs often claim that their programs use scientifically based reading instructional practices in order to meet the mandates of NCLB and Reading First (NRP, 2000). Descriptions such as *research-based instruction*, *evidence-based*, *comprehensive instruction*, *systematic and explicit scaffolding*, *results that prove our instruction works*, and *rigorous independent research results* found within the CRPs reflects a claim or warrant that CRPs are research based, and use proven pedagogies and methodologies.

Reading First, the reading improvement portion of NCLB, provides guidance to schools' regarding the use of instructional time spent teaching reading. Reading First schools are required to spend 90 minutes of daily instructional time on reading instruction, and this instruction is to be grounded in a scientifically-based reading research program which includes the essential components of reading instruction in kindergarten through third grade (U.S. Department of Education, 2002). This mandate has led to more prevalent use of CRPs, specifically in Reading First schools and districts. In one Reading First state, the guidelines given to Maryland schools specifically directs to use CRPs with "fidelity to the directions and guidelines specified in the Teachers'

Editions" (Brenner & Hiebert, 2010). This strict coherence to CRP manual lessons without the knowledge of whether or not these manual lessons are of high instructional quality is concerning. Claims made by CRP publishers and classroom observation studies have prompted several past and recent investigations into the design and content of CRPs.

Several researchers have investigated the pedagogical features provided in CRP teachers' edition lessons over the past few decades. Durkin (1981) conducted a content analysis of CRP's teachers' editions suggestions for comprehension instruction. Her conclusion was that CRP teachers' manuals offered application and practice exercises, but failed to provide sufficient direct, explicit instructional recommendation for teaching reading comprehension. Duffy, Roehler, and Putnam (1987) found that the teacher manual lessons included the content and skills necessary for teaching reading without the rationale for teachers to make instructional decisions. More recently, McGill-Franzen, Zmach, Solic, and Zeig (2006) found that two CRP teachers' editions gave teachers little support for remediating struggling readers, were difficult to navigate, and offered little guidance or support during lesson delivery. Most recently, Dewitz and colleagues (2009) found that teachers' editions in CRPs do not include sufficient practice for students to learn to apply comprehension strategies. Instead, comprehension strategy lessons tended to move abruptly from teacher explanation to assessment. These findings demonstrate that past and contemporary CRPs continue to lack elements of an explicit instruction model that can ensure students will learn to read and comprehend text well.

Brenner and Hiebert (2010) have conducted the most recent analysis of CRPs. They focused only on the volume of reading available to students through practice

opportunities recommended in the teacher's manual lessons. They found that following the recommendations within the manual lessons would provide students, at best, 24.4 minutes of reading practice daily. This lack of reading practice included in the CRP recommendations adds to the list of insufficient instructional supports offered to teachers in the manual lessons. Brenner and Hiebert (2010) stated, "We know of no studies that validate the entirety of any particular CRP, even at an individual grade level" (p. 351).

Table 2 lists previous investigations into CRP lessons found in teachers' editions over the past 30 years. Past studies of CRPs teachers' editions have generally focused on a single component of instruction such as comprehension, fluency, reading selections, changes between editions, and so forth.

Although McGill-Franzen and colleagues (2006) reported all types of instruction

Table 2

CRP Content Analyses Conducted in the Past 30 Years

Date published	Author(s)	Grade(s) included	Focus of the analysis
1981	Durkin	K-6th	Comprehension instruction
1987	Reutzel & Daines	1st-6th	Cohesion and coherence across all reading elements
1991	Meyer, Crummey, & Boyer	1st	Differences between old and new editions
1993	Miller & Blumenfeld	1st-5th	Comprehension Skills (specifically main idea and cause-effect)
1994	Hoffman et al.	1st	Differences between old and new editions
1999	Stein, Johnson, & Gutlohn	1st	Phonics instruction
2006	McGill-Franzen et al.	3rd	All instruction types were coded. Findings focus primarily on comprehension and fluency
2009	Dewitz et al.	3rd-5th	Comprehension instruction
2010	Brenner & Hiebert	3rd	Reading opportunities and practice

in their study, they focus their findings on comprehension instruction and how the current programs compared to the findings of Durkin (1981). Dewitz and colleagues (2009) focused on examining only the quality and quantity of comprehension instruction. These studies revealed that the instruction provided in the 2003-2005 teachers' editions did not include elements of explicit instruction in relation to the teaching of fluency and comprehension. Instead, studies of CRP teachers' editions have found that instructional suggestions are general rather than specific, provided too little teacher guided practice, little or no scaffolding or relating, failure to relate new material to previously taught material, and few suggestions for differentiating instruction according to students' needs. None of the past studies of CRP teachers' editions have analyzed the lessons provided for explicitness of instruction across all five of the essential components of reading instruction recommended by the NRP (2000). Thus, the current study will elaborate and expand upon the findings of past analyses of CRP teachers' edition lessons by focusing specifically upon the elements of explicit instruction found in CRP teachers' edition lessons on phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Problem Statement

As long as teachers have been teaching children to read, they have used reading materials to assist them with their instruction (Venezky, 1987). Teachers have been provided, through research, the essential reading components that children need to be taught early in school to ensure most children succeed in reading (NRP, 2000). Extensive research has also aided teachers in knowing effective instructional methods to use when

teaching children to read (Blair, Rupley, & Nichols, 2007; Chall, 2002; Duke & Pearson, 2002; Stevens et al., 2008). Elements of explicit instruction are often found among the most effective instructional models (Archer & Hughes, 2011; Fielding et al., 2007; NRP, 2000). Explicit instruction has been recommended as an effective way to provide reading instruction for many years. Stevens and colleagues (2008) stated that "previous research has well documented the efficacy of explicit instruction for promoting student achievement in literacy instruction, particularly for disadvantaged and low achieving students" (p. 367). Rosenshine and Stevens (1984) summarized the research on teacher effects and compiled a list of procedures effective teachers used. This list included explicit instruction. Chall (2002) described the reading research conducted by Adams and Engleman on direct instruction, "They found that children who were taught with direct instruction did significantly better academically than those who were taught by any other means" (p. 81). Pearson and Dole (1987) found explicit instruction to be more effective than less explicit instruction. Stevens and colleagues (2008) stated, "Previous research has well documented the efficacy of explicit instruction for promoting student achievement in literacy instruction" (p. 367).

Although current practices should include elements of explicit instruction, it is unclear whether CRP manual lessons recommend that teachers provide explicit instruction to their students when teaching reading in the early grades. In that research has established the essential components of reading and effective methods to be used in reading instruction in order to positively affect reading success, there is a need to describe the instructional methods recommended to teachers in all the essential reading

elements within current CPR lessons.

Purpose Statement

The purpose of this study is to conduct a content analysis of the explicit instruction elements provided in CRP teachers' edition lessons across the five NRP (2000) essentials of reading in the five most widely marketed and sold current CRPs in the U.S. (2005-2010 copyright). These instruction elements are MacMillan-McGraw-Hill *Treasures,* Houghton Mifflin *Reading,* Scott Foresman *Reading Street,* SRA *Imagine It,* Harcourt, *Storytown* (Dewitz et al., 2010). It expands and updates the recent content analyses of Dewitz, and colleagues and McGill-Franzen and colleagues (2006) by analyzing CRP manual lessons grades one, three, and five that focus on all five of the essential components of reading instruction as reported in the NRP (2000), specifically: (a) phonemic awareness, (b) phonics, (c) fluency, (d) vocabulary, and (e) comprehension.

Research Questions

This study south to answer this guiding question, "What elements of explicit instruction are included in the five most widely published CRP teachers' edition lessons across the five essential components of reading instruction?"

This over-arching question was answered through a subset of more focused questions.

1. Which of the seven elements of explicit instruction are present in CRP lessons across the five essential components of reading instruction?

2. Which of the seven elements of explicit instruction are most commonly recommended in CRP Teachers' Edition lesson, if any?

3. Which elements of explicit instruction are least recommended in CRP Teachers' Edition lessons?

In order to capture the majority of nuances affecting explicit instruction recommendations in CRP reading lessons, it will be necessary to divide them into smaller units of analysis called instructional moves. An instructional move is defined as any time the teacher is directed in the teachers' edition lesson to engage in teaching a separate or new task, action, process, or content. The instructional moves in this study are operationally defined as shown in Chapter III (Table 4). Examining instructional moves will help to answer other research questions such as: (a) Is specific teacher language provided in the teachers' editions for direct explanation? (b) Is teacher modeling and thinking aloud of the reading skills, strategies, or concepts recommended and suggestions for how to provide modeling and thinking aloud provided in the teachers' editions? (c) How many opportunities for guided practice of the skills, strategies, or concepts being taught and of what types are recommended in the teachers' editions? (d) Are opportunities suggested in teachers' editions for the students to independently apply the skills, strategies, or concepts in different contexts provided? (e) Are teacher language examples for appropriate and specific verbal feedback and support of the skill, strategy, or concept suggested in teachers' editions? (f) Are teachers directed in their CRP teachers' editions to ask questions, point out or discuss ideas, or have the students discuss ideas? (g) Are formal (written) or informal (verbal or observational) monitoring

opportunities of the skills, strategies, or concepts provided?

Definition of Terms

Comprehension - is the "essence" of reading. It is the intentional thinking during which meaning is constructed through interactions between text and reader (Durkin, 1981). The instruction of comprehension is teaching students to use a specific cognitive strategy or to reason strategically when they encounter barriers to comprehension in reading (NRP, 2000). This includes: strategy instruction (making connections, inferencing, monitor-clarify, predicting, summarizing, question generation, visualization-imagery, evaluating), using story structure, using text structure (cause/effect, compare/ contrast, sequence, problem/solution, description), before, during and after reading instruction, use of graphic organizers and comprehension skills (author's purpose, classify and organize, context clues, main idea-detail, following directions, fact-opinion, locating information, reality-fantasy).

Explicit instruction – is teacher-guided instruction delivered in an effective and efficient manner (Carnine, Silbert, Kame'enui, & Tarver, 2010) that leaves little room for students to wonder what, how or why they are being taught (Pearson & Dole, 1987).

Direct explanation - is teacher-directed presentation of new information. It would include a statement of a clear objective, definitions for unfamiliar terms, and the how, why, when, and what of the new information to be taught.

Discussion - includes teachers asking questions to guide conversation, eliciting responses, encouraging students to elaborate upon responses, and providing opportunities

for students to speak with peers in small groups or individually.

Feedback - occurs when a teacher provides correction of mistakes or praise for correct use of new strategies, skills, and concepts taught to students during guided practice. Feedback can also be provided to students by other students and adults who work in the classroom.

Fluency - is the ability to read text with rate, accuracy, and proper expression or prosody (NRP, 2000). The instruction and practice of fluency includes repeated oral reading, neurological impress, radio reading, paired reading, and others.

Guided practice - is the portion, or portions, of the lesson where the teacher provides practice opportunities for the students to apply a newly taught strategy, skill or concept with teacher supports still in place. Guided practice also includes the gradual release of responsibility from the teacher to the students. This feature includes teacher-directed guided practice, buddy or partner practice, and whole-group practice with teacher scaffolding provided.

Independent practice - occurs when students are asked to independently apply their newly acquired strategies, skills, or knowledge in novel contexts or situations.

Modeling - occurs when a teacher demonstrates for students how to use a strategy, skill or concept while thinking-aloud and showing the mental processes being used.

Monitoring - is ongoing supervision of student activity. Monitoring can involve teachers in a variety of behaviors including but not limited to; conferencing to assessing student comprehension, checking completion of assignments, or asking assessment questions.

Phonemic awareness - is the ability to focus on and manipulate phonemes in spoken words (NRP, 2000). The instruction of phonemic awareness includes phoneme isolation, identity, categorization, blending, segmenting, and deletion.

Phonics - consists of the knowledge of the letter-sound correspondences and spelling patterns and the ability to apply this knowledge to reading text (NRP, 2000). Phonics instruction stresses the acquisition of letter-sound correspondences, blending strategies, sight word reading, decodable word and text reading.

Vocabulary - refers to the direct teaching of word meanings, morphemes, and affixes as well as word learning strategies. Vocabulary instruction includes the teaching of new word attributes and meanings, repeated exposure to these words, connecting new words to existing knowledge, and the use of new words in rich and varied contexts (NRP, 2000).

Limitations and Delimitations

Each page of the CRP teachers' editions lessons sampled will be examined for the essential components of evidence-based reading instruction (phonemic awareness, phonics, fluency, vocabulary, and comprehension). Because of constraints upon the researcher's time and resources, not all reading lessons were included in the analysis and reporting for this study. CRP manual lessons for teaching other components of the English language arts such as writing, spelling, oral language, grammar, study skills, and listening skills were counted but not reviewed. Modifications referenced in lessons for special populations such as English language learners (ELL), below level, or advanced

level instructions were also excluded from this analysis. Additional materials outside of

the CRP teachers' editions, including workbooks or worksheets, were also excluded from

the analyses.

Significance of the Study

Because CRPs are the most frequently accessed instructional materials for

providing reading instruction (Allington, 2002; Brenner & Hiebert, 2010; Venezky,

1987) the quality of the instruction provided within the manual lessons will likely impact

the trajectory of students' reading growth and the quality of teachers' reading instruction.

Explicit instruction has been found to be one of the most effective forms of reading

instruction as documented in the NRP (2000) report and other subsequent syntheses of

research findings on reading instruction (National Early Literacy Panel, 2008). No

research has investigated the amount or quality of explicit instruction found in currently

available CRPs used in schools and classrooms. Dewitz and colleagues (2009) recently

asserted that the quality and quantity of comprehension instruction on CRPs used had not

been examined. They stated, "No other studies have examined the instructional models in

CRPs or specifically looked to see whether they follow a release-of-responsibility model"

(p. 105). Coyne and colleagues (2009) examined explicit reading comprehension

instruction and concluded that "the explicitness with which teachers teach comprehension

strategies makes a difference in learner outcomes, especially for low achieving students"

(p. 226). Torgesen's 1999 study found similar positive effects for explicit instruction

stating that "the most phonemically explicit method produced the strongest growth in

word reading ability" (Torgesen, 2004, p. 362). These findings all give rise to the need to examine current CRP reading lessons based for the quality and quantity of explicit reading instruction provided in lessons on evidence-based reading instruction essentials.

This study will provide educators with information about the quantity of explicit instruction found in their CRPs to help guide their decision making when evaluating CRPs for adoption. Teachers will be able to review the findings for their CRP to inform the supplements needed to augment the explicitness of lessons. Authors, publishers, and editors too will gain information about how their program compares to other highly published programs in terms of providing explicit instruction lessons on the essential components of reading instruction. If the publishers of CRPs make adjustments where needed in future CRPs because of this study, educators will be provided with improved instructional resources, which will in turn help them to provide students with more effective reading instruction in classrooms.

CHAPTER II

REVIEW OF THE LITERATURE

The purpose of this study is to conduct a content analysis of the explicit instruction elements provided in CRP teachers' edition lessons across the five NRP (2000) essentials of reading in the five most widely marketed and sold currently available CRPs in the U.S. The review of literature is organized into two major sections. The first section of this review focuses on the literature related to the descriptions, characteristics, and previous research regarding the efficacy of explicit instruction generally and in literacy specifically. The second section reviews the literature related to content analysis research focused upon the prevalence of use, content and organization of core (basal) reading programs. Taken together, these two areas of review form the theoretical and research foundation for the conduct of the present study.

To begin the literature review process, the researcher developed a listing of search terms. The first list of terms focused upon an explicit instruction, and the second upon searching for previous content analyses of core (basal) reading program. General terms used to conduct the search for explicit instruction were *explicit* and *instruction*. General terms used to conduct the search for content analyses of CRPs were: *basal (core) reading programs* and *analysis of reading materials*.

Descriptions, Characteristics, and Previous Research on

Explicit Instruction

Initially, the literature review was conducted to provide a historical and

theoretical background for sufficiently defining and characterizing explicit instruction

and to look into the effectiveness of various applications of explicit instruction. The

following bibliographic databases were searched with the terms *explicit* and *instruction*:

ERIC, JSTOR, and PsychINFO. All age groups and content areas of education were

included in this initial bibliographic search of the literature. The search was limited to full

text articles published within the last 30 years (1981-2011). Once articles on explicit

instruction were collected, they were reviewed for findings and sorted into four major

categories; definitional and historical information, content areas other than reading,

diverse learners and elementary reading. The search resulted in locating articles in the

following journals: *The Elementary School Journal, Learning Disability Quarterly, The*

Reading Teacher, The Journal of Correctional Education, Learning Disabilities

Research & Practice, Reading Research Quarterly, Review of Educational Research,

Educational Leadership, and *Theory into Practice.*

A Brief Historical Perspective of
Explicit Instruction

Much research was conducted from 1973-1983 linking teacher actions and student

achievement (Archer & Hughes, 2011). From this research, referred to as process-product

research (Brophy, 1986; Dole, Duffy, Roehler, & Pearson, 1991; Rosenshine, 2001), we

began to see instructional models formulated and tested for their effectiveness (Anderson,

Evertson, & Brophy, 1979; Brophy & Good, 1986; Rosenshine & Stevens, 1984). This

new vein of research was called direct instruction research "because the results indicated

that effective teachers present curricular goals in direct rather than indirect ways" (Dole

et al., 1991, p. 250). Carnine and colleagues (2010) defined direct instruction as instruction that "involves an ongoing effort to teach essential reading skills in a highly effective and efficient manner" (p. 6). Finding this effective and efficient manner became the next phase of research that explicit instruction is built upon. It is from this theoretical foundation of research on effective and efficient instruction that the current study is built.

In 1986, there was a study conducted that linked one aspect of explicit instruction (explicit verbal explanation) to student awareness and achievement (Duffy et al., 1986). These findings indicated that "with training, teachers can become more explicit in explaining how to use reading skills as strategies, and that explicit explanations result in greater student awareness of what was learned, when it would be used, and how to use it" (p. 247).

In 1992, another exploration of explicit instruction elements, scaffolds, used during cognitive strategy instruction was conducted (Rosenshine & Meister, 1992). This article defined scaffolds as "forms of support provided by the teacher to help students bridge the gap between their current abilities and the intended goal" (p. 26). The scaffolds used in the instructional model were: (a) present the new cognitive strategy with modeling and think-aloud, (b) adapt difficulty during guided practice, (c) provide varying contexts for student practice, (d) provide feedback, (e) increase student responsibility, and (f) provide independent practice. These explicit instructional elements were used to improve the higher-level thinking operations of students in all subject areas.

Combinations of elements of explicit instruction were also tested for their effectiveness. When Pearson and Dole (1987) discussed effective comprehension

instruction, they included in their explicit instructional model: (a) modeling, (b) guided practice, (c) consolidation (teachers helping students see the *what, how, and why* of the skill or strategy being taught), (d) independent practice, and (e) application. They concluded "We have compelling evidence that the kind of comprehension instruction discussed here works and is better than the traditional basal program paradigms of mentioning, practicing, and assessing" (p. 159).

In 1999 Morrow, Tracey, Woo, and Pressley studied the performance of six exemplary first grade teachers in order to "capture as many dimensions" of expert teaching as possible. Through observation and interview data, they found the exemplary teaching to be "explicit, direct, and systematic" (p. 474). More recently, Foorman and Torgesen (2001) reported that reading failure is dramatically reduced when explicit instruction is provided and that initial instruction needs to be more explicit and comprehensive, followed by interventions that are intensive, explicit, repetitive, and supportive. These historical and current findings support the use of explicit instruction elements generally, as effective teaching practice. What follows is an investigation of how effective explicit instruction is when it is used in content areas.

Explicit Instruction in Content Areas

In mathematics, Kroesbergen, Van Luit, and Maas (2004) compared the effects of explicit (direct) instruction to constructivist (discovery) instruction and to a control group that employed explicit (direct) instruction with low-achieving students. Their results indicated that, "the performance of the students in the explicit instruction condition improved significantly more than that of the students in the constructivist condition" (p.

233). In their explicit instruction condition, the teacher first reviewed what was previously taught. The teacher then gave explicit instruction with new problems, telling how and when to use a new strategy for solving them. The teacher introduced the new strategy and problems with an explanation, examples, and modeling of how to solve new problems. Further discussion of how to solve the new problem was then followed by the students practicing solving problems in a small group with continued discussion among the students. In the constructivist instruction group, the teacher reviewed previous information, gave the topic of the new material and then facilitated a discussion that centered on the students' contributions. The control group received unaltered instruction. Motivation to learn math improved similarly in all three groups. The explicit instruction group showed better strategy use than the control students, and they made use of more diverse strategies for problem solving as evidenced in the result that the explicit instruction condition group scored higher on problem-solving tests than the control group and the constructivist group.

Another content area where explicit instruction was found to be effective was writing. One study focused on explicit instruction using strategies in writing (Harris, Graham, Mason, & Saddler, 2002). Another study investigated students with learning disabilities to determine whether they possessed the ability to learn complex writing strategies to pass the high school competency tests (Schumaker & Deshler, 2003). Harris and colleagues recommend a known writing strategy called self-regulated strategy development (SRSD), in which students are explicitly taught to use six composition strategies embedded in self-regulatory mechanisms. SRSD is used to improve the writing

composition of students with writing difficulties. This explicit SRSD writing instruction is provided in six stages: (a) develop and activate background knowledge, (b) discuss the strategy, (c) model the strategy, (d) memorize the strategy, (e) support the strategy, and (f) independence performance. The article reports that the struggling writers who were taught to use SRSD were able to "internalize and generalize their writing strategies effectively enough to perform an unfamiliar writing task successfully" (p. 110).

Schumaker and Deshler (2003) used explicit writing strategy instruction that scaffolded task difficulty and student responsibility. Instruction was provided using eight stages: (a) pretest, (b) describe, (c) model, (d) verbal practice, (e) controlled practice and feedback, (f) advanced practice and feedback, (f) posttest, and (h) generalization on five writing strategies: (a) sentence writing, (b) paragraph writing, (c) error monitoring, (d) inSPECT, and (e) theme writing. The study concluded that the explicit instruction of "writing strategies can produce positive improvements in the writing performance of students with learning disabilities and other students" (p. 140).

It was found that explicit instruction in science has positive effects on student learning. Wilson (2008) used explicit teacher think-alouds and modeling with scientific physical reactions. The students were given examples and models of scientific physical reactions prior to being asked to recreate the models, identify the factors causing the physical reactions, and demonstrate their understanding of the scientific process and concept. The explicit instructional design enhanced the content knowledge and the depth of understanding the students exhibited.

These examples of how explicit instruction has been found to be effective in

mathematics, writing, and science are useful for specifying and describing the elements of explicit instruction found in content areas other than reading instruction with elementary students. Other studies using explicit instruction have been conducted with a variety of struggling and diverse learners including secondary students (Mastropieri, Scruggs, & Graetz, 2003), incarcerated students (Houchins, Jolivette, Krezmien, & Baltodano, 2008), and ELL (Vaughn, Mathes, Linan-Thompson, & Francis, 2005). These studies of struggling and diverse learners were published in *Reading and Writing Quarterly, Reading Research Quarterly, Neuropsychological Rehabilitation, Journal of Education for Students Placed at Risk,* and *The Reading Teacher.*

Explicit Instruction with Diverse Learners

Mastropieri and colleagues (2003) conducted a meta-analysis of existing research on improving the reading comprehension of struggling secondary students with learning disabilities. A systematic search of research conducted between 1985 and 2005 yielded 15 studies. The results of the synthesis revealed an effect size (ES) of 0.94 for visually dependent reading comprehension and 1.18 for auditory-language dependent strategies. Two important findings emerged from the synthesis: (a) auditory/language dependent strategies have a greater impact on the reading comprehension skills of students with learning disabilities compared to visually dependent strategies and (b) questioning strategies involving self-instruction and paragraph restatements along with text-structure-based strategies yield the most significant outcomes.

Houchins and colleagues (2008) provided one hour of sustained explicit reading

instruction in word study, fluency, and comprehension three times a week for 12 weeks with 24 incarcerated participants. They used three proven programs for each of the three areas of instruction; Corrective Reading Decoding Program, Read Naturally, and Monitoring Basic Skills, respectively. The findings indicated that, "explicit, intensive, and highly structured reading instruction can increase the reading performance of incarcerated youth in a relatively short period of time" (p. 80).

Vaughn and colleagues (2005) reported on the critical elements of a reading intervention used with ELL. Their report of explicit intervention elements included "teachers used repetitive language and routines, all new information was modeled, rather than just explained, and children were provided many opportunities to dialogue with the teacher as well as practice every skill" (p. 66). These explicit routines, along with scaffolded instruction, guided practice and a carefully planned scope and sequence were critical elements for effectively teaching reading to ELL students.

Explicit instruction has been found to be effective in many areas and with learners who have differing needs. Explicit instruction has shown positive improvements in student learning and achievement. Through research, individual elements of explicit instruction and different combinations of the elements have emerged as effective ways to "increase the likelihood that student inferences about instructional information will match teachers' intentions" (Dole et al., 1991, p. 252). These elements of explicit instruction have also been used and found to be effective when teaching reading to elementary aged students in the past 10 years.

Explicit Instruction in Elementary Reading

To further describe the effective elements of explicit instruction most frequently

recommended, described or defined for teaching young children to read, the general key

terms *explicit* and *instruction* were used to search for articles, reports, and books related

to descriptions and definitions of explicit instruction generally. A next step in the search

was to limit the search to explicit instruction in reading instruction with elementary-aged

children only (ages 6-12). This more limited search was conducted using the following

bibliographic databases: ERIC, Academic Search Premier, EBSCO Host, PsychINFO and

Education Full Text.

After this more limited search was complete, a deeper review of the

bibliographical entries found in each article was completed. This review of

bibliographical entries produced titles of additional articles that were added to the

collection. Finally, the entire collection of articles obtained from the previous searches on

explicit reading instruction was reviewed using the following inclusion criteria:

1. Studies were peer reviewed.

2. Studies took place in the United States.

3. The articles were published between 2000 and 2010.

4. The article included one or more element of explicit instruction.

5. The article described specific characteristics of explicit instruction elements.

This focused review process eliminated articles mentioning the term *explicit* and

instruction with no connection to reading instruction or pedagogy. The majority of the

articles excluded from the review did not meet the fifth inclusion criterion of having a

clear description of the characteristics of explicit instruction elements. Many articles mentioned elements of explicit instruction, but gave no further explanation. Articles on explicit elementary reading instruction included in the focused review on explicit reading instruction with elementary aged students were published in the following journals: *Reading and Writing Quarterly, Reading Research Quarterly, Neuropsychological Rehabilitation, Journal of Education for Students Placed at Risk, The Reading Teacher, Journal of Adolescent & Adult Literacy, Journal of Behavioral Education, Learning Disabilities Research & Practice, The Elementary School Journal, Educational Leadership, Learning Disability Quarterly, Theory into Practice, Scientific Studies of Reading, The Journal of Educational Research, High School Journal,* and *Preventing School Failure.*

These more focused search results were used to generate more specific descriptions, definitions, and recommendations associated with specific elements of explicit instruction. This final literature review produced a collection of 40 articles and book chapters that fit all of the review inclusion criteria. Taken together, these articles contained descriptions, definitions, and recommendations of 24 elements of explicit instruction. These 24 elements were compiled into a spreadsheet and crosschecked with each of the 40 articles. A frequency count of each element was completed for the descriptions, definitions, or recommendations associated with elements of explicit instruction. Table 3 shows each explicit instruction element, the frequency count and the percentage of the 40 articles in which each element was described, defined, or recommended.

Table 3

Frequency Table for Literature Review of Explicit Instructional Features

Explicit instruction element	Frequency	Percent
Modeling	28	70
Independent practice	22	55
Direct explanation	21	52.5
Guided practice	18	45
Feedback	12	30
Monitoring performance	12	30
Discussion	10	25
Active instruction	9	22.5
Engagement	8	20
Clear objectives	7	17.5
Focus on big ideas	7	17.5
Activate prior knowledge	6	15
Review	6	15
Material selection	5	12.5
Reflection	5	12.5
Task is broken down into component parts	3	7.5
Self-regulation	3	7.5
Expectations	3	7.5
Scripted lessons	2	5
Error correction	2	5
Memorize the strategy	1	2.5
Spacing and timing	1	2.5
Graphic organizers	1	2.5
Mastery is reached	1	2.5

The elements of explicit instruction that were mentioned in at least 25% (10) or more of the articles were included in the model of explicit instruction used for this content analysis of CRP lessons. The seven elements of explicit instruction mentioned in at least 25% or more of the articles were: (a) direct explanation, (b) modeling, (c) guided practice, (d) independent practice, (e) feedback, (f) discussion, and (g) monitoring.

Direct Explanation

Twenty-one articles (52.5%) included direct explanation as a critical element of explicit instruction. Direct explanation is the teacher-directed portion of the lesson where the teacher presents new material in overt and concrete ways (Stevens et al., 2008). It includes a clear explanation with concise and consistent language (Coyne et al., 2009). The what, how, why, and when of the strategy, skill or concept to be learned are provided by the teacher in clear and understandable language (Clark & Graves, 2004; Duke & Pearson 2002; Kamil, 2004; Reutzel, 2007). Direct explanation can also include step-by-step details of a process or definitions of new terms (Blair et al., 2007). Dewitz and colleagues (2009) defined direct explanation as related to literacy instruction; "the teacher has to make explicit statements about the strategy, what critical attributes of the strategy must be employed and the text cues that can guide the reader in using the strategy, and why and when during reading the strategy should be used" (p. 104).

When direct explanation is included as part of a lesson, students become more aware of what a strategy is, how, when and why to use it. Students learn the rules and procedures behind the strategy and also develop a rationale for its independent application (Vacca, 2002). Using direct explanation has positively affected student learning in reading and literacy (Palmer, Shackelford, Miller, & Leclere, 2006; Simpson & Nist, 2000). Simpson and Nist (2000) found that students' metacognitive abilities increased over time when direct explanation was used.

Modeling

The literature search produced 28 articles (70%) that described modeling as one

of the critical elements of explicit instruction. Modeling is described as teachers

demonstrating for the students how to use a particular strategy, skill or concept as a part

of their learning (Rasinski, Homan, & Biggs, 2009; Rupley et al., 2009; Simpson & Nist,

2000; Taylor, Pearson, Peterson, & Rodriguez, 2004). In 10 of these 28 articles, a think-

aloud was included in the modeling stage of the lessons (Blair et al., 2007; Coyne et al.,

2009; Dewitz et al., 2009; Duke & Pearson, 2002; Purcell-Gates et al., 2007; Reutzel,

2007; Rosenshine, 2001; Rupley et al., 2009; Strickland, 2002; Vacca, 2002). Modeling

with thinking aloud allows for the teacher to verbally share their own thinking process

with students and also provide a facilitation of discussion needed to stop at key points in

order to ask questions, provide prompts, or both (Vacca, 2002). Thinking aloud "provides

novice learners with a way to observe the 'expert thinking' that is usually hidden from

the student" (Rosenshine, 2001, p. 267). Dewitz and colleagues explained modeling with

thinking aloud as when the teacher makes the "covert overt." Reutzel and Cooter (2011)

added to this the description of modeling in the following: "In other words, talking aloud

about your mental processes when reading or writing helps to make the steps of the

reading and writing 'magic trick' obvious to children who do not understand these

processes through normal exposure to models of reading and writing" (p. 417).

When teachers include modeling as part of the instruction, students are able to

conceptualize reading skills and strategies and will be more able to apply them to their

own reading (Rupley et al., 2009). Modeling and think alouds give students a "toe-hold"

on how to do the thinking (Duffy, 2003).

Modeling is very difficult to do well and consequently Taylor, Pearson, Peterson,

and Rodriguez (2003) found in their study that modeling was observed in only 3%-5% of the lessons they coded. Their conclusion was that "even the modest inclusion of key elements, (such as modeling), were associated with substantial growth in student achievement. One can only wonder, if a little goes such a long way, what would happen with wholesale changes in these practices" (p. 19).

Guided Practice

Eighteen articles (45%) were found with guided practice as one of the critical elements of explicit instruction. Guided practice is often associated with terms such as scaffolding, teacher support, and gradual release of responsibility. For the purposes of this content analysis, these terms have been compressed into a single element of explicit instruction called, guided practice.

Guided practice begins with the release of responsibility from the teacher to the student in the use of new knowledge (Blair et al., 2007; Clark & Graves, 2004; Reutzel, 2007; Palmer et al., 2006; Vacca, 2002). Rupley and colleagues described guided practice as varying degrees of teacher-student interaction used during meaningful practice. During this gradual release, the amount of guidance is great at the beginning with explicit, teacher-directed instruction which then declines to little or no teacher direction (Pearson & Fielding, 1991). Stevens and colleagues (2008) defined guided practice as "guiding (students) in their initial use of new instruction" (p. 368). The teacher moves through highly teacher-directed instruction to student-guided practice, which is the primary means by which the teacher ensures that the students can apply the concepts or strategies being taught (Carnine, Jitendra, & Silbert, 1997; Dewitz et al., 2009). Rosenshine (2001)

addresses the use of guided practice as observed by effective teachers as follows:

> The most effective teachers-those teachers whose classes made the greatest gains-taught differently. First, as noted, the most effective teachers presented only some of the material at a time, that is, they taught in small steps. And after presenting a small amount of material, these teachers then guided student practice. This guidance often consisted of the teacher working a few problems at the board and discussing the steps out loud. This instruction served as a model for the students. This guidance also included asking students to come to the board, work problems, and discuss their procedures. Through this process the students at their seats would see additional models. (pp. 264-265)

In guided practice, there must be sufficient time and opportunities for practice provided to students so they can be successful (Baker, Gersten, & Lee, 2002; Simpson & Nist, 2000). Rosenshine (2001) explained, "When students are left on their own, without the guidance of someone who understands the new area, there is a danger that they will develop misconceptions" (p. 265). This is best prevented with the use of guided practice. Moving students through the guided practice of instruction helps to ensure student success as teachers provide opportunities for students to practice their literacy skills. Taylor and colleagues (2003) stated that "the more students are performing literacy activities themselves, as opposed to listening to or watching others performing literacy activities, the greater their active involvement in learning and hence the greater their opportunity for growth" (p. 7).

Guided practice has been observed in many studies linking teacher actions to improved student outcomes (Pressley et al., 2001; Rosenshine, 2001; Taylor et al., 2003). Invariably, the "effective teacher" included in their instructional model used guided practice with some form of scaffolding to achieve the increased student outcomes.

Independent Practice

The literature search produced 22 articles (55%) that included independent practice as one of the critical features of explicit instruction. This final stage of instruction comes when the teacher no longer supports student learning and allows for independent practice and application of the newly acquired skills, strategies, or concepts. Independent practice is the opportunity for students to have total responsibility over the practice, performance, and use of their newly acquired knowledge (Ehlhardt et al., 2008; Rupley et al., 2009; Taylor et al., 2003). This independent practice is completed through extension and generalized application of the learned abilities, skills, concepts and strategies (Stevens et al., 2008). Independent practice is often considered to be the end of the explicit lesson where students apply their newly learned knowledge without further external supports. Rosenshine (2001) suggested that "the most effective teachers made sure that independent practice took place *after* there had been sufficient guided practice, so that students were not practicing errors and misconceptions" (p. 265).

Beyond just providing another practice opportunity, teachers must be aware of the materials being used for independent practice. Allington and Baker (2007) described the importance of providing students with application activities that are within the students' ability to complete. Blair and colleagues (2007) discussed the importance of students being able to successfully apply new knowledge to their own learning; "Providing students with opportunities to apply their reading skills and strategies in meaningful content areas appears to be extremely important; however, teachers must be sure to use materials that students can handle." Not only does the selection of materials affect the

success of independent practice, but the method for practice also needs to engage the students. Rupley and colleagues (2009) considered independent practice to be part of academic engaged time. Independent practice is described as active and engaging application, where students are on-task and involved (Ehlhardt et al., 2008; Rupley et al., 2009; Taylor et al., 2003). When it comes to independent application of reading skills, the effectiveness with which a student can apply their skills and strategies affects all other learning that the student will do.

Feedback

Twelve articles (30%) in the literature review included feedback as an element of explicit instruction. Feedback is often described as a technique provided synonymously with the guided practice element but is considered a separate teacher move than the mode of instruction provided during guided practice. Teachers can provide verbal feedback to students regarding their correct use of skills, strategies, and concepts (Taylor et al., 2003) or teachers provide feedback as correction to mistakes being made (Pressley et al., 2001). Rosenshine (2001) summarized the different tasks of teachers during feedback, "Provide process feedback when answers are correct but hesitant, provide sustaining feedback, clues, or re-teaching when answers are incorrect, and re-teach material when necessary" (Table 1, p. 266). All are forms of feedback at varying levels of student need. Feedback is also viewed as being similar to coaching (Rasinski et al., 2009; Rupley et al., 2009; Taylor et al., 2003, 2004). Teachers must be available to students during student guided practice time in order to provide the coaching through corrective and positive feedback to students.

Feedback is associated with positive effects on student learning. Archer and Hughes (2011) determined that appropriate feedback is a powerful tool used to "close the gap between the student's current response and the desired response" (p. 175). Butler and Winne (1995) explained, "Students should receive specific instructor feedback on practice attempts because such process checks are critical to the development of active learners" (p. 523).

Discussion

Ten articles (25%) from the literature review included discussion as an element of explicit instruction. Discussion is described as asking questions (Gersten & Geva, 2003; Taylor, Peterson, Pearson, & Rodriguez, 2002), asking students to elaborate (Gersten & Geva, 2003), eliciting student responses (Gersten & Geva, 2003), and providing opportunities to speak with teacher, peers, and as a group (Blair et al., 2007; Gersten & Geva, 2003; Simpson & Nist, 2000; Taylor et al., 2002). Discussion is typically included during the guided practice portion of the lesson or directly following the direct explanation. When discussion is included in instruction, the teacher is often the facilitator of the discussion. Kamil (2004) explained this in a reading comprehension approach called transactional strategy instruction (TSI). "The TSI approach focuses more on the ability of teachers to facilitate discussions in which students (a) collaborate to form joint interpretations of text and (b) explicitly discuss the mental processes and cognitive strategies that are involved in comprehension" (p. 227). Discussion has been shown to benefit different types of instruction. Teachers have seen student outcomes improve with discussion in literacy instruction to improve composition, text comprehension and

problem solving (Harris et al, 2002; Kroesbergen et al., 2004; Vacca, 2002)

Monitoring

The literature review produced 12 articles (30%) that include monitoring as an element of explicit instruction. Monitoring is referred to as carefully attending to student response (Archer & Hughes, 2011), performance monitoring (Rosenshine, 2001), ongoing monitoring (Gersten & Geva, 2003), consistent monitoring (Pressley et al., 2001), and monitoring whether or not a strategy is working (Simpson & Nist, 2000). Monitoring can be thought of as assessments given to determine how students are responding to instruction. These monitoring assessments can be formal or informal. Blair and colleagues (2007) discussed different types of informal reading assessments used to monitor student growth such as student interviews, teacher observations, and viewing samples of students' work, or portfolios. Monitoring can also include formal assessments given to students to determine their level of understanding, to determine appropriate instructional practices, to evaluate student outcomes and select instructional strategies and tasks (Rupley et al., 2009). Monitoring either informally or formally is critical for teachers to be able to base instructional decisions upon and to determine areas where a student needs extra practice and support.

Monitoring is observed in classrooms of effective teachers. Pressley and colleagues (2001) found that "Excellent first-grade teaching requires well-informed teachers who routinely identify children's instructional needs and offer targeted lessons that foster development" (p. 49). Rupley and colleagues (2009) discussed this relationship between monitoring and instruction, "Instruction should always be adjusted

based on the use of progress monitoring to determine instruction appropriate to students' needs and engaged learning" (p. 133). Monitoring as an explicit instructional element can have profound impact on the effectiveness of instruction as well as inform feedback and instructional direction necessary to enhance student performance.

The previous seven explicit elements of instruction and their definitions and descriptions that are founded upon the literature will be the focus of the current analysis. The impact of these seven elements has been found to be effective upon student learning and therefore they should be found within the CRP recommendations. Content analysis will be the method used to determine the level of inclusion of these seven elements of explicit instruction within the manual lessons.

The purpose of the second section of the literature was to review the findings of content analyses related to the prevalence, use, content and organization of CRPs.

Content Analyses of Core Reading Programs

This portion of the literature review resulted in a description of the instructional recommendations found in CRP teachers' manuals. To add to rather than duplicate the research foundation, articles that had been used in any of the previous literature review for this study were excluded from this portion of the review. Full text articles published between 1980 and 2011 were sought. This review began with a search of the databases ERIC, Academic Search Premier, EBSCO Host, PsychINFO, and Education Full Text using the key terms "content analysis," which gleaned no results, so a search using the broader terms of "basal (core) programs" and "analysis of reading materials" was

completed and this broader search resulted in many articles. These articles were narrowed down by relevance to reading and elementary age studies. The abstracts were then read to determine if they would offer information regarding the use of content analysis to describe CRPs. Only studies that used content analysis techniques to describe instructional recommendations within CRPs reading materials were used in this review. Eight unique articles met all of the criteria and were not used in the previous literature review. The eight articles included in this literature review came from the following journals: *Reading Research Quarterly, Reading Psychology, The Elementary School Journal, Remedial and Special Education,* and a report from the National Reading Research Center. These eight articles provide information about the research base of CRPs instructional findings from content analysis.

Three of the eight studies focused on reading comprehension instruction exclusively. Durkin (1981) reviewed five different programs' comprehension lessons for kindergarten through sixth grade. She viewed every page of the manuals to identify and record instructional recommendations that matched the six comprehension definitions included in the study (application, practice, review of instruction, preparation, assessment, and study skills instruction). A second examiner checked all of the examples found by the first examiner to ensure that the instruction recommendations met the definitions and separately reviewed randomly selected pages of a manual to see if any instruction recommendations had been overlooked. From the lesson recommendation samples, they recorded with frequency counts of the instruction found for each of the six definitions (see Appendix D for definitions).

Findings based upon the frequency counts showed that "practice" was most dominantly found in all of the reading manuals. Practice was followed by either "review," "application," "assessment," or "preparation" as most commonly recommended. What was predominantly lacking in all reading manuals was assistance given to teachers to aide in the "instruction" of comprehension. Durkin also noted that the numbers of assessment questions within the lessons were not counted and so the findings represented a severely underestimated amount of questions that were included in the manual lessons. From this content analysis Durkin gives some stinging findings of the reading program lessons when she states, "one common characteristic is the tendency to offer numerous application and practice exercises instead of direct, explicit instruction" (p. 542).

Miller and Blumenfeld (1993) conducted the second of three studies that focused on comprehension instruction. This study reviewed two programs' manual lessons grades one through five for the inclusion of comprehension tasks related to main idea and cause-effect. The manual lessons that taught main idea or cause-effect were coded for "practice opportunities," "teacher guided practice," and "skill assessment," Frequency counts were recorded and analyzed. The findings of this study indicate that CRPs recommendations do not offer enough repeated exposures to new skills being taught nor do they review the new skills often enough over time. They also found that cognitive skills were not progressive in nature, moving from a lower level cognitive task and increasing to a higher-level cognitive task. Lastly they reported that the lessons "lacked the characteristics likely to foster the development of [main idea and cause-effect] expertise"

(p. 39). The characteristics they suggested for expertise in main idea and cause-effect are; opportunities for guided and independent practice, properly sequenced skills, inclusion of higher-level cognitive tasks, and matching what was modeled by the teacher with what the students were then asked to do.

Dewitz and colleagues (2009) conducted the most recent study of comprehension instruction recommendations. They reviewed the five most widely published CRPs in grades three, four, and five. The upper grades were chosen because of the additional focus on comprehension in those grades and was meant to analyze the most inclusive and explicit instruction available. Every lesson in each of the five CRPs was reviewed, page by page. The comprehension lessons were extracted from the manuals providing approximately 90 lessons per program for analysis. These lessons were then read and rated for (a) curriculum content, (b) the instructional model and (c) gradual release of instruction as seen through the following instructional moves: (a) skill mentioned, (b) skill plus explanation, (c) modeling, (d) information, (e) questions, (f) question plus modeling, (g) guided practice, (h) direct explanation, (i) independent practice, (j) discussion, and (k) a focus on thoroughness of instruction, seen through the spacing and timing of comprehension skill and strategy instruction, specifically the amount of time spent in initial instruction, opportunities for review, and the spacing between the exposures of the skill or strategy.

After thorough review of the lessons, the findings indicated that the comprehension instruction included in the more current CRPs comprehension curricula lacks "parsimony" in that skills or strategies that could be taught together are "dissected

into components" (Dewitz et al., 2009, p. 119), the programs often teach the same concept or process using two different names, and the programs are unclear and inconsistent with the distinction between skills and strategies. The comprehension instruction found within the CRP lessons was lacking in modeling and guided practice, explanations that were included were less explicit in providing conditional knowledge about "when and why a skill or strategy is important" (p. 120), and independent practice appeared to be limited. The release of responsibility model of instruction was not found with consistency in any of the programs reviewed. Many of the programs instructional models moved from direct explanation to questioning with little guided practice. Lastly, the spacing and timing of instruction was found to lack intensity suggested by research for the teaching of comprehension strategies. The programs "lack massed practice when skills and strategies are first introduced and lack distributed practice throughout the instructional units" (p. 121). Overall, the CRP lessons reviewed continued to lack many of the instructional recommendations made by Durkin in 1981 after her findings were released. The current study seeks not to understand the instruction of comprehension only, but to review the lessons for the instructional model elements recommended by the research on explicit instruction across all reading components. This study will add to the previous studies conducted and will follow closely the most recent study of Dewitz and colleagues.

Other types of instruction within CRP lessons have also been reviewed. Stein and colleagues (1999) sought to describe the phonics instruction recommendations within the teacher manuals, looking specifically for research based recommendations of phonics

instruction in the first grade manual phonics lessons. They chose to review the first half

of the year in the first grade manuals because of the benefit of teaching phonics and

decoding early in elementary. The analysis focused on both the type of instruction being

provided and the words being taught and provided for reading in the student texts. The

first part of the analysis was completed by reviewing the phonics lessons and determining

if the instruction was either implicit or explicit. The second part of the analysis included

an in-depth study of the individual words in the student texts. Every word within the

student texts was analyzed and categorized into one of four categories: (a) Dolch list, (b)

story sight words, (c) wholly decodable, and (d) nondecodable/noninstructed. The

category of the "wholly decodable" words was given only after a crosscheck with the

introduction of the phonics elements within each word. A word was not considered

wholly decodable until the phonics element within the words had been taught in the CRP.

The findings from the instruction analysis revealed that the majority of the

programs (only one out of the five was considered explicit) used an implicit instruction

model, which is contrary to the findings of research on phonics instruction. The word

analysis revealed that the words within the texts given to students "have little or no

relationship to the decoding instruction in the teacher guides" (Stein et al., 1999, p. 280).

The potential accuracy, based upon the instruction of both the sight words and phonics

elements, showed that students would be likely to read 32% to 57% of the words

accurately, as presented in the student's texts. In four of the programs, the decodable

texts offered had an even lower percent of potential accuracy. This also is contrary to the

findings of research on phonics instruction and practice.

One other content analysis of CRPs focused on essential reading components and the recommendations found in the manual lessons. McGill-Franzen and colleagues (2006) analyzed multiple components of reading instruction including comprehension, fluency, motivation, and vocabulary. The analysis of third grade teacher's manual lessons in two programs was completed by identifying the content in the curriculum, determining the pedagogy offered to teachers, and the demands and expectations of the students using the following elements: (a) type of instruction, (b) explicitness, (c) connectedness, (d) relatedness, (e) topic of instruction, and (f) questions. When the two programs were compared to each other, findings showed that one program contained more explicit instruction in fluency and automaticity and the other program contained more comprehension instruction and vocabulary. Neither program contained instruction that was adaptable to students of differing abilities. In both programs, there was mentioning of support but "little guidance to help teachers vary instructional intensity, differentiate instruction, and engage struggling learners" (p. 76). Once again, CRPs are revealing less than remarkable in their instructional recommendations in various areas of instruction.

Brenner and Hiebert (2010) recently conducted a study to determine the amount of text available to students for reading practice in CRPs. They chose to review six programs' third-grade manuals, specifically searching for the amount of text and the amount of opportunities suggested for reading practice. They analyzed 3 weeks of instruction from each program. All activities suggested for students to read any connected text were examined and included in the analysis. The findings showed that the opportunities for students to practice reading and the number of words available for

students to read would provide an average of 15 minutes a day. This was based upon "the most generous stance possible, assuming that students would read every word in every text made available" (p. 359). The method in which a teacher implements the reading practice can change the amount of time spent reading, (i.e. round-robin reading would decrease the time spent reading). The findings of this analysis, although focused on volume of reading and not instructional recommendations, are helpful in understanding what information can be gained through content analysis of CRPs.

Many aspects of the CRPs have been analyzed, and Reutzel and Daines (1987) focused on the overall instruction found in seven reading programs. They searched for coherence; "the organization and logical connection of parts to show relationship," and cohesion; a type of redundancy which links linguistic elements within text" or "a system of relationships" (p. 2) within the lessons of the CRPs. Five units for each of the grades one through six were reviewed. Within the units, five areas of instruction were examined; vocabulary, phonics, word structure, comprehension, and study skills. The findings indicated that the reading program lessons do not offer cohesion or coherence to one another. Vocabulary lessons related to other instruction half of the time, phonics related one-third of the time, word structure rated coherence 40% of the time, comprehension was a dismal 24% and study skills related to other aspects of reading instruction 38% of the lessons reviewed. The overall conclusion was that the lessons were "separate and distinct" from each other, they "lacked the thread of continuity," and were unrelated (pp. 3-4).

One final study sought to determine if the CRPs were making changes based upon

research-based practices. Hoffman and colleagues (1993) reported their findings of changes made to the newer editions (published in 1993) when compared to the older editions (published in 1986/87) to the National Reading Research Center regarding first grade materials in five programs. This study focused on both the teacher's editions and the student texts. Findings regarding the student texts focused on the differences in number of words, number of unique words, and the readability of the texts. The student texts differed from one publisher to the next. One publishers' student texts contained more words than all of the older versions, where the other publishers' had almost 50% fewer words than the average of the older versions. Although the newer versions show an overall decrease in total number of words, they showed an increase in the total number of unique words. Upon analyzing the words themselves, they found that vocabulary control and repetition of those words had been reduced in the new programs. By readability measures, the new texts are substantially more difficult than the older versions because of the number of unique words included in the texts. Literature characteristics, engagement, predictability, and decodability were also examined in the student texts. It seemed the primary concerns of the publishers were to control the introduction and repetition of vocabulary, to increase the plot complexity and character development, require more interpretation, increase predictability, and offer greater decoding demands.

The teachers' manuals were reviewed for instructional design, levels, pacing, grouping, assessment and tone. The instructional design, or organization and teaching emphasis, had changed from a more direct teaching method to a shared reading model. The text levels were unchanged but the pacing had very little information in the new

editions, "leaving the timing of coverage of texts up to the teacher" (Hoffman et al., 1994, p. 24). Grouping recommendations for student organization during instruction had changed from ability grouping to whole-class instruction in the new editions. Assessment practices moved from primarily formal testing in the old series to a portfolio approach combining the use of observation and student samples of work with traditional testing available. The tone of the new teacher editions refers to "the way in which the instructional materials are presented to teachers" (p. 25). The old series were directive; giving explicit instructions and the newer series were more suggestive than directive with cues for decision-making, question asking, and activities to complete. Overall, the newer editions had changed from the older editions, but not all changes were improvements on instructional recommendations being provided to teachers.

Summary

This literature review provided an historical view of the previous research linking the theoretical line from the process-product research to direct instruction research. These two gave way to the explicit instruction research seen in this review. The research foundation for the current study is both broad and deep. The effectiveness of explicit instruction has been found in many differing areas of teaching and learning; content areas, teaching diverse learners, and specifically reading. All of these contribute to the reliability and confidence that explicit instruction is an instructional model that is to be used in effectively and efficiently teaching reading to young children. The knowledge gained from previous studies provides the authenticity of the current study.

The use of content analysis as the method of analysis for the current study has also been supported through previous studies. The studies reviewed provide additional basis for the current study. They provide historical findings of the nature of reading instruction that has been present in CRP lessons, show changes being made in the manual lessons, and give backing for the use of content analysis for reviewing and describing the manual lessons.

Past and current research indicated that explicit instruction is a valid and reliable means for improving student achievement when learning to read. The previous content analyses showed that the recommendations found within the CRP lessons deliver some of the research recommendations, but have not shown that explicit instruction recommendations found to benefit student achievement to be included in the current editions of the CRPs being used most widely in schools. The research provided over the past thirty years on instructional models has provided a strong foundation upon which explicit instruction has been built as an effective and efficient way of providing instruction in reading to students. The lack of research on the instructional recommendations included in CRP manual lessons warrant the proposed study. The current study will seek to describe the level of inclusion of direct explanation, modeling, guided practice, independent practice, feedback, discussion, and monitoring within the recommendations of five essential reading components.

CHAPTER III

METHODS

The purpose of this study was to conduct a content analysis of the explicit instruction elements provided in CRP teachers' edition lessons across the five NRP (2000) essentials of reading in the five most widely marketed and sold current CRPs in the U.S. (2005-2010 copyright). Specifically, these CRPs are (a) MacMillan-McGraw-Hill *Treasures*, (b) Houghton Mifflin *Reading*, (c) Scott Foresman *Reading Street*, (d) SRA *Imagine It*, and (e) Harcourt *Storytown*.

This chapter presents a discussion of: (a) the research design, (b) research questions, (c) population and sampling, (d) data collection, (e) instrumentation, and (e) the data analysis that conducted in order to comprehensively answer the research objectives.

Research Design

Based upon past content analysis studies of CRPs, this study reviewed current CRPs to describe the explicit elements found within the teachers' manual lessons. Content analysis is defined as "the systematic, objective, quantitative analysis of message characteristics" (Neuendorf, 2002, p. 1). In CRPs, the lessons are written messages communicating instructional recommendations. The use of content analysis involves a nine-step process outlined by Neuendorf (2002): (a) theory and rationale, (b) conceptualization, (c) operationalizations (measures), (d) coding schemes, (e) sampling, (f) training and pilot reliability, (g) coding, (h) final reliability, and (i) tabulation and

reporting. The first two steps: theory and rationale, and conceptualization were discussed previously in the introduction and literature review. The remaining seven steps are discussed in the sections that follow.

Research Questions

The major question guiding this content analysis is, "What elements of explicit instruction are included in the five most widely published CRP teachers' edition lessons for five essential components of reading instruction"? This over-arching question was answered through a subset of more focused questions.

1. Which of the seven elements of explicit instruction are present in CRP lessons across the five essential components of reading instruction?

2. Which of the seven elements of explicit instruction are most commonly recommended in CRP Teachers' Edition lesson, if any?

3. Which elements of explicit instruction are least recommended in CRP Teachers' Edition lessons?

Population and Sampling

Population/Programs

This study analyzed randomly selected lessons in CRPs. Specifically, lessons were selected from first-, third-, and fifth-grade teachers' manuals for five essentials of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Lessons were selected from the MacMillan-McGraw-Hill *Treasures*,

Houghton Mifflin *Reading*, Scott Foresman *Reading Street*, SRA McGraw-Hill *Imagine It*, and Harcourt School Publishers *Storytown* CRPs. The intent of the study is not to implicate a specific publisher or program but rather to describe how top selling CRPs treat explicit instruction as a component of effective reading instruction (Dewitz et al., 2009). Consequently, findings will not be reported using specific names of CRPs.

Sampling

Reading lessons were selected using stratified random sampling. Grade level was the first sampling strata used to select reading lessons. Within each of the three grade levels, an intact week of lessons was sampled. An "intact week of lessons" was treated as the unit of analysis in the CRPs. Four of the five publishers provided 30 weeks of instruction; the fifth CRP provided 42 weeks of instruction for each grade level. One "intact week of lessons" within each of three grade levels for each of the five CRPs was randomly selected. Within any "intact week of lessons" there is an average of 30 individual lessons dealing with the five essentials of reading instruction. Modifications for special populations such as ELL, below level, or advanced level instruction within a randomly selected "intact week" of reading lessons were excluded from this analysis. The final 15 randomly selected "intact weeks" of instruction included 392 component lessons focused on the five essential components of reading instruction.

The organization of the teachers' editions of all five programs was similar across the three grade levels sampled. The publishers first divided the manuals into units or themes. Each unit or theme was then divided into weekly lessons that had a main selection story. Within these sections, the manuals included lessons on a variety of

reading component lessons. In the 15 weeks of lessons reviewed, 774 lessons of all types were counted. Of those 774 lessons, 392 (50.6%) were included in the analysis as being one of the essential reading components: phonemic awareness, phonics, fluency, vocabulary, or comprehension. The other 382 lessons were in other categories. These other categories included genre study, poetry, study skills, grammar, internet exploration, listening, speaking, viewing, read-aloud, and oral language.

Operationalization—Unit of Analysis

A content analysis of CRP manuals required defining the unit of analysis for review and reporting (Neuendorf, 2002). Instructional moves were used as the unit of analysis. An instructional move is defined for this study as instructions provided to the teacher in the CRP teachers' edition lesson to teach a task, action, process, or content. The specific instructional moves coded for explicit instruction within the randomly selected reading lessons were as follows.

1. Direct Explanation: The manual directed the teacher to explain a skill, strategy or concept and provided declarative, procedural, and conditional information.

Example: We will be rereading parts of a story this week to understand it better. Remember, when something is unclear or confusing in a story, you can reread it. Rereading will give you another chance to hear the information and figure it out.

2. Modeling without Think Aloud: The teacher was directed to demonstrate how to do the skill, strategy, or concept.

Example: Read the first paragraph aloud and make an inference.

3. Modeling with Think Aloud: Language was provided in the lesson for the

teacher to use during modeling.

Example: I can make inferences as I read this passage. In the first paragraph, Luke and his pals are putting old cans and glass into bins. I can infer that they are recycling these things. I'm going to write this down, and then I'm going to look for other inferences.

4.   Guided Practice: Materials were provided for students to practice the skill, but the teacher or a peer was cued to provide some support through explanations, hints, or directions.

> *Example*: Read the next paragraph with the children and have them make an inference with a partner based on the information in the paragraph. Display the chart and have the children fill in the boxes with their inferences.

5.   Independent Practice: Materials were provided for students to practice the skill, strategy, or concept in a different context (text, setting, or level of support) than was used for the direct instruction.

> *Example*: Have children read the last paragraph of the passage. Have them make an inference on their own and write it on the chart.

6.   Feedback: The manual suggested that the teacher provide support of the skill, strategy, or concept through verbal feedback.

> *Example*: As children read, walk around the room and provide feedback or assistance on their blending ability with the /ū/ spelled "u_e".

7.   Discussion: The manual directed the teacher to ask questions to guide conversation, point out or discuss ideas, and have the students discuss ideas.

Example: Discuss characters in the text, "A Bottle Village" as a class.

8. Formal Monitoring: A written assessment was mentioned in the lessons and provided in the manual for assessing the students' performance of the skill, strategy, or concept.

Example: Use Weekly Reading Assessment items 4, 5, and 6 on making inferences.

9. Informal Monitoring: Oral or observational assessment of the students' use of the skill, strategy, or concept was recommended within the lesson without providing feedback.

Example: As children read watch and make sure they are able to blend the sounds in words with the long /ū/ spelled "u_e."

10. Other: Any instructional recommendation that did not fit into one of the above instructional moves.

Data Collection

Data collection was completed through human coding of the lessons. Each individual essential reading component lesson within the "intact week" of instruction could include one or many instructional moves. When coding the lessons for the explicit instructional moves, an explicit lesson would typically include more than one instructional move—what is to be done and how it is to be done. An example of this is, "Have students follow along as you read modeling expression. Divide the class into groups and have them discuss how each character's voice might sound. Have the groups

practice rereading their section the way the character's voices might sound. Listen as the groups reread and provide feedback on their expressive reading." This example would be counted as four instructional moves including; modeling without teacher language, discussion, guided practice, and feedback. Nonexplicit instructional moves within the lessons also could be found. These might have included simple telling statements. For example, "Ask students to read with expression," would be considered a nonexplicit instructional move, because it lacks explicit directions for how this is to be accomplished. Instructional moves that did not fit into the above-mentioned explicit instructional moves were reviewed and a code of "other" was available. The nonexplicit instructional move of "other" was not used during coding for this analysis as the coders felt that it did not aide in answering the research questions to count those statements that were not explicit. Coding of the explicit moves quickly became the single focus of the coding.

Individual instructional moves within every lesson in the sample were frequency counted. The coding was determined based upon the instructional move definitions and information located in the codebook and codes were recorded on the code form. The codebook and code form are described below (see also Appendix A and C).

Instrumentation

Coding Schemes

A goal of the coding scheme was to provide a description of explicit instructional moves recommended in CRPs in a way to avoid investigator bias. In order to meet this goal, the coding process used by the investigator must be stable and consistent. This was

established through the creation of a codebook and code form used for estimating

interrater reliability involving more than one coder. The codebook is a collection of

decisions regarding the definitions, coding rules, and explanations of the coding process.

Following an a priori design, a codebook was constructed which included decisions

regarding variables, their measurement, and coding rules before the data collection began

(Neuendorf, 2002). The codebook includes definitions for intact week of lessons, the

essential lesson types, the explicit instructional moves, and the step-by-step process to be

used when coding the lessons. The coding process was refined through the training and

pilot phase of the study. The steps involved in the coding process included tracking the

lessons by noting the week, page number, and section of the lesson, determining the

lesson type to be coded, and coding each separate instructional move.

A code form was constructed to record the code variables described in the

codebook (see Appendix B) Spaces on the code form correspond with the variables

defined in the codebook. The objective was to create a coding form and codebook that

could be used as a protocol for analyzing the text in this study in an unambiguous and

unbiased manner, eliminating sources of variability among multiple coders. The coding

form used to code instructional moves was created through iterative processes involving

multiple revisions.

Training and Initial Pilot Reliability

The researcher enlisted the assistance of a colleague who recently completed a

content analysis of fluency instruction in CRPs for his dissertation. Consequently, this

colleague has had previous experience coding instructional moves in CRP reading

lessons reliably. The researcher conducted the training on the use of the coding form.

To begin, the two coders met together and read through the codebook. Three intact weeks of instruction, a week from Grade 1, Grade 3, and Grade 5 were randomly selected from the five publishers included in the study. To ensure the practice lessons were not the sampled lessons for this study, the practice lessons were drawn from the remaining weeks of instruction after the random study sample had been drawn. The three randomly selected weeks of instruction were prepared for both coders to work off consecutively and independently during the training. The practice sample included 73 lessons across the three grades and five publishers. Throughout the training process, checks were performed on the practice coding to inform reliability of the coding scheme. It was discovered during training and pilot reliability that the coding sheet quickly became filled with codes. Because of this issue, the coders began to separate the intact week of lessons by the lesson sections provided in the manual lessons. The codebook was refined to define lesson sections as "the divisions made across the week of instruction signaling a break in the instruction." These sections differed among the three grades in the sample. All first-grade lessons were divided into 5 days; some third grades were divided by 5 days of lessons and some into "before," "during," and "after" reading portions. The fifth-grade lessons were either divided by "before," "during," and "after" reading, or by "prereading" and "reading" sections. The coders choose to use the sections as determined by the publisher for each of the weeks of intact lessons and added a space on the code form to hand write the section heading. Using these section headings during coding made it easier for the coders to be consistent with each other. Once the

independent coders had divided the intact week into sections, the coding form became consistently reliable as seen through the informal checks completed in during the training process. Coding training resumed and instructional moves or explicit elements present in the lesson sections were tabulated and noted on the coding form.

The objective of the training was to achieve a Cohen's Kappa of .70 or higher, where the PAo (proportion of agreement observed) is subtracted by the PAe (proportion of agreement expected) and is then divided by 1—PAe. After multiple side-by-side practice sessions, followed by discussion of the coding, adjustments were made to the coding form and notes were made in the codebook. This process continued until both coders felt confident that the form was reliable to use independently. All revisions on the coding form and the codebook were made prior to the final coding during training. A Cohen's Kappa of .94 was achieved during training in the final independent coding of instructional moves in reading lessons.

Data Analysis

Coding

The coding form required general information about the lesson; the week number, reading selection title, lesson section, grade level, and publisher. The coder first reviewed the intact week of lessons to see how the publisher divided out the week of lessons and previewed the reading essential lesson components. The dividing sections of the lessons were determined and recorded on a new coding sheet for each section; the coders titled the top of each section with all of the required information. Once the intact week of

lessons' information was noted on the forms, each intact week's lessons were coded by lesson type according to the label within the CRP teachers' edition. If the publisher called the lesson a phonics lesson, it was coded as a phonics lesson; a fluency lesson was coded as a fluency lesson and so forth. After lessons were determined to be one of the five essential components of reading: (a) phonemic awareness, (b) phonics, (c) fluency, (d) vocabulary, and (e) comprehension (NRP, 2000), the coder examined the component lessons line by line for the inclusion of any of the 10 instructional moves shown in Table 4. The frequency of the 10 instructional moves were tabulated and recorded on the coding sheet.

If an explicit instructional move was repeatedly found within a lesson, it was counted once for each occurrence. Multiple instructional moves could be present within the same lesson and each was coded to represent the instructional moves within the lessons reviewed. For example, "Remind students that good readers ask themselves

Table 4

Frequencies of Lessons Within the Study Sample, Practice Sample, and Reliability Sample as Determined by the Five Publishers' CRPs' Teachers' Editions

Variable	Grade	Prog. A (*f*)	Prog. B (*f*)	Prog. C (*f*)	Prog. D (*f*)	Prog. E (*f*)	Total (*f*)
Study sample	1st	38	31	29	34	35	167
Reliability practice	1st	0	30	0	0	0	30
Reliability (15%)	1st	38	0	0	0	0	38
Study sample	3rd	31	24	21	24	22	122
Reliability practice	3rd	0	0	29	0	0	29
Reliability (15%)	3rd	0	24	0	0	0	24
Study sample	5th	25	26	16	15	21	103
Reliability practice	5th	0	0	0	0	22	22
Reliability (15%)	5th	0	0	0	15	0	15
Total sample		94	81	66	73	78	391

questions as they read. Encourage students to ask themselves questions as they read. Good readers try to answer their questions as they read. Explain to students that using the cause and effect graphic organizer will help them to answer their questions." This lesson is given tallies for two "direct explanation" explicit instructional moves within the same lesson, one "explanation" tally for asking questions and one "explanation" tally for cause and effect. If the coder had trouble determining the explicit instructional moves or type of lessons being coded during the coding process, the codebook was referenced.

Final Reliability

In total, 3 weeks of intact lessons (15% of the sample) was given to two coders to code independently for reliability purposes. The coding was completed independently over a 2-week period. The intact weeks selected for interrater reliability came from the lessons included in the study sample and included one from each grade (first, third, and fifth). Interrater reliability standards recommend demonstrating that initial reliability ratings are checked with a final estimate of interrater reliability (Gall, Borg, & Gall, 1996). A final Cohen's Kappa of 0.92 was achieved for this study (Neuendorf, 2002, p. 150).

Tabulation and Reporting

Once coding was completed, the frequencies of instructional moves for each of the explicit elements were counted and recorded in tables and pie charts to summarize the data. A separate database for each of the publishers was created, and then compared through descriptive statistics. The data were coded using Microsoft Excel and were

analyzed using SPSS[©].

Limitations and Delimitations

Each page of the CRP teachers' editions lessons sampled was examined for the essential components of evidence-based reading instruction (phonemic awareness, phonics, fluency, vocabulary, and comprehension). Because of constraints upon the researcher's time and resources, not all reading lessons were included in the analysis and reporting for this study. CRP manual lessons for teaching other components of the English language arts such as writing, spelling, oral language, grammar, study skills, and listening skills were not coded for explicit elements, but were frequency counted for additional description of the lesson resources available in the CRP teachers' editions. Lessons that modify instruction for special populations such as ELL, below level, or advanced level instruction were excluded from this analysis. Additional materials outside of the CRP teachers' editions, including workbooks or worksheets, were also excluded from the analyses.

<div align="center">Summary</div>

This study investigated the inclusion of explicit instruction recommendations within commonly published and widely used elementary CRP manual lessons. Specifically, this study sought to describe which elements of explicit instruction were included in the five most widely published CRP teachers' edition lessons across the five essential components of reading instruction. Through a randomly selected sample of highly used and published CRPs, explicit instruction moves were coded and recorded

using content analysis techniques. These techniques included the creation of a codebook

and coding form, training a second coder for interrater reliability, and the piloting and

initial reliability of these forms. This was followed by coding the selected sample of

lessons and recording the instructional moves found within the lessons. The findings of

the data collection process are described in the following chapter.

CHAPTER IV

RESULTS

The purpose of this study was to conduct a content analysis of the explicit instruction elements found in teachers' edition lessons across the five NRP (2000) essentials of reading in the five most widely marketed and sold CRPs in the U.S. (2005-2010 copyright). The major research question guiding the study was, "What elements of explicit instruction are included in the five most widely published CRP teachers' edition lessons across the five essential components of reading instruction"? The subquestions for this study were as follows.

1. Which of the seven elements of explicit instruction are present in CRP lessons across the five essential components of reading instruction?

2. Which of the seven elements of explicit instruction are most commonly recommended in CRP Teachers' Edition lesson, if any?

3. Which elements of explicit instruction are least recommended in CRP Teachers' Edition lessons?

Descriptive Analysis

In total, 290 essential reading component lessons (phonemic awareness, phonics, fluency, vocabulary, and comprehension) across five publishers were analyzed for this study. The lessons within the CRP manuals that were not one of the five essential reading components equaled 282 or 48% of the total lessons in the sample. There were 65 essential reading component lessons each from publishers C and D, 55 lessons each from

publishers A and B, and 50 lessons from Publisher E. There were 125 Grade 1 essential reading component lessons; 100 Grade 3 lessons; and 65 Grade 5 lessons. Table 5 presents the distribution of essential reading component lessons by grade level across the five publishers.

Part I: Results of the Content Analysis of Explicit Instruction Elements

in CRP Teachers' Edition Lessons by Publisher

In total, 290 lessons were sampled across the five most widely marketed and sold CRP in the United States. Figure 1 presents the distribution of the seven elements of explicit instruction across the five CRP publishers. Guided practice dominated the elements of explicit instruction for publishers A, B, and D. On the other hand, direct explanation dominated the elements of explicit instruction for Publishers C and E. It should be noted that across all five CRPs, the feedback element of explicit instruction was least frequent.

Table 5

Frequency of Essential Reading Component Lessons for
Grade Level and Publisher

Publisher	Grade 1	Grade 3	Grade 5	Total
A	25	25	5	55
B	25	15	15	55
C	25	20	20	65
D	25	25	15	65
E	25	15	10	50
Total	125	100	65	290
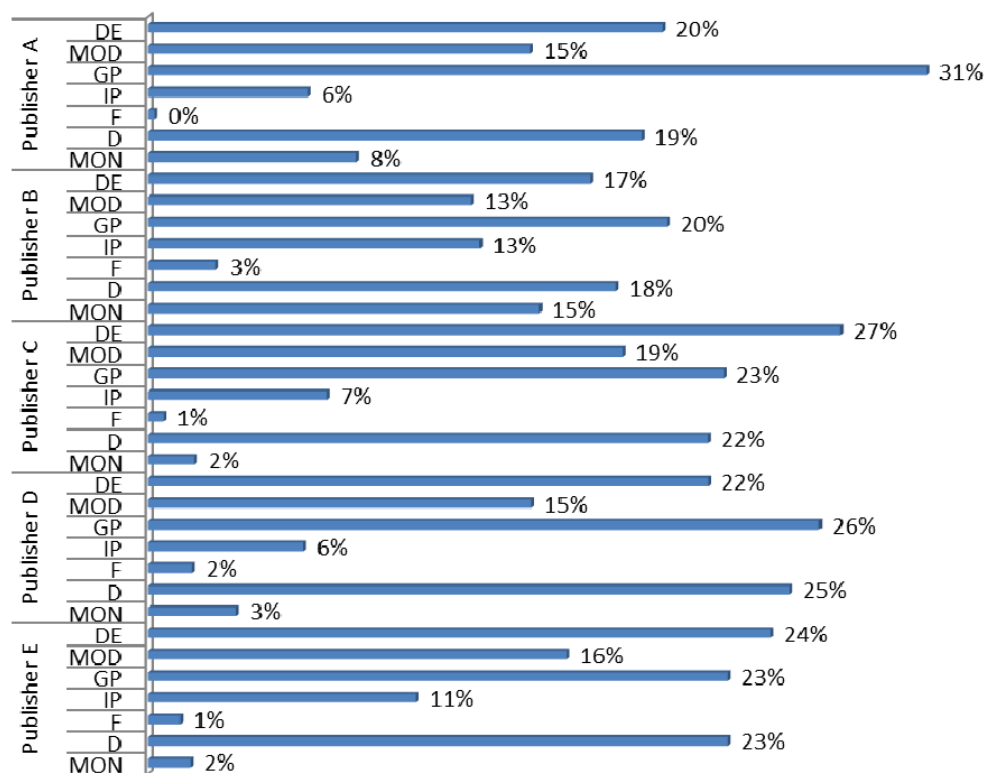
Legend: (DE = Direct Explanation; MOD = Modeling; GP = Guided Practice; IP = Independent Practice; F = Feedback; D = Discussion; MON = Monitoring)

Figure 1. Explicit instruction by publisher.

The data collection revealed 1,574 explicit elements coded within all five publishers' lessons. Publisher A accounted for 366 (23%) of the elements coded. Figure 2 shows the breakdown of elements across grade levels showing the decline of elements as the grades increase except a small increase between third and fifth grades in guided practice and a small increase in third-grade modeling.

Publisher B accounted for 299 (19%) of the elements coded. Figure 3 shows the breakdown of elements across grade levels showing the decline of elements as the grades increase except a small increase in third grade independent practice and an increase in fifth-grade direct instruction and discussion.

Legend: (DE = Direct Explanation; MOD = Modeling; GP = Guided Practice; IP = Independent Practice; F = Feedback; D = Discussion; MON = Monitoring)
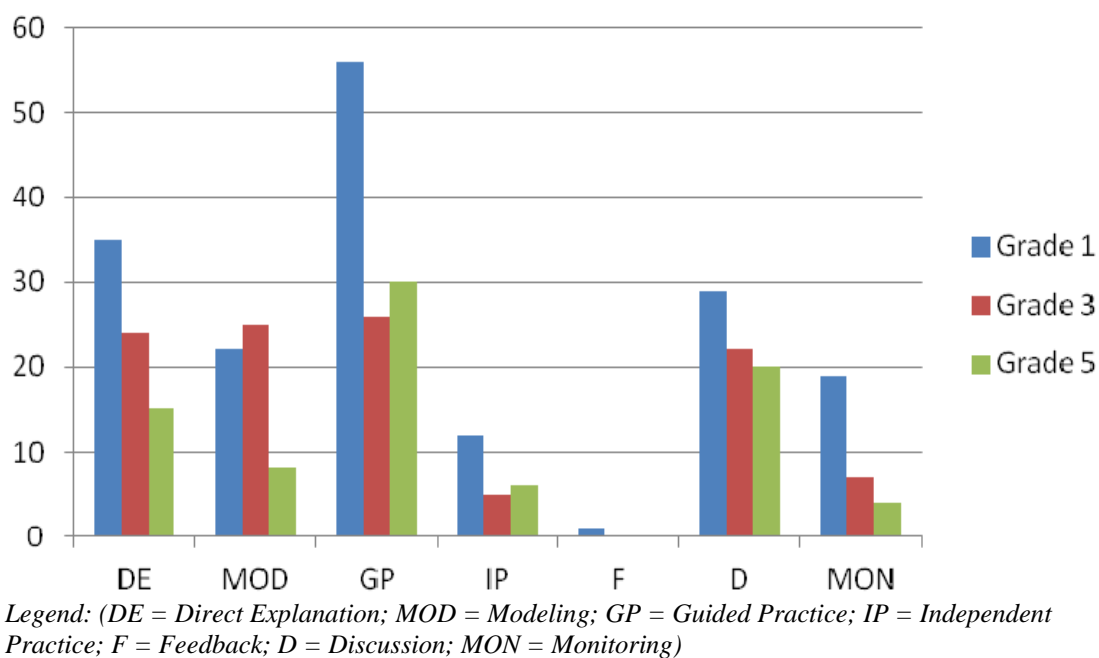
Figure 2. Explicit elements for Publisher A across grade level.

Legend: (DE = Direct Explanation; MOD = Modeling; GP = Guided Practice; IP = Independent Practice; F = Feedback; D = Discussion; MON = Monitoring)

Figure 3. Explicit elements for Publisher B across grade level.

Publisher C accounted for 327 (21%) of the elements coded. Figure 4 shows the breakdown of elements across grade levels showing the decline of elements as the grades increase except a spike in third grade in discussion and an increase in fifth-grade independent practice.

Publisher D accounted for 345 (22%) of the elements coded. Figure 5 shows the breakdown of elements across grade levels showing the decline of guided practice as the grades increase and a spike in third-grade direct instruction and discussion elements and a minor increase in third-grade independent practice.

Publisher E accounted for 237 (15%) of the elements coded. Figure 6 shows the breakdown of elements across grade levels showing the decline of elements as the grades increase except a small increase in fifth-grade independent practice and a spike in third-grade discussion.
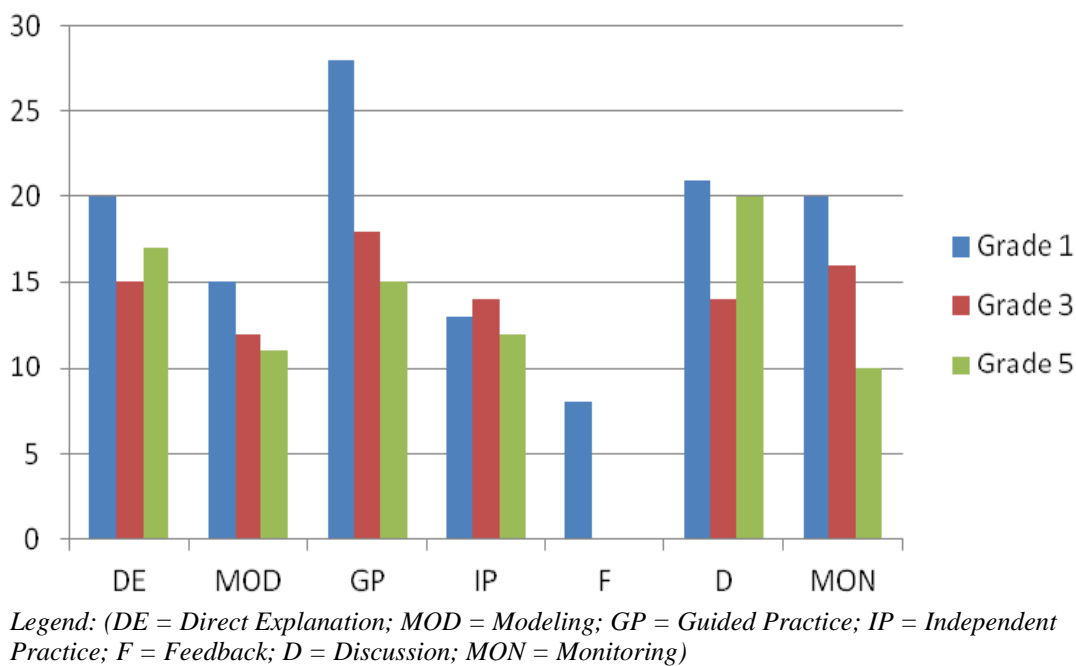

Legend: (DE = Direct Explanation; MOD = Modeling; GP = Guided Practice; IP = Independent Practice; F = Feedback; D = Discussion; MON = Monitoring)

Figure 4. Explicit elements for Publisher C across grade level.

Legend: (DE = Direct Explanation; MOD = Modeling; GP = Guided Practice; IP = Independent Practice; F = Feedback; D = Discussion; MON = Monitoring).
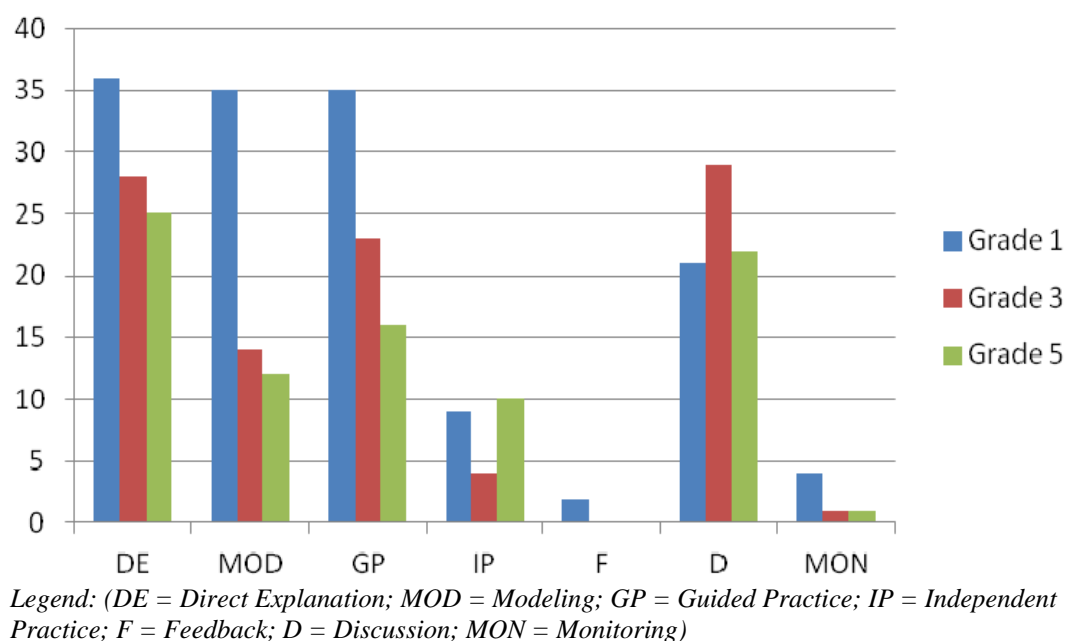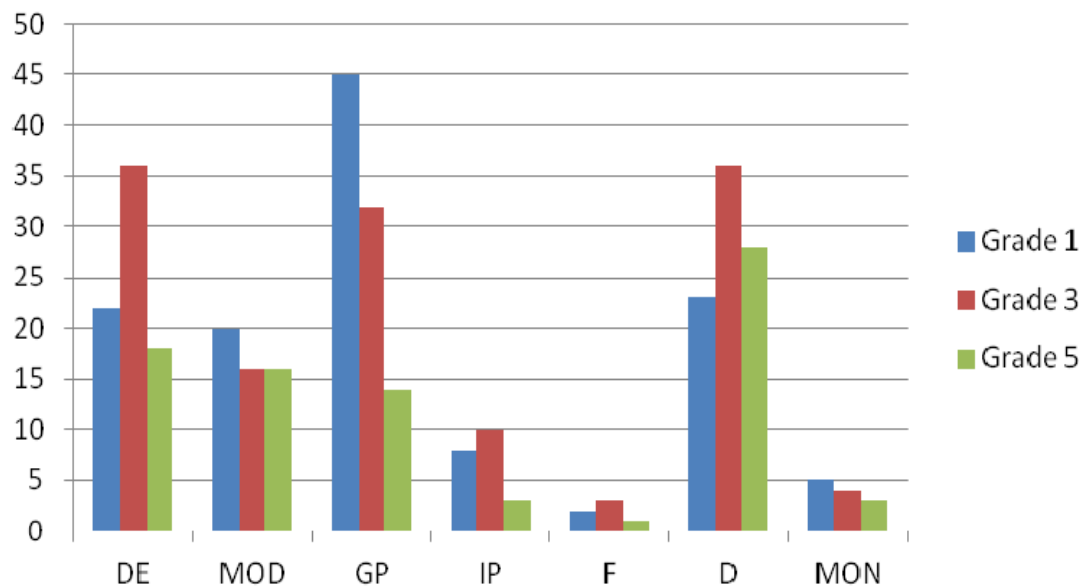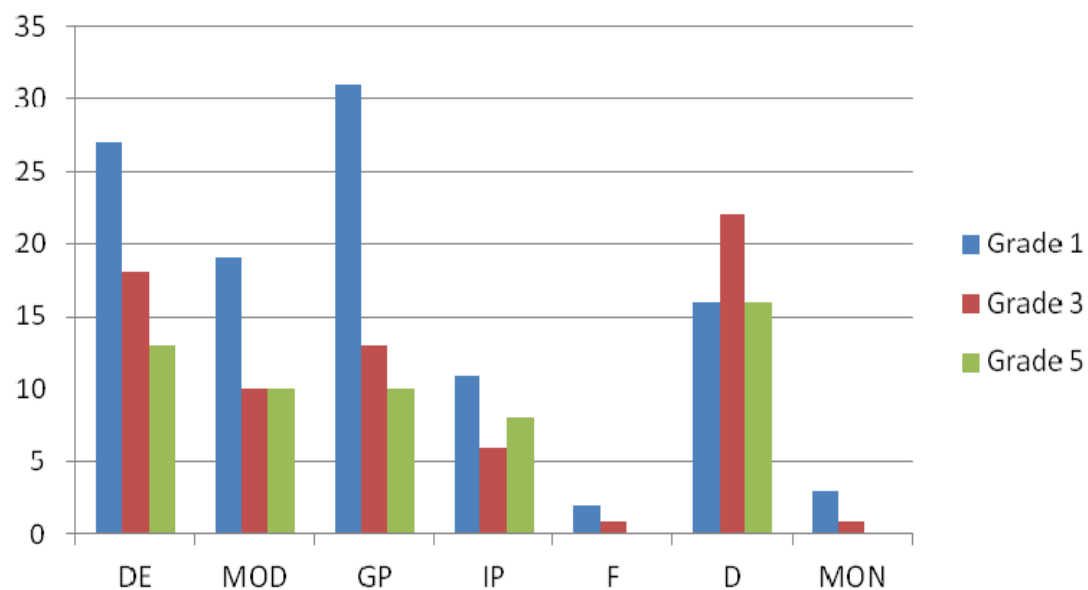
Figure 5. Explicit elements for Publisher D across grade level.

Legend: (DE = Direct Explanation; MOD = Modeling; GP = Guided Practice; IP = Independent Practice; F = Feedback; D = Discussion; MON = Monitoring)

Figure 6. Explicit elements for Publisher E across grade level.

Part II: Results of the Content Analysis of Explicit Instruction Elements

Within the Five Reading Essentials in CRP Teachers' Edition

Lessons by Publisher and Grade

Publisher A

     Grade 1. Publisher A provided 25 Grade 1 lessons in this sample. Figure 7 presents the percentages for each element of explicit instruction by each of the five essentials of reading instruction.
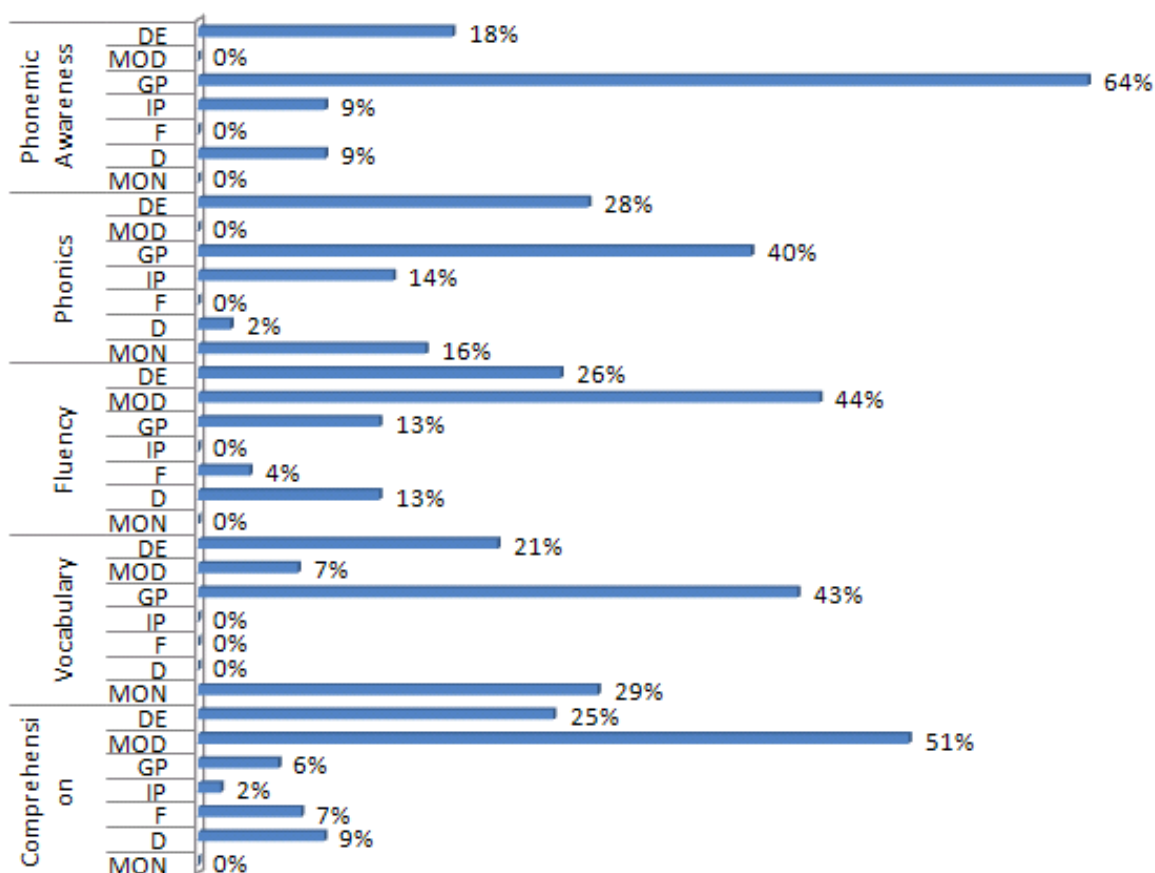
Legend: DE = Direct Explanation; MOD = Modeling; GP = Guided Practice; IP = Independent Practice; F = Feedback; D = Discussion; MON = Monitoring.

Figure 7. Publisher A: Grade 1.

For Phonemic awareness, guided practice was dominant among all other elements of explicit instruction with 64%. Direct explanation followed a distant second with 18%. Independent practice and discussion each were 9%. Lastly, modeling, feedback, and monitoring were not found in the 25 Grade 1 lesson for Publisher A.

For Phonics, guided practice dominated the elements of explicit instruction with 40%. Direct explanation followed with 28%, monitoring was recorded as 16%, independent practice had 14%, and discussion was recorded as 2%. There were no recommendations for teaching the explicit instruction element of feedback in the sampled lessons taught in Grade 1.

For fluency, modeling was the dominant element of explicit instruction with 44%. Direct explanation was next with 26%, guided practice and discussion both recorded 13%, and feedback had 4%. There were no recommendations for teaching the explicit instruction element of independent practice in the lessons taught in Grade 1.

For vocabulary, guided practice was the dominant element of explicit instruction with 43%. Guided practice had 29%, direct explanation had 21%, and modeling recorded 7%. There were no recommendations for teaching the explicit instruction elements independent practice, feedback, and discussion in the lessons taught in Grade 1.

For comprehension, modeling was again the dominant elements of explicit instruction with 51%. Direct explanation had 25%, discussion had 9%, feedback had 7%, guided practice had 6%, and independent practice recorded 2%. There were no recommendations for teaching the explicit instruction element of monitoring in the lessons taught in Grade 1.

Grade 3. Figure 8 presents the percentages of each element of explicit instruction and further categorizes them under each essential of reading instruction for Grade 3.

For phonemic awareness, there were no recommendations for teaching any of the seven explicit instruction elements in Grade 3.

For phonics, modeling was the dominant element of explicit instruction with 30%. Guided practice was the second most dominant with 25%, followed by direct explanation with 20%, monitoring with 15%, and independent practice and discussion with 5%. There were no recommendations for teaching the explicit instruction element of feedback for the lessons taught in Grade 3.
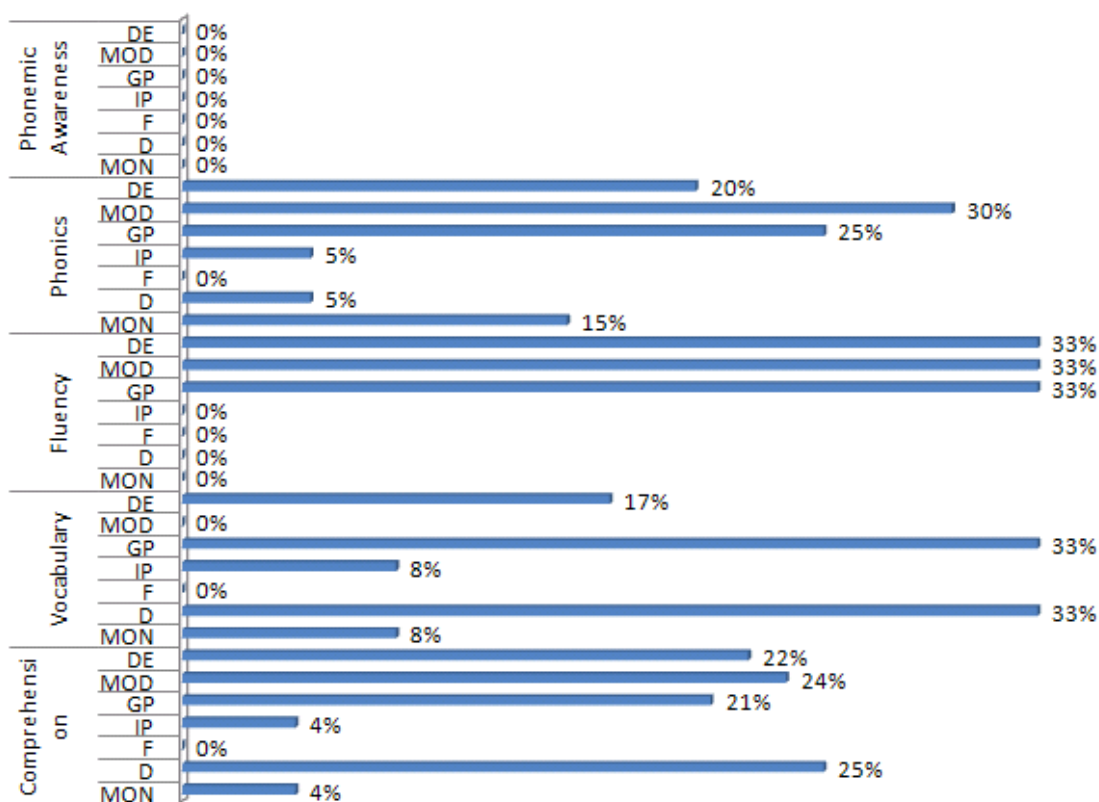

Legend: DE = Direct Explanation; MOD = Modeling; GP = Guided Practice; IP = Independent Practice; F = Feedback; D = Discussion; MON = Monitoring.

Figure 8. Publisher A: Grade 3.

For fluency, direct explanation, modeling, and guided practice were dominant elements of explicit instruction. Each of them had 33%. There were no recommendations for teaching the explicit instruction elements of independent practice, feedback, discussion, and monitoring for the lessons taught in Grade 3.

For vocabulary, guided practice and discussion were the dominant elements of explicit instruction with 33%. Direct explanation followed with 17%, and independent practice and monitoring both had 8%. There were no recommendations for teaching the explicit instruction element of feedback for the lessons taught in Grade 3.

For comprehension, discussion was the dominant element of explicit instruction with 25%. Modeling followed with 24%, direct explanation had 22%, guided practice had 21%, and independent practice and monitoring both recorded 4%. There were no recommendations for teaching the explicit instruction element of feedback for the lessons taught in Grade 3.

Grade 5. Figure 9 presents the percentages of each element of explicit instruction and further categorizes them under each essential of reading instruction for Grade 5.

For phonemic awareness, there were no recommendations for teaching any of the seven explicit instruction elements in Grade 5.

For phonics, guided practice was the dominant element of explicit instruction with 46%. Discussion followed with 23%, direct explanation with 15%, and modeling and independent practice both had 8%. There were no recommendations for teaching the explicit instruction elements of feedback and monitoring for the lessons taught in Grade 5.

Legend: DE = Direct Explanation; MOD = Modeling; GP = Guided Practice; IP = Independent Practice; F = Feedback; D = Discussion; MON = Monitoring.

Figure 9. Publisher A: Grade 5.

For fluency, modeling and guided practice were the dominant elements of explicit instruction; both recorded 27%. Independent practice followed with 18%, and direct explanation, discussion, and monitoring all had 9%. There were no recommendations for teaching the explicit instruction element of feedback for the lessons taught in Grade 5.
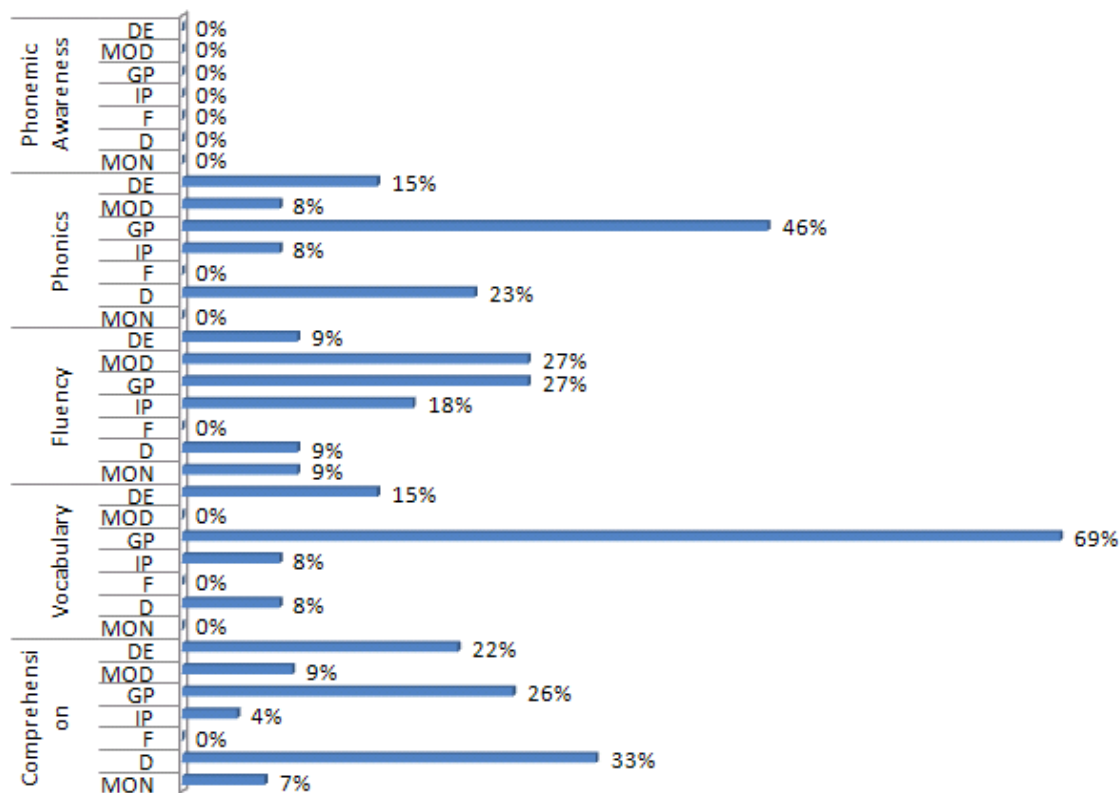
For vocabulary, guided practice was again the dominant element of explicit instruction with 69%. Direct explanation followed with 15%, and independent practice and discussion both had 8%. There were no recommendations for teaching the explicit instruction elements of modeling, feedback, and monitoring for the lessons taught in Grade 5.

For comprehension, discussion was the dominant element of explicit instruction with 33%. Guided practice followed with 26%, direct explanation with 22%, modeling with 9%, monitoring with 7%, and independent practice with 4%. There were no recommendations for teaching the explicit instruction element of feedback for the lessons taught in Grade 5.

Elements of explicit instruction by grade showed the guided practice element to be with 32%, 24%, and 36%, respectively, across grades 1, 3 and 5 (see Figure 10). The least frequent element of explicit instruction was feedback with 1%, 0%, and 0% across grades 1, 3, and 5, respectively.

Legend: DE = Direct Explanation; MOD = Modeling; GP = Guided Practice; IP = Independent Practice; F = Feedback; D = Discussion; MON = Monitoring.
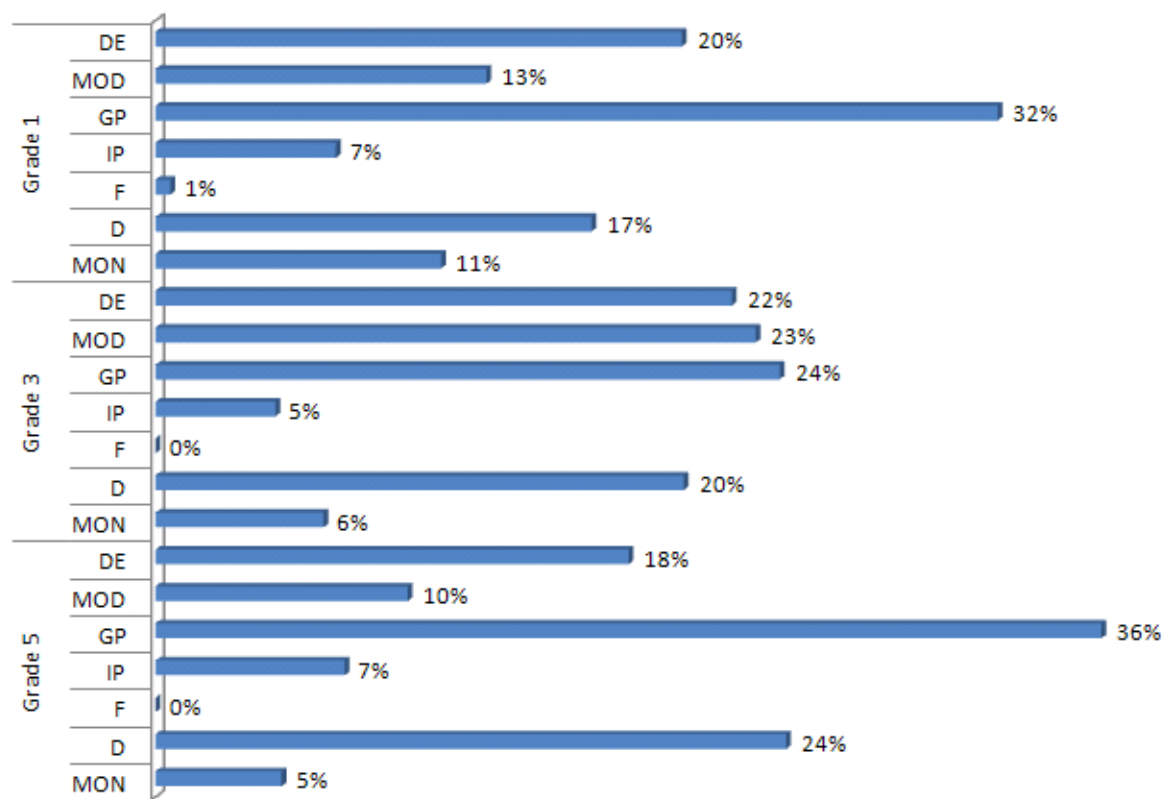
Figure 10. Seven elements of explicit instruction by grade level: Publisher A.

Publisher B

Grade 1. Figure 11 presents the percentages of each element of explicit

instruction and further categorizes each of them under each essential of reading

instruction.

For phonemic awareness, direct explanation and guided practice were the

dominant elements of explicit instruction. Both recorded 40%, followed by modeling

with 20%. There were no recommendations for teaching the explicit instruction elements

of independent practice, feedback, discussion, and monitoring for the lessons taught in

Grade 1.

Legend: *DE = Direct Explanation; MOD = Modeling; GP = Guided Practice; IP = Independent Practice; F = Feedback; D = Discussion; MON = Monitoring.*

Figure 11. Publisher B: Grade 1.

For phonics, guided practice was still the dominant element of explicit instruction with 32%. Monitoring followed with 20%, independent practice with 14%, direct explanation with 11%, feedback with 9%, and discussion with 5%.

For fluency, guided practice was the dominant element of explicit instruction with 26%. Modeling, feedback, and monitoring all followed with 17% and independent practice with 13%. There were no recommendations for teaching the explicit instruction element of discussion for the lessons taught in Grade 1.

For vocabulary, direct explanation and discussion were the dominant among elements of explicit instruction with 36%. Guided practice followed with 27%. There were no recommendations for teaching the explicit instruction elements of modeling, independent practice, feedback, and monitoring for the lessons taught in Grade 1.

For comprehension, discussion was the dominant element of explicit instruction with 36%. Direct explanation and monitoring followed with 17% while modeling recorded 14%, independent practice had 10%, and guided practice had 7%. There were no recommendations for teaching the explicit instruction element of feedback for the lessons taught in Grade 1.

Grade 3. Figure 12 presents the percentages of each element of explicit instruction and further categorizes each under the essentials of reading instruction for Grade 3.

For phonemic awareness, there were no recommendations for teaching any of the seven elements of explicit instruction in the lessons taught in Grade 3.

For phonics, guided practice, independent practice and monitoring were the
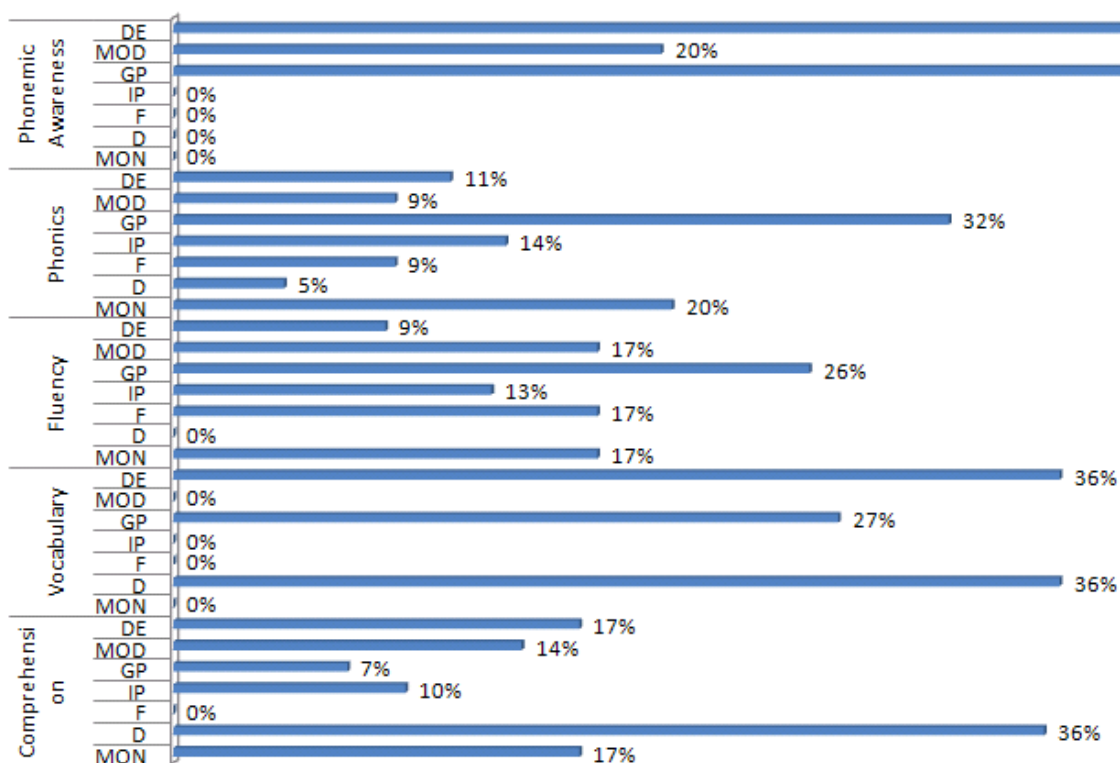
Legend: DE = Direct Explanation; MOD = Modeling; GP = Guided Practice; IP = Independent Practice; F = Feedback; D = Discussion; MON = Monitoring.

Figure 12. Publisher B: Grade 3.

dominant elements of explicit instruction all with 25%. Direct explanation and modeling both followed with 13%. There were no recommendations for teaching the explicit instruction elements of feedback and discussion for the lessons taught in Grade 3. For fluency, modeling and guided practice were the dominant elements of explicit instruction with both 33%. Monitoring followed with 22% and direct explanation with 11%. There were no recommendations for teaching the explicit instruction elements of independent practice, feedback, and discussion for the lessons taught in Grade 3.

For vocabulary, guided practice and discussion were the dominant elements of

explicit instruction with 24%. Direct explanation followed with 21%, independent practice with 14%, and modeling with 7%. There were no recommendations for teaching the explicit instruction element of feedback for the lessons taught in Grade 3.

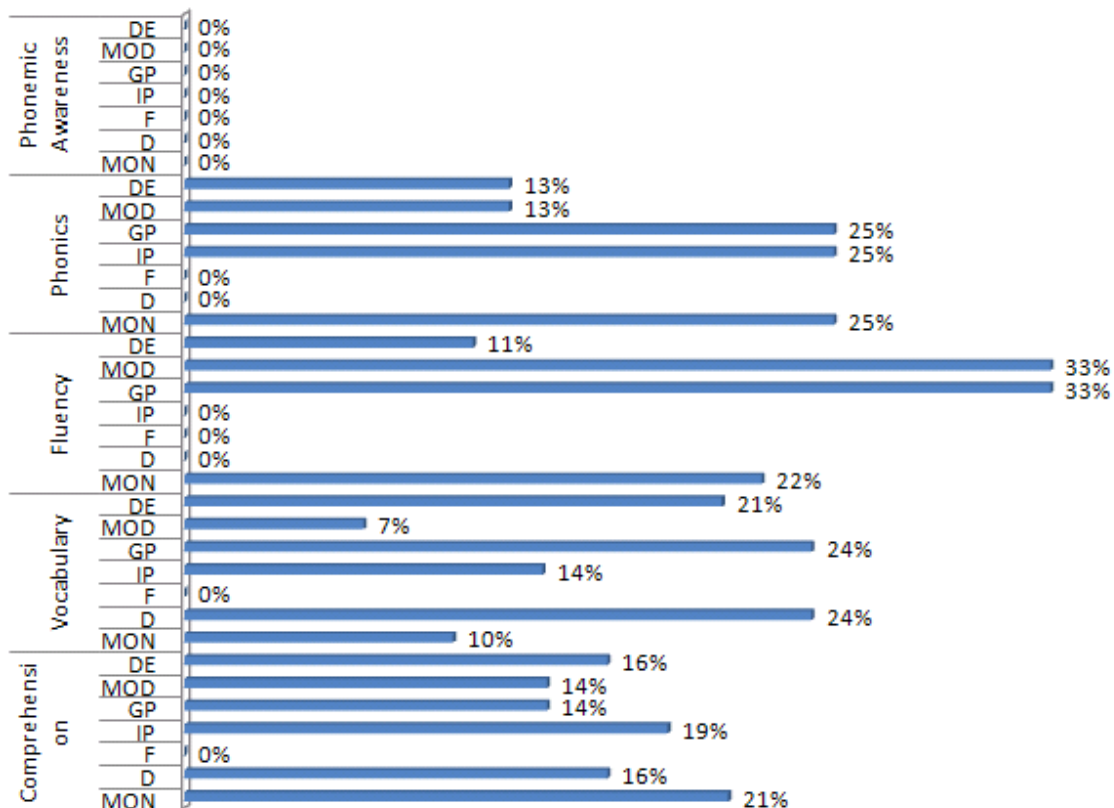For comprehension, monitoring was the dominant element of explicit instruction with 21%. Independent practice followed with 19%, direct explanation and discussion both had 16%, and modeling and guided practice had 14%. There were no recommendations for teaching the explicit instruction element of feedback for the lessons taught in Grade 3.

Grade 5. Figure 13 presents the percentages of each element of explicit instruction and further categorizes each under the essentials of reading instruction for Grade 5.

For phonemic awareness and phonics, there were no recommendations for teaching any of the seven explicit instruction elements for the lessons taught in Grade 5.

For fluency, modeling and guided practice were the dominant elements of explicit instruction with both 38%, followed by direct explanation and monitoring with both 13%. There were no recommendations for teaching the explicit instruction elements of independent practice, feedback, and discussion for the lessons taught in Grade 5.

For vocabulary, discussion was the dominant element of explicit instruction with 33%. Direct explanation followed with 22%, guided practice with 19%, monitoring with 11%, and modeling and independent practice both had 7%. There were no recommendations for teaching the explicit instruction element of feedback for the lessons taught in Grade 5.

Legend: .DE = Direct Explanation; MOD = Modeling; GP = Guided Practice; IP = Independent Practice; F = Feedback; D = Discussion; MON = Monitoring.

Figure 13. Publisher B: Grade 5.

For comprehension, discussion was the dominant element of explicit instruction with 22%. Direct explanation and independent practice followed with 20%, guided practice with 14%, and modeling and monitoring had 12%. There were no recommendations for teaching the explicit instruction element of feedback for the lessons taught in Grade 5.
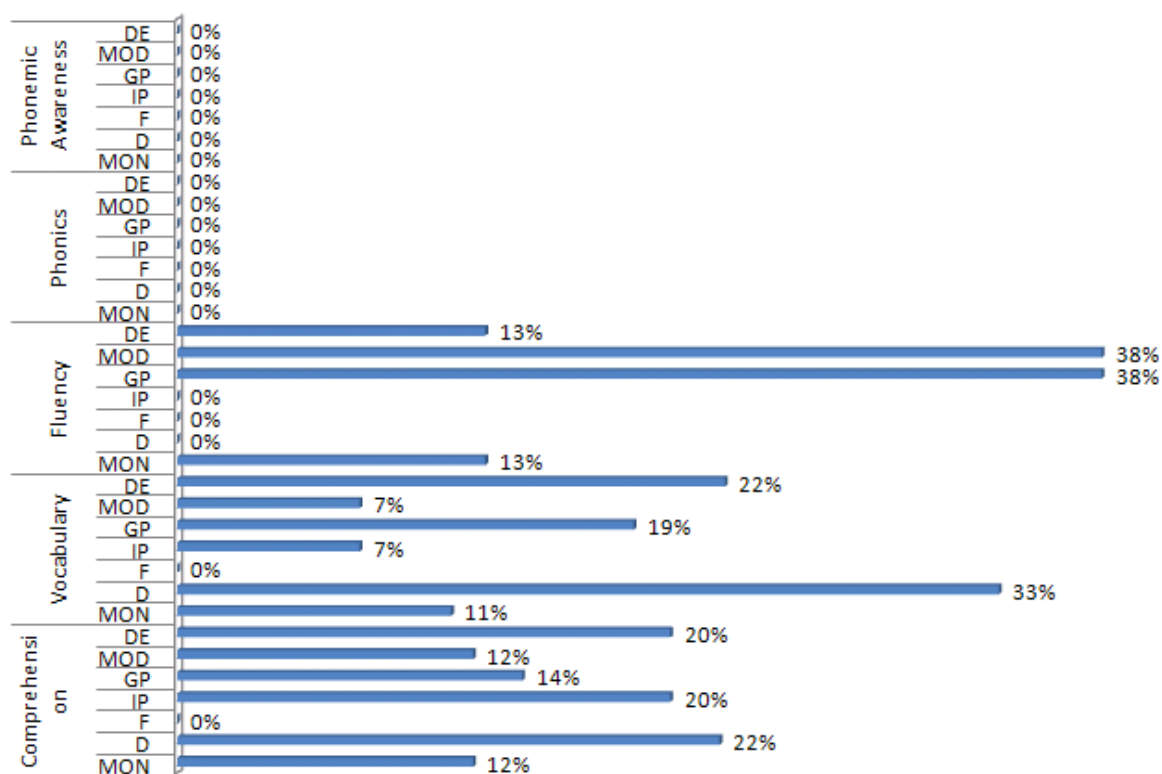
Explicit instruction by grade. Elements of explicit instruction per grade showed that the dominant explicit instruction was guided practice with 22% and 20% for grades 1 and 3, respectively (Figure 14). For Grade 5, discussion was the dominant explicit instruction (24%); the least common explicit instruction was feedback across all grades.

Legend: DE = Direct Explanation; MOD = Modeling; GP = Guided Practice; IP = Independent Practice; F = Feedback; D = Discussion; MON = Monitoring.

Figure 14. Seven elements of explicit instruction by grade level: Publisher B.

Publisher C

Grade 1. Figure 15 presents the percentages of each element of explicit instruction and further categorizes under each essential of reading instruction.

For phonemic awareness, guided practice was the dominant element of explicit instruction with 56%, followed by modeling with 44%. There were no recommendations for teaching the explicit instruction elements of direct explanation, independent practice, feedback, discussion, and monitoring for the lessons taught in Grade 1.

For phonics, guided practice was the dominant element of explicit instruction with
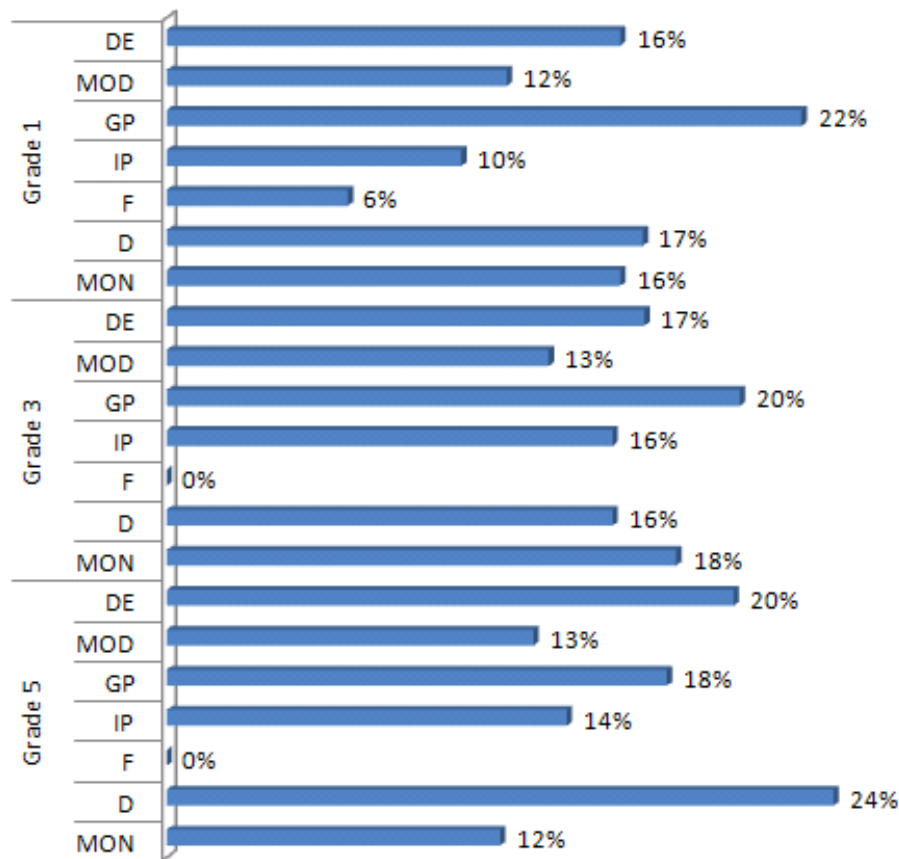
Legend: DE = Direct Explanation; MOD = Modeling; GP = Guided Practice; IP = Independent Practice; F = Feedback; D = Discussion; MON = Monitoring.

Figure 15. Publisher C: Grade 1.

41%. Modeling followed with 25%, independent practice 14%, direct explanation 9%, monitoring 7%, and feedback 5%. There were no recommendations for teaching the explicit instruction element of discussion for the lessons taught in Grade 1.

For fluency, guided practice was the dominant element of explicit instruction with 50%, followed by direct explanation with 30% and guided practice and monitoring with both 10%. There were no recommendations for teaching the explicit instruction elements of independent practice, feedback, and discussion for the lessons taught in Grade 1.

For vocabulary, direct explanation, guided practice, and discussion were the dominant elements of explicit instruction with 29%, followed by modeling with 14%. There were no recommendations for teaching the explicit instruction elements of independent practice, feedback, and monitoring for the lessons taught in Grade 1.

For comprehension, direct explanation was the dominant element of explicit instruction with 38%. Discussion followed with 26%, modeling with 19%, guided practice with 13%, and independent practice with 13%. There were no recommendations for teaching the explicit instruction elements of feedback and monitoring for the lessons taught in Grade 1.

Grade 3. Figure 16 presents the percentages of each element of explicit instruction and further categorizes each under the appropriate essential of reading instruction for Grade 3.

For phonemic awareness, there were no recommendations for teaching any of the seven explicit instruction elements for the lessons taught in Grade 3.

For phonics, guided practice, independent practice, and monitoring were the dominant elements of explicit instruction all with 25%. Direct explanation and modeling both followed with 13%. There were no recommendations for teaching the explicit instruction elements of feedback and discussion for the lessons taught in Grade 3.

For fluency, modeling and guided practice were the dominant elements of explicit instruction with both 33%. Monitoring followed with 22% and direct explanation with 11%. There were no recommendations for teaching the explicit instruction elements of independent practice, feedback, and discussion for the lessons taught in Grade 3.

For vocabulary, guided practice and discussion were the dominant elements of explicit instruction with 24%. Direct explanation followed with 21%, independent practice 14%, and modeling 7%. There were no recommendations for teaching the explicit instruction element of feedback for the lessons taught in Grade 3.

Legend: *DE = Direct Explanation; MOD = Modeling; GP = Guided Practice; IP = Independent Practice; F = Feedback; D = Discussion; MON = Monitoring.*
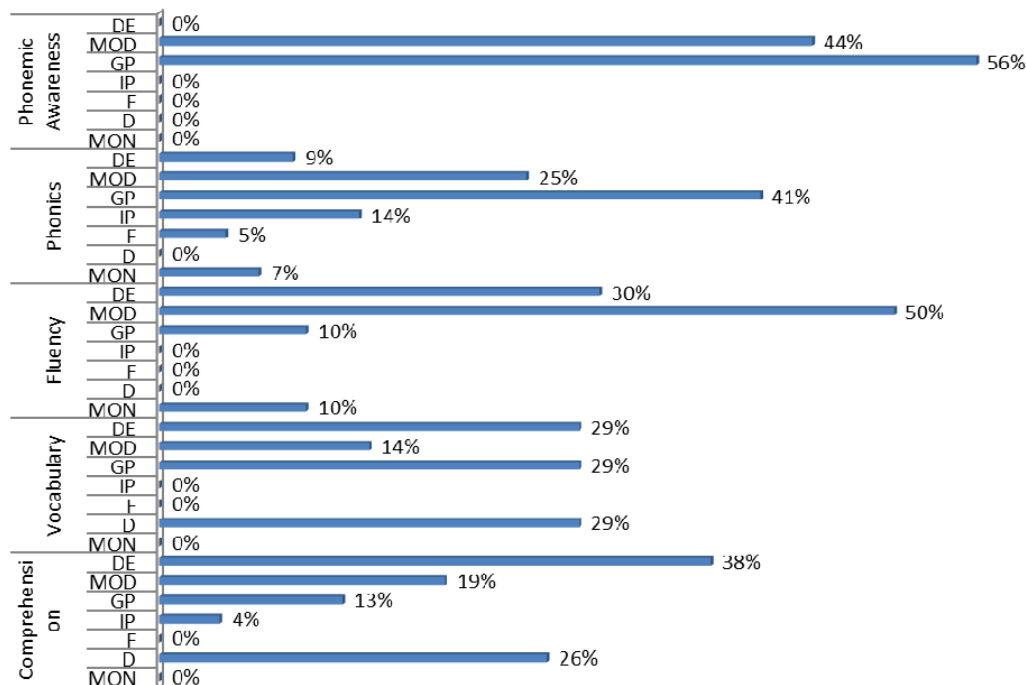
Figure 26. Publisher C: Grade 3.

For comprehension, monitoring was the dominant element of explicit instruction

with 21%. Independent practice followed with 19%, direct explanation and discussion

with both 16%, and modeling and guided practice with both 14%. There were no

recommendations for teaching the explicit instruction element of feedback for the lessons
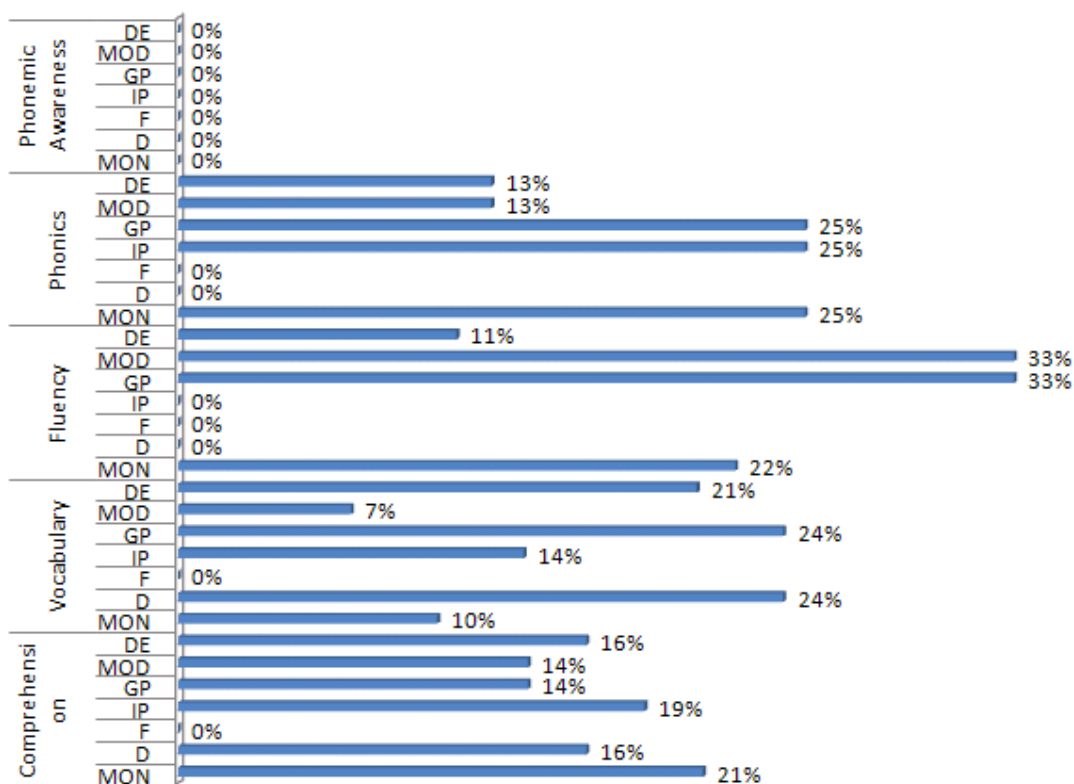
taught in Grade 3.

Grade 5. Figure 17 presents the percentages of each element of explicit

instruction and further categorizes each under the appropriate essential of reading

instruction for Grade 5.

Legend: *DE = Direct Explanation; MOD = Modeling; GP = Guided Practice; IP = Independent Practice; F = Feedback; D = Discussion; MON = Monitoring.*

Figure 17. Publisher C: Grade 5.

For phonemic awareness and phonics, there were no recommendations for teaching any of the seven explicit instruction elements for the lessons taught in Grade 5.

For fluency, modeling and guided practice were the dominant elements of explicit instruction both with 38%, followed by direct explanation and monitoring with 22%. There were no recommendations for teaching the explicit instruction elements of independent practice, feedback, and discussion for the lessons taught in Grade 5. For vocabulary, discussion was the dominant element of explicit instruction with 33%. Direct explanation followed with 22%, guided practice 19%, monitoring 11%, and modeling and independent practice both with 7%. There were no recommendations for teaching the explicit instruction element of feedback for the lessons taught in Grade 5.

For comprehension, discussion was the dominant element of explicit instruction with 22%. Direct explanation and independent practice followed with 20%, guided practice with 14%, and modeling and monitoring with 12%. There were no recommendations for teaching the explicit instruction element of feedback for the lessons taught in Grade 5.

Explicit instruction by grade. Elements of explicit instruction per grade showed that in Grade 1 the elements of direct explanation, modeling, and guided practice were all dominant with 25% each. For Grade 3, the dominant explicit instruction was discussion with 29%. The direct explanation element was dominant for Grade 5 with 59%. The least common explicit instruction was the feedback element across all grades (see Figure 18).
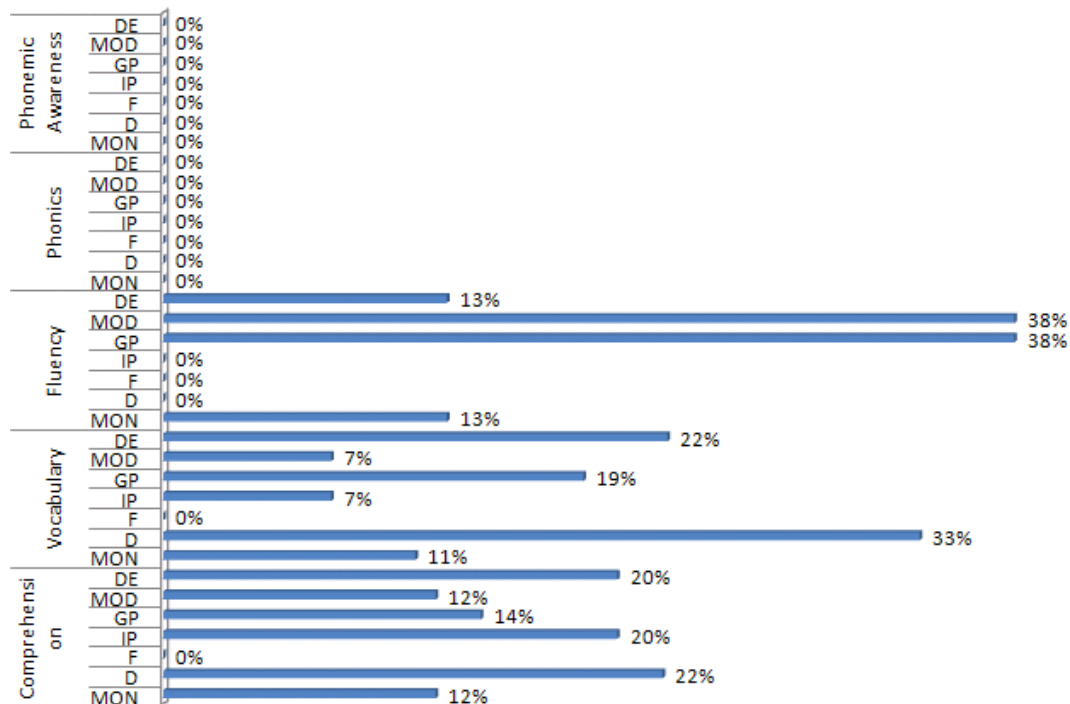

Legend: DE = Direct Explanation; MOD = Modeling; GP = Guided Practice; IP = Independent Practice; F = Feedback; D = Discussion; MON = Monitoring.

Figure 38. Seven elements of explicit instruction by grade level: Publisher C.

Publisher D

     Grade 1. Figure 19 presents the percentages of each element of explicit

instruction and further categorizes them under each essential of reading instruction.

     For phonemic awareness, guided practice was the dominant element of explicit

instruction with 38%, followed by direct explanation and modeling with both 31%. There

were no recommendations for teaching the explicit instruction elements of independent

practice, feedback, discussion, and monitoring for the lessons taught in Grade 1.

     For phonics, guided practice was the dominant element of explicit instruction with

56%. Independent Practice followed with 15%, direct explanation and modeling, both

Legend: DE = Direct Explanation; MOD = Modeling; GP = Guided Practice; IP = Independent Practice; F = Feedback; D = Discussion; MON = Monitoring.

Figure 19. Publisher D: Grade 1.

with 9%, and discussion and monitoring with both 9%. There were no recommendations for teaching the explicit instruction element of feedback for the lessons taught in Grade 1.

For fluency, guided practice was the dominant element of explicit instruction with 31%. Direct explanation followed with 19%, modeling, independent practice, and feedback all with 13%, and discussion and monitoring with both 6%.

For vocabulary, still guided practice was the dominant element of explicit instruction with 36%. Direct explanation followed with 29%, modeling with 21%, and discussion and monitoring with both 7%. There were no recommendations for teaching the explicit instruction elements of independent practice and feedback for the lessons taught in Grade 1.

For comprehension, discussion was the dominant element of explicit instruction with 40%. Guided practice followed with 23%, direct explanation with 17%, modeling with 15%, and independent practice and monitoring both with 2%. There were no recommendations for teaching the explicit instruction element of feedback for the lessons taught in Grade 1.

Grade 3. Figure 20 presents the percentages of each element of explicit instruction and further categorizes each under the appropriate essential of reading instruction for Grade 3.

For phonemic awareness, there were no recommendations for teaching any of the seven explicit instruction elements for the lessons taught in Grade 3.
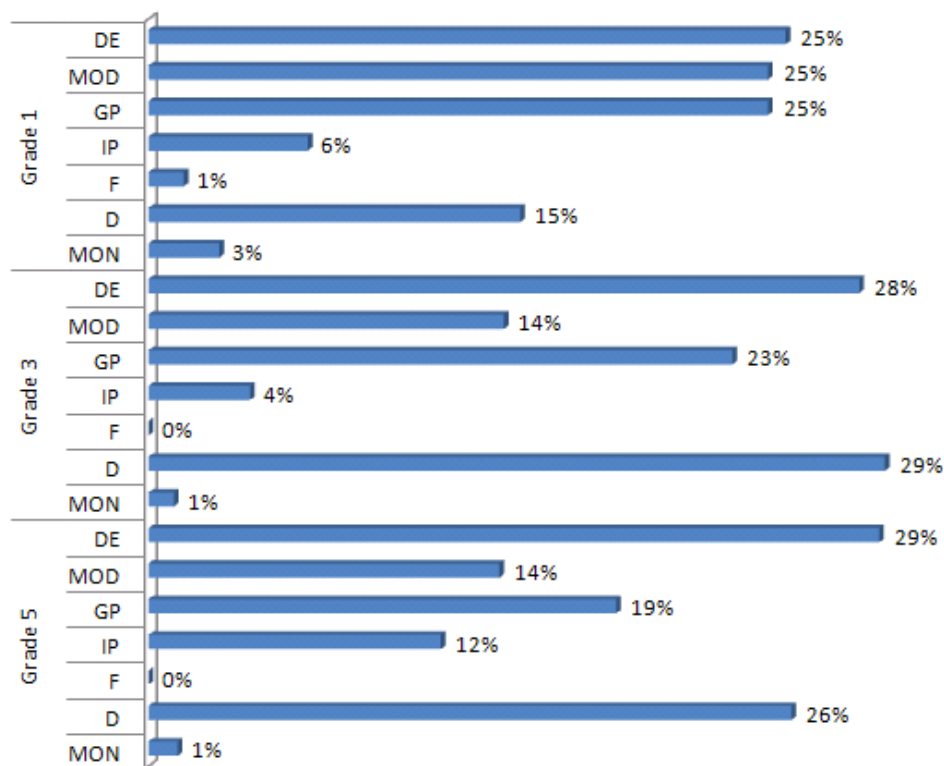
For phonics, guided practice was the dominant element of explicit instruction all with 42%. Direct explanation followed with 32%, independent practice and discussion
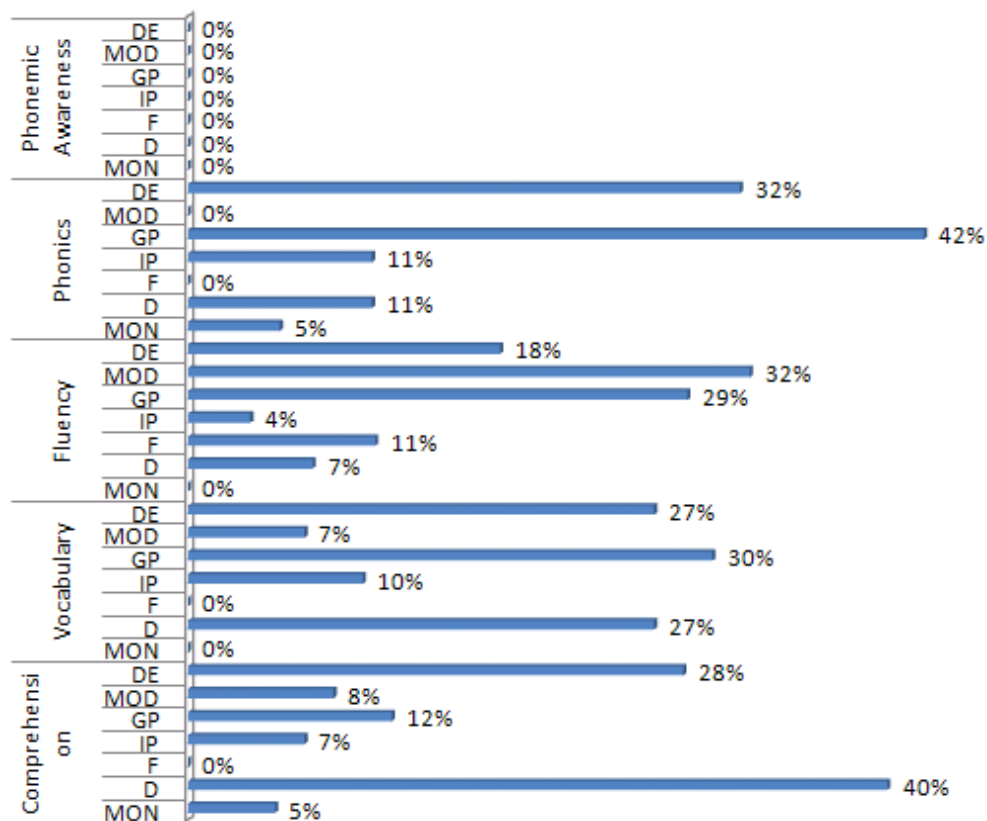
Legend: DE = Direct Explanation; MOD = Modeling; GP = Guided Practice; IP = Independent Practice; F = Feedback; D = Discussion; MON = Monitoring.
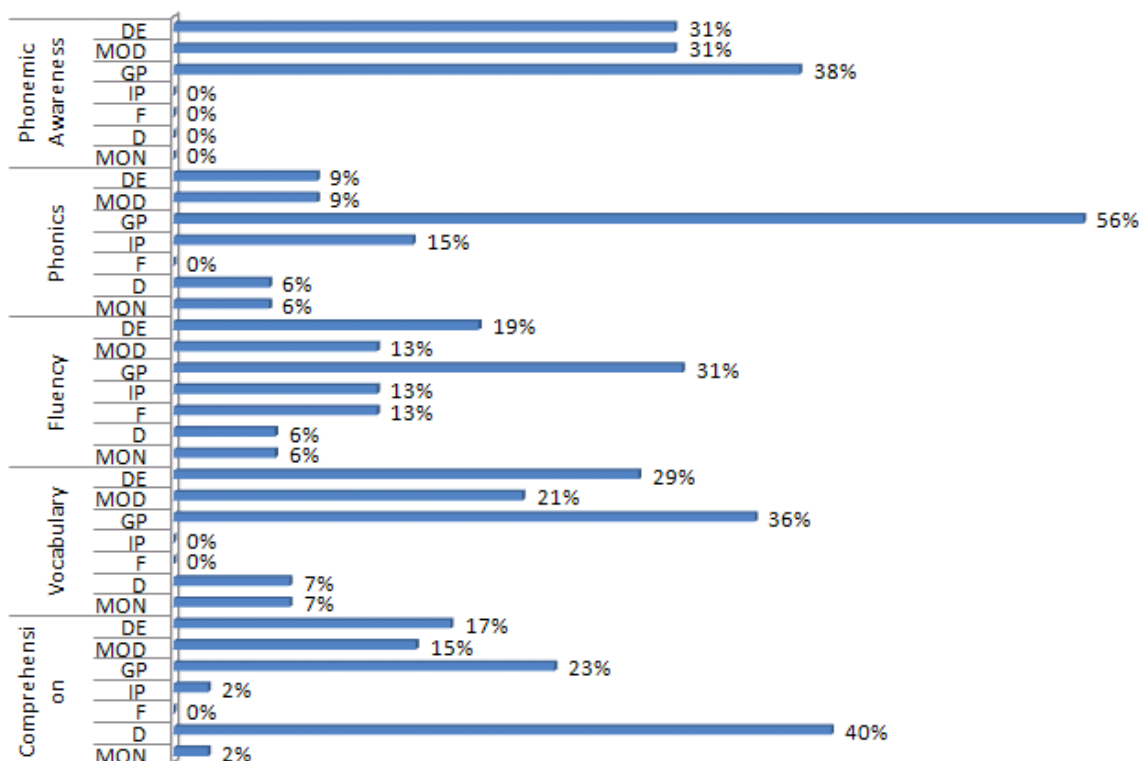
Figure 20. Publisher D: Grade 3.

with both 11%, and monitoring with 5%. There were no recommendations for teaching

the explicit instruction elements of modeling and feedback for lessons taught in Grade 3.

For fluency, modeling was the dominant element of explicit instruction with 32%.

Guided practice followed with 29%, direct explanation at 18%, feedback 11%, discussion

7%, and independent practice 4%. There were no recommendations for teaching the

explicit instruction element of monitoring for the lessons taught in Grade 3.

For vocabulary, guided practice was the dominant element of explicit instruction

with 30%. Direct explanation and discussion followed with 27%, independent practice

10%, and modeling 7%. There were no recommendations for teaching the explicit

instruction elements of feedback and monitoring for the lessons taught in Grade 3.

For comprehension, discussion was the dominant element of explicit instruction with

40%. Direct explanation followed with 28%, guided practice 12%, modeling 8%,

independent practice 7%, and monitoring 5%. There were no recommendations for

teaching the explicit instruction element of feedback for the lessons taught in Grade 3.

    Grade 5. Figure 21 presents the percentages of each element of explicit

instruction and further categorizes each essential of reading instruction for Grade 5.

Legend: DE = Direct Explanation; MOD = Modeling; GP = Guided Practice; IP = Independent Practice; F = Feedback; D = Discussion; MON = Monitoring.

Figure 4. Publisher D: Grade 5.

For phonemic awareness, there were no recommendations for teaching any of the seven explicit instruction elements for the lessons taught in Grade 5.

For phonics, modeling was the dominant element of explicit instruction with both 50%, followed by direct explanation and guided practice with both 25%. There were no recommendations for teaching the explicit instruction elements of independent practice, feedback, discussion, and monitoring for the lessons taught in Grade 5.

For fluency, direct explanation, modeling, and guided practice were the dominant elements of explicit instruction with both 22%, followed by feedback, discussion and monitoring all with 11%. There were no recommendations for teaching the explicit instruction element of independent practice for the lessons taught in Grade 5.

For vocabulary, discussion was the dominant element of explicit instruction with 63%. Monitoring followed with 25%, and guided practice with 13%. There were no recommendations for teaching the explicit instruction elements of direct explanation, modeling, independent practice, and feedback for the lessons taught in Grade 5.

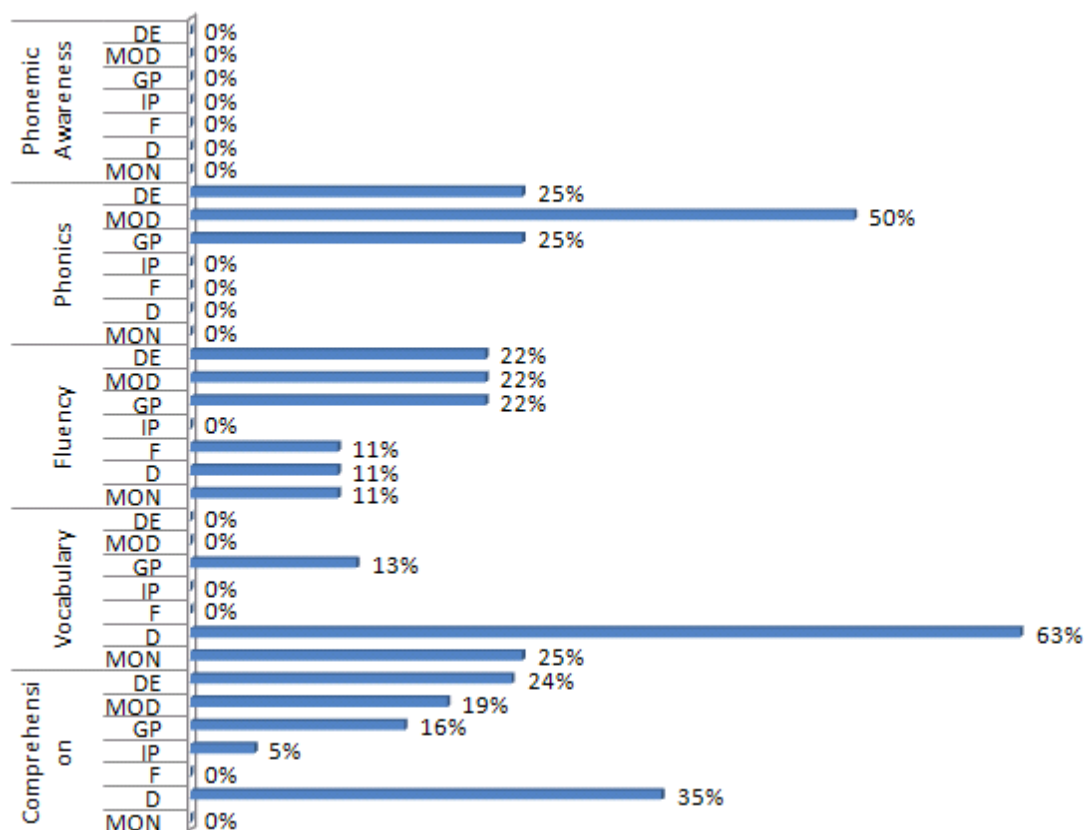For comprehension, discussion was the dominant element of explicit instruction with 35%. Direct explanation followed with 24%, modeling with 19%, guided practice with 16%, and independent practice with 5%. There were no recommendations for teaching the explicit instruction elements of feedback and monitoring for the lessons taught in Grade 5.

Explicit instruction by grade. Elements of explicit instruction per grade showed that for Grade 1, the element of guided practice was dominant with 36%. For Grade 3 the dominant explicit instruction elements were direct explanation and discussion with 26%.

The discussion element was dominant for Grade 5 with 34%. The least common explicit instruction was the feedback element across all grades (see Figure 22).

Publisher E

Grade 1. Figure 23 presents the percentages of each element of explicit instruction and further categorizes each under the essentials of reading instruction. For phonemic awareness, guided practice was the dominant element of explicit instruction with 60%, followed by direct explanation with 30% and independent practice with 10%. There were no recommendations for teaching the explicit instruction elements of modeling, feedback, discussion, and monitoring for the lessons taught in Grade 1.

Legend: DE = Direct Explanation; MOD = Modeling; GP = Guided Practice; IP = Independent Practice; F = Feedback; D = Discussion; MON = Monitoring.

Figure 5. Seven elements of explicit instruction by grade level: Publisher D.
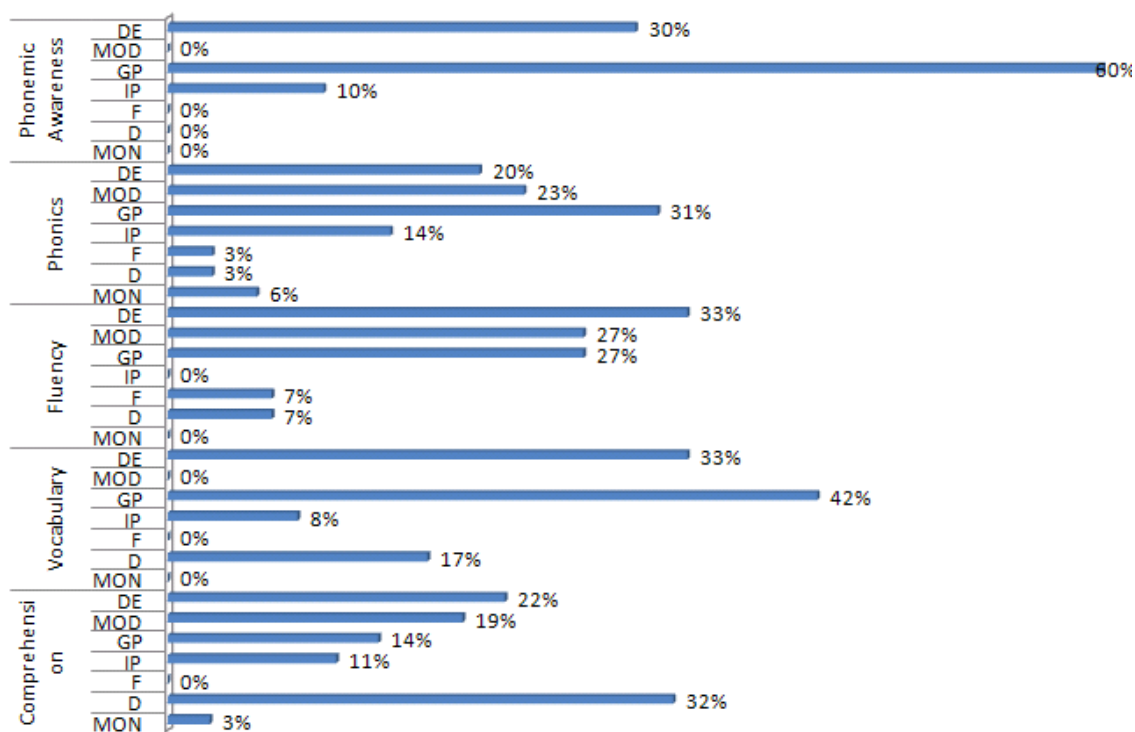
Legend: DE = Direct Explanation; MOD = Modeling; GP = Guided Practice; IP = Independent Practice; F = Feedback; D = Discussion; MON = Monitoring.

Figure23. Publisher E: Grade 1

For phonics, guided practice was the dominant element of explicit instruction with 31%. Modeling followed with 23%, direct explanation with 14%, independent practice with 14%, monitoring with 6%, and feedback and discussion with 3%.

For fluency, direct explanation was the dominant element of explicit instruction with 33%. Modeling and guided practice followed with 27%, and feedback and discussion both with 7%. There were no recommendations for teaching the explicit instruction element of independent practice for the lessons taught in Grade 1. For vocabulary, guided practice was the dominant element of explicit instruction with 42%. Direct explanation followed with 33%, discussion with 17%, and independent

practice with 8%. There were no recommendations for teaching the explicit instruction elements of modeling, feedback, and monitoring for the lessons taught in Grade 1.
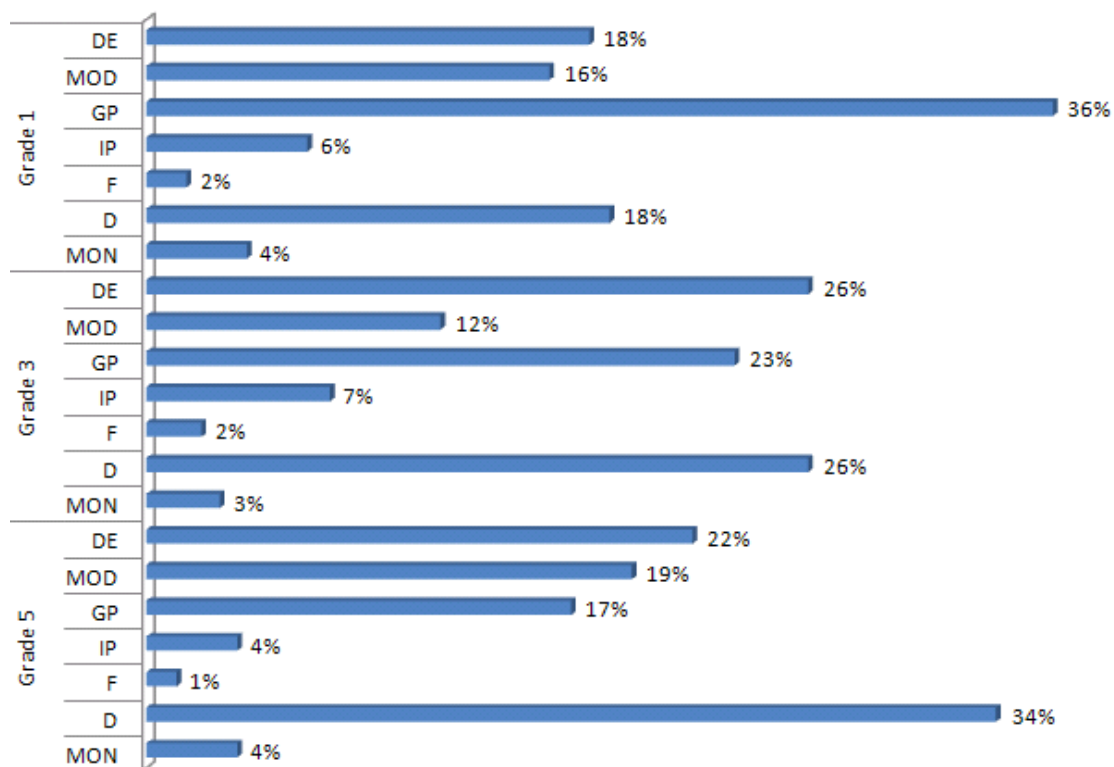
For comprehension, discussion was the dominant element of explicit instruction with 32%. Direct explanation followed with 22%, modeling with 19%, guided practice with 14%, independent practice with 11%, and monitoring with 3%. There were no recommendations for teaching the explicit instruction element of feedback for the lessons taught in Grade 1.

Grade 3. Figure 24 presents the percentages of each element of explicit instruction and further categorizes each under the appropriate essential of reading instruction for Grade 3.

For phonemic awareness, there were no recommendations for teaching any of the seven explicit instruction elements for the lessons taught in Grade 3.

For phonics, direct explanation and modeling were the dominant elements of explicit instruction all with 40%, followed by guided practice with 20%. There were no recommendations for teaching the explicit instruction elements of independent practice, feedback, discussion, and monitoring for the lessons taught in Grade 3.

For fluency, guided practice was the dominant element of explicit instruction with both 40%, followed by direct explanation, modeling, and feedback with 20%. There were no recommendations for teaching the explicit instruction elements of independent practice, discussion, and monitoring for the lessons taught in Grade 3.

For vocabulary, again direct explanation, modeling, and guided practice were the dominant elements of explicit instruction with 27%, followed by independent practice
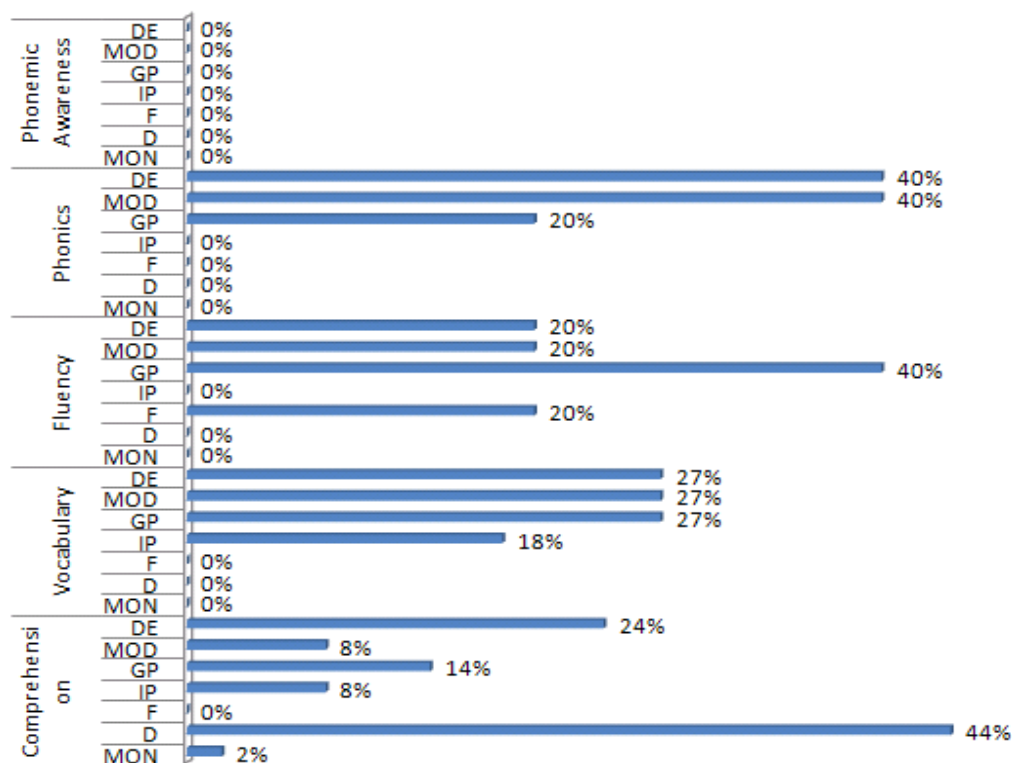
Legend: DE = Direct Explanation; MOD = Modeling; GP = Guided Practice; IP = Independent Practice; F = Feedback; D = Discussion; MON = Monitoring.

Figure 24. Publisher E: Grade 3.

with 18%. There were no recommendations for teaching the explicit instruction elements of feedback, discussion, and monitoring for the lessons taught in Grade 3.

For comprehension, discussion was the dominant element of explicit instruction with 44%. Direct explanation followed with 24%, guided practice with 14%, modeling and independent practice, both with 8%, and monitoring with 2%. There were no recommendations for teaching the explicit instruction element of feedback for the lessons taught in Grade 3.

Grade 5. Figure 25 presents the percentages of each element of explicit

Legend: DE = Direct Explanation; MOD = Modeling; GP = Guided Practice; IP = Independent Practice; F = Feedback; D = Discussion; MON = Monitoring.

Figure 25. Publisher E: Grade 5.

instruction and further categorizes each under the appropriate essential of reading instruction for Grade 5.

For phonemic awareness, there were no recommendations for teaching any of the seven explicit instruction elements for the lessons taught in Grade 5.

For phonics, direct explanation and modeling were the dominant elements of explicit instruction with both 33%, followed by guided practice and independent practice each with 17%. There were no recommendations for teaching the explicit instruction

elements of feedback, discussion, and monitoring for the lessons taught in Grade 5. For fluency, guided practice and direct explanation were the dominant elements of explicit instruction each with 50%. There were no recommendations for teaching the explicit instruction elements of modeling, independent practice, feedback, discussion, and monitoring for lessons taught in Grade 5. For vocabulary, guided practice was the dominant element with 38%, followed by direct explanation and modeling with 23%. There were no recommendations for teaching the explicit instruction elements of feedback, discussion, and monitoring in the lessons taught in Grade 5. For comprehension, discussion was the dominant element of explicit instruction with 47%, followed by direct explanation with 18%, modeling and independent practice each with 15% and guided practice with 6%. There were no recommendations for teaching the explicit instruction elements of feedback and monitoring for the lessons taught in Grade 5.

Explicit instruction by grade. Elements of explicit instruction per grade showed that for Grade 1, the element of guided practice was dominant with 28%. For Grade 3, the dominant explicit instruction was discussion with 31%. The discussion element was dominant for Grade 5 with 28%. The least common explicit instruction was feedback across all grades and tied with monitoring for Grade 3 and Grade 5 (see Figure 26).

Summary of Results

Part I

In summary, the five publishers did not vary greatly in the frequency of elements

of explicit instruction recommended as shown in Figure 27. Publisher A accounted for
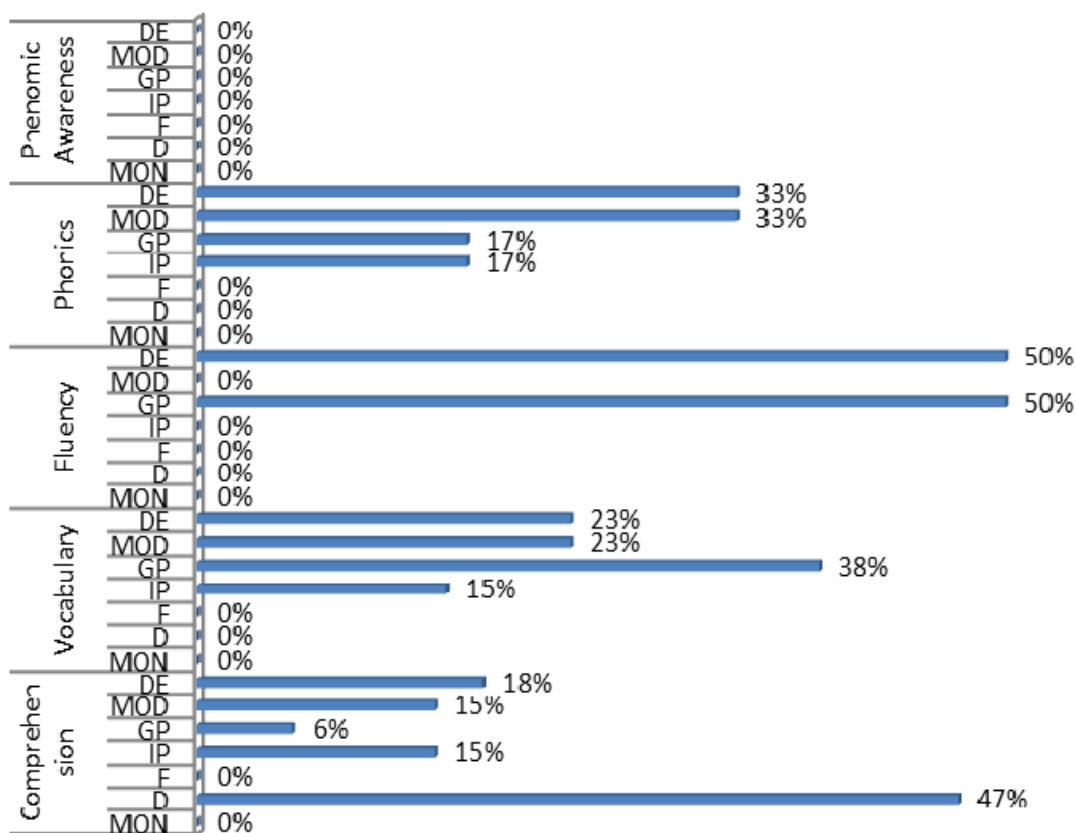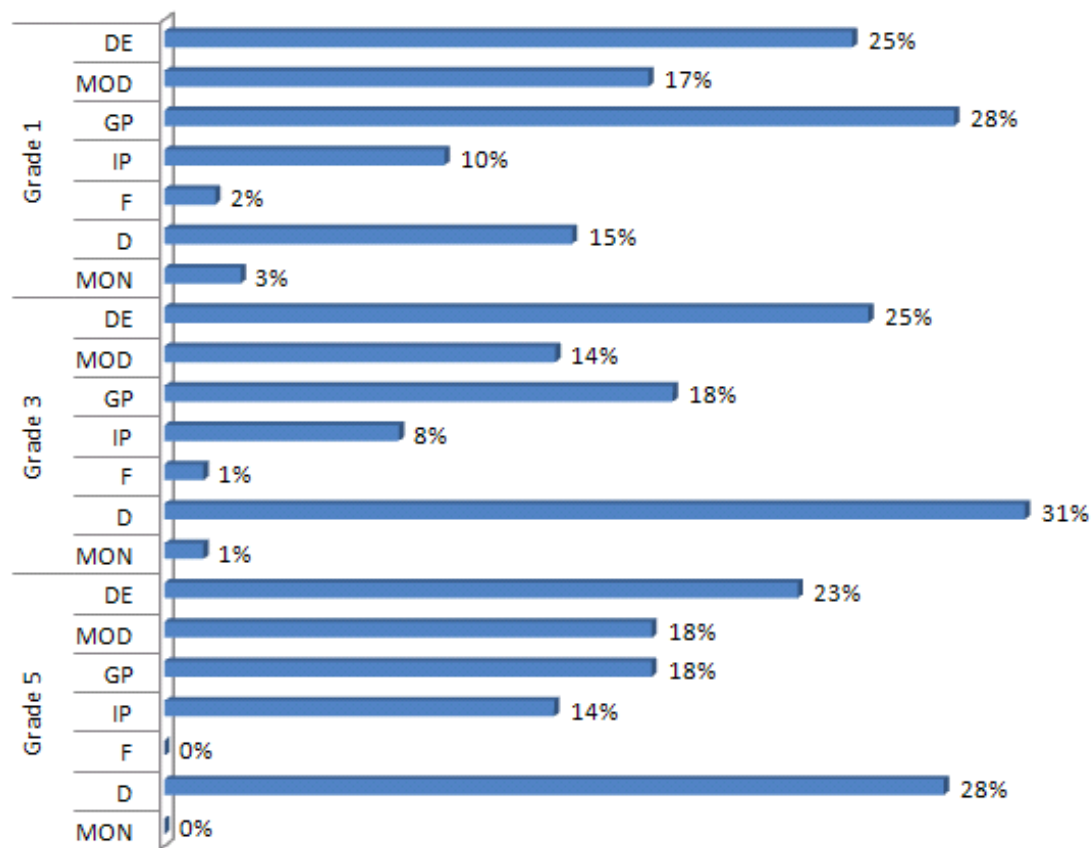

Legend: DE = Direct Explanation; MOD = Modeling; GP = Guided Practice; IP = Independent Practice;
F = Feedback; D = Discussion; MON = Monitoring.

Figure 66. Seven elements of explicit instruction by grade level: Publisher E.

366 (23%) of the 1,574 elements of explicit instruction coded. Publisher A recommended

guided practice most often and feedback least often. Publisher D accounted for 345

(22%) of the elements coded with guided practice as the most recommended element and

feedback as the least recommended. Publisher C accounted for 327 (21%) of the elements

coded with direct explanation as the most recommended and feedback as the least

recommended. Publisher B accounted for 299 (20%) of the elements coded with guided

practice as the most recommended element and feedback as the least recommended

element. Publisher E accounted for 237 of the 1,574 (15%) elements coded receiving the
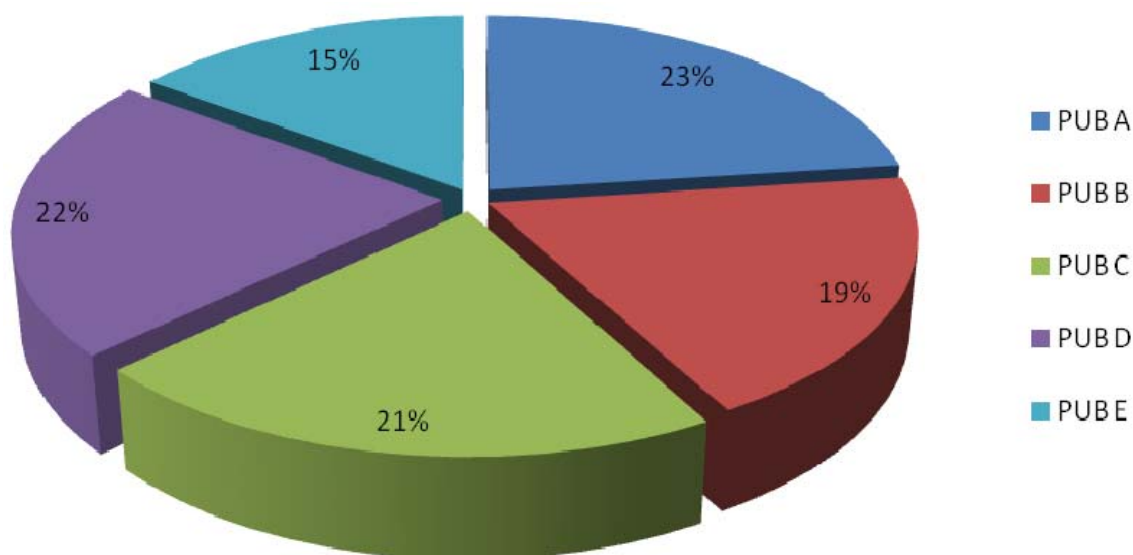
Figure 27. Explicit elements by publisher.

lowest number of recommended elements of explicit instruction with direct explanation as the most recommended element and feedback as the least recommended element.

Also apparent was the overall decline of explicit elements as the grades increase is seen in all publishers with a few exceptions that occur in no noticeable pattern. Particularly the drastic decline of guided practice beyond first grade was noted.

Part II

In the five essential components of reading instruction across all grades and publishers, elements of explicit instruction were most frequently recommended when teaching comprehension (51%) followed by phonics (18%) as shown in Figure 28. Within each of the essential reading components, the recommended elements of explicit instruction varied only slightly. In phonemic awareness and phonics the elements of

explicit instruction most recommended were guided practice followed by monitoring.
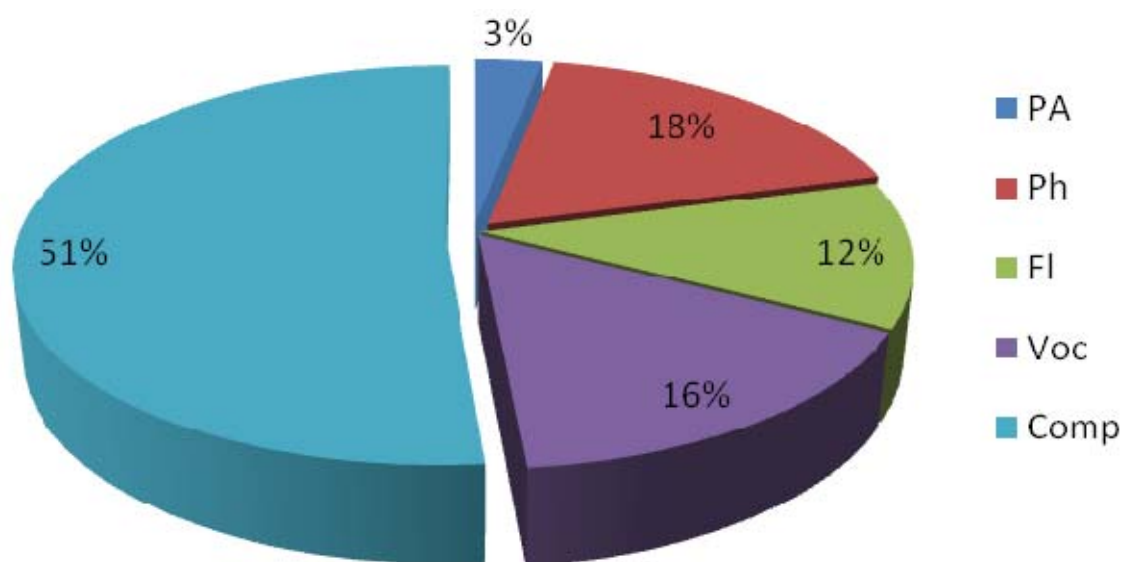
Legend: PA = Phonemic Awareness, PHO = Phonics, FLU = Fluency, VOC = Vocabulary, COMP = Comprehension.

Figure 78. Explicit elements within reading components.

Fluency lessons recommended most often guided practice and modeling as well as direct explanation. Vocabulary lessons most recommended the explicit instruction elements of guided practice followed by discussion and direct explanation whereas comprehension recommended discussion followed by monitoring. Across all essential reading components guided practice was the most common element recommended and feedback was the least recommended.

Grades

Grade 1 evidenced the highest number of recommended elements of explicit instruction (47% of all explicit instruction moves) for the five reading essentials and Grade 5 the least (23%) as shown in Figure 29. In Grade 1 guided practice was the most
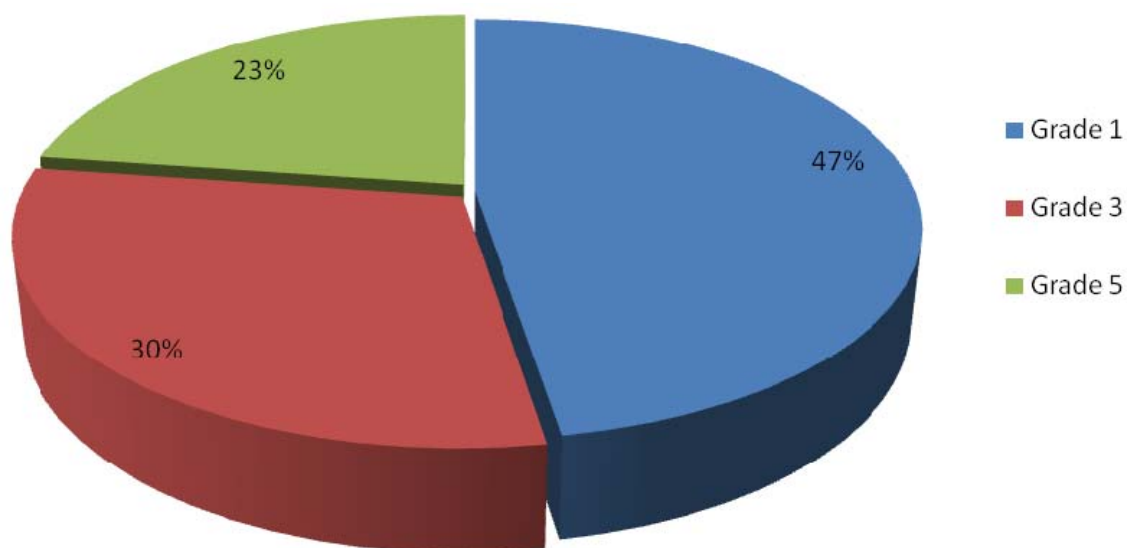
Figure 89. Explicit elements by grade.

commonly recommended element of explicit instruction followed by direct explanation. In grades 3 and 5 the elements of explicit instruction most commonly recommended were discussion and direct explanation, followed by guided practice.

Elements of Explicit Instruction within Essential Components of Reading

Instruction

In summary, all elements of explicit instruction were present across all of the five essential components of reading instruction, phonemic awareness, phonics, fluency, vocabulary and comprehension. The element of explicit instruction least recommended in all five components of reading instruction was feedback evidencing the lowest frequency and percentage. Feedback was not recommended in 99% of the lessons dealing with the five essential components of reading instruction. The element of explicit instruction that

was most commonly recommended in the lessons on the five components of reading

instruction was guided practice (25% of all explicit instruction moves). Figure 30

presents the percentage for each element of explicit instruction by essential component of

reading instruction. The figure shows that guided practice was the dominant element of

explicit instruction across all five essential components of reading instruction, followed

by direct explanation, modeling, discussion, independent practice, monitoring, and

feedback.
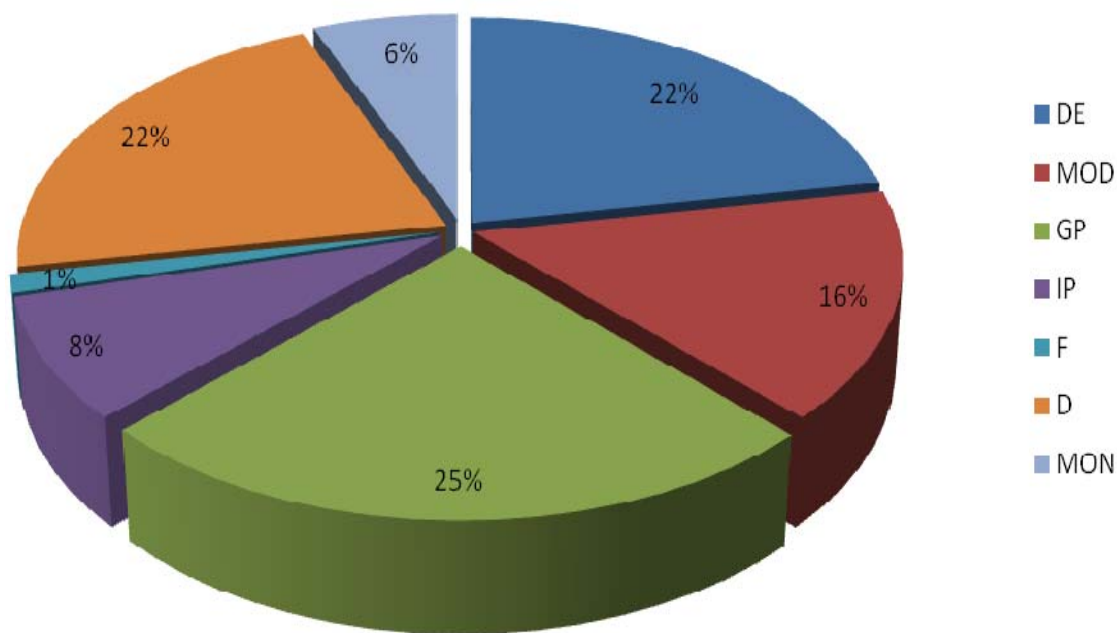
Legend: DE = Direct Explanation; MOD = Modeling; GP = Guided Practice; IP = Independent Practice;
F = Feedback; D = Discussion; MON = Monitoring.

Figure 30. Explicit elements across publishers and grades.

CHAPTER V

DISCUSSION

Explicit instruction has been recommended as an effective way to provide reading instruction from early literacy skills to reading comprehension (Rasinski et al., 2009; Rupley et al., 2009; Taylor et al., 2003; Simpson & Nist, 2000). Stevens and colleagues (2008) stated, "Previous research has well documented the efficacy of explicit instruction for promoting student achievement in literacy instruction" (p. 367). The use of explicit instruction among the essential components of reading has been recommended by the NRP and elementary teachers ought to include explicit instruction in their reading instruction. Elementary teachers rely heavily upon their CRP recommendations to guide their instruction. Dewitz and colleagues (2009) reported that as much as 73% of elementary schools in the United States used a CRP for their classroom reading instruction. Therefore, the current study sought to describe the level of inclusion of explicit instruction recommendations within the most widely used and published CRPs.

This study randomly sampled 15 weeks of instruction in the five most widely published CRPs teacher manual lessons in Grades 1, 3, and 5. The sample yielded 290 lessons for inclusion in the study. The content analysis research design followed the model described by Neuendorf (2002) to answer the overarching question, "What elements of explicit instruction are included in the five most widely published CRP teachers' edition lessons for five essential components of reading instruction?"

The study also sought to answer the following subset of more focused questions:

1. Which of the seven elements of explicit instruction are present in CRP lessons

across the five essential components of reading instruction?

2. Which of the seven elements of explicit instruction are most commonly recommended in CRP Teachers' Edition lesson, if any; and

3. Which elements of explicit instruction are least recommended in CRP Teachers' Edition lessons?

This final chapter will discuss the findings of the study as detailed in Chapter IV, and is organized into three sections. The first section will discuss the findings focusing on the differences among publishers, grade levels, reading components, and explicit elements. In the second section, the limitations of the study are discussed. Last, suggestions for future study are recommended followed by the summary and conclusions.

Discussion of the Findings

**Recommendation of Elements of Explicit
Instruction across Publishers**

The study reviewed five publisher's CRP reading lessons for elements of explicit instruction. Publisher A recommended the greatest number of explicit instruction elements within the reading lessons analyzed. Publisher E recommended the fewest. Figure 31 shows the five publishers and the percent of recommended elements. The range of elements of explicit instruction recommended by the five publishers was only 9% different. Thus, one can conclude that CRP publishers are more alike than different in the quantity of recommendations made about the overall use of elements of explicit recommendations within their reading lessons when aggregated across grades, components, and explicit elements of instruction.

Figure 31. Percent of explicit elements within publishers.

For educators, this finding may only increase the confusion around CRP selection

processes. If educators were looking to adopt a CRP that provided a high quantity of

explicit instruction recommendations, none of the five analyzed in this study stands out as

significantly superior or inferior to the others. The process of creating and adopting CRPs

may in fact encourage this kind of "standardization" of content and instructional

recommendations to be competitive with other CRP publishers in the struggle to win

statewide adoptions in key states like California and Texas (Heibert, 2005).

Elements of Explicit Instruction Within
Essential Components of Reading Instruction

Comprehension was found to be the essential component of reading instruction in

which elements of explicit instruction were most frequently recommended. It has been

found that the explicitness with which comprehension strategies are taught affects learner outcomes, especially for low achieving students (Coyne et al., 2009). Publishers recognize the importance of explicit comprehension instruction and recommended frequent explicit instructional moves within comprehension lessons as the grade levels progressed (42% of total instruction moves in Grade 1, 56% in Grade 3, and 62% in Grade 5). The majority (51%) of the explicit instruction moves in each CRPs lessons for grades one, three, and five were geared towards developing comprehension, except for Publisher B, who recommended about the same quantity of instruction moves for developing phonics (35% of instruction moves) as for comprehension (34% of instructions moves) in its Grade 1 lessons. In Grade 1, the five publishers were similar in their use of discussion as a preferred comprehension instruction method with the exception of Publisher C preferring direct explanation instead. In Grade 3, all publishers used discussion to develop comprehension except for Publisher B, who preferred monitoring instead, whereas in Grade 5, all publishers were the same in their preference for discussion as a comprehension instruction method. When looking at comprehension instruction across the grades, the data show a steady decline in explicit instructional moves as the grade level increased. For example, there were 199 explicit elements or moves found within comprehension lessons across all grades. Grade 1 evidenced the highest number of explicit comprehension instructional moves (43%), Grade 3 the next highest (34%), and Grade 5 the fewest (23%). This finding is especially disturbing when, at the time comprehension instruction is most needed, especially explicit comprehension strategy instruction, these five CRPs failed to provide intermediate grade teachers the

resources they need to teach comprehension strategies explicitly.

In the review of literature, most of the previous studies reviewed referred to analyses of CRPs comprehension instruction. Durkin (1981) stated that the CRPs she studied offered numerous application and practice exercises instead of direct and explicit instructional recommendations for teaching reading comprehension. Miller and Blumenfeld (1993) and Dewitz and colleagues (2009) found few opportunities for modeling, guided practice, and independent practice in their studies. The findings of the current study show that a similar situation still exists. Again, the majority of the explicit instruction moves within comprehension reading lessons used discussion (33% of total instruction moves, across all publishers and all grade levels) with direct explanation in second place (23% of total instruction moves, across all publishers and all grade levels).

Instructional moves recommending guided practice (16% of total instruction moves), modeling (15% of total instruction moves), and independent practice (7% of total instruction moves) all fell behind discussion and direct explanation for developing comprehension. According to Duke and Pearson (2002), teachers should use a model of gradual release including explicit explanation, modeling, and practice when teaching children comprehension strategies. CRPs should thus make full use of other elements of explicit instruction and not over rely on the effectiveness of discussion alone.

It was observed that the majority of the instructional focus was in developing comprehension (42% of total instruction moves) and phonics (30% of total instruction moves) in Grade 1, with a dramatic shift away from phonics following in grades 3 and 5 towards vocabulary (21% in Grade 3 and 21% in Grade 5), with comprehension still

commanding a majority of recommended instruction moves (56% in Grade 3 and 62% in Grade 5). A minor shift away from phonics toward developing vocabulary between grades 3 and 5 was seen. This appears to follow the logical progression of word study from phonemes and phonics; pronunciation based, to morphemes; meaning based instruction as students encounter larger and more sophisticated words as children become automatic decoders and can direct attention capacity toward comprehension of words and larger text units. The preferred explicit instruction moves for teaching vocabulary were guided practice (28% of vocabulary instruction in Grade 3 and 32% in Grade 5) and direct explanation (25% of vocabulary instruction in Grade 3 and 20% in Grade 5). These foci follow the NRP's (2000) recommendation that vocabulary instruction involve the direct teaching of new word meanings. The expectation that students have mastered phonemic awareness and phonics upon entering Grade 3 as recommended by the NRP (2000) was seen in the shift of recommendations made from phonics to comprehension in the later grade CRP lessons.

The high number of instruction moves geared towards phonics in Grade 1 lessons is in accord with Chall's (1967) statement that systematic phonics instruction initiated early in children's school experiences produces stronger reading achievement. Both phonemic awareness and phonics are foundational components, which should receive less emphasis as students gain decoding competence. The preferred explicit instruction method for developing phonics in the CRP lessons was guided practice, across all grade levels and publishers (40% of phonics instruction moves in Grade 1, 31% in Grade 3, and 33% in Grade 5). There was a similar preferred instruction method for developing

phonemic awareness in Grade 1, where guided practice comprised 52% of the total instruction moves. The NRP (2000) stated clearly that explicit instruction is effective for providing instruction in phonemic awareness. However, this instruction should include more than guided practice to be considered explicit. The CRPs in the lower grades, although they include recommendations for explicit elements, are still not using the full range of elements that can help ensure students success in learning to read.

Data from the current study showed that less than 15% of the total instructional moves in each grade level were aimed towards improving fluency. Brenner and Heibert (2010) also found that the opportunities for students to practice reading and the number of words available for students to read were similarly limited. One CRP (Publisher C) recommended fewer than 10% of total instruction moves in lessons for grades one, three, and five geared towards fluency. In Grade 1, fluency had a higher quantity of instruction moves, but in grades three and five, more instruction moves were recommended for developing vocabulary than for fluency. The preferred fluency instruction methods for grades one, three and five were guided practice (30% of instruction moves) and modeling (26% of instruction moves). Although feedback recommendations are considered to be essential in fluency instruction (NRP, 2000), these recommendations were absent within current CRP fluency lessons.

Note that phonemic awareness (PA) ceased to be addressed with any explicit instruction in grades three and five, and are only nominally developed in Grade 1 (7% of total instruction moves). This is consistent with current research recommendations (National Early Literacy Panel, 2008), where students are expected to have mastered PA

before reaching Grade 3. However, the low number of explicit instruction moves for

phonemic awareness in Grade 1 lessons was not in line with the NRP's recommendation.

The NRP (2000) stated that nonreaders in kindergarten to Grade 1 who have undeveloped

phonemic awareness will benefit from explicit and systematic instruction beginning with

the easier levels of phonemic awareness such as identifying the initial sounds in spoken

words. CRP publishers have not included sufficient recommendations in Grade 1 to meet

this research suggestion for continuing explicit instruction in phonemic awareness.

Recommended Elements of Explicit Instruction
Across Publishers and Grades

The elements of explicit instruction included in this study were identified from a

review of 40 articles and book chapters that fit the stated inclusion criteria. Seven

elements of explicit instruction were mentioned in at least 25% or more of the articles

reviewed: (a) direct explanation, (b) modeling, (c) guided practice, (d) independent

practice, (e) feedback, (f) discussion, and (g) monitoring. The most recommended

elements of explicit instruction in CRP lessons were first, guided practice (25%) and

second, direct explanation and discussion (both at 22%), whereas the least recommended

element was feedback (1%). Guided practice was the most common explicit element in

Publisher A (31%), B (20%), and D (26%), where direct explanation was the most

common element in Publishers C (27%), and E (25%), followed closely by guided

practice (23%). Feedback was the least commonly recommended element by all

publishers (0-3%). There were 290 essential reading component lessons gathered for this

study, and 1,574 explicit instructional moves coded. Of those 290 reading lessons, there

were 72 lessons without any explicit instructions (11 or 9% for Grade 1, 33 or 33% for Grade 3, and 28 or 43% for Grade 5). This situation is not in harmony with the recommendations of Fielding and colleagues (2007) and Archer and Hughes (2011), who declared explicit instruction models to be one of the most effective if not the best tools available for educators to use in providing effective reading instruction. This data also shows a decreasing pattern in the use of explicit instruction methods as the student progresses through school, specifically between grades one and three. Three of the five CRPs (from Publishers B, C, and E) reviewed in the current study had no explicit instruction moves in 40-50% of lessons for grades 3 and 5. The other two CRPs (from Publishers A and D) had a lower but still significant percentage of absent explicit instruction moves in their lessons for grades three and five. We can see as grades progress, teachers are given fewer explicit recommendations.

By reviewing each explicit element separately, it can be determined whether explicit recommendations are being utilized according to research. Direct explanation is the teacher-directed portion of the lesson where the teacher presents new material in overt and concrete ways (Stevens et al., 2008). Direct explanation was the second highest recommended instructional element found in the lessons reviewed. Direct explanation as an instruction element within lessons has positively influenced student learning in reading and literacy (Palmer et al., 2006; Simpson & Nist, 2000) and increased students' metacognitive abilities (Simpson & Nist, 2000). This study found that 22% of the explicit elements coded were direct explanation. In the 290 lessons, 349 recommendations of direct explanation were found within the reading lessons. This study found that CRP

lessons have included direct explanation within their lesson recommendations. This is an improvement in the aid given to teachers in how to instruct the essentials of reading and is a positive change since the 1981 findings of Durkin.

Modeling is described as teachers demonstrating for the students how to use a particular strategy, skill or concept as a part of their learning (Rasinski et al., 2009; Rupley et al., 2009; Simpson & Nist, 2000; Taylor et al., 2004). Modeling can be further augmented with a teacher think-aloud, which includes the teacher verbally sharing their own thinking process with students (Vacca, 2002). Modeling was the fourth most recommended explicit element among the seven elements found within current CRPs. Modeling was found in 16% of the explicit elements coded. Of the 290 reading lessons reviewed, there were 245 recommendations of modeling encountered. Modeling with a recommended think aloud was recorded in 60% of the elements coded as modeling. The use of modeling within reading lessons has been found to increase students' ability to conceptualize reading skills and strategies, help them to apply the skills and strategies to their own reading (Rupley et al., 2009) and give students a "toe-hold" on how to do the thinking (Duffy, 2003). Dewitz and colleagues (2009) found comprehension instruction within the CRP lessons to be lacking in modeling. The findings of this study show that CRPs have not fully remedied the lack of modeling within their reading lessons, especially with those recommendations that include a teacher think aloud.

Guided practice is the portion of a lesson where the teacher moves through highly teacher-directed instruction to student-guided practice. Guided practice was the highest recommended explicit element found in 25% of the explicit elements coded. In the 290

lessons reviewed there were 392 recommendations of guided practice found. CRPs have made an apparent effort to increase the recommendations for guided practice among their reading lessons. When teachers use guided practice within their instructional repertoire, student success and opportunity for growth is increased as teachers provide opportunities for students to practice their literacy skills (Taylor et al., 2003). Dewitz and colleagues (2009) found that many of the programs instructional models moved from direct explanation to questioning with little guided practice. This study found a definite improvement in the amount of guided practice recommendations within current CRP reading lessons.

Independent practice is the point of a lesson where the teacher no longer supports student learning and allows for student-directed practice and application of the newly acquired skills, strategies, or concepts. Independent practice recommendations in the reading lessons were the fifth most common element among the seven elements. Independent practice recommendations were coded only 8% of the 1,574 elements coded, in only 131 of the 290 lessons. Dewitz and colleagues (2009) also found few recommendations for independent practice within the CRP lessons. These similar findings could be partly due to the independent practice opportunities located in the ancillary materials provided to teachers. Independent practice opportunities that were not mentioned or referred to within the reading lessons were not accounted for in this study and additional recommendations may have been found in other ancillary materials of the reading programs. Unless other independent practice opportunities exist in these ancillary materials, CRP publishers have not remedied the lack of independent practice

recommendations.

Feedback is a technique often provided simultaneously with the guided practice element, but is considered a separate teacher move from the instruction provided during guided practice. The teacher often gives feedback to students in the form of comments referring to their progress or corrective feedback. It has been determined that specific feedback within reading lessons is a powerful tool (Archer & Hughes, 2011) and considered to be critical to the development of active learners (Butler & Winne, 1995). Feedback was the least commonly found element of explicit instruction in the CRPs. In the 1,574 elements coded within the 290 lessons, only 20 recommendations (1%) for providing feedback were found. Clearly, feedback has not been included in the current reading program lessons. Whether publishers find it difficult to provide feedback recommendations to teachers or that publishers have not made an attempt at including feedback is unclear. This study shows that recommendations for teachers to provide feedback to their students are not being made within CRP reading lessons.

Discussion is a lesson element described as asking questions (Gersten & Geva, 2003; Taylor et al., 2002), asking students to elaborate (Gersten & Geva, 2003), eliciting student responses (Gersten & Geva, 2003), and providing opportunities to speak with teacher, peers, and as a group (Blair et al., 2007; Gersten & Geva, 2003; Simpson & Nist, 2000; Taylor et al., 2002). Discussion is typically included during the guided practice portion of the lesson or directly following the direct explanation. Discussion was found in 22% of the elements coded. In the 290 lessons, 339 recommendations of discussion were found. It was the second most commonly recommended element along with direct

explanation. Discussion has been shown to be beneficial where teachers have seen improvement in student outcomes, composition, comprehension, and problem solving using discussion in literacy instruction (Harris et al., 2002; Kroesbergen et al., 2004; Vacca, 2002). Based upon the data of this study, discussion is being recommended in current CRP reading lessons.

Monitoring is referred to as carefully attending to student responses and measuring performance continuously and consistently. Monitoring, either informally or formally, is critical for teachers to be able to base instructional decisions upon and determine areas where a student needs extra practice or support. When monitoring is routinely included in instruction, teachers are able to "identify children's instructional needs and offer targeted lessons" (Pressley et al., 2001, p. 49). Monitoring was recommended in only 6% of the elements coded. Of the 290 lessons, only 98 encounters of monitoring were recommended. Only feedback was found less often than monitoring among the seven elements of explicit instruction. Assessment recommendations not mentioned or referred to within the reading lessons were not accounted for. These, as with independent practice opportunities, may be included in ancillary materials that were not reviewed for this study. Monitoring recommendations among the essential reading components are still needed in CRP lessons.

Limitations and Delimitations

There were two main limitations to this study. The limitations include: (a) Due to time and financial limitations, the five top-selling CRPs used were selected for this study.

There are far too many CRPs to have selected a complete sample including all programs. (b) The sample size of lessons was small compared to the large number of lessons provided in CRP teacher manuals. The total number of intact weeks of lessons available in the five manuals sampled equals roughly 486 with approximately 30 lessons in each week (equaling more than 14,000 lessons). Because of time and man-hour constraints, the investigator had to randomly select a relatively small sample size (15 weeks [3%] with 290 lessons [25]) for this study.

There were two major controllable delimitations of the study. First, the coding schema of the lessons was created by the investigator to answer the specific questions of this study. Another study could choose to answer similar questions and create a coding form with different coding rules resulting in dissimilar findings. The use of frequency counting of recommended explicit elements within the lessons provided details about which elements were found in the lessons, but did not provide information about the quality or the logical sequencing of the individual lesson elements being recommended. Thus, the investigator may be subjected to limited information and bias, based upon the coding guidelines developed within the findings of this study. Only lessons intended for the general population were coded in this study. Instruction being given to the general population of students was the focus of the study. Instruction designed for small differentiated (on, below, or above level) or targeted focus groups (ELLs or students with special needs) was omitted from the sample. This particular targeted instruction may have included more of the explicit elements sought in the study. Ancillary materials (workbooks, facsimiles, assessments, teacher resource books, or materials found online)

were also excluded from the study. As a result, the findings of this study are not based on all materials that CRPs provide to teachers, but only the reading lesson recommendations for reading instruction.

Recommendations

Research has shown that explicit instruction is one of the most effective forms of reading instruction (NRP, 2000; National Early Literacy Panel, 2008). CRPs are one of the most frequently accessed instructional materials for providing reading instruction (Allington, 2002; Brenner & Hiebert, 2010; Venezky, 1987). Hence, the instructions provided within the CRPs will likely affect the quality of teachers' reading instruction and thus the trajectory of students' reading growth. No research has investigated the quantity or quality of explicit reading instruction found in currently available CRP reading lessons used in schools. This study addressed this gap by adding to the available literature on the quantity of explicit instructional methods recommended to teachers for teaching children to read.

Recommendations for Educators

1. When looking to adopt a CRP, the findings indicated minimal differences among the five publishers reviewed in regards to the quantity of explicit instructional elements recommended in reading lessons focused on the five essentials of reading instruction. Thus, if explicit instruction is an important CRP adoption criterion, then none of the five CRPs evaluated in this study would satisfy this criterion.

2. All of the CRPs failed rather consistently to recommend feedback in their

lessons. As a result, educators will need to supplement the feedback recommendations found in any one of the five CRPs reviewed.

3. CRP lessons included frequent use of guided practice and discussion recommendations however, the quality of those recommendations need to be carefully considered, as instructional quality of the recommendations was not reviewed in this study.

4. Discussion and questioning were frequently used within the comprehension lessons and these recommendations need to be carefully reviewed to determine the explicitness and gradual release of responsibility.

5. Monitoring recommendations were not frequently found in the reading lessons reviewed for this study. Educators should look to the ancillary materials for these monitoring materials as they ought to be included in reading instruction and may be found outside of the actual reading lessons.

6. Lastly, educators working with the upper grades need to understand that the CRPs reduce the amount of explicit instruction recommendations provided within the reading lessons. Educators will be required to supplant the reading lessons with the omitted explicit instruction elements.

Recommendations for Publishers

1. CRP publishers tended to limit their comprehension instruction recommendations to only two elements of explicit instruction - discussion and direct explanation. This is not in accordance with research on reading comprehension instruction that suggests also using the elements of modeling, guided practice, and

independent practice.

2. CRP publishers need to address the declining use of explicit comprehension instructional moves. This finding too is not in accord with relevant research that suggests explicit comprehension strategy instruction to be effective (Duke & Pearson, 2002).

3. The sequence of the explicit elements recommended in CRP reading lessons needs to be carefully examined by publishers to follow a complete sequential use of explicit instruction elements recommended by experts: (a) direct explanation, (b) modeling, (c) practice, (d) application (Dole et al., 1991; Pearson & Dole, 1987; Rupley et al., 2009). Many CRP reading lessons included multiple elements of explicit instruction but did not necessarily recommend the use of these elements in the preferred sequence.

4. Publishers need to look carefully not only at the design of their lessons to ensure the cohesion of explicit instruction within each lesson but also need to coordinate lessons within a day or week to provide intralesson coherence. Anecdotally it was noted that the lessons often focused upon a single skill that was disconnected from other lesson elements within the same week or day's lesson.

Recommendations for Future Research

1. Future study is needed to determine how well the recommended sequential order of explicit instruction elements is used within CRP lessons.

2. Future study is needed to account for not only the quantity or frequency, but also the quality of explicit instructional moves recommended in CRP reading lessons.

3. Future study should also examine the intra-lesson coherence of CRP reading

lessons. Often lesson objectives within the same CRP reading lesson were not related to each other. For example in one lesson, teacher explanation was focused on one skill or strategy and then the modeling focused on using yet another unrelated skill or strategy.

4. Future research should investigate the effects of decreasing the number of explicit instructional moves recommended as grade levels progress on students' growth in reading performance. Currently, there are no grade level guidelines for the amount of explicit instructional moves needed to support students' reading progress across the grade levels of the CRP programs.

5. To gain a clearer understanding of the gradual release of explicit instruction across the lower grades, future studies of CRP reading lessons' explicit instructional elements should be done using successive grade levels, such as grades one, two, and three rather than reviewing grades one, three, and five as this study has done.

6. Future quantitative research could investigate the additive effects of each of the elements of explicit instruction on students' reading growth and achievement. A study such as this would help to identify which of the seven elements of explicit instruction are most effective and which contribute little to instructional effectiveness.

Summary and Conclusions

The results of this study showed that all five CRPs recommended the use of all seven elements of explicit instruction in some of their lessons with minimal difference among the publishers. Guided practice was the most dominant element of explicit instruction recommended, followed by direct explanation, discussion, modeling,

independent practice, monitoring, and last feedback. Three of the five CRPs (Publishers A, B, and D) used guided practice most often, the other two CRPs (Publishers C and E) used direct explanation most often while all publishers' recommended feedback least often. The inclusion of explicit instruction recommendations within CRPs, were found to improve since the findings of Dewitz and colleagues (2009). This study found many recommendations for using guided practice and direct explanation in the CRP reading lessons in comparison to Dewitz and colleagues' findings on reading comprehension lessons in CRPS. Although independent practice recommendations may be underrepresented in this study because ancillary materials were not reviewed, there were more guided practice recommendations found within the CRPs than would have been expected based upon previous content analyses of CRPs (Dewitz et al., 2009; Durkin, 1981; McGill-Franzen et al., 2006). This study also found modeling to be recommended in more programs than was found previously. Although there was more modeling recommended in CRP reading lessons than has previously been found in other CRP content analyses, more is needed. The findings of this study on reading comprehension CRP reading lessons are similar to Dewtiz and colleagues in that questioning coupled with discussion was the most recommended instructional practices associated with explicit instruction. Unfortunately, very few CRP lessons focused on the comprehension strategy of modeling, especially when this is one of a very few evidence-based reading comprehension strategies (NRP, 2000).

 Overall, the findings of this study revealed that CRPs use all of the seven explicit instruction methods in their reading lesson recommendations but not equally so nor in the

expected logical sequence. Furthermore, CRP lessons drastically reduce the number of recommendations for using explicit instructional elements as the grade levels progress. There was considerable focus on guided practice but little or no recommendations for using teacher monitoring and feedback. CRP lessons were focused upon developing students' reading comprehension; however, there was a marked reduction in the number of explicit instructional moves as grade levels increased leading the less support for explicit comprehension instruction at the very time children need greater support—the intermediate grade levels. Findings of this study also indicated insufficient focus in CRP lessons on explicitly teaching phonemic awareness in Grade 1 and fluency and vocabulary in all grades.

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APPENDICES

Appendix A

Explicit Element Coding Form

Explicit Element Coding Form

Week #: _____ Main Story Title: _____Section: _____

Page #'s: _____ Date: _____ Coder: _____ Grade Level: 1st ☐ 3rd ☐ 5th ☐

Publisher: Scott Foresman ☐ Houghton Mifflin☐ Harcourt ☐ McGraw-Hill☐ SRA☐

Lesson Type	Pdf page #	Direct Explanation	Modeling with Teacher	Modeling without	Guided Practice	Independent Practice	Feedback	Discussion	Formal Skill/Strategy	Informal Skill/Strategy	Other
Phonemic Aw											
Phonics											
Fluency											

Lesson Type	Pdf page #	Direct Explanation	Modeling with Teacher	Modeling without	Guided Practice	Independent Practice	Feedback	Discussion	Formal Skill/Strategy	Informal Skill/Strategy	Other
Vocab.											
Comp.											

Appendix B

Codebook

Codebook

The purpose of this codebook is to outline the steps involved in the coding process. This

provided operational definitions needed to code the lessons in the CRPs for elements or

characteristics of explicit instruction. Included in the codebook are instructions for

locating lessons, describing a lesson, and coding for elements of explicit instruction.

I. Sample an intact week of lessons.
    An intact week of lessons will be the sampling unit used to capture different lesson types recommended during a full week of instruction.
    1. A week of instruction was determined by the core reading program manual as indicated by a weekly lesson planner or by a main selection unit.

II. Determine lesson types within the sampled intact week of instruction.
    A lesson type was determined by the lesson heading provided in the CRP teacher's manual. For example, when the manual states that a lesson is comprehension it was coded as comprehension. Once the lesson shifts to another labeled lesson, the coding was coded as another lesson on the coding form.
    1. The lessons coded included any of the following: phonemic awareness, phonics, fluency, vocabulary, comprehension.
    2. Reading lessons that did not focus upon the five essential elements of research-based reading instruction were counted but <u>not</u> coded for explicit instructional moves, e.g.; grammar, shared writing, interactive writing, free writing, writing workshop, writing to respond, prompted writing, handwriting, spelling, read-aloud, study skills, testing strategies, free writing, speaking, listening, viewing, oral vocabulary, oral language, read-aloud, genre study, internet search, and poetry.
    3. Also, excluded from the analysis were lesson segments that were specified for special populations of students including below-, on-, or above-level options, English language learners (ELL), gifted students, small group, differentiated instruction, etc. Overviews or advanced planners such as weekly planners, daily planners, and student text pages included in the teacher's manual were also not coded.

III. Coding
    1. Explicit instructional moves within the five essential lesson types were coded. The instructional moves coded included: direct explanation, modeling with think-aloud, modeling without think-aloud, guided practice, independent practice, feedback, discussion, informal monitoring and formal monitoring.

2. Nonexplicit items coded in the lessons were marked as "other".

3. An explicit instructional move was defined as any time the teacher is directed in the teachers' edition lesson to engage in teaching a separate or new task, action, process, or content. The instructional moves being coded were the "how" of the instruction. How were teachers recommended to teach phonics, fluency, comprehension, etc. Were they recommended to do direct explanations, guided practice, or discussion through questions? The essence which the coding tried to capture was what recommendations were given to teachers for teaching the skills/strategies/concepts. Coding was not trying to capture the specific tasks the teachers were asking students to do, but how the manual suggested they have teachers teach them.

4. Each explicit instructional move needed to be clearly present in the lesson and not inferred by the rater.

5. Each instructional move presented within the lesson was coded with a tally mark. When any move was present in a lesson more than once, the appropriate number of tallies was given to represent that element. This occurred when the instruction changed from one skill or strategy to another within an instructional element. For example, within teacher explanation; it was recommended that the teacher explain the task of segmenting beginning sounds and then it was recommended they move on to explain segmenting ending sounds. Those were each marked as separate direct explanation instructional moves. When a teacher explained blending and there were multiple examples given for the same skill/strategy, only one instructional move was marked. Each example was not counted.

6. The intact week of lessons was coded for instructional moves within sections or divisions made across the week signaling a break in instruction. These were predetermined by the CRP publisher and used by the coders for ease of maintaining organization of the data. If the publisher sectioned a week of lessons by five days, the lessons too were organized in five coding sheets, if they were organized by before, during and after reading, the lessons were organized in three sheets and so forth. This helped prevent too much data being entered on the coding form and losing the organization of the lessons.

7. The coder kept track of the lessons by noting the page number next to the lesson type. Each new lesson within the segment was clearly separated by using a new line on the coding form.

8. Once the coding for instructional moves was complete on all the lessons within the sampled intact weeks, the researcher counted the other different lessons included in the manual on the lesson type counting form. This provided a different set of data to compare the percentage of reading instruction components included in the manuals for descriptive purposes. The different lesson types included in the count were: genre study,

grammar, study skills, read-aloud, oral language, oral vocabulary, spelling, handwriting, shared writing, writing workshop, interactive writing, prompted writing, listening, speaking, viewing, internet search, poetry study, and text type.

9. The explicit instructional move definitions used are found below:

Appendix C

Codes for Explicit Instructional Moves

Codes for Explicit Instructional Moves

#	Instructional Move	Definition	Example
1	Direct Explanation	The manual directs the teacher to explain a skill, strategy or concept and provides declarative, procedural, and conditional information.	*We will be rereading parts of a story this week to understand it better. Remember, when something is unclear or confusing in a story, you can reread it. Rereading will give you another chance to hear the information and figure it out.*
2	Modeling without Think Aloud	The teacher is directed to demonstrate how to do the skill, strategy, or concept.	Read the first paragraph aloud and make an inference.
3	Modeling with Think Aloud	Language is provided in the lesson for the teacher to use during modeling.	*I can make inferences as I read this passage. In the first paragraph, Luke and his pals are putting old cans and glass into bins. I can infer that they are recycling these things. I'm going to write this down, and then I'm going to look for other inferences.*
4	Guided Practice	Materials are provided for students to practice the skill, but the teacher or a peer is cued to provide some support through explanations, hints, or directions.	Read the next paragraph with the children and have them make an inference with a partner based on the information in the paragraph. Display the chart and have the children fill in the boxes with their inferences.
5	Independent Practice	Materials are provided for students practice the skill, strategy, or concept in a different context than was used for the direct instruction.	Have children read the last paragraph of the passage. Have them make an inference on their own and write it on the chart.
6	Feedback	The manual suggests that the teacher to provide support of the skill, strategy, or concept through verbal feedback.	As children read, walk around the room and provide feedback or assistance on their blending ability with the /ū/ spelled "u_e". Coach students as they practice reading.
7	Discussion	The manual directs the teacher to ask questions, point out or discuss ideas, and have the students discuss ideas.	Discuss "A Bottle Village" as a class. Brainstorm for more ideas or responses.
8	Formal Monitoring	A written assessment is mentioned in the lessons and provided in the manual for assessing the students' performance of the skill, strategy, or concept.	Weekly Reading Assessment items 4, 5, and 6 on making inferences. Written response to be viewed for understanding.
9	Informal Monitoring	Verbal or observational assessment of the students' use of the skill, strategy, or concept is recommended within the lesson.	As children read watch and make sure they are able to blend the sounds in words with the long /ū/ spelled "u_e".
10	Other	Any instructional recommendation that does not fit into one of the above instructional moves.	

Appendix D

Definitions

Definitions

Reading Instruction Component Definitions

Phonemic awareness is the ability to focus on and manipulate phonemes in spoken words. The instruction of phonemic awareness includes phoneme isolation, identity, categorization, blending, segmenting, and deletion.

Phonics consists of the knowledge of the letter-sound correspondences and spelling patterns and the ability to apply this knowledge to reading text. Phonics instruction stresses the acquisition of letter-sound correspondences, blending strategies, sight word reading, decodable word and text reading.

Fluency is the ability to read text with rate, accuracy, and proper expression or prosody. The instruction and practice of fluency includes repeated oral reading, neurological impress, radio reading, paired reading, and others.

Vocabulary refers to the direct teaching of word meanings. Vocabulary instruction includes the teaching of new word attributes and meanings, repeated exposure to these words, connecting new words to existing knowledge, and the use of new words in rich and varied contexts.

Comprehension is the "essence" of reading. It is the intentional thinking during which meaning is constructed through interactions between text and reader (Durkin, 1981). The instruction of comprehension is teaching students to use a specific cognitive strategy or to reason strategically when they encounter barriers to comprehension in reading. This includes: strategy instruction (making connections, inferencing, monitor-clarify, predicting, summarizing, question generation, visualization-imagery, building/activating background knowledge, evaluating), using story structure, using text structure (cause/effect, compare/contrast, sequence, problem/solution, description), before, during and after reading instruction, use of graphic organizers and comprehension skills (author's purpose, classify and organize, context clues, main idea-detail, following directions, fact-opinion, locating information, reality-fantasy).

Explicit Instructional Elements/Characteristics

Explicit Instruction – is teacher-guided instruction delivered in an effective and efficient manner (Silbert, Kame'enui & Tarver, 2010) that leaves little room for students to wonder what, how or why they are being taught (Pearson & Dole, 1987).

Direct explanation is teacher-directed presentation of new information. It would include a statement of a clear objective, definitions for unfamiliar terms, and the how, why, when, and what of the new information to be taught. This may include teacher providing or "pointing out" information or reminding students of things learned

previously.

Modeling is when a teacher demonstrates for students how to use a strategy, skill or concept while explaining and showing the processes being used or completed. This is referred to as "I Do" accounting for the teacher doing the work. When a teacher gives the thinking or cognitive process involved when completing the task, this is called "thinking-aloud". Thinking-aloud goes beyond explanation and showing as it includes the thinking, self-questioning, and decisions that occur during the process.

Guided Practice is the portion, or portions, of the lesson where the teacher provides practice opportunities for the students to apply a newly taught strategy, skill or concept with teacher supports still in place. Guided practice is typically referred to as "We Do" or the gradual release of responsibility portion of the lesson where the teacher releases the work to the students. This feature includes teacher-directed guided practice, buddy or partner practice, whole-group practice with teacher scaffolding provided, and teacher reading with students listening for the purpose of comprehension instruction or practice.

Independent Practice is when all students are asked to independently apply their new taught strategies, skills, or knowledge in novel contexts or situations. This is referred to as the "You Do" portion where the students are now doing the work that has been taught on their own.

Feedback is when a teacher provides correction of mistakes or praise for correct use of new strategies, skills, and concepts taught to students during guided practice. Feedback can also be provided to students by other students and adults who work in the classroom. In the lessons this can include directions for teachers to "encourage" students to apply a taught skill or strategy, aide or redirect the practice or reteach based upon observational information.

Discussion includes teachers asking questions to guide discussion, eliciting responses, encouraging students to elaborate upon responses, and providing opportunities for students to speak with peers in small groups or individually.

Monitoring is ongoing supervision of student activity. Monitoring can involve teachers in a variety of behaviors including but not limited to; conferencing to assessing student comprehension, checking completion of assignments, or checking for understanding. In the lessons this can be either written or formal monitoring or verbal, observational informal monitoring.

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Education and Certification

Utah State University Logan, Utah   Ph.D. May 2012
Curriculum and Instruction with Literacy Specialization

Dissertation: *Explicit Instruction Elements in Core Reading Programs*

Utah State University Roosevelt, Utah   M.Ed. Spring, 2006
Elementary Education with an emphasis in Reading
Phi Kappa Phi   Member

Weber State University Ogden, Utah   B.S. Winter, 1993
Elementary Education
Minor in Communications and Child Development

State of Utah Certified Teacher (Grades1-8)   1993-present
Utah Advanced Reading Endorsement, 2007
Utah Basic Reading Endorsement, 2006
State of Utah Level 2 License, 2006-2016

Public Education Teaching Experience

Title I Literacy Coach   2008 to 2011
Woodruff Elementary, Logan City School District Logan, Utah
- Collaborated with the principal and teachers of at-risk students (68% free and reduced lunch and 40% ELL) to inspect and sustain growth in students' reading achievement and teachers' ability to instruct.
- Applied data to classroom practice through monthly data discussion meetings with teachers to support the use of data on an individual student basis.
- Modeled effective teaching practices related to reading in classrooms for teachers to observe and follow.
- Observed classroom teachers to assess and provide feedback for improving their instruction.
- Provided training for teachers on topics of need.

Reading First Reading Coach   2006-2008
East Elementary, Duchesne County School District Roosevelt, Utah
- Worked with teachers of at-risk populations (61% free and reduced lunch) to provide leadership to teachers to properly implement Reading First guidelines.

- Modeled effective teaching practices related to reading in classrooms for teachers to observe and follow.
- Worked with Technical Assistant Dr. John Smith from USU.
- Observed classroom teachers during their reading block to assess and provide feedback for improvement of their instruction.
- Provided training for teachers on topics of need in the school.
- Led teachers in monthly study groups and data meetings.

Third Grade Reading First Classroom Teacher   2003- 2006
East Elementary, Duchesne County School District Roosevelt, Utah
- Worked with an at-risk population of students in a rural community.
- Taught five special education students and 16 regular education students in a mainstream classroom setting.
- Classroom instructional planning, implementing, and assessing of curriculum based upon the Utah state core.

Reading Teacher   2002-2003
Altamont Elementary, Duchesne County School District Altamont, Utah
- Worked with students in first, second, and third grades with low reading proficiency.
- Assessed students reading levels, reading needs and implemented intervention based upon the assessments.

Higher Education Teaching Experience

Assistant Professor
Dixie State College, Department of Education St. George, Utah   Fall 2011- Present

ELED 4410: Methods/Strategies/Materials Language Arts for ESL

Spring 2012
- Instructed third semester pre-service teachers in effective pedagogy for ESL students using language arts in content areas.
- Supervised pre-service teachers in their practicum assignments within Washington County Schools.

ELED 3300: Literacy for the Intermediate Grades   Fall 2011
Spring 2012
- Instructed second semester pre-service teachers on the effective pedagogy and research foundations of reading instruction in grades 3-6.
- Supervised pre-service teachers in their practicum assignments within Washington County Schools.
- Taught and guided explicit lesson plan writing for all components of reading in the upper grades.

ELED 3350: Literacy Acquisition of Young Children   Fall 2011
Spring 2012
- Instructed first semester pre-service teachers on the effective pedagogy and research foundations of reading instruction in grades K-2.
- Supervised pre-service teachers in their practicum assignments within Washington County Schools.
- Taught and guided explicit lesson plan writing for all components of reading in the lower grades.

EDUC 2400: Foundations to Multicultural and ESL Education   Fall 2011
Spring 2012
- Pre-requisite course for admission to the Education Department.

- Taught the foundations of multicultural education as it applies to teacher education and ESL students.
- Led and facilitated the discussion-based class.

Course Instructor   2007-2011
Utah State University, Department of Teacher Education and Learning Logan, Utah

ELED 6350: Assessment and Intervention (Masters Level)   Fall 2007
                                                                    Fall 2008
                                                                    Summer 2009

- Instructed classroom teachers on assessment practices and the intervention and remediation instruction of reading skills.
- Taught as both face-to-face and distance education forums.

ELED 3100: Classroom Reading Instruction   Spring 2008
                                                                    Fall 2008
                                                                    Spring 2010
                                                                    Fall 2010
                                                                    Spring 2011

- Instructed pre-service teachers about the instructional practices of the reading components necessary for teaching children to read.

ELED 4040: Assessment Communications and Instruction for Struggling Readers
Teacher Assistant   Spring 2009
Guest Instructor   Fall 2009
Guest Instructor   Spring 2011

- Worked with Level 3 students to prepare them for practicum placement involving teaching, assessing, and the intervening of literacy skills.
- Provided in-service assessment practice and instructional implications.

Educational Research Experience

Dissertation Research   Project   2010-2012
Utah State University Logan, Utah
Supervising Professor-Dr. D. Ray Reutzel
Explicit Instruction Elements in Core Reading Programs

- Content analysis of current core reading programs and the explicit instruction recommendations found within the lessons given to classroom teachers.

Graduate Research Assistant   2010-2011
Utah State University Logan, Utah
Supervising Professor-Dr. D. Ray Reutzel
Using Information Trade Books in the Primary Grades: Teaching Text Structures to Improve Young Learner's Knowledge Acquisition and Comprehension

- Content analysis of existing informational texts and the text structures available to elementary classroom teachers.

Independent Research Project   2010-2011
Utah State University Logan, Utah
Cooperating Professor-Dr. Cindy Jones
Comprehension Strategies and Discussions Around Text

- Discourse analysis of literature circle discussions and the impact on text comprehension.

Graduate Research Assistant   2008-2009
Utah State University Logan, Utah
Supervising professor-Dr. Ray Reutzel
Connecting Primary Grade Teacher Knowledge
- Conducted research, collected data, and prepared data for analysis.
- Completed observations of literacy instruction of teachers involved in the study in order to capture the effectiveness of instruction.

Leadership Activities in Education

Professional Development Team Leader   2008-2011
Woodruff Elementary, Logan City School District Logan, Utah
- Lead a team of teachers to plan professional development for the staff.
- Implement and follow-through with the proposed plan.

Student Teacher Supervisor   2008 & 2010
Utah State University, Department of Teacher Education and Learning Logan, Utah
- Completed observation and provided feedback to the student teachers.
- Led discussions between the cooperating teachers and the student teachers.
- Conducted seminars to discuss the parameters of teaching in elementary schools including such topics as: classroom management, differentiated instruction, reading instruction, professional behavior, preparing for your first day of school, managing guided reading groups, and other topics which met the needs of the student teachers.

Peer-Reviewed Presentations

ALER Conference, Omaha, NE   November 6, 2010
Comprehension Strategies and Discussions around Text in the Primary Grades
- Presented initial findings of the discourse analysis of 27 third grade students and their independent use of comprehension strategies during discussion of text.

IRA National Convention, Orlando, FL   May 10, 2011

Using Information Trade Books in the Primary Grades: Teaching Text Structures to Improve Young Learner's Knowledge Acquisition and Comprehension
- Presented findings and implications for teachers from a year-long study on text structures found in highly accessible texts.
- Provided teachers with a list of text structure example texts by grade level and lesson plan examples to be used when explicitly teaching text structure to children.

Invited Presentations

Coaches, Faculty and Administration Training   September 2010
Ogden Head Start Ogden, UT
Using data to drive instruction and focus communication
- Instructed 28 staff members at Ogden Head Start on using the coaching model to effectively utilize data and improve communication with co-workers and the community.

Coaches Training   March 2010
Ogden Head Start Ogden, UT
Coaching Early Childhood Teachers

- Instructed and trained 13 coaches and supervisors to use the coaching model to improve instruction in Head Start classrooms.

Classroom Writing Instruction   November 2008
Woodruff Elementary, Logan City School District Logan, UT
Incorporating Explicit Writing Instruction with Content
- Presented to 33 faculty members on the current research of writing instruction and how to incorporate the research in the classroom using the explicit instructional model.

Utah Reading First Annual Training   Fall 2006
Salt Lake City, UT
Organizing for Small-group Reading Instruction
- Presented to Reading First coaches and selected teachers equaling more than 150 people on organizing for effective differentiated reading groups using current data and resources.

Grants and Scholarships

Graduate Student Senate Travel Award   Fall 2010
Utah State University Logan, Utah
- Used to fund travel to Omaha, NE to present research findings at the ALER conference.

Women Gender Research Institute Research Grant   Spring 2011
Utah State University Logan, Utah
- Used to fund travel to Orlando, FL for IRA conference presentation.

Professional Memberships

International Reading Association   2006-Present
Association of Literacy Educators and Researchers   2010-Present