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Effect of explicit instruction in the use of graphic organizers and text features on a struggling fifth grade reader

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Effect of Explicit Instruction in the use of Graphic Organizers and Text Features

on a Struggling Fifth Grade Reader

By

Jennifer Elliott

A Graduate Field Experience

Submitted in Partial Fulfillment of the

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EFFECTS OF EXPLICIT COMPREHENSION INSTRUCTION

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Has been approved for Cardinal

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Abstract

This is a case study involving a ten-year-old male. The researcher sought to determine if explicit comprehension strategy instruction in conjunction with teacher modeling, guided small group practice, and individual practice in the comprehension strategies of identifying text structure and using graphic organizers would facilitate improvement in overall comprehension skills, knowledge of reading strategies, transfer to individual use, and promote retention of information in a student who was in need of Tier 2 reading interventions.

Acknowledgements

Thank you my son, Stephen, for your patience and understanding. I promise I will be a better cook and buy more groceries now. Thank you so much to my wonderful friends and family for their endless support, encouragement, and entertainment. I couldn't have completed this without you. Study team, thank you for being so wonderful to work with and so supportive, you made hard work fun. Lastly, this thesis would not have been possible without the encouragement and guidance of my advisor, Kristin Stoddard. Thank you!

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Chapter One: Introduction

The child who was the focus of this case study is a unique individual and all interventions were designed with him at the center. His strengths and needs were at the forefront of the researcher's mind when developing the intervention for the student. In addition to keeping his strengths and needs at the center of each intervention, it was also necessary to ensure that each intervention aligned with the Wisconsin Content Standards and the WIDA ESL standards for his grade level. Finally, all interventions were designed to be in compliance with The Individuals with Disabilities Education Act (IDEA) affording this child an intervention in the least restrictive environment.

The Student: Background

The child, who was the focus of this case study, is referred to by the pseudonym RG. He was 10 years old and in the fifth grade at the time that interventions were received. RG is a bilingual student who struggles with literacy in both languages. He also is an English language learner (ELL) with a language proficiency score of 3.2. A score of 1 indicates a beginning level of language acquisition and level 6 is fully proficient in all language domains (speaking, listening, reading and writing). Given the amount of time he has been in the United States receiving ESL services, his proficiency level should be higher as it is expected that ELLs demonstrate a half point growth every year. The results of the ACCESS for ELLs standardized test demonstrated that he is a fairly proficient speaker, but has not shown growth in the areas of listening, reading and writing within a two-year period. Part of this could be attributed to the fact that Spanish is the only language spoken at home. He has also changed schools several times, which lead to gaps in his literacy instruction and knowledge. RG attended a bilingual school in which he received literacy instruction in English and Spanish every other week by his certified

bilingual classroom teacher. He also received ESL services provided by the researcher and recently qualified for special education services, which he received in a pull-out program provided by a bilingual paraprofessional.

The Student: Strengths and Needs

RG had many strengths, which aided him in the classroom. He came from a very strict religious background with parents who emphasized the importance of education. His parents were very active in communicating with teachers and ensuring that he was on his best behavior at all times. RG enjoyed sharing information about things that interested him and was able to make connections to background knowledge. He had a love for science and asked many higher-level questions about the information he had learned. He was a fluid reader and had strong decoding skills. He always maintained a cheerful attitude even when he was struggling with content. Interventions with RG focused on encouraging him to use text features and graphic organizers to allow him to build deeper comprehension skills, increase his ability to retain information and use the graphic organizer as an aid for sharing his thoughts and ideas about the text allowing him to become an more active and engaged student in the classroom.

RG had needs in reading comprehension, retention of information and oral expressive language. He also had difficulties paying attention and focusing during both small and whole group instruction. These unique needs made him a prime candidate for receiving a reading intervention. While RG could read fluently, he often focused his attention on one or two details that were not important to the text and was unable to remember key details that were essential for understanding the text. In addition to this, it was a challenge for him to complete assignments in both in class and at home because he was distracted and would often forget what his assignment was when he received only verbal instructions. RG also struggled with communicating his ideas

about a text in whole group, small group, and individual settings. Because of his difficulties with producing speech and a religious background that prevented him from sharing in many of the same experiences as his peers, he did not choose to participate in discussions and rarely communicated with his classmates socially or academically. When RG would raise his hand to share, he would often forget what he wanted to ask or share. While some of these difficulties could be attributed to being an English language learner (ELL), he displayed these challenges in both languages. Thus, it is believed that part of this struggle was due to deficits with working memory and could be related to RG's recent diagnosis as having delays with expressive language and Attention Deficit Disorder (ADD). Due to his status as an English language learner and a student with a learning disability, it was necessary that the intervention developed for RG was in alignment with The Wisconsin Content Standards for fifth grade, complied with IDEA by placing him in the least restrictive environment, connected with the WIDA standards for English language learners, and the met the goals of his IEP.

Link to Wisconsin Content Standards

When the researcher reviewed the Wisconsin Content Standards for reading and language arts, an understanding of RG's strengths helped develop the intervention. According to the Wisconsin Content Standards in the area of reading and literature, a fifth grader should be able to integrate information from several texts on the same topic in order to write and speak about a subject knowledgably. RG often would peruse multiple books on a topic that interested him. He was able to make connections between the texts and use the texts to build upon his background knowledge. He,   sometimes, would share his questions, and connections, he learned about a topic from his readings. It is also the expectation that students be able to read with fluency, accuracy and demonstrate phonemic awareness appropriate for his age group. RG was able to

read fluently and decode words at grade level. He was improving his rate and expression with each read aloud.

RG also had weaknesses or needs defined by the expectations of the Wisconsin Content Standards for reading and literature. According to these standards, a student should be able to determine two or more main ideas of a text and explain how they are supported by key details. RG struggled to recall important events and facts from the text read in class. He was unable to identify the main ideas and could only recall one or two minor details that were most often not related to the main idea of the text. Another standard requires that students read and comprehend literature at the high end of 4th and 5th grade texts independently and proficiently (Wisconsin Department of Public Instruction). RG is able to read 5th grade text fairly fluently, his reading level, determined by the QRI4 (Caldwell & Leslie, 2006) was one to two years below his grade level in both English and Spanish. He lacked focus and attention to details to read independently and comprehend the text. He also needed more explicit instruction in the reading strategies needed to read and comprehend independently.

One of the writing standards for 5th grade states that students should be able to recall relevant information from print and digital sources and be able to summarize or paraphrase the information. (Wisconsin Department of Public Instruction) RG's greatest struggle in reading and writing is his seeming inability to recall ideas verbally and in writing. Addressing this standard through providing explicit interventions tailored to help RG overcome his difficulties with retention of ideas is the cornerstone of this intervention.

Connection to ESL WIDA Standards

The intervention aligned with the ESL WIDA content standard for language arts. The standard requires that students gain proficiency in reading in the language domain areas of

listening, speaking, reading and writing. Each language domain was addressed on a daily basis during the intervention and during regular class times. The writing standard was met through having RG write a weekly summary of the text and through daily completion of a graphic organizer. By having students take turns reading a passage aloud and then verbally answering comprehension or clarification questions they were able to improve reading fluency while working in the language domains of speaking and listening. RG was able to listen to other students read as a model for fluency and expression and participate in classroom discussions using the graphic organizer as a visual aid to help him recall details. Reading was the primary focus of this intervention and RG's unique needs were addressed through providing him multiple reading opportunities and strategies such as identifying text structure and using graphic organizers to improve comprehension. He also was taught using modified high interest text that provided sheltered content specifically designed to meet the needs of English language learners through the use of bolder visual aids, simplified language, and focusing on vocabulary development.

Alignment with the Individuals with Disabilities Act (IDEA)

As previously noted, it was necessary that the intervention was conducted in alignment with the Individuals with Disabilities Act (IDEA). IDEA mandated that students receive services that are in alignment with their Individualized Educational Plan (IEP) (Appling & Jones, 2008). RG received services in the areas of speech and language to aid him in improving and expanding his expressive and receptive language output. He also receives pullout special education instruction in the areas of math and reading. It has been recommended by his speech pathologist and special education diagnostic teacher, that he improve his expressive language through oral and written story retelling and summarizing. The interventions developed for RG, kept his

difficulties with retention of information and expressive language at the forefront and were aligned to meet the needs of his IEP. These interventions took place in whole group and small group settings. The interventions were designed to address his difficulties with expressive language by providing him more opportunities to speak and develop his oral language skills. These interactions allowed RG extra time to write what down what he learned on a graphic organizer, and use that information to refer back too when sharing ideas and responses with his peers and instructor. He also used the graphic organizer to refer to if he had trouble remembering main ideas and details. This aided him when verbally retelling a story or summarizing text. In order to be in compliance with IDEA, all of the interventions designed for RG were conducted within the classroom environment or least restrictive environment.

The interventions took place in whole group, and small group settings. This allowed for both individualized attention and social learning, which was beneficial for RG, as he was able to more fully interact and participate with his peers by allowing him to work with peers to construct knowledge together. He became a more active versus passive participant in the learning process through having to be accountable to his peers by using a graphic organizer as reference instead of saying he did not remember or did not know a response.

In order to follow the special education law, RG's intervention was designed within the Response to Intervention (RtI) model (Fuchs & Fuchs, 2006). RG had been identified as having the need for Tier 2 intervention in the area of reading comprehension and as an English language learner who was not demonstrating yearly progress on the ACCESS for ELLS standardized exam that determines English language proficiency levels. The intervention developed for RG sought to address these Tier 2 needs within the classroom environment. These Tier 2 interventions were delivered with ongoing assessment that informed and guided instruction as directed by IDEA

(Yell & Drasgow, 2007). Keeping IDEA in mind, the interventions were developed for RG that would incorporate RtI, be in alignment with his IEP, and meet ESL proficiency standards while taking place in the least restrictive environment.

Conclusion

This chapter sought to describe RG as a learner, highlighting his strengths and needs. These strengths and needs were discussed in terms of their relation to the Wisconsin Content Standards. It was also discussed how the interventions provided for RG were in alignment with IDEA. The following chapter discusses my theoretical perspectives for teaching literacy, and how research was used to shape the interventions used with RG.

Glossary of Key Terms

ACCESS: ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners) is a secure large-scale English language proficiency assessment given to Kindergarten through 12th graders who have been identified as English language learners (ELLs). It is given annually in WIDA Consortium member states to monitor students' progress in acquiring academic English (WIDA, 2011).

ELL: ELL is an acronym that stands for English Language Learner. This is the term commonly used to refer to a student who is learning English as a second or other language.

IDEA: The Individuals with Disabilities Act (IDEA) is a federal law in the United States that mandates how states provide early intervention, special education, and related services to children with disabilities. This act protects the educational needs of children with disabilities from birth to age 21.

Individual Education Program (IEP): Under IDEA public schools must create an IEP for every student who meets the state and federal eligibility requirements for having a disability. This program develops individual educational goals for the child and sets up supports, accommodations, and modifications to help the child meet these goals in the least restrictive environment.

Response to Intervention (RtI): The goal of RtI is to provide early and effective assistance to children who are having difficulty learning. It is also used as part of a data-based process for identifying learning disabilities. This is a three tier model and each tier is defined below.

RtI Tier 1: This tier occurs in the general education environment where all children are screened to check for responsiveness to instruction before they experience significant failure. This done through making use of the research based core curriculum.

RtI Tier 2: In this tier, early intervention screening occurs in which students at risk for significant failure may receive increased time, intensity, and exposure to the core curriculum. There may also be a decrease in the teacher to student ratio. Regular progress monitoring is required in this tier. This occurs in the classroom and is designed by the classroom teacher.

RtI Tier 3: This tier involves intensive intervention. In Tier 3, there is often a combination of students eligible for special education and those who are not. If a student is receiving Tier 3 interventions and is in special education, special education may allow access to remedial methods that are not part of the core curriculum. Progress monitoring and adjustment continue in this tier even if a child enters special education.

WIDA: The WIDA Consortium is a non-profit cooperative group whose purpose is to develop standards and assessments that meet and exceed the goals of No Child Left Behind (NCLB) and promote educational equity for English language learners (ELLs). Through standards, assessments, research, and professional development, WIDA provides meaningful tools and information to educators working with ELLs that are anchored in research-based practices for serving these diverse learners (WIDA, 2011).

Chapter Two: Theoretical Perspectives and Related Research

There are an increasing number of perspectives regarding the intricacies of literacy instruction, especially in the area of best practices for students with learning disabilities. It is necessary that teachers develop and reflect upon their own viewpoints regarding best practices and assessment tools utilized in explicit comprehension instruction. This chapter commences with a discussion of my personal theoretical perspectives of literacy instruction while also providing instructional practices and assessment tools that support the perspectives presented. The second portion of this chapter examines previous research studies relating to the use of graphic organizers and the identification of text features as tools for increasing reading comprehension in students with disabilities. These research studies provide support for the development of and implementation of my intervention for R.G.

Theoretical Perspectives

Developing an effective intervention program requires that the instructor focuses on the student's individual strengths and needs. These needs shape the focus, design and implementation of the intervention. While the needs of the particular student are one of the main driving forces behind an intervention plan, there is a second entity influencing the course of intervention and instruction. This primarily being the researcher's personal views and beliefs regarding literacy instruction. These beliefs should be thoroughly grounded in and developed by reviewing and internalizing current research in best practices for effective literacy and comprehension instruction. It is through this knowledge and perspective that an effective intervention can be planned. Therefore, in order to gain an understanding of my perspectives and motivations behind the design and implementation of this intervention program, I will present my beliefs about literacy instruction developed through research based best practices. I will

discus the need for literacy instruction to be differentiated to meet a student's individual needs, taught through a balanced approach, and that learning to read takes place within a sociocultural context. These three tenets of literacy instruction are the foundation of my intervention plan for R.G., and the main focus of discussion in this chapter.

A Balanced Approach

Reading instruction should stimulate a child's imagination and activate higher-level thinking, while providing explicit instruction in the foundations of reading. Many students, especially in urban environments, live fairly sheltered lives. They often are not allowed to travel further than their corner store and are likely to spend more time in front of electronics than a good book. In order to foster learners who are passionate about reading, teachers must employ a balanced approach to teaching literacy through the explicit instruction of reading skills and by creating engaging literature experiences that open a child's mind and worldview, build background knowledge, and allow for further retention of ideas. In the classroom, this would best be implemented by following a gradual release of responsibility model that incorporates teacher modeling, shared reading and writing experiences within a small group setting, and individual practice and application of skills. (Goodman, 1992).

Creating a reading program that is stimulating and engaging, provides opportunities to read for a variety of purposes both to gain information and for pleasure (Rosenblatt, 2005). Balanced literacy instruction provides students many opportunities to read for a variety of purposes. This is accomplished through the selection of authentic texts that the students can relate to through identification with a character, culture or through shared experiences that appeals to students' interests (Sipe, 1999). These connections to reading motivate students to read more and become excited about learning. This is especially important when working with struggling readers who are reluctant to participate in literacy activities due to feeling self-

conscious about their reading ability or lack of comprehension of text. When students connect to their reading, they take a greater interest in reading (Tolentino, 2007). Through implementing a balanced approach to literacy, teachers create opportunities for students to complete authentic responses to literature through small group discussions, and interactive writing opportunities such as creating a journal from a character's perspective, writing a literature review or creating a poem inspired by the student's relationship to the text. These responses will appeal to a variety of learning styles while encouraging students to think critically and creatively (Gardner, 1983). These authentic responses provide a wealth of opportunities for children to interact with and discuss the text as it relates to their own lives and allows children to find common ground with peers through shared experiences (Unrau & Ruddell, 1995). While providing opportunities for student to work in small groups to create authentic responses to literature it is equally important that teachers implement a truly balanced approach to literacy instruction through providing explicit instruction in core reading fundamentals such as phonological awareness, comprehension, and decoding (Spear-Swerling & Sternberg, 1994). This provides for meaningful interactions with the text and provides crucial instruction in reading skills that will ensure continued growth and student success. According to research, one of the best ways to provide this invaluable instruction is through the implementation of dynamic grouping. Dynamic grouping allows for students to work together to construct meaning together and serve as models for fluency.

Dynamic Grouping

In order to provide reading instruction that is engaging, student-centered and differentiated to meet students' individual needs, one needs to create dynamic groups. Dynamic grouping means that students can be placed in heterogeneous groups where stronger students can

provide scaffolding and modeling for students who are struggling, or a teacher can group students together based on the types of interventions and instruction they need (Goodman, 1992). A suggestion for grouping would be to begin a new unit with students in homogenous groups based on their reading strengths and needs. This way, independent readers can read together for information and review while the teacher works with students who have lower levels of English proficiency and readers who may need additional reinforcement of the reading skills and strategies that reflect the lesson's reading focus. This also allows for providing more scaffolding and frontloading information to help students develop a knowledge and vocabulary base to work more independently with their peers. As the students build background knowledge and have experienced reading and writing in the content area, the teacher can change the groups to be more heterogeneous where students of varying abilities can work together to build meaning and discuss what they have learned. These dynamic groups allow for multiple reading experiences to build fluency and comprehension (Samuels, 1997). This also allows for of multiple opportunities for the children to connect with the content and make it meaningful to their lives by trying to select texts that readers can relate to or may find thought provoking.

Dynamic grouping lends itself well to an intervention program because the teacher has the flexibility to place a student in a group that has similar needs and give the explicit instruction in comprehension and decoding that is necessary to help that student increase their reading abilities. This can be done while providing more challenging reading material for students who have already internalized reading strategies to ease comprehension. Dynamic groups can also help students learn from and teach each other by pairing stronger readers with struggling readers and providing models for good reading practices.

Learning to Read is Socially Constructed

In order to create an active and engaging learning environment, children should be co-creators or constructors of their learning. Students come to school with a variety of experiences and background knowledge that informs their perception of their world. A student's cultural background and beliefs or sociocultural perspective has a tremendous influence on what a child believes about education and shapes his or her attitudes towards learning. Through melding a balanced literacy approach to teaching with a sociocultural perspective, the teaching dynamic changes by creating classrooms that are student-centered rather than teacher-centered. Teachers can incorporate dynamic grouping and balanced literacy through providing small group explicit instruction, modeling and appropriate scaffolding, while encouraging children to be partners in constructing knowledge though the discussion of authentic culturally relevant texts (Goodman, 1992). Having children work in partnership to create meaning through discussion of texts and new vocabulary requires that all children become actively engaged in the learning process. It creates an accepting atmosphere that builds struggling students self-esteem because they learn that their ideas and responses are valued (Unrau & Ruddell, 1995). Through the implementation of dynamic grouping, students scaffold each other through sharing their unique sociocultural perspectives to build off each other's ideas to deepen comprehension (Goodman, 1992). The teacher promotes active discussion and increased comprehension of text by explicitly teaching students how to engage in active listening, model responses to literature, and provide positive feedback to peers. Teachers must also continually provide scaffolding in decoding and phonological awareness and word recognition as these areas affect a child's ability to comprehend text (Samuels, 1997). These smaller groups and partnerships are invaluable in helping English language learners to develop oral language skills and increasing participation.

Placing emphasis on children working together to construct knowledge is particularly beneficial to struggling readers and English language learners. Too often in a classroom where students are passive recipients of knowledge, struggling readers disappear into the woodwork without having much expected of them as far as participation in reading (Spear-Swerling & Sternberg, 1994). Taking a constructivist approach in reading instruction through implementing smaller groups and student-led discussions can lead to an increase in self-esteem in struggling readers because students feel that their ideas and responses are valued (Unrau & Ruddell, 1995). Furthermore, English language learners are provided with more opportunities to develop their basic interpersonal communication (BICS) while developing and refining their academic language in the domains of reading, writing, listening and speaking (Chamberlain, 2005). Having students work together to create meaning means providing multi- level materials to differentiate instruction to meet students' unique learning styles and needs.

Literature circles

As a strong believer in children being co-creators or constructors of their learning, I believe my role as teacher is to facilitate learning through observing and guiding the students in their responses to literature. I accomplish this through the integration of literature circles into the content areas. In order to provide scaffolding and differentiate instruction, the students are divided into groups based on their English proficiency level and reading level. These groups read from a variety of texts and genres such as textbooks, low level-high interest trade books, poetry, and teacher created materials. Depending on content and reading levels, they share their responses to these readings through writing and discussing in their literature circles. Literature circles and text coding allow the children to respond to literature in a personalized manner through sharing connections they have with the lives of characters in the book or their personal

reactions to events. It also allows them to share their questions, work together to discover the answers through inferring and to be able to better understand and synthesize what the author is trying to say in their writing. This sharing and building upon of ideas creates a community of learners who are actively engaged in learning and higher level thinking skills such as analyzing and connecting texts to their personal experiences (Sipe, 1999).While students are gaining new perspectives and knowledge, they are also becoming more fluent readers and decoders. Literature circles provide multiple opportunities for the students to read and be exposed to passages numerous times. This strategy helps students gain proficiency in decoding and leads to greater comprehension (Samuels, 1997). The students, being constructors of their learning, use strategies taught in class and their own funds of knowledge to create new meaning for text and increase their comprehension of text and vocabulary (Unrau &Ruddell, 1995) Literature circles also create opportunities for me to work with students in small groups where we can share ideas and responses to literature. These discussions allow me to assess students' comprehension, strengths in reading and determine possible areas of intervention that are needed.

This method of instruction is ideal for an intervention program because the small group format allows for every child to participate and be accountable for their learning. Literature circles and other small group activities such as a jigsaw help students who have low self-efficacy and who are easily overwhelmed because they are responsible for only a part of lesson. Students with reading disabilities tend to get overwhelmed easily when faced with large assignments. Having students work together allows them to share their ideas and let others build off of them to increase comprehension. I also find that it helps students who are easily distracted to stay focused because the small group framework demands more participation from them and the students can help keep the student focused and on task

Differentiation of Instruction

In order for students to be actively engaged in reading, teachers must select reading materials that are appropriate for the students' developmental levels, interests and reading abilities (Werderich, 2002). This can only be accomplished when teachers acknowledge that all children learn differently and at different rates. It is through differentiation of instruction that teachers can provide explicit interventions and effective reading strategies that are at or slightly above a student's abilities or zone of proximal development (Vygotsky, 1978, as cited in Antonacci, 2000). These interventions should be tailored to meet a particular student's needs rather than taking a one-size fits all approach to education. By having children work in cooperative groups and build meaning together teachers are differentiating instruction by having students scaffold each other. This allows for the teacher to provide struggling readers with explicit interventions tailored to their needs and abilities.

It is crucial to instruct at a student's developmental level because many students who struggle in reading often do not have a strong phonological knowledge base, which impedes their ability to comprehend and decode passages (Scarborough, Ehri, Olson & Fowler, 1998). As text tends to become more difficult to comprehend in upper grades due to increasingly technical vocabulary and abstract concepts, I focus on teaching students how to look for language patterns such as affixes, root words, morphemes and language of origin. The explicit instruction in these language patterns provides students with an arsenal of strategies to decode text (Adams & Henry, 1997). However, this instruction would not be developmentally appropriate for a 7th grade newcomer who comes from a non-western language base. In order to deliver instruction that meets this student's unique needs, I would adjust my instruction to focus on teaching concepts of

print and alphabetic knowledge. While this is not typically taught to middle school students, this type of explicit instruction would meet the student at his ability level.

Integrated Units

In most schools, there are demands for large blocks of time devoted to reading and math. Therefore, the teaching of writing, science and social studies are often neglected. As an ESL teacher, **an excellent way** one can teach and reinforce literacy skills in a students' second language is by integrating the teaching of language into the content areas through integrated units. Integrated units are designed around a theme or content area such as ecosystems in science or United States history in social studies. The students are taught the content area concepts while receiving explicit instruction in literacy skills such as language structures, vocabulary development and comprehension strategies for non-fiction texts. Creating integrated units also reinforces reading and writing skills while providing students opportunities to engage in real world application of these strategies (Goodman, 1992). Texts are selected chosen to reflect students various reading abilities and students read and do research in dynamic groups which allows students to work and create meaning in partnership. It is a well-known fact that students who struggle in reading tend to read less than their peers. Integrating reading instruction into the content areas provides children with more opportunities to read which leads to greater progress in reading skills (Spear-Swerling & Sternberg, 1994). Integrating reading into other curricular areas doubles the opportunities a child has to be involved in stimulating and engrossing literature experiences.

Teachers can design units to be engaging and student-centered while providing differentiated instruction through children reading, writing and discussing in the content areas and working cooperatively to build meaning and synthesize information. This not only develops

their literacy skills, but also allows for an in- depth understanding of the subject matter. The implementation of integrated units values children's unique strengths and needs while helping them to develop their own creative thought process and develop as individuals (Goodman, 1992). Through incorporating poems and chants that relate to the content area, the teacher can not only reinforce the content area knowledge, but also provide opportunities to explicitly teach about rhymes, word families and reading with fluency and expression, which are important components of reading (Adams & Henry, 1997). These chants also are beneficial in developing and expanding oral language and vocabulary while appealing to multiple types of learners.

Differentiated instruction and integrated units should be at the core of any intervention program. By integrating units, teachers can focus on teaching about the text structure of both fiction and non-fiction. Students also receive explicit instruction in the use of graphic organizers. The organizers help students to organize and retain information they have learned while also learning a valuable skill that they will be able to apply to every content area. Therefore, students will not miss out on valuable content instruction, while also receiving explicit strategy instruction tailored to meet his or her particular needs. Differentiation allows teachers to choose materials or provide scaffolding to make the text more comprehensible for the student. It should fit his ability level and appeal to his interests. Integrated units will also allows for the incorporation of writing and summarization skills, which are an essential part of the intervention program designed for this student.

Summary of Theoretical Perspectives

There is not one correct or failsafe model for the teaching of reading to children with disabilities. Current research strongly supports the belief that reading should be engaging and intellectually stimulating for children. The teaching of reading should have students at the center

and encourage children to share and build upon their unique worldviews. As students come from a variety of backgrounds and learning styles, instruction should be differentiated to meet their individual needs. In order to be successful readers, children need to read often and for a variety of purposes an integrated curriculum allows this to happen. Teachers must provide students with interventions that address their language levels and fill in any gaps they may have had in their education due to mobility or poor teaching (McCardle, Scarborough & Rescoria, 2003). It is a daunting task, but not impossible. When armed with a strong foundation in reading theory that guides best practices and assessment in teaching, teachers can get struggling readers back on track to success.

Related Research

When designing an intervention plan that has the intention of improving the comprehension of a student who struggles in reading, it is paramount that the interventions used be research based. For this case study, the intervention plan focused on developing the student's reading comprehension and retention of information through the explicit instruction in the use of and implementation of graphic organizers while also providing explicit instruction in using text features to improve comprehension in both narrative and expository texts. The following research articles provide insight into current theories and beliefs surrounding the use of graphic organizers as a tool to improve comprehension and retention of information as well as guidelines for successfully implementing these reading strategies into a reading intervention program.

Boon and colleagues conducted a pilot study that consisted of a group of ten high school aged students who were diagnosed with mild learning disabilities (Boon, Fore, Ayres & Spencer, 2005). The purpose of this descriptive study was to test and analyze the effectiveness of using technology based graphic organizers to improve and enhance comprehension and the retention of

information for students with mild reading disabilities. In essence, the problem that this study addressed is that there is limited research on the effectiveness of technology- based strategies in teaching content areas in secondary education. Therefore, the authors chose to pilot a study that examined the effectiveness of teaching students how to use computer based graphic organizers, in conjunction with textbooks to increase comprehension and retention of information in students with learning disabilities.

The sample for this study consisted of 10 tenth grade students with mild to moderate disabilities. Their ages ranged from 15.8 to 19 years of age. All students met state and federal criteria for qualification and participation in special education instruction. Of these students, one student was mildly cognitively disabled, while another had emotional disabilities. The students' comprehension grade equivalents ranged from 2.0 to 4.7 with a mean of 3.65 based on the Woodcock Johnson Revised test for reading comprehension (1989).The results of the initial test indicated that the participants were operating significantly below grade level in reading comprehension. The study lasted for 5 days. The students worked in a regular education classroom and received instruction based on their grade level social studies textbook, which focused on the civilizations of the Americas, primarily the Aztec, Mayan and Incan cultures. (Boon et al., 2005) The students received instruction in the regular education classroom and completed a pen and paper organizer, they then worked in a computer lab to recreate and enhance the organizer through adding graphics and additional information. The students were then asked to study their graphic organizer and create an outline of the lesson independently for 10 minutes. The teacher controlled for time, provided a review and summary of the lessons and then asked the students review questions.

The teacher provided students with a pre and posttest that consisted of the same questions. These tests were given to the entire group and not randomized. The students were also surveyed about their attitudes towards using Inspiration 6 and if this integration of technology helped the students to retain more information (Boon et al., 2005). The method for scoring the pre and posttests was to give points ranging from zero to two for each item on the graphic organizer. A score of "zero" indicated no credit while a score of "two" was full awarded credit. The results of these tests were scored and analyzed paired t-tests to examine the pre and posttest data.

The data from this study revealed that there were gains in student recall and comprehension from pretest to posttest. The authors believe that the use of a graphic organizer combined with the Inspiration 6 software program has the potential to increase recall in students with mild disabilities. (Boone et al., 2005) The students were also informally surveyed and results showed that not only did they improve in comprehension, but they also enjoyed and were motivated by the novelty of working with the computer program. The researchers cautioned that while there is some evidence that the graphic organizers did lead to an increase in comprehension and retention of information, they felt that the small sample size and lack of a control group caused some limitations in the research findings (Boone et al., 2005). However, the researchers feel that more research in this area is warranted.

One of the most well known and most replicated studies in examining the role of graphic organizers in reading comprehension is the study completed by Gardill and Jitendra (1999). In this study the researchers attempted to replicate and expand upon previous research in advanced story map instruction. Their primary focus was on middle school students as they found research lacking with this particular age group and because the literature students are required to read

becomes more difficult at the middle school level. The researchers designed this study with several purposes in mind. They wanted to explore the effect of direct instruction in advanced story maps influences reading comprehension in regards to understanding story grammar and basal comprehension questions The researchers also tested whether explicit instruction in advanced organizers would lead to an increase in the students' ability to orally retell stories and to be able to generalize and maintain the use of the skill once the study had concluded. The authors hypothesized that they would see positive effects from their intervention due to the long-term nature of the interventions and that the use of graphic organizers provided a strong framework for students to identify story grammar elements, which are crucial components for making inferences and answering comprehension questions.

The subjects of the study consisted of six sixth through eighth grade students who were identified as having a learning disability. The six participants were Caucasian and received reading instruction with a special education teacher for part of the day. The students were chosen based on being identified as having a learning disability along with an Individualized Education Program (IEP). They were also selected by their teachers as having particular difficulties in reading comprehension and scored at least two years below grade level, but at a minimum of a fourth grade level on the Woodcock Reading Mastery Test –Revised (Woodcock, 1987) in the sub-tests of word identification and passage comprehension (Gardill & Jitendra, 1999).

The study had an experimental design and consisted of multiple phases. The first phase, or baseline, included introducing key vocabulary, and providing background information for the story. The students read the story and completed a story grammar map along with a basal comprehension test. During this phase, the instructor provided motivation but no instructional feedback. The intervention phase consisted of the instructor giving explicit instruction in how to

identify story grammar elements and modeling how to use a story grammar graphic organizer. The use of explicit think alouds were used to model for the students how to identify the main problems in a story and identifying important character traits in order to make inferences and predictions about the character's actions. The third phase consisted of the students working together with help from the instructor to complete the story maps. The students then were required to read narratives and complete story maps independently without help form peers or the instructor. Two weeks after the instruction was stopped the students were asked once again to read a story and complete a story grammar organizer and comprehension exam. This tested how well the students were able to retain and maintain their knowledge and application of story grammar.

The dependent variables and scoring procedures for this study consisted of creating a point system for scoring the students' responses on the comprehension tests and story maps. The percentage points students received were used to show progress from one intervention phase to another. Students also received scores for story retelling. Students were given a pre-intervention and post- intervention story to retell. The scores were based on the number of words, word sequences and story grammar elements recalled (Gardill & Jitendra, 1999).

The results of this study demonstrated that the use of story mapping can be helpful in increasing comprehension for students with a reading learning disability. All students involved in the study made significant growth from baseline to completion. In post study tests, all the students passed story grammar exams with scores ranging from 73% to 98% (Gardill & Jitendra, 1999). This indicates that the students were able to maintain the skills learned during the intervention and apply during regular instruction. The students also were able to recall more information during story retells including main character, problem and solution. The researchers

feel that despite the limitations of this study, which include its small size and the ability to replicate it in a larger inclusive classroom, explicitly teaching story grammar elements through use of graphic organizers can help struggling students with comprehension. The story map provides an organizational framework and a reference page for recalling facts.

While the previous studies focused on implementing graphic organizers to aid comprehension of narrative genres, it is also important to examine the role these visual aids can play in improving the comprehension of expository articles especially with the intense focus standardized testing places on reading comprehension of expository texts. DiCecco and Gleason (2002) specifically created a study to test the effectiveness of using graphic organizers (GOs) to increase comprehension in expository texts. Upon reviewing previous research, the authors discovered that while many researchers felt that GOs should be an effective tool, the research available was inconclusive. Therefore, the authors designed a study to discover if graphic organizers would help students with a reading disability acquire and retain relational knowledge when reading expository text.

The sample chosen for this study consisted of 24 participants who were identified as having a learning disability, had an IEP for reading and were middle school students. The majority of the students were White, while one was African American. All students came from a lower income background. Once the students were identified, they were randomly assigned to one of two groups. The first group was the graphic organizer (GO; treatment) group and the second group was the control group, which did not receive a graphic organizer.

To ensure that the groups were equivalent as far as reading ability and background knowledge, all students were administered the Word Identification and Word Attack subtest of the Woodcock Reading Mastery Test Revised (Woodcock, 1997). Students were also given a pre

and posttest to assess prior knowledge about the content covered during the study. These tests consisted of a writing sample and a 20-question exam based on the content. None of the students displayed a high amount of background or relational knowledge of the content areas to be studied. To control for teacher effects, the instructors rotated between groups and were trained to use a script to ensure accuracy within the study.

The intervention was designed so that both groups would receive the same treatment and instruction of relational content knowledge, which would be tested on the post-test. By providing both groups the same instruction, with the exception of one group being given graphic organizers, it allowed for a much clearer view of the effect that GOs would have on comprehension. The instruction consisted of both groups receiving approximately 10 minutes of vocabulary instruction, 20 minutes of summary writing instruction, and 10-15 minutes of reading for fluency. At the start of a new section the instructor would spend 20 minutes previewing the chapter through examining text features such as headings and subheadings and reading the end of the chapter questions as a guide for reading. Both groups also received explicit instruction in how to make relational statements about their reading. The control group received these statements verbally and was allowed to take notes, while the treatment group was given explicit instruction and intensive modeling on how to use graphic organizers to create relational statements based on their reading.

The results of the intervention were measured by using three independent measures: a pre and post multiple choice test on content knowledge, eight short content knowledge quizzes and two essays. The results were tabulated by applying ANOVA, which is a method of comparing statistical data. Researchers discovered the graphic organizer group was able to recall 50% or more relational knowledge facts than the control group when completing the written essays.

However, there was little difference between the two groups' performances when recalling factual information needed for the quizzes. The researchers emphasized that this was not the intent of the graphic organizer study and that a different study aid should be used when focusing on memorization and recall of factual information (DiCecco & Gleason, 2002). In conclusion, the researchers created this study to find conclusive evidence that graphic organizers do indeed help students with disabilities improve comprehension. Based on the results, the researchers do feel that graphic organizers help and benefit students with reading disabilities when students are provided with intensive and explicit instruction in the use and purpose of graphic organizers.

Boulineau and colleagues created a study that tested the use of story mapping to improve reading comprehension in students with reading disabilities. This descriptive research analyzed the effects of story map instruction in the area of story grammar elements such as identifying conflict, solution, main characters and setting (Boulineau, Fore, Hagen-Burke, & Burke, 2004) The researchers were interested in seeing if the effects of this instruction would be effective in increasing comprehension for narrative text both during the study and maintained after the intervention was discontinued.

The sample consisted of six elementary aged students. These students were third through fourth graders who had a label of SLD and were receiving special education services. The students were selected based on meeting the following criteria: they had no previous experience with any type of story mapping procedure, they spent one class period a day receiving reading instruction through special education services, had at least 95% attendance during prior grading periods and scored a second grade equivalent on a standardized assessment of reading ability (Boulineau et. al, 2004) The study was conducted during the students' special education

instructional period and was conducted by a researcher with whom the students were familiar with and had worked with previously.

       The researchers designed the study to unfold in three phases. The initial phase involved the instructor finding a baseline for the amount of familiarity and ease the students had in the use of story mapping. Students were asked to use a story grammar map without explicit instruction in or appraisal of the students' abilities to complete the organizer. The second phase involved the explicit instruction and intervention in the use of story maps. The teacher explicitly taught each story element to the students and the students were able to complete a story map graphic organizer independently with 90% accuracy (Boulineau et. al, 2004). During the third phase of instruction, the researcher stopped delivering explicit instruction in story grammar elements. The students followed the same reading procedures as in the previous phases. However, the students were expected to complete the story map independently.

       During all three phases of intervention, researchers collected data to measure both procedural reliability and the students' academic performance (Boulineau et. al, 2004). To ensure procedural reliability, the researchers designed a checklist for each instructional session to ensure that the researcher was consistently following the procedure designed for the study. The checklist included prompting students to read with fluency, providing a transparency of a story map to record responses, and randomly selecting students to read. A third party observed and recorded if the instructor performed each step of the plan and confirmed that the researchers implemented the number of planned interventions proposed for the research (Boulineau et. al, 2004). The students' academic performance was measured by assigning each story grammar element one point for a total of eight points. Through assigning points, the researchers were able to determine if they were more successful at teaching certain story elements than others. They could also

measure each student's growth over time and measure the average of all the students' test results from baseline to completion of the intervention (Boulineau et. al, 2004).

The results of the study concur with previous studies such as DiCecco's and Gardill's in that the explicit instruction of story grammar does lead to an increase in understanding of story elements. The students' knowledge of story grammar elements increased from the baseline through the intervention and the students maintained this knowledge after instruction and intervention was terminated (Boulineau et. al, 2004).

The results of the intervention were measured by using three independent measures: a pre and post multiple choice test on content knowledge, eight short content knowledge quizzes and two essays. Applying ANOVA to the statistical data tabulated the results. Researchers discovered the graphic organizer group was able to recall 50% or more relational knowledge facts than the control group when completing the written essays. However, there was little difference between the two groups' performances when recalling factual information needed for the quizzes. The researchers emphasized that this was not the intent of the graphic organizer study and that a different study aid should be used when focusing on memorization and recall of factual information (DiCecco & Gleason, 2002). In conclusion, the researchers created this study to find conclusive evidence that graphic organizers do indeed help students with disabilities improve comprehension. Based on the results, the researchers do feel that graphic organizers benefit students with reading disabilities when students are provided with intensive and explicit instruction in the use and purpose of graphic organizers.

Antoniou and Souvignier (2007) designed a study that included explicit instruction of reading incorporated with student self-regulation to improve reading comprehension. The researchers wanted to know if reading comprehension can be enhanced and improved by using

explicit teaching of reading strategies and self-regulatory strategies. They also wanted to discover if reading self-efficacy can be increased after the implementation of a reading strategy program (Antoniou & Souvignier, 2007).

The participants consisted of 73 students who attended schools in Germany designed to help students with learning disabilities, mild retardation and emotional/behavioral problems. The students were chosen after meeting the criteria of having a learning disability in reading with a reading score of two to three grades below their actual grade level and expectations based on IQ scores. 45 of these students were included in the treatment group while 23 students were in the control group. The students were on average 12.5 years old and most spoke a language other than German at home, 19 spoke German only while 25 students were bilingual.

The program was designed so that classroom teachers would explicitly teach four reading strategies. The first strategy was called Thinking about the Headline and was designed to familiarize students with the structure of both narrative and expository texts and use the titles to make predictions and activate background knowledge. The second strategy, clarification of text difficulties, focused on vocabulary development. The last two strategies focused on learning differences of the organizational structures of expository and narrative text primarily story grammar for narrative text and turning main ideas into questions for expository texts (Antoniou & Souvignier, 2007). The students received explicit instruction and modeling using these four strategies in the beginning of the study with the students being able to read and identify genre and text features independently towards the end of the study, which lasted for one full academic year. The control group received traditional reading instruction.

The students' progress was measured by administering pre- and post-tests that assessed reading self-efficacy, vocabulary knowledge, decoding speed, and reading comprehension. T-

tests were created to assess the intervention's effectiveness from the pre to posttest. The dependent variables were reading comprehension, reading strategy knowledge and reading self-efficacy. The results of these tests show that students in the treatment group made significant long-term gains over the control group in the areas of reading strategy knowledge and comprehension. In the area of reading self-efficacy, there were no significant gains over the control group in the short term. However, the treatment group displayed significant long-term gains which points to the need for students with learning disability to be given more time to actualize their abilities (Antoniou & Souvignier, 2007).

The implications of this study indicate that explicit instruction of text structure can be very beneficial for students with reading disabilities. The students can learn new reading strategies and transfer these skills to other areas; they just need more time to learn and apply these strategies and to realize their abilities (Antoniou & Souvignier, 2007). A limitation of the study is that there were no significant short-term gains. The researchers suggest included cooperative learning or peer tutoring to assist students with reading comprehension. The authors also stress the importance of classroom environment and the need to make reading an interactive and engaging experience for all students.

Another crucial component for improving comprehension in students with a reading learning disability is to explicitly teach students organizational differences between narrative and expository text through the analysis of text structures. While narrative structure is organized almost singularly through story grammar, expository text has a large variety of organizational structures, which may be difficult to identify for struggling readers (Williams, 2005). Therefore, explicitly teaching expository text features such as main idea and details or compare and contrast can help increase comprehension in struggling readers.

Joanna P. Williams (2005) has designed several intervention studies that focused on explicit instruction of text structure to improve comprehension for struggling readers. The focus of this particular study was primarily to determine if teaching second graders about text structure would improve their comprehension of compare-contrast expository texts. There was an additional problem of whether or not this type of explicit instruction would detract from the students' learning of content. The researchers also wanted to discern if the effects of teaching about text structure and content familiarity differed for students who were proficient readers versus those who were non-proficient.

The students were selected form 3 different New York City schools. There were 128 in total. Half of the students were Hispanic, 41% were African America while 2% were Caucasian. Almost all the students received free or reduced lunch and 6% received special education services. Their students were in 10 classrooms and each classroom was assigned to one of three treatment groups: text structure, content and no instruction. The content and text structure group met for 15 session and used the same materials which consisted of a text book and paragraphs written by the researchers that focused on a compare and contrast text structure. The no instruction group was used as a control group.

The text structure group was explicitly taught three strategies. The first was how to identify clue words that signal a compare-contrast text. The next was using a graphic organizer to record important information, and, the third, a series of questions to focus on the main details of the text. The students were then given a paragraph frame to provide scaffolding to write a summary of what they read. As students listened to the text read aloud and then silently read, they analyzed the text focusing on compare and contrast text structure. They identified sentences and circled clue words that showed similarities and differences between the animals they were

learning about. The content group focused on background knowledge, reading and discussing the books, vocabulary development, summarizing and lesson reviews.

The results of the study were measured by interviewing students individually. The researchers wanted to determine if the student had learned the three strategies that were taught during the study. The findings indicated that the text structure group performed better on the recall of clue words than the other groups. There were no differences between the three groups in using a graphic organizer they were all proficient in using this strategy.

There also were two outcome measures: the first to assess what the students learned about text structure and the second was the students' ability to transfer these strategies. The first measure was analyzed by having students read and then summarize a test paragraph that compared and contrasted two animals. The researchers counted the number of summary statements that were accurate and included clue words (Williams, 2005). In this case, the text structure group performed better than the other groups. The students' ability to transfer information was tested by having students read a paragraph that compared and contrasted two animals the students had not previously studied. They also read a paragraph that compared two objects. The text structure group scored higher than the other groups in this area, which indicates that the students were able to retain and transfer what they had learned. Both text structure and content groups performed better than the control group on the measures for vocabulary and content goals. However, the content group did perform better on the recall of detail questions.

Based on the positive results of this study the researcher concluded that structured and explicit instruction of text features is appropriate and effective for younger children who are at risk. The author also found that this type of instruction did not detract from the learning of content. It is important to note that students who do well in the structured program should not be

removed from at risk, as they will need continued academic support and that content should be delivered in a way that keeps students engaged and interested in learning. It was also difficult to determine if the students maintained and implemented the strategies after the study concluded, as there were too many time constraints in the classroom to deliver a long- term posttest.

Williams and colleagues (Williams, Kung, Pollini, Stafford, Garcia & Snyder, 2007) sought to expand upon the study described earlier that would test the effectiveness of explicit teaching of text structure and the use of graphic organizers to improve comprehension without detracting from the learning of content. The focus of this study was to teach cause and effect structure, which can be very difficult for younger children to comprehend. The researchers wanted to see if their previous results would still prove true; that text structure can be taught to at risk learners without being a detriment to the learning of content. The researchers also wanted to see if this type of instructional program would once again prove beneficial to at risk learners.

The participants consisted of 15 teachers who volunteered to be a part of the study, and 243 students. Fifteen of these students had IEPs while an additional 5 students were referred for special services. The study took place in three New York City schools that had similar demographics. The schools were all title 1 schools with 93% of the population receiving free or reduced lunch. The majority of the students were Hispanic, 22% were African American with the remainder of the population being European American or Asian.

The study was conducted by randomly assigning the teachers and their classroom to one of three experimental conditions: text structure, content only, and no-instruction control (Williams et al., 2007).   The text structure groups received explicit instruction on the concept of cause and effect text structure and clue words that signal cause and effect. They were explicitly taught vocabulary, participated in read alouds and discussion and completed graphic organizers

designed to help with the identification of clue words and cause and effect. The content group used the same materials, but focused primarily on the learning of content. This group completed a KWL chart and a graphic organizer that was an information web based on the concepts being taught which were home, school and job (Williams et al., 2007) The students' progress was recorded by the implementation of a pre and posttest that consisted of an individual student interview, sections of a standardized reading test and a strategy and outcome measures that tested the ability to identify clue words and cause and effect (Williams et al., 2007).

The results of this study were very similar to the previous study conducted. The researchers concluded once again that teaching text structure does not negatively impact the learning of content. In fact, the text structure group scored higher than the other groups on questions regarding effects. The researcher made a strong case that in order to understand cause and effect; teachers must teach the skill of identifying it through examining text structure.

One difference between this study and the previous one is regarding the issue of transfer. In this present study, the students did not score as high on transfer. The author stipulates that one reason for no signs of significant growth could be that teaching cause and effect is more difficult than compare and contrast text structure. Therefore, more instruction and emphasis on identifying cause and effect will be needed. The authors' also believe that some modifications to the program may be necessary such as using familiar content when teaching unfamiliar text structures and that individual components of the study can not be measured for their effectiveness. The authors also emphasize that even though second graders have limited comprehension ability; it is not too early to teach comprehension skills for expository text.

The use of graphic organizers has been proven to be an effective means to improve comprehension in reading. However, there is some question as to if it is more effective to

introduce organizers before or after reading. The study by Ruya Ozmen (2011) compared the effects of giving students a researcher completed graphic organizer before reading a passage versus having the students complete an organizer reading. The research was conducted through implementing graphic organizers designed to reflect an expository text compare/contrast test structure.

The sample consisted of 5 male students who qualified for special education. The students were in grades 6 through 8th and their ages ranged from 11 years to 14 years old. All participants attended a school for children with mild disabilities in Turkey and spoke Turkish as their primary language. The study took place in a classroom and equipped with a video camera to ensure interscorer reliability and treatment integrity (Ozmen, 2011).

The study was an experimental design with alternating treatments. The dependent variable consisted of the rate of recalling similarities and differences of the compare/contrast text. The independent variables were the presentation of the researcher completed graphic organizer before reading and filling out a researcher -designed organizer after reading (Ozmen, 2011). The materials used were compare/contrast instructional texts created by the researcher, the two types of graphic organizers, and a multiple- choice questionnaire to measure students' knowledge.

The experimental procedure consisted of the students completing two sessions a day, five days a week over the course of five weeks. In the first session, students were given completed graphic organizer to preview before reading a passage. After reading the selected passage they were given a posttest that consisted of answering two questions: What are the similarities of the concepts and what are the differences of the concepts? After a break, the students attended the second session where they were asked to read a passage and then complete a researcher designed

graphic organizer to identify compare and contrast details of the text. As a posttest they were given the same two comprehension questions to answer.

The results of the study were measured by calculating the percentage of correct similarities and differences identified by the student with two sets of which represented the two types of graphic organizers implemented. The findings displayed that students recalled more similarities and differences when completing the graphic organizer after reading. One student displayed no difference between the two types of graphic organizers and that both were equally effective. The study suggests that completing graphic organizers after reading is more effective because the students are actively participating in learning, it helped students with limited memory to recall information, and it allowed students to visualize and internalize the information (Ozmen,2011). Suggestions for future research would be to see if this method is would be equally effective for students of varying ages and reading levels. Also is it transfers to different types of expository text.

Summary of Research

The abovementioned research provided the methodology and further rational for the intervention program designed for R.G. The articles reviewed discussed the importance of graphic organizers and explicit teaching of text structure to increase comprehension in students. The articles also stress that these two strategies can and should be used concomitantly.

Graphic organizers are an excellent tool for the explicit instruction of story grammar in narrative text. Boulineau and colleagues (Boulineau, et al., 2004) found that the explicit teaching of story grammar through the use of graphic organizers led to a significant increase in comprehension in children with disabilities. The study by Gardill and Jitendra (1999) also corroborates the effectiveness of graphic organizers in improving comprehension and recall of

story facts. The students who received explicit instruction in the use of a story grammar map were more effective at recalling and identifying elements such important events, main characters and, problem and solution. The authors add that graphic organizers can help with improving oral story retelling. This is an area of focus in my intervention plan for R.G. He struggles with oral language, not because he is an English Language Learner, but because part of his disability is in retrieving information and producing fluent sentences. He often replies to comprehension questions with one-word responses or short phrases. The developing oral language through story retelling is one of his I.E.P. goals. Both studies conclude that graphic organizers provide an organizational framework for students to work from and stress that in order for graphic organizers to be an effective comprehension aid story grammar and the use of graphic organizers need to be explicitly taught and that students with reading difficulties will need extended time to complete reading and writing tasks as they need time decode and process what they have read (Boulineau, et al., 2004, Gardill et al., 1999). Thus, the instruction of and use of graphic organizers could help R.G. increase his verbal skills and aid him by providing details when retelling a story because he can use the graphic organizer as a visual aid to help with organization of ideas and increase productivity of spoken language.

While graphic organizers are very effective for understanding narrative text, they can play an equally helpful role in comprehending expository text. Likewise, as students progress through school, the majority of their reading will consist of non-fiction texts in the content areas and there is a strong emphasis on expository text in standardized tests. Research has shown that struggling readers often have difficulties with organizing verbal information, recalling information from memory and retaining verbal and written information (Wong, 1978 as cited in Ozmen, 2001). This makes recalling information from expository texts increasingly difficult.

There also is strong evidence that these students have not received adequate strategy instruction for comprehending or even differentiating between non-fiction and fiction text (Antoniou & Souvignier, 2007). Struggling with comprehension is compounded by the fact that most content area instruction is derived from expository textbooks that are written above struggling students' reading levels (Boon et al., 2005). Therefore, it is crucial to provide students tools to increase their comprehension of expository text. Graphic organizers can be an effective means to scaffold learning.

In the study by DiCecco and Gleason (2002), the researchers found that explicit instruction in the use of graphic organizers led to an increase in recall of information and an increase in relational knowledge. Graphic organizers can also be an effective study aid for completing comprehension questions and essays (Boon et al., 2005). The research also suggests that incorporating technology based graphic organizers such as Inspiration 6 Software or I-pad Applications provide an added point of interest for students because it can be interactive and keep the students more actively engaged, as students are increasingly technology focused (Boon et al., 2005). Graphic organizers for expository text also provide a framework for oral and written summaries, which is often used as an assessment tool and helps students to synthesize and further internalize what they have read (Antoniou & Souvignier, 2007). This will be particularly helpful for R.G. as he has very limited recall abilities. He will be able to use his graphic organizer to review what he has read and use it as a tool to aid in summary writing, which will help him commit to long-term memory the information he has gained from informational text. This will help him to compensate for his disability involving retrieval of information as he can refer to his graphic organizer. Through reading text, discussing text with

peers and writing information in his Graphic organizer he will have multiple modes of informational input into his brain, which should help with the retention and recall of information.

While the previous research discussed the effectiveness of graphic organizers for improving comprehension of expository text, it is equally important to teach the differences between and how to identify genres through the study of text structure (Antoniou & Souvignier, 2007). This is crucial when examining expository text as it can be organized in a variety of ways such as compare/contrast and cause and effect. In the past, teachers generally did not teach expository comprehension skills to younger students below third grade as there was more focus on identifying narrative story grammar (Williams et al., 2007) With the increased focus on expository text in standardized tests and the increasingly more complex content presented in higher grade levels, there is now a push to start teaching expository text starting at younger grades. The research completed by Williams and colleagues suggests that expository text structure can effectively be taught at younger grades. There also is strong evidence that suggests the teaching of text structure and use of graphic organizers can be done simultaneously and have a positive impact on students' abilities to learn content (Williams, 2005).

In two studies, one studying the effects of teaching compare and contrast text structure in social studies Williams (2005) and a replication of the study focusing on science, Williams et al. (2007) found that students who received explicit instruction in identify cause and effect text structure scored higher on cause and effect comprehension questions than students who did not receive this instruction. Antoniou & Souvignier (2007) also describe success in explicitly teaching text structure and using graphic organizers to increase comprehension. All three studies incorporated the strategies of teaching identifying cue words for type of text organization, vocabulary development and review, discussion of text and completion of a graphic organizer.

This structure will be followed during my intervention with R.G. because he is an English Language Learner and does not have the background knowledge that many of his peers have. The researcher feels that he needs further development of vocabulary. The explicit instruction of clue words for text structure and looking at text features such as photos, captions and subheadings will help him to make predictions and perhaps activate his interest and background knowledge. The clue words will help him to differentiate between genres and help him to identify his purpose for reading such as identifying problem/ solution or main ideas and details.

While strong readers have often internalized how to differentiate between genres many students with learning disabilities have not internalized this, in addition they often lack self-efficacy and may have additional issues with attention deficit disorders (ADD) (Antoniou & Souvignier, 2007). R.G. struggles with ADD behaviors, this could be attributed to truly having ADD or could stem from not understanding the task expectations and the content he is reading. When he reads a page of text he cannot recall what he has read and often forgets what he is supposed to complete in class. If the research is replicated in my intervention, the graphic organizer should keep him engaged as the reading will be broken into sections and he will have to work with the teacher and with a partner to complete each section.

Conclusion

This chapter began by presenting my own theoretical perspectives and providing a philosophical groundwork for my intervention plan. The research discussed provides a structural design for my own research and strong evidence supporting my decision to provide R.G. with explicit instruction on the use of graphic organizers and the study of text structure to improve his comprehension. The following chapter will describe in detail the intervention for R.G.

Chapter Three: Procedures for Case Study

The purpose of this study is to discover if the explicit instruction and implementation of using graphic organizers during reading can help improve comprehension and retention of information for a student who has a working memory deficit and was diagnosed with a reading disability and is need of tier 2 reading interventions. Teaching students to use graphic organizers is an invaluable comprehension strategy that enables students to move into higher levels of interaction with text while improving comprehension and retention of ideas. In this chapter, the participant, methods of data collection/assessment tools and procedure/instructional methods are described.

Description of Participant

The student chosen for this case study was a fifth grade Hispanic boy, RG, who was 10 years old. He attends a bilingual school and receives literacy instruction in English and Spanish on a biweekly basis. He is able to communicate in both English and Spanish, but his parents only speak Spanish. At the start of this study he was in the fifth month of fifth grade. He was referred for special education services in November of 2011. The test results indicated that he qualified to receive speech and special education services in the areas of reading and math. The results of testing demonstrated that the student had deficits in receptive and expressive language, which inhibits the ability to formulate language needed to provide oral story retellings and restate details from text.

It was also noted that RG struggled within the area of reading comprehension. He struggled with comprehending a text when read independently or read aloud to him. He often would read section of a passage and not be able to recall or restate details from the text verbally or in written form. In addition, to this, he was easily distracted and would often forget what his writing or reading assignment was; which led to him being frequently off task. An IEP

(Individualized Education Program) was developed for RG with the goals of improving RG's receptive and expressive language with a focus on verbal and written story retelling and summarizing. The researcher sought to include activities that would address these language and comprehension deficits. It is important to note that these interventions were part of a program that incorporated word study, fluency, comprehension, and writing.

Description of Procedures

This case study took place in a fifth- grade bilingual classroom over the course of six weeks beginning in April. Instruction in literacy in this classroom rotated between English and Spanish on a weekly basis. RG participated in an inclusion reading group during English reading times. The reading classes were 90 minutes long and consisted of 10 minutes of whole group instruction followed by small group instruction and independent stations that focused on writing, technology, and vocabulary development. The stations were 20 minutes long and the students participated in three stations a day. This was followed by a 10-minute whole group discussion and review. In the weeks that the student had Spanish reading, he received English as a Second language services given by the researcher. During these weeks, the participant met instructor for a 40-minute class three times a week. This was a small RTI (Response to Intervention) group that focused explicit and intensive reading and writing instruction.

Methods of Data Collection

The participant was pre-tested the week prior to beginning interventions. The researcher administered an informal reading inventory with this child. The assessment used was the Qualitative Reading Inventory-4 (QRI-4); Retelling and Implicit and Explicit Questions (Leslie & Caldwell, 2006). He was given blank expository and narrative graphic organizers to complete independently. The researcher also asked the participant a short list of questions to

assess the student's familiarity with graphic organizers. Additional data was extracted from the ACCESS for ELLS standardized test (WIDA, 2010).

The Qualitative Reading Inventory-4 (QRI-4) is an informal reading inventory designed to assist in gaining information about a student's ability to identify words, decode, and comprehend. For each QRI-4 passage, the researcher measured RG's prior knowledge through questions about ideas important to the passage that would be read. A score of 55% or more indicates that a student is "Familiar", with the topic and concepts of the passage. Following the passages, RG was asked to retell the story. Next, he was asked to answer orally five explicit and five implicit questions. He was asked to read the third, fourth and fifth grade narrative and expository passages aloud.

The graphic organizers were used to assess the student's knowledge and familiarity of text structure in both narrative and expository text. The narrative text graphic organizer was designed to assess the participant's knowledge of story grammar through reading a short passage and identifying the main character, setting, problem and solution. The expository text graphic organizer assessed the student's ability to identify the main ideas and details presented in a short expository passage.

The questionnaire was developed by the researcher to assess the student's knowledge of graphic organizers. It consisted of three questions: what is a graphic organizer, how can graphic organizers help you in reading, and do graphic organizers help you to learn. The questions were given to the student verbally and the student gave oral responses. The researcher recorded the student's responses in order to compare responses to the posttest results.

The ACCESS for ELLS (WIDA, 2010) is a nationally recognized and administered standardized test that measures an English language learner's progress in the language domains

of speaking, listening, reading and writing. The assessment is administered annually and is used to measure both the student's and the school's annually yearly progress. The students are given an English Proficiency level which can range from a score of one to six, with one being a beginning level and six demonstrating full proficiency. There is ten- point delineation between scores with progress typically measured as a .5 gain. For example, a student may receive a speaking score of 5.2. The results of these tests can show areas of growth and indicate in which language domains intervention may be needed.

The researcher used the information gained from the above assessments to develop an intervention plan for RG. This plan sought to focus on improving RG's overall reading comprehension in both narrative and expository texts. This was done through providing an explicit reading intervention in the form of implementing graphic organizers that allowed the participant to more readily retain information gained from reading and increase comprehension in both narrative and expository texts. These graphic organizers also provided visual cues to help the student improve oral story retelling and increase the ability to discuss information learned from texts.

The format for the introduction of reading strategies was the same each week although the focus strategy changed (See Table 1).

Table 1-Procedures for Strategy Introduction

Week	Strategy	Text	Whole Group	Small Group	Individual
1	Identify narrative text structure and story grammar (Inclusion Reading Group)	The Case of the Missing Deer	Day 1 • Introduce vocabulary • Introduce strategy • Discuss strategy	Days 1 and 2 • Preview text features to determine if text is fiction or non-fiction • Discuss and clarify	Days 1 and 2 • Allow pauses in reading to provide time for student to complete graphic organizer • Provide guided feedback and scaffolding as the student needs following a gradual release of responsibility model • Engage the student in discussion

				• differences between fiction and non-fiction • Students will take turns reading aloud text. • Pause to discuss events • Complete graphic organizer.	about text to gauge comprehension and retention of text. .
			Day 2 • Review vocabulary • Teacher read aloud model fluency • Review strategy using teacher read aloud story • Discuss responses Day 3 • Review vocabulary • Independent reading Day 4 • Review vocabulary and discuss story and comprehensio n	Days 3 & 4 • Continue reading text • Discuss text, review vocabulary • Monitor for comprehen sion • Share and discuss completed graphic organizer	Day 4 • Complete graphic organizer • Use graphic organizer to write a summary • Oral story retelling with aid of GO.
2	Identify Narrative Text Structure and Story Grammar Story retelling and summarization through the aid of a story map	More Than a Meal From the National Geographic Inside series.	See the above sequence	See the above sequence	See the above sequence

	(Pull out ESL RTI group)				
3	Identify expository text features Identify main idea and detail (Inclusion Reading Group)	The Journey to Cuzco From the Houghton Mifflin Harcourt Journeys Series	See the above sequence	See the above sequence	See the above sequence
4	Identify expository texts features Identify main idea and detail Use G.O. to summarize (Pull out ESL RTI group)	The Water Planet From the National Geographic Inside series.	See the above sequence	See the above sequence	See the above sequence
5	Identify expository text features Identify main idea and detail Use graphic organizers to summarize (Inclusion Reading Group)	Mazes From the Houghton Mifflin Harcourt Journeys Series	See the above sequence	See the above sequence	See the above sequence
6	Identify expository text features, identify main idea and details, use G.O.s to summarize (Pull out ESL RTI group)	Exploring Space From the National Geographic Inside series.	See the above sequence	See the above sequence	See the above sequence

The intervention lasted 6 weeks with the student receiving approximately two and a half hours of instruction each week. The student is in a bilingual program therefore, his literacy instruction alternated on a weekly basis between English and Spanish. When the student was receiving English literacy instruction, the interventions were given in his classroom within a small group instructional setting. The small group received instruction 40 minutes a day, three

times a week. During Spanish literacy instruction, weeks RG received interventions at a different time in a pull out ESL RTI group. This instruction took place a small room designed for small group special education instruction. This group met 4 times a week for 40 minutes a session. The students that were in the small group interventions with RG had similar struggles with reading comprehension and English language abilities.

During the course of the study, the researcher followed an I do it, we do it, you do it approach which provided explicit instruction, modeling, and scaffolding with the end goal of RG being able to stop, monitor comprehension and complete a graphic organizer independently. The intervention began with a focus on narrative text which students are usually most accustomed to and has an easily identifiable text structure.

The instructor began the intervention by providing explicit instruction in how to differentiate between fiction and non-fiction through identifying and observing text features and organization. The instructional focus of narrative text was identifying story grammar. RG worked with fellow students to identify and define story elements and the teacher provided clarification if there were any misconceptions. The students took turns reading the narrative text with pauses to check for understanding, engage in a think alouds and practice reading with fluency. They were then given a blank story element graphic organizer. During the beginning phase of instruction, the researcher elicited answers from students and modeled how to complete a story grammar organizer. The students could write independently or copy the model depending on their familiarity with the content and English proficiency. RG had very little knowledge of story grammar and chose to copy the model I provided. The final step in this phase involved the instructor modeling how to take the information from the graphic organizer and use it to write a summary, which the students copied or created on their own. One of RG's greatest weaknesses is

his ability to write a detailed summary paragraph, at this phase of instruction RG attempted to write a summary independently, but struggled with ideas. He chose to follow the model given. The instructor guided him by identifying the crucial components of a paragraph such as main idea, supporting details and the conclusion and connecting them to elements in the graphic organizer.

The second phase occurred in the second week of intervention. The same procedure was followed as in the first phase. The instructor provided modeling and scaffolding in the form of guiding questions, but elicited increased participation from the RG and his peers. The students would discuss the story and tell the instructor what information was to go in each section of the graphic organizer. The instructor observed RG's responses and participation and closely monitored his progress and provided clarification when needed. The students and RG then wrote a short summary using the graphic organizer as a visual aid for reviewing ideas and triggering memory. The instructor provided, sentence stems to help RG and other struggling students organize their writing. RG used his graphic organizer to complete the paragraph but needed guidance in organizing his details.

The last week of narrative focus followed the same routine as the previous two sessions. This week of intervention required less intervention and explicit instruction from the teacher. RG and his peers were expected to identify genre, complete the story grammar graphic organizer and write a summary independently. They could ask each other questions and build knowledge based on student responses. RG still confused the meaning of fiction and nonfiction but quickly corrected himself. He was able to give specific examples to support why the text was fiction or nonfiction. When writing a summary, RG had a very sound grasp of narrative

text structure at this time and required very little guidance from the teacher. A very detailed account of the daily lessons including RG's specific responses can be found in Appendix B.

The next three weeks focused on expository text. As expository text can be organized in a multitude of manners depending on the author's purpose for writing and has a variety of text features, more time was devoted to the explicit instruction of identifying and defining text features and the role they play in comprehending text and identifying main idea and supporting details in the text. The graphic organizer RG used to record information focused on identifying main idea and supporting details. The first week focused on the instructor explicitly teaching and reviewing text features and their functions, and how to locate and identify the main idea of a section and to identify what are important supporting details. To begin the week, the instructor introduced the text for the week and used the text to identify, locate and define text features to explain what the feature's purpose was and how it enhanced the text the students were reading. The instructor modeled how learning about text features and their functions was useful for to previewing the text and making predictions about its content. She then led the students in a discussion of the text to generate background knowledge and questions for reading. The next few days focused on reviewing text features, training RG to not skip over text features, but to use them as a tool to increase vocabulary and comprehension. The instruction was primarily teacher led, focused on modeling how to identify main idea and supporting details in the text and complete a main idea/supporting details GO. The last day of instruction for the week, the instructor taught the students how to take the main idea/ supporting detail GO and turn it into a concise written summary.

The next week followed the same structure, however the instructor required more student input and application of instruction. The first day, the researcher introduced the new text and

used the text to review text features and had RG and his peers use the text features to make predictions and share background knowledge about the topic. The students took turns reading the text allowed. RG volunteered to read during each intervention session. These read alouds were used to monitor and assess his fluency and expression. After each section, RG needed to identify the main idea and details of the section. The teacher had a copy of the graphic organizer on an overhead and asked the RG and his small group for input for identifying main idea and details, then discussed their responses to clarify and support the students' work. By the third day, RG and the other students in his group were asked to retell what they remembered of the text; they could refer to the GO for help in triggering memory. The results of RG's responses are reported in Chapter 4. During this phase of instruction, RG was beginning to look at his GO automatically and if it was not in front of him he would search for a paper or anything that could help him to find the answer. Following the gradual release of responsibility model, RG and the students were expected to finish the last few sections and complete the organizer independently without help from the teacher. After completing the GO, the students shared their answers and gave their reasons why they included details in their GO. RG's participation in these discussions noticeably increased as he gained confidence. He was able to give correct responses, but unable to elaborate on why he included specific details. Once the GO was completed the instructor created sentence stems to help the students take to take the information from the GO and use it to write a brief summary about what they read. RG completed this with scaffolding provided from the teacher in the form of direct questioning. Such as what details do you think are the most important and do the details support the main ideas. This type of discussion engaged RG in metacognition about his reading habits and got him looking at the text a little deeper than he previously had.

The last week of instruction was the independent phase of instruction. RG was given a new article to read. The teacher observed that RG had begun previewing text features automatically and had increased questions and connections about the text. RG identified text features and discussed their function, took turns reading the text in a round robin or choral reading fashion and also worked with fellow students to create a main idea/ supporting details graphic organizer. The researcher functioned primarily as an observer and as a facilitator of discussion by asking questions to help RG choose details to include in the go, and asking comprehension-monitoring questions. RG wrote his summary of the text independently although the instructor did provide some guidance. Please refer to Appendix B for a detailed account of RG's responses.

Another component of this study was vocabulary instruction as this is a crucial for increasing comprehension of text. The instructor previewed and reviewed unfamiliar vocabulary words during whole group instruction. These vocabulary words were taken from the Journey's reading series, which is a reading series universally used in all Milwaukee Public Schools, and usually had a language focus such as prefixes and suffixes or root words. I also included words that RG struggled with due to mispronunciation or lack of understanding that were not part of the prescribed vocabulary list, but were needed for comprehension purposes. RG reviewed vocabulary independently and with a partner, through applying the use of the Frayer Model, which allowed the students to describe what the word is, give a synonym, an antonym and use the word in a sentence with an illustration. The students also reviewed vocabulary during reading to use the word in context

The readings chosen for this intervention were taken from texts mandated by the district to be used for reading instruction and ESL response to intervention instruction. The texts used in

the student's inclusion reading program were from the Harcourt Brace Journey's series (2011). These research- based texts were designed to be taught through differentiated instruction in a small group setting. Each group read the same story, however the level of instruction and teacher involvement needed varied with the needs and abilities of each group with RG's group in need of the most assistance and intervention. Every unit of the text incorporated multiple genres such as poetry, narrative and expository writing. The texts used for the pull out intervention portion of the study were taken from the Hampton Brown National Geographic Inside series (2009). These texts are specially designed to meet the needs of English language learners through providing sheltered content, bold visuals and rich vocabulary development opportunities. As this was a supplement to RG's formal literacy instruction, the researcher was able to choose the texts read during this portion of the intervention. Therefore, the researcher allowed RG to choose readings from this series that appealed his interests, and background knowledge.

Conclusion

This case study was developed based on the use of explicit instruction in using graphic organizers to develop improved comprehension and increased retention of ideas with the goal of independent strategy use in a reader who was in need of Tier 2 reading interventions. The necessity and direction of the intervention was determined and monitored through the use of formal and informal assessments as described earlier in this chapter. These interventions made use of whole group, small group, and independent instruction, teacher modeling, and scaffolding for English language learners through providing text with sheltered content, simplified language and focused vocabulary instruction in words the student struggled with and specific words selected by the creators of the Journeys Reading Series. RG received intervention instruction 40

minutes a day, three days a week for six weeks. The results of RG's six weeks of intervention

and their effectiveness are presented in the following chapter.

Chapter Four: Results

Data was collected during this case study to measure the effectiveness of explicit teaching of the comprehension strategies, identifying text features of narrative and expository text, and using graphic organizers to improve comprehension and recall of a student who was in need of Tier 2 reading intervention. The researcher made use of a variety of assessment tools. Data was collected from pre-and post-testing, taking anecdotal notes and informal behavior observations. This chapter presents and examines the information that resulted from the explicit comprehension intervention that was implemented.

Presentation and Analysis of Pre- and Post-test Data

The researcher first pre-tested RG using a variety of assessments. Copies of the QRI4, text feature identification rubric and the graphic organizers used for narrative and expository text are located in the Appendices. The first pre-and post-test given to RG was the Qualitative Reading Inventory-4 (QRI-4). The QRI-4 is an informal reading inventory designed to assist in gaining information about a student's ability to identify words, decode, and comprehend. For each QRI-4 passage, the researcher measured RG's prior knowledge through questions about important ideas about the passage he then needed to make a prediction about the content of the passage. A score of 55% or more indicates that a student is "Familiar", with the topic and concepts of the passage. After reading the passages, RG was asked to retell the story. While retelling the story, the researcher wrote down or checked off all the details the student could remember. Next, he was asked to answer orally five explicit and five implicit questions. He was asked to read aloud both the narrative and expository passages for third and fourth grades. In this case study, the QRI-4 was used to assess RG's use of comprehension strategies in predicting, his accuracy while reading, his ability to retell, and his ability to answer questions

about a text. The researcher chose to use the same passages for the QRI4 pre and post-tests to give the student some familiarity with the text and would be most likely to activate some background knowledge. Also some of some of the story selections dealt with themes that were not appropriate for or part of the student's culture due to his religious upbringing.

The tables below show the pre-and post-test data for the QRI-4.

Third grade narrative passage.

Third grade narrative concepts.

"The Trip to the Zoo"	Pre-test	Post-Test	Gain/Loss
Familiarity	12/12 (100%) familiar	9/12 (75%) liar	-25%
Prediction	Based on questions	Used clues from and questions to e prediction.	
Total Ideas Recalled	3/55 (18%)	20/55 (36%)	+%

On the pre-test RG answered 12 out of 12 concept questions correctly for a total score of 100% familiar. He made his prediction based on the questions asked of him. On the post-test RG answered 9 out of 12 questions correctly for a score of 75 percent familiar. His post-test score decreased by 25 percent. However, he was familiar with the concept in both the pre and post- test. On the pre-test, RG was able to retell 3 of 55 details presented for a total 5 percent. The post-test demonstrates an increase in RG's ability to retell details, as he was able to recall 20 out of 55 or 36 percent of the details presented. Specifically, in the pre-test RG recalled 3 ideas that did not pertain to story grammar. He recalled the main character's name, that he went on a field trip and that the teacher thought the main character was "breakfast for a lion." On the post-test, RG was able to recall more information that was relevant to story grammar.

He identified 7 important ideas relating to the events, problem and solution of the story. He was able to identify the main character, the problem; that main character noticed it was quiet

and he was alone. RG also recalled the solution to the story, which was that the main character remembered where the teacher said to go if they got lost and that he was able to follow the map to the ice cream stand where he would find his teacher and classmates.

Third grade narrative Retelling:

Third grade narrative questions.

"The Trip to the Zoo"	Pre-Test	Post-Test	Gain
Explicit	3/4	4/4	+1
Implicit	4/4	4/4	0
Total	7/8	8/8	+1
Level	Instructional	Independent	+ One Level

The pre and post-test data in the area comprehension questions shows a gain of one level from Instructional to Independent. On the pre-test RG answered 3 out of 4 explicit questions correctly while on the post-test RG answered 4 out of 4 questions correctly for a gain of 1 level. RG answered the implicit questions 100 percent correctly on both the pre- and post-tests. He performed better when answering implicit questions where his responses to the explicit questions on both the pre and post-tests point to RG relying on personal background knowledge versus memorization of the text. For example, when asked, "Where did Carlos find the map?" his first response was "walking" and the second response was "in the hall" when the correct answer was the zoo entrance. When asked what animal Carlos wanted to see, RG replied with the Lion King instead of lions.

Fourth Grade Narrative Passage

Fourth grade narrative concepts and recall.

"Johnny Appleseed"	Pre-test	Post-Test	Gain/Loss
Familiarity	3/12 (25%) unfamiliar	0/12 (0%) unfamiliar	-25%

Prediction	Made prediction based on title	Made prediction based on title	Loss could be attributed to student feeling ill.
Total Ideas Recalled	7/47(14%)	7/47 (14%)	No gain

For this particular post-assessment, RG was ill and his responses and any possible progress may have been hampered by his illness. The researcher decided not to retest the student when he was in better health due to the possibility of changing the results by making the text more familiar. In the pre-test, RG was only 25% familiar with the text while in the post-test he displayed zero percent familiarity. His prediction in both assessments was based on the title. On the pre-test he said the story would be about "Johnny Applesauce" while on the post-test he responded with "Johnny Appleseed". He recalled the same amount and percentage of ideas in both the pre and post-test. He recalled 7/47 ideas for a percentage of 14%. On the pre-test he recalled the character, that he planted a lot of seeds, he wore no shoes and grew strong trees. On the post-test he recalled the main character, that he planted a lot of seeds that grew, he had to hide from the Indians and that his clothes were stinky. The results do not reflect growth in identifying story grammar.

Fourth grade narrative questions.

"Johnny Appleseed"	Pre-Test	Post-Test	Gain
Explicit	3/4	2/4	-1
Implicit	2/4	3/4	+1
Total	5/8	5/8	+0
Level	Frustration	Frustration	+ No gain

RG answered 3 out 4 explicit questions correctly on the pre-test, but only 2 out of 4 on the post-test. He made a one point gain in implicit questioning skills. On the pre-test he answered 2 out of 4 questions correctly while on the post-test he answered 5 out of 8 questions

correctly. Even though he made a small gain, he is still functioning at a frustration level in fourth grade narrative text. The researcher feels at this is not an accurate measure of the participants progress or lack thereof as the participant was ill during the testing period which may have affected his performance.

Third Grade Expository Passage.

Third grade expository concepts and retelling.

"Cats, Lions and Tigers in Your House"	Pre-test	Post-Test	Gain/Loss
Familiarity	6/12 (41%) unfamiliar	7/12 (58%) unfamiliar	+17%
Prediction	Based on questions	Based on title.	
Total Ideas Recalled	6/47 (10%)	11/47 (21%)	+100%

On the pre-test RG scored 5/12 points for a score of 41% familiar. On the post-test he scored 7/12 points for a score of 58% familiar. This is an increase of 17 percent. While he still scored in the unfamiliar range, his answers on the post-test were more specific and detailed. For example instead of answering "Don't know" on the questions pertaining to what color a cats tongue is, he answered," pink and rough" on the post-test. On both tests, when asked what the cat family was, he replied with an example of a member of the cat family "lions".

RG made a 50 percent gain in recalling details from the pre to the post-test. On the pre-test he recalled 5 out of 47 details for a score of 10%. On the post-test he recalled 10 out of 47 details for a score of 21%. This is still a frustration level for recall, but progress is evident. On the pre-test RG recalled one main idea that they (cats, lions and tigers) are alike. On the post-test he was able to recall 5/6 main ideas. He was able to recall that cats, lions and tigers are alike

in many ways. On the pre-test, RG was able to recall 4 supporting details, while on the post-test,

the amount recalled increased to 6 supporting details.

Third grade expository questions.

"Cats, Lions and Tigers Your House"	Pre-Test	Post-Test	Gain
Explicit	3/4	3/4	0
Implicit	4/4	4/4	0
Total	7/8	7/8	0
Level	Instructional	Instructional	No gain

RG scored 7 out of 8 questions correctly on both the pre and post-tests. He also received

the same score on both tests for explicit and implicit questions, 3 out of 4 and 4 out of 4

respectively.

Fourth Grade Expository Passage.

Fourth grade expository concepts and retelling.

"Busy Beavers"	Pre-test	Post-Test	Gain/Loss
Familiarity	4/12 (33%) unfamiliar	8/12 (66%) familiar	+100%
Prediction	Based on title	Based on title	
Total Ideas Recalled	6/49 (12%)	10/49 (20%)	+66.7%

RG made a 100 percent gain in familiarity from the pre to the post-test. On the pre-test he

scored 4 out of 12 or 33 percent, while on the post-test he scored 8 out of 12 or 66 percent. His

prediction about the text was based primarily on the title. He responded with "Beavers" when

prompted to make a prediction on both the pre and post-test. On the pre-test, RG was able to

recall no main ideas, while on the post-test he was able to recall 2 main ideas that beavers are

animals and that they are busy animals. On the pre-test RG recalled 6 supporting details. He

recalled that beavers use their front teeth to get sticks and the doorway (to the lodge is

underwater). In the post-test he recalled 8 supporting details. He was able to recall that beavers use their front teeth to get sticks, beavers live in a lodge, the doorway is underwater and they build a dam using sticks and mud.

Fourth grade expository questions.

"The Busy Beaver"	Pre-Test	Post-Test	Gain
Explicit	2/4	4/4	+2
Implicit	2/4	2/4	0
Total	4/8	6/8	+2
Level	Frustration	Instructional	One level

The pre and post-test data in the area of comprehension questions shows a gain of one level from frustration to instructional. The total number of questions he answered correctly on the pre-test is 4 out of 8 and the total for the post-test is 6 out of 8. On the pre-test RG answered 2 out of 4 explicit questions correctly, while on the post-test RG answered 4 out of 4 questions correctly for a gain of 2 points. RG answered the 2 out of 4 implicit questions correctly on both the pre- and post-tests. On the pre-test some of RG's responses to implicit questions were educated guesses. When asked what a beaver eats in winter, RG responded with "leaves". When asked what the beaver's front teeth are used for he replied with "protection". He answered these questions correctly on the post-test. He stated that beavers eat trees in winter and that beavers use their front teeth for cutting trees and getting sticks. These answers were more elaborate than the responses on the pre-test.

Narrative Story Map Graphic Organizer.

Narrative Story Map Graphic Organizer	Pre-test Definition	Post- test Definition	Pre-test "The Case of the Missing Deer"	Written/ Verbal responses	Post-test "Dinner for Two Hundred"	Written/verbal responses	Gain
Title/Author	"titulo"	Tells the name of the book Who wrote	2/2	"The Case of the Missing Deer"	2/2 Identified automatically	"Dinner for Two Hundred" Author not	

		the book				listed.	
Main Characters	"Don't Know"	The main character is the most important	4/4	Blake Maria, Nicholas, Todd	4/4 Identified automatically	Vanessa, Brenda, Carlos, Antonio	
Supporting Characters	"Don't know"	Tells their names, but they don't do nothing"	½	Grampa	2/2 Identified automatically	Mr. Nakamia Principal Kelly	
Setting/time	"Don't Know"	"location" "past, present, future"	0/2		2/2 Identified automatically	In a school Present	
Identify three important events	eventos	What happens in the story	1/3	They played soccer. Response was after briefly viewing picture clues from the story.	2/3 This was completed after briefly viewing picture clues from the story	1)"Vanessa shouted "emergency because the caterers are sick and can't come 2) A line of ants were walking through the bread. 1) The food was in front of the guests.	
Problem	"Problema"	Something is wrong	1/3	Their was a missing deer.	2/3 Identified automatically	They were going to cancel the funraiser because the food was poison.	
Solution	"soluciòn"	Answer of a problem	0/2	No response	2/2 Identified Right away	By cooking themselves.	

When first given the story map graphic organizer, RG could identify the title and author of the story and the main characters. He was unable to identify or define what the setting was or problem and solution of a story. He also confused fiction and non-nonfiction text. At the end of the intervention period, RG made significant progress in being able to identify problem and solution along with setting and time period of the story. In both the pre and post-tests he was unsuccessful in identifying three important events. He, along, with fellow classmates would list

the solution or the problem as one of the main events instead of listing additional events. As the

intervention progressed, RG needed less reminders to refer back to his graphic organizer, with

encouragement, modeling and think alouds, he began to internalize the structure and

automatically refer back to it when discussing or recalling text.

### Identifying and Defining Text features

Identifying text features	Pre-test	Written response	Post-test	Written response	Gain
Table of Contents	1/2	"tells where to find things in a book	2/2	"tells where we can find things in the book."	+1
Index	2/2	Could identify and tell me Spanish cognate *indice*	2/2	"it is in the back of the book"	+1
Heading	0/2	Could not identify or define	2/2	"It is the title" Can independently identify in a text	+1
Subheadings	1/2	Could locate, but not give definition	2/2	located and defined as "tells what each section is about."	+1
Photos Captions	2/2	Could identify photos and captions	2/2	"tells what the photo is about"	+0
Graphic aids: charts, maps, illustrations	0/2	Could not identify or define	2/2	Identified diagrams "Gives us more information"	+2
Print variations: bold, italics, underlined, highlighted	0/2	I don't know	2/2	"Tells vocabulary or important words or facts."	+2

During the pre-test and initial phase of instruction, RG was able to identify the table of

context, index, and subheadings but he was unable to define their purpose and function. When

observing his reading behaviors, he often skipped reading the graphic aids such as sidebars,

vocabulary definitions and diagrams. He was able to identify and define the purpose of photos and captions. He was unfamiliar with print variations such as bolded letters and highlighted or underlined words and the function of graphic aids. At the end of the three weeks of intervention that focused on expository text features and comprehension, RG was able to successfully define and identify all text features explicitly taught. He also began to automatically look at and review text features before reading as a way to activate his background knowledge and or generate interest in the topic. A detailed outline of RG's responses and interaction with the text is located in Appendix B.

Expository Text Recall
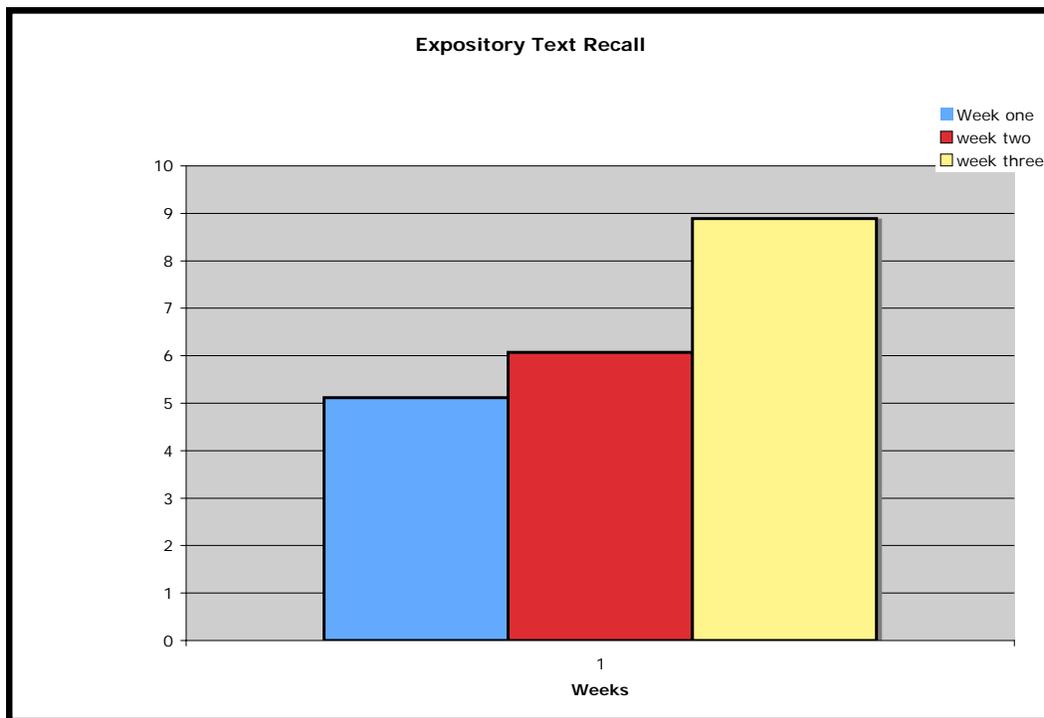
Another focus of the intervention was identifying main idea and important supporting details in an expository text structure. The information gained from reading expository texts was recorded in a main idea and supporting detail graphic organizer, which was then used to discuss and summarize the readings. After reading the text and completing the graphic organizer, RG

was asked to recall as many details as he could from what he read. The chart above displays a steady growth in the amount of details he was able to recall. On week one he recalled 5 details. He had just read about an ancient fish called a Coelacanth. He had no background knowledge on the topic, but had a high interest level in the topic due to their connection to the dinosaurs. He recalled that it lived before the dinosaurs, they are still alive, that people in Africa found a fossil and that a boat captain found one and it bit his hand.

On week two he read about oceans of the world. He had some background knowledge on this topic from his science courses. He recalled 6 details. He remembered that the oceans have zones, above is always cold, the middle is warm, the wind blows and makes waves, 71% of earth's surface is oceans and that there are 7 oceans. The last text we read was about the space race. RG did have a strong interest in space and some background knowledge on the topic, which could contribute to his growth. RG recalled 10 facts from the text. He recalled that Galileo invented the telescope to study the universe. Americans decided to land on the moon and use a rocket to go there. He also remembered that Russia made a satellite called Spanik (Sputnik). Some of these details are not entirely accurate, such as Sputnik being a rocket and not a satellite.

Conclusion

The researcher gathered and analyzed a variety of data over the course of this study. This process helped the researcher to monitor RG's progress throughout the intervention. The results of the pre and post-tests along with anecdotal notes and recorded student responses demonstrate improvement in RG's understanding of successful reading behaviors. The results show growth in the areas of identifying story grammar, and identifying and utilizing expository text features to generate interest and trigger background knowledge. The results also demonstrate the student

achieving a better understanding of the benefits of using a graphic organizer for increasing recall and organization of ideas. When looking more closely at specific skills necessary for strong reading comprehension growth and the meeting of his reading goals as stated on his IEP, an improved ability is demonstrated in the areas of story retelling, summarizing and identification of main idea and supporting details. Additionally, there is evidence that this intervention has led to the student achieving greater self-efficacy and confidence in his abilities as a reader. Finally, consistency is demonstrated in the student's use and application of the reading strategies throughout the intervention period. Growth was observed in both the narrative and expository literature focus of this intervention. The next chapter discusses what this data means to RG's comprehension progress and suggestions for further research.

Chapter Five: Conclusions

The researcher sought to investigate if explicit comprehension instruction int eh use of graphic organizers and text features would improve overall comprehension in a student identified to be in need of Tier 2 reading interventions. The goal of the intervention was to use explicit comprehension strategy instruction to increase retention of information, and improve summarization. The interventions followed a whole group, small group, and individualized scaffold instruction format that utilized constructive learning and a gradual release of responsibility model. This intervention was aligned with current research, The Wida Standards for English language learners, and the Wisconsin Content Standards. Each part of this intervention complied with IDEA and took into account the child's strengths and needs. This chapter includes an explanation of results, strengths and limitations, and further recommendations for the student and for research.

Connections to Existing Research

The purpose of this intervention was to determine the effects of explicit comprehension instruction using graphic organizers and text features to improve comprehension, retention of information and summarization skills. Several research findings were pivotal in the development of this study. When working with English language learners, especially in an urban environment, educators must provide students with interventions that address their language levels and fill in any gaps they may have had in their education due to mobility or poor teaching (McCardle, Scarborough & Rescoria, 2003). Research also strongly suggests that teachers select reading materials that are appropriate for the students' developmental levels, interests and reading abilities (Werderich, 2002). By providing reading materials that are both interesting to the student and at their ability level, one can increase engagement in the classroom. If students are disengaged from what they are reading because the text does not appeal to them or they are a struggling reader, they may become passive recipients of knowledge. Struggling readers disappear into the woodwork without having much expected of them as far as participation in reading (Spear-Swerling & Sternberg, 1994).

Current research also discusses the differences between strong and struggling readers and the importance of explicitly teaching reading skills such as differentiating between genres, text structure and implementing graphic organizers. Research has shown that strong readers have often internalized how to differentiate between genres while many students with learning disabilities have not internalized this; in addition they often lack self-efficacy and may have additional issues with attention deficit disorders (Antoniou & Souvignier, 2007). There also is strong evidence that suggests the teaching of text structure and use of graphic organizers can be done simultaneously and have a positive impact on students' abilities to learn content (Williams, 2005). It is also noted that graphic organizers for expository text also provide a framework for oral and written summaries, which is often used as an assessment tool and helps students to synthesize and further internalize what they have read (Antoniou & Souvignier, 2007).

Based on current research, an intervention was developed that utilized explicit comprehension strategy instruction in a whole group, small group, and individual settings allowing for the gradual release of responsibility model which led the student to be able to apply these strategies with increasing independency and self efficacy.

Connections to Wisconsin State Standards and IDEA

The research used in this study connected to the Fifth grade Wisconsin Content Standards for reading and language arts as defined by the Wisconsin Department of Public Instruction. It also was aligned to meet the student's needs as an English language learner through following the WIDA Standards for ELLS. The WIDA standard for reading requires that students gain proficiency in reading the language domain areas of listening, speaking, reading and writing. Each language domain was addressed on a daily basis during the intervention period and during RG's regular literacy instruction. In addition to addressing the WIDA standards, the state standards were also addressed. According to the state standards, a fifth grader should be able to integrate information from several texts on the same topic in order to write and speak about a subject knowledgably. It is also the expectation that students be able to read with fluency, accuracy and demonstrate phonemic awareness appropriate for their age group. Furthermore, a student should be able to determine two or more main ideas of a text and explain how they

are supported by key details. Another standard requires that students read and comprehend literature at the high end of 4th and 5th grade texts independently and proficiently. In the area of writing, fifth grade students should be able to recall relevant information from print and digital sources and be able to summarize or paraphrase the information. Based on these standards, a reading intervention was designed that gave RG explicit standards-based strategies that would help him to increase his comprehension and retention of information.

While the intervention was designed to meet both the Wisconsin State Content Standards and the WIDA Standards, the intervention was also designed to be in compliance with IDEA. The basis of the intervention came from observations of RG's reading behaviors, discussions with his regular and special education teachers. The interventions were also aligned to best meet the goals and needs stated in RG's Individual Educational Plan, while taking place in a least restrictive environment. The interventions built upon RG's strengths while addressing his needs. These interventions followed a Response to Intervention model, which is an important component of IDEA.

Explanation of Results

This intervention focused on using explicit comprehension strategy instruction to improve a student's overall comprehension skills. The researcher analyzed data collected throughout the intervention period to evaluate the effectiveness of the intervention.   Overall gains were seen in RG's comprehension skills. These gains were evidenced through the QRI-4 pre- and post-tests. In the area of story recall RG's gains from pre- to post-test were fairly significant especially when recalling main ideas and details in expository text. The results for third grade expository text recall show a gain of 50% in the amount of details recalled while the fourth grade expository text results demonstrate a 40% gain in recall of ideas. This indicates that explicit strategy instruction in identifying non-fiction text features along with main ideas and details led to an increase in RG's ability to recall key details from the text. With regards to answering explicit and implicit questions about a non-fiction text RG made no gains on the third grade test and remained at an instructional level, but made a 1-point gain on the 4th grade test which moved him from a frustration level to an instructional level. The researcher believes that this growth can be linked to

the intense focus placed on the instruction and application of comprehension strategies that focused on identifying main ideas and details and story grammar.

On the third and fourth grade narrative passages of the QRI-4 pre- and post-tests, RG made some progress. On the third grade passage in the area of recall RG ranged from 18% of ideas recalled on the pre-test to 36% of ideas recalled on the post-test. When answering implicit and explicit questions, RG made a 2-point gain, which moved him from an instructional level to an independent level. Unfortunately, there were no gains on the fourth grade narrative test. The researcher feels that this can be attributed to the student feeling ill at the time of the test, not the ineffectiveness of the intervention program as gains in comprehension have been shown in other areas of the QRI-4 pre-and post-tests.

Another measure of RG's progress during this intervention was a short questionnaire used to assess RG's knowledge of graphic organizers and how they can help students in the classroom. In the pre-test RG had virtually no knowledge about the uses and benefits of using a graphic organizer to improve comprehension. On the post-test, he was able explain how story map graphic organizers help him to remember details from the text, that text features give more information and that it is used to write down ideas while reading. RG even commented that the graphic organizer helped keep him focused in class. He made a 100% gain in his knowledge about the uses and functions of a graphic organizer. He gained self-efficacy as a reader. This would not have been possible without the intensive instruction he received during these interventions.

The intervention focused on identifying key story elements in narrative and expository text. On the pre-test RG was able to give only the Spanish cognates for narrative story elements such as title, main character, events and setting. On the post-test, he could define and give examples of all the story elements presented during the intervention. There was a 100% gain in his knowledge of story grammar. When completing his first graphic organizer RG was able to identify the title, main character, one supporting character, and he could identify the problem. On the post-test RG correctly identified the main characters, setting, problem, solution and events that happened in the story. At the end of the intervention period, he was able to independently complete a summary of the story using the graphic organizer as an aid.

Summary writing was a goal of his IEP and was also a focus of this intervention. The researcher feels that RG was very successful in learning about story grammar and the use and implementation of graphic organizers to improve recall, comprehension and summarization skills.

The other primary focus of this intervention was learning about expository text features and identifying the main idea and important supporting details in non-fiction text. Following a similar pattern as with previous testing, RG was given a pre-and post-test on the identification of non-fiction text features. RG was able to identify, but not define, the table of contents, index, and subheadings He could identify and define the purpose of photos and captions. He was unfamiliar with print variations such as bolded letters and highlighted or underlined words. At the end of the three weeks of intervention that focused on expository text features and comprehension, RG was able to successfully define and identify all text features explicitly taught. RG made gains each week in his ability to recall main ideas and details from non-fiction text. In the first week of the intervention RG recalled 6 details from the text. The last week of intervention RG was able to recall 10 details. This would suggest that RG was beginning to internalize the explicit strategy instruction. Also providing multiple exposures to the text through repeated readings, discussions and writing down main ideas and details provided enough repetition to allow RG to retain more information.

There were positive changes in his reading behaviors as he began to automatically use the text features to preview text and generate questions about the text. His self -efficacy as a reader improved because he was proud that he was able to identify the text features correctly while other students still struggled. His participation in classroom discussions increased and became more substantial as he began to independently refer back to his graphic organizer to trigger his memory of the text. His verbal responses were more detailed and referred directly to the text rather than the somewhat random thoughts and guesses RG responded with in the beginning of the intervention. There also was an increase in his written work, as he no longer struggled with remembering information or thinking of ideas. By the end of the intervention, he could automatically refer to his graphic organizer to help him write main ideas and

details for a summary paragraph in the beginning of the intervention it was difficult for RG to write two sentences about the text, as he was a very reluctant writer.

An unexpected result from this intervention was a marked increase in the student's participation and verbal output during small group instruction. As stated previously, RG had very limited ability to recall details from a text. Through the explicit instruction and implementation of graphic organizers, RG was able to refer back to the graphic organizer to recall details from the text. This led to increased participation and focus in discussion, and a decrease in his off task behaviors. There was also a noticeable increase in the student's self efficacy and metacognition. RG was able to discuss how the graphic organizer helped him to complete assignments on time, participate in class and improve his classroom behaviors. He also was beginning to show more confidence and pride in his work.

The researcher believes that these gains can be credited to the use of explicit comprehension strategy instruction and intervention in whole group, small group, and independent settings. These gains indicate improvements in RG's overall comprehension, knowledge of reading strategies, metacognition, self-efficacy, and independent use of reading strategies. Based on these results, this intervention was considered successful at improving these areas through the use of explicit comprehension instruction, teacher modeling, scaffolding, and whole group, small group, and independent practice

Strengths and Limitations

It is important that strengths and limitations are discussed with regards to this intervention's success. The research has several strengths. First, the lesson format used for introducing each strategy provided the student with consistency and familiarity, which gave the student the ability to clearly know what to expect and what was expected of him in each lesson. Additionally, the strategy instruction included a gradual release of responsibility from the teacher to the student making use of whole group, small group, and individual instruction. The instruction was designed so that each new strategy reinforced and was connected to previous skills taught. Furthermore, the results of research made use of multiple informal and formal assessments and student observations. Finally, the student involved was

selected due to his need for intervention in comprehension and the results from the intervention showed growth in this student.

Although growth occurred, this study does have limitations. This study has a small sample size of one participant, which makes it hard to make generalizations to the population at large. In order to better measure the use of explicit instruction in comprehension, it would be beneficial to expand the sample size from one participant to all students in a classroom to measure if this intervention would be beneficial for non ELL and non special needs students as well. Another limitation was the duration of this study. This study took place over six weeks with a minimum of three 30-minute sessions a week. However, during these sessions the student was also receiving instruction in his dominant language and learning additional strategies not connected to the strategies taught during his English literacy instruction and intervention sessions. An additional limitation is that the intervention took place at the end of the school year so growth could not be measured over a longer time period. It would be beneficial to begin this study in the beginning of the school year and extend it throughout the year to provide the student with the tools and strategies he needs from the onset of school so that he can expand upon and internalize these strategies over the course of the school year. This would also help to measure long-term use and internalization of the strategies. The primary weakness of this intervention plan was that it was created with one unique student in mind. While it was successful for this particular student, it may not be a one-size fits all intervention. Therefore, it may not be applicable or successful when looking at the overall student population.

Recommendations

Based on the results of this study, the researcher has several recommendations. It is paramount that RG should continue to receive opportunities to practice the strategies of using text structure and graphic organizers to improve comprehension and retention of ideas in whole group, small group, and independent settings and that the instruction be consistently implemented in both languages. He should also receive explicit comprehension instruction in other strategies that builds and expands upon these comprehension strategies such as comparing and contrasting, character studies and continued work with

identification of important details in expository and narrative texts. RG responded well to a lesson format that implemented a gradual release of responsibility model following an I do it, we do it, you do it framework. He would demonstrate growth in his comprehension, reading and writing skills, if his instruction continued to follow this format. In addition to this, the instruction delivered should continue to build upon RG's interests and growing abilities to participate and communicate with his peers by making use of whole group and small group instruction. The small group instruction is particularly beneficial for RG because there were notable increases in participation, metacognition and self-efficacy. RG's instruction should continue to incorporate graphic organizers and other forms of visual aids as a tool for discussion and reflection, to trigger memory, organize thoughts, and to improve overall comprehension. As consistent progress monitoring is part of the Response to Intervention model and is mandated by law, it is of the utmost importance that RG's progress with reading comprehension be consistently monitored in both his dominant and non-dominant languages and that future teachers commit to developing tier 2 interventions that continue to target his strengths while improving his areas of struggle. Not only will these interventions have a positive impact on his ability to learn and participate, they will be beneficial to his self-esteem and how he views himself as a learner and member of the classroom community.

As this research took place over a short period of time and only focused on one student, it would be recommended by the researcher to expand the research to larger populations and age ranges, perhaps to multiple classrooms across the district and to give interventions in both languages to increase consistency, provide reinforcement and allow for the transfer of information from the dominant to non-dominant language. It would also be beneficial to do a follow-up assessment with the student to see if the gains were merely short-term or if they continued to the long-term. More research should be conducted on the use of explicit comprehension strategy instruction and overall growth of reading performance. All of these recommendations would provide greater insight into how to best meet the needs of students with comprehension struggles.

Conclusion

This case study was developed to investigate effects of explicit comprehension instruction in the area graphic organizers and retention of information on overall comprehension, reading strategy knowledge, and independent strategy use for a student who was in need of Tier 2 reading interventions. The intervention was developed based on current research, the Wisconsin Content Standards, the WIDA ESL Standards and the Individuals with Disabilities Act. Data was collected over a two month time period and intervention was delivered over six weeklong sessions. The data results were analyzed and reported. The researcher discussed strengths and limitations of the research. Lastly, the researcher used the results and analysis to make recommendations for the student who was the focus of the case study and for further research in terms of explicit comprehension strategy instruction.

Appendix A

Name		Date	

GRAPHIC ORGANIZER

Summarizing

Important Idea	Important Idea	Important Idea	Important Idea

Summary

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| Name | | Date | |

Making Inferences

Story Clues + What I Know = Inference		

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Appendix B
Week One: Narrative Text

Strategy: Introducing Story Grammar Graphic Organizer

Teaching Moves—Inner Conversation	Teaching Language/Student responses
Day one: **Whole group** **Connect & Engage:** **Whole Grow** *Engage the kids and develop/extend background knowledge.* *Define and explain strategy of story grammar* *Explain why and how it is an effective strategy*	ENGAGE THE STUDENTS AND BUILD BACKGROUND KNOWLEDGE: Open to title page of "The Case of the Missing Deer" Today we are going to read "The Case of the Missing Deer." By looking at the title and the illustration, can you predict what this story is going to be about? **Students share responses**. Yes it is probably going to be about a deer that is missing, we just need to find out why or how. Let's page through the story and look at the pictures to get a better idea of what we are going to read. **Students page through book and discuss pictures. They notice that the children in the story are playing soccer and connect that many of them play soccer too.** DEFINE AND EXPLAIN THE STRATEGY: When previewing this story can you tell me what genre it is? Is it fiction non-fiction? **Non-fiction!!! No, no no, fiction!!!** I see we are a little confused. Fiction means false or in Spanish it is the cognate ficion. So if you are telling the teacher a made up story about your homework, she may say it is pure fiction, meaning a made up story. While non-fiction means real or not false. How can we tell the difference between fiction and not fiction**?**

	Students share answers.
	Yes, the main way to tell the difference is through looking at the pictures. Non-fiction has real photos of people and places, while fiction tends to have drawings or illustrations. That is why when we read stories there often is an author and an illustrator.
	EXPLAIN WHY AND HOW READERS:
	When we look at the focus wall for this week's lesson, we see that we will be learning how to summarize.
	When we work in our small groups today, we are going to be learning more about narrative or fiction text. Have any of you used or heard of a story map before? Yes, some of you are familiar. By the end of this week you will learn about story maps and how to use them to summarize what you have read.
Small group: Model	DEFINE STRATEGY
I do it	Today we are going to learn about the parts of a story and use this story map graphic organizer to help us.
Introduce and define strategy...	
Model strategy use as you read aloud...	Who remembers if the story we are reading is fiction or non-fiction. Yes, it is fiction and how do you know?
	It has pictures and is not true.
Review your thinking through think aloud	Yes, it has pictures and is not a real story, although do you think a story like this could happen in real life?
	Yes, it is possible.
	Another way we can tell if a story is fiction or non-fiction is how the writing is organized. Today we are looking at fiction. This is where this graphic organizer is useful. *Show students the story map g.o.*
	You will find that this story can be organized into the following categories

	some of which you may be familiar with:
	MODEL STRATEGY
	Every story we read will have an author and illustrator, and a problem and a solution.
	Does anyone know what a problem or solution in a story is? *Elicit student responses*
	Yes, a problem is a *problema* in Spanish, but what does that mean*? Elicit student responses*
	Connect to background knowledge.
	How about the Harry Potter books? Can anyone name a problem that Harry had?
	Voldemort was trying to kill him.
	Ok, so now we have a problem. How was that problem solved? What was the solution?
	He killed Voldemort
	You all can give me examples of problems Now how can we define what it is for our graphic organizer? *Write down student responses.*
	Ok. So the ideas you gave me for problem were that a problem is something that happens in the story that needs fixing and when something bad happens. I am going to write that down on my graphic organizer. Maybe as we learn more we can revisit the definition. You can write it in your own words or copy what I write.
Guide:	*Continue pattern to complete g.o.*
	I saved the toughest one for last. What

We do it	is a setting? This is harder because it is a completely different word in Spanish.
Continue asking students for input in creating definition-providing clarification as necessary. Teacher and students work together.	*Students give responses.* That is correct, the setting is where the story takes place. It is also important to know that the setting also includes the time the story takes place. Does the story take place in the past, future or present? When does Harry Potter take place?
	In the present. In the past.
	Well, let's think about it. Harry Potter has Hogwarts, which seems very old, but they also have cars and televisions so could this be taking place right now?
	Yes
	Then it is the present.
	How about Star Wars?
	Future
	How do you know?
	Because there are space ships and we don't have those yet.
	REVIEW THINKING
	So we need to come up with a definition for setting. What do we need to include for setting again?
	Time and place
	Let's write down that setting is the place or location
	And time such as past present or future. It also includes time of day. Like that one story, on a dark night, there was a dark, dark woods.
	Students laugh
Share the Learning:	Boys and Girls, we are now going to come back to work as a whole group to

Whole group review of story map	review what we have learned. It seems we all can identify the title and author of a book and problem and solution. We are still unsure about the setting and events. Now you can see how helpful graphic organizers can be. I want you to review your graphic organizers and share with your group what the problem, solution and setting of the story is and share your definitions. *Give students time to collaborate and share ideas.* Class who can tell me what the setting of a story is. **It is where the story takes place.** Don't forget that it is also the time. Does the story take place in the past, present or future? Does it take place in the morning or at night? I am going to write this on my graphic organizer like this. Check to make sure that you have your section filled out also. *Repeat discussion with identifying, problem, solution and events. Continue soliciting responses from students and writing responses on overhead for students to review and or copy down.* We will continue working on this strategy for the next few weeks until you all become masters!

Week One: Day Two

Strategy: Identifying Story Grammar

Teaching Moves-Inner Conversation	Teaching Language/Student responses
Day two: **Whole group**	ENGAGE THE STUDENTS AND BUILD BACKGROUND KNOWLEDGE: Who remembers what we talked about yesterday in our small groups? *Call on*

Connect & Engage:	*students to share.*
Whole Group	We learned about problem, solution, and setting. I am glad that you remembered that setting is the location and time of a story.
Engage the kids and develop/extend background knowledge.	Do we use story maps in fiction or in non-fiction writing.
Review and define story elements	**(All students respond) Fiction! Non-fiction!**
Explain why and how it is an effective strategy	I promise by the end of this week you will no longer confuse fiction from non-fiction**.**
	Today in our small groups, we are going to read "The Case of the Missing Deer." As we are reading, we are going to stop and identify the story elements we have been learning about and use them to complete a new graphic organizer.
	We said yesterday that the problem for this story was that the deer were missing. Let's find out if it was one deer or two deer and what happened to them. Do you think the deer come back?
	Yes! No! Maybe a monster ate them or maybe they were afraid of soccer balls!
	We will just have to read to find our solution. What is a solution again?
	That is right. How the problem is fixed or solved.
Small group: Model	
I do it	MODEL STRATEGY
Introduce and define strategy...	We are going to begin reading The Case of the Missing Deer. As we read we are going to stop, discuss what we have read and work together to complete this graphic organizer. Eventually I

Model strategy use as you read aloud...	want you to be able to complete this on your own.
Review your thinking through think aloud	Before we begin reading we can already fill out the title and author section of the g.o. Let's do that right now. Oh this story does not have an author. It usually says right below the title or on the title page of the book.
We do it *Students and teacher work together to identify story elements.*	Let's continue reading to discover the problem of the missing deer. *Students and teacher read the next 2 pages with students volunteering to read aloud. There are frequent stops to check for understanding and review vocabulary.* Now that we have read, we are getting an idea of what the problem is. The problem is that the deer are going to everyone's cabin except for Blake's. At least we know that they weren't eaten by a monster! I am going to write the problem on my graphic organizer. You can copy what I wrote or write it in your own words. Another important part of a story is the events. The events are important things that lead up to the solution. What are some events that have happened so far? **They played soccer.** Let's write that down. The author also includes some minor details about characters actions. As we read, let's think about why the author chooses to tell us some unimportant events. Do we really need to know that Blake was hot and took of his shirt? **No! Yuck!**
Guide: **You do it** *Students work independently to complete final section of the*	We only have one more page to go. I want you to read the rest of the story to yourself and see if you can identify 1 more event and the solution. Write the ideas in your graphic organizer.

graphic organizer.	*Teacher monitors student reading and helps clarify when students have questions or have found their solution.* Now that we have finished reading, who wants to share what the solution was. *Listen to and respond to students.* It looks like we all agree that the deer did not like Blake's shirt. Maybe it was flapping in the wind or really smelly. Isn't it interesting how a seemingly unimportant detail becomes very important as the story progresses? That is why we really need to pay attention to details when we are reading.
Share the Learning: *Whole group review of story map*	In our small groups we all finished reading "The Case of the Missing Deer." Let's review the story elements. Who can tell me the setting? *Teacher asks students to identify each story element.* Tomorrow we will learn how to use this graphic organizer to write a summary of what we have read. How many of you think you can remember all the details of the story for tomorrow? It looks like half. Don't worry you will have the graphic organizer to do the remembering for you. You just need to remember where you put it! Don't lose it.

Week One: Day Three

Teaching Moves—Inner Conversation	Teaching Language/Student responses
Day two: **Whole group** **Connect & Engage:** **Whole Group** *Engage the kids and develop/extend background knowledge.* *Review and define story elements* *Explain why and how it is an effective strategy* *Review what a summary is*	ENGAGE THE STUDENTS AND BUILD BACKGROUND KNOWLEDGE: **Yesterday we finished reading the case of the missing deer. Who can tell me what happened in this story. Don't forget to tell us the characters, problem, events and solution.** *Call on student to retell story. Call on additional students to provide clarification or more details.* What these brave students just did was tell us a summary of the story. Did they tell us every little detail or just the important ones? **The important ones** When you write a summary it is going to be the same way. You do not need to write a book, just a really good paragraph. You are all familiar with summaries. How many of you read the back of the book or sometimes the inside sleeve of a book cover to find out what a book is about. *Students raise hands.* That is a lot like a summary except the book focuses on the problem and not the solution because they don't want to spoil the ending.
Small group: Model ***I do it*** *Introduce and define strategy...* *Model strategy use as you read aloud...*	MODEL STRATEGY As we talked about a summary is a short paragraph that tells us the important details or elements of a book. We can look at our graphic organizers to think about how to organize a summary. Should we start right away with the problem and solution? Probably not, it would help to introduce the

Review your thinking through think aloud	setting and the characters first.
	Remember this is a paragraph so we need to indent and begin with a topic sentence. In this case I am just going to begin with the title. "The Case of the Missing Deer was a very good mystery." It is good to start of with the title and something special about the story. Like for Diary of a Wimpy Kid we would say it is a very funny story.
	The next sentence should include the setting of the story. So I am going to write the story takes place at a resort in the woods in the present time. You can copy this down as well. Don't forget to indent.
	No look at your graphic organizers. Who can tell me the problem? *Have student tell problem.*
We do it	I will write down that the problem in this story is that the deer are visiting everyone's cabins except for Blake's. You write it on your own paper. You can use your g.o. for spelling and ideas.
Students and teacher work together to identify story elements.	I expect everyone to be able tell me an event because you have them written down in your g.o. No more excuses that you do not remember. You have the story map to remember for you.
	Now let's include three events. Who can tell me the first event? *Listen to and write down student responses in model paragraph.*
Guide:	
You do it	I have gotten you over half way through the summary. You are now going to use your graphic organizer to complete the paragraph. You just need to add 1 more event and the solution. A conclusion sentence would also be good. Just a simple statement about the story. Did you like it? Was it entertaining? Would you recommend reading it?
Students work independently to complete final section of the graphic organizer.	

Share the Learning: *Whole group review of story map*	In our small groups we all wrote a summary for "The Case of the Missing Deer. " How did the graphic organizer help you to complete the summary? **It helped us to remember what we read. I didn't have to reread the entire story.** Yes, that is correct. A graphic organizer can be a very useful tool to help you organize and remember ideas. It also makes writing a summary quick and easy. Would anyone like to share their summaries? I am interested in hearing how you ended the paragraph. *Students share summaries, students and teacher give feedback.* The next time I work with you, we will read another story and use a graphic organizer to summarize. I am hoping that you will be able to complete it more independently and perhaps not even need my help at all.

Week Two: Narrative Text

Strategy: Introducing Story Grammar Graphic Organizer

Teaching Moves—Inner Conversation	Teaching Language/Student responses
Day one: **Whole group** **Connect & Engage:** **Whole Group** *Engage the kids and develop/extend background knowledge.*	ENGAGE THE STUDENTS AND BUILD BACKGROUND KNOWLEDGE: Boys and girls in the last time we met we were working on story maps. Do we use story maps for fiction or non-fiction? It seems we are still confused about the difference between the two. Who can tell me the difference between fiction and non-fiction? Allow time for students to respond and discuss.

Review story grammar elements	**Fiction is not real. Non-fiction is real.**
Explain why and how it is an effective strategy	Yes, fiction is not real. Think of fiction as meaning false. It could happen in real life, but by looking at the text features you can tell that it is not a real story.
	Oh that reminds me what are some of the text features we find in narrative or fiction writing? For example are there photos or drawings?
	Drawings!
	DEFINE AND EXPLAIN THE STRATEGY:
	Yes drawings are one element. Another way we can tell the story is fiction is by the way it is organized. That is where our use of a story map is very helpful.
	Who remembers what are the parts of a story map? *Allow time for students to respond.*
	Yes, it seems like most of you remember the basic elements of a story map. Just remember that the setting includes time and location. Remember time can be past, present, future, include seasons and even time of day.
	EXPLAIN WHY AND HOW READERS:
	We are going to read a new story this week and while we are reading we will continue working on identifying the differences between fiction and non-fiction and identifying elements of our story map. This will help you to become better readers by understanding your purpose for reading. You will know that if a text is fiction you are looking for characters and a problem and solution. Where in non-fiction you will be reading for information and

	looking at main ideas and details.
Small group: Model	*Connect to background knowledge.*
I do it	Today in our group we are going to read a funny story called *Dinner for Two Hundred.* Look at the picture and the title on the front cover. What do think this story is going to be about.
Define strategy...	
Model strategy use as you read aloud...	RG: Someone makes dinner for two hundred people
	Yes, that is true, but look at the pictures. Do think it is easy to make that much food? Does the dinner go well?
Review your thinking through think aloud	**RG:** I don't know.
	Have any of your parents ever had a party and made food and something went terribly wrong?
	Allow students time to share their stories.
	DEFINE STRATEGY:
	As we are reading I want you to use your graphic organizer to write down the characters, setting, problem and solution. We will also be identifying events. Events are important things that happen to a character in the story. They are not little details like the character tied his shoe. They lead us to a problem or to a solution in the story.
	MODEL STRATEGY:
	Let's read the first page together. Remember it is usually in the first few paragraphs that we can find the setting and the main characters. *Students volunteer to read*
	Let's stop for a moment and see what we have found out. Do we have a setting? Characters? *Discuss student*

	responses.
	I am going to write my setting here in this box; you do the same on your graphic organizer.
Guide: We do it *Continue asking students for input in creating definition-providing clarification as necessary. Teacher and students work together.*	Now we will continue to read the book. As we are reading, I want you to continue adding details to your graphic organizer. We still need to identify events, and the problem and solution. Students take turns reading text. *Stop frequently to clarify and add details to graphic organizer* RG can you tell me what the setting of the story is? **RG: School?** What about the time? **RG: during the day?** You got it. Just remember setting includes time and location. Write it in your notes so you can remember and refer back to it. One more RG, who are the main characters so far? **RG: I don't know.** Look at your story map to help you remember. **RG: Vanessa, Mr. Nakamia, Carlos and Antonio**. Students, do you see how the graphic organizer is helpful? It helps you organize your thoughts so you do not have to struggle to remember important details. Use it as a study guide.
Share the Learning:	We are at the end of our reading time. We all read Dinner for Two Hundred in

Whole group review of story map	our small groups. Who can tell me the setting?
	Main characters? Do we have a problem yet?
	If you do not remember look back at your graphic organizer to trigger your memory.
	Listen to student responses. Restate what they have said.
	Good. We should all have similar responses written on our graphic organizers. Do you see how helpful a g.o. can be in helping you to organize and remember what you have read?
	The next time we meet, we will continue reading and filling out the graphic organizer.

Week Two: Day Two

Teaching Moves—Inner Conversation	Teaching Language/Student responses
Day two: **Whole group** **Connect & Engage:** **Whole Group** *Engage the kids and develop/extend background knowledge.* *Review and define story elements*	ENGAGE THE STUDENTS AND BUILD BACKGROUND KNOWLEDGE: Today we are going to continue to read Dinner for Two Hundred. As we are reading we are going to working on the events section of our graphic organizer. Let's review. What is the problem in this story? How are the students and the teacher trying to resolve it? *Students share responses.* Who can tell me what events are in a story? RG? **RG: eventos?**

Explain why and how it is an effective strategy	Yes that is the cognate, but who could define it? Tell the people at your table what event is. *Allow time for students to share.* What are some exciting events that have already happened in this story? *Students share responses.* Ok so events are the actions that happen that leads to a problem and eventual solution. Remember every good story has some kind of problem and solution. Events are the exciting things that happen in between. As we are reading in our small groups, we will work together to complete the events section of the graphic organizer. After this is complete you will be able to use it to create a summary, which is our target strategy of the week. Any questions?
Small group: Model *I do it* *Introduce and define strategy...* *Model strategy use as you read aloud...* *Review your thinking through think aloud* **We do it** *Students and teacher work together to identify story elements.*	MODEL STRATEGY Today we are going to finish reading our story and listing events. Events are the major details in a story. Don't focus on small details like the character combed their hair. Just the big ideas or action. Let's look at the pictures and predict what is going to happen. *Students look at pictures and share observations.* Yes there is a lot going on in their story. What a nightmare! Let's read to see how these events unfold. RG will you be my first reader. *RG reads.* RG tell me in your own words what just happened. *RG retells story.* That is one event you can put in your graphic organizer. You can choose any three of the events that happened in this story. Remember a summary is very short and compact or concise. We are not going to write everything that happened.

	On your own, I want you to complete the events section. *Students complete work, teacher monitors and clarifies.*
Guide: **You do it** *Students work independently to complete final section of the graphic organizer.*	I want you to complete your organizer by choosing two more events and the solution to the problem. *Teacher monitors students' writing and comprehension.*
Share the Learning: *Whole group review of story map*	So we should be just about done reading the story and completing our story maps. What were some exciting events that happened in this story? *Students share responses.* Good job. The students certainly had some adventures. If you were in their situation would have you continued with the party? *Students share responses.* I think I would have given up and ordered pizzas. Then again we wouldn't have a story if the students did that. Be careful because some of you wrote the solution to the story as an event. Remember the events lead to the solution and solution is its own special category. Tomorrow we will review how to use our graphic organizer to write a summary. Don't lose them!

Week Two: Day Three

Teaching Moves—Inner Conversation	Teaching Language/Student responses
Day two: **Whole group** **Connect & Engage:**	ENGAGE THE STUDENTS AND BUILD BACKGROUND KNOWLEDGE: We have come to the end or our story and what an adventure it was. Who can tell me what has happened in the story so far? *Students retell*

	events.
Engage the kids and develop/extend background knowledge.	So the students made everyone oatmeal for dinner. It is kind of like when you have pancakes for lunch. *Students share some of their experiences with breakfast for dinner.*
Review and define story elements *Explain why and how it is an effective strategy* *Review what a summary is*	Today we are going to write a summary of the book. Some of you struggle with summary writing because you are not sure what to write. Some of you write too much and some too little. What should we include in a summary? *Students respond.* Oh you said problem, characters, and solution. Don't forget setting. This all sounds very familiar. Where can we get this information? *Students respond* Yes, in the book. But instead of spending your time rereading the story, it is way easier to use your handy dandy graphic organizer. In our small groups, I will show you how easy it is to write a summary using your story map.
Small group: Model *I do it* *Introduce and define strategy...* *Model strategy use as you read aloud...* *Review your thinking through think aloud*	MODEL STRATEGY Today we are going to write a summary, before I show you how to do that let's review our story map. RG what was the problem in the story? **RG: (reviews story map) The caterer was sick and couldn't make the food.** Great. What was the solution? What were **RG: That they made oatmeal for dinner.** So we have a problem and solution. What were some of the events you chose to write about? *Students share events that they wrote down.* RG I see that you copied the words directly from the book. Is there any way

We do it *Students and teacher work together to identify story elements and summarization strategies..*	you could tell me in your own words some of the events that happened in the story? Look at the pictures to help you. **RG retells the story in his own words.** If anyone else copied the words directly from the book, please change the sentences into your own words now. *Check students' work.* If you remember from last week I modeled how to write a summary. Let's review. The first thing to remember is that a summary is a paragraph. How do we begin a paragraph? *Students respond* Yes. We indent and we need a topic sentence. The topic sentence can simply include the title and your opinion about the story. I am going to write Dinner for Two Hundred was a very funny story. You can write the same sentence or create one on your own. Now are we going to jump right into the events? Remember how the stories are usually organized; in the beginning, we usually find the setting and the main characters. Let's follow that pattern here and write the setting and main characters. *Teacher writes sentence and students copy it.* It would not make sense to write about the events if we do not know what the problem is or why those events are happening. So I am going to write the problem next. Notice I am just going back to my graphic organizer to write my ideas down. I do not need to reread the story.

Guide: **You do it** *Students work independently to complete summary.*	Now I want you to use your graphic organizers to complete the paragraph. Remember to include a concluding sentence. In this case you could simply write whether or not you would recommend this book and your reasons why or why not. *Teacher monitors students and asks RG clarifying questions.*
Share the Learning: *Whole group review of summary*	Who would like to share the summary they have written? Chose *one or two students to share summary.* Does anyone have anything different? It is ok if some of your events are different because a lot of things went wrong in this story. How many of you wrote from memory and how many of you used the graphic organizer? *Students show hands.* Do you see how graphic organizers are a really valuable tool to use? Does it make writing a summary very easy?

Week Three: Narrative Text

Strategy: Introducing Story Grammar Graphic Organizer

Teaching Moves—Inner Conversation	Teaching Language/Student responses
Day one: **Whole group** **Connect & Engage:** *Engage the kids and develop/extend background knowledge.* *Define and explain strategy of story grammar*	ENGAGE THE STUDENTS AND BUILD BACKGROUND KNOWLEDGE: Boys and girls we are going to continue our work with story maps. It seems we are becoming very good at identifying our story elements. DEFINE AND EXPLAIN THE STRATEGY: We are going read a new story this week and use the story map to record what we have read and then write a summary. EXPLAIN WHY AND HOW READERS: Since you are all mastering story maps, I want

Explain why and how it is an effective strategy	you to be able to complete this independently. I am going to observe you and help you, but I want you guys to do the talking and the writing. Once you are able to do this independently, you will have a valuable tool to use on your own.
Small group: Model *I do it* *Introduce and define strategy...* *Model strategy use as you read aloud...* *Review your thinking through think aloud*	*Connect to background knowledge.* Today we are going to read *More Than a Meal* It is a story about a boy named Carlos who helps the elderly by delivering food or meals. Have any of you done volunteer work to help others. *Students share responses.* DEFINE STRATEGY We have been working on a number of skills these past few weeks. One skill is differentiating between fiction and non-fiction. Is this book fiction or nonfiction? RG? **RG: fiction** Good job. It is fiction and how do you know? **RG: because it has drawings and these are not real people**. That is right. Could this happen in real life though? **Yes** Then we will call this realistic fiction. Something that could happen versus fantasy, which cannot happen. Some of you are familiar with this subject matter. For those who are not familiar, maybe you will be inspired. Remember as we are reading, we will fill out the graphic organizer. MODEL STRATEGY

	I am not going to help because I know you can do it on your own.
Guide: We do it *Continue asking students for input in creating definition-providing clarification as necessary. Teacher and students work together.*	*Let's begin reading. What story elements can we expect to locate within the first few paragraphs?* **RG: The setting.** **Yes the setting. What do we include in the setting?** **RG: location.** What else? Go back to your notes to help you. Who remembers? Yes the time. Let's take turns reading and as we are reading, I want you to pause and write down the story elements as you read them. *Students work independently on graphic organizer/ Teacher provides guidance and monitors comprehension.*
Share the Learning: *Whole group review of story map*	You are all really doing great on the graphic organizers. Let's review what we have read so far. Who is the main character and what does he do? *Students respond.* Do we have a problem and solution? *Students respond.* Tomorrow we will finish reading the story and finishing our story map.

Week Three: Day Two

Teaching Moves—Inner Conversation	Teaching Language/Student responses
Day two: **Whole group** **Connect & Engage:** **Whole Group**	ENGAGE THE STUDENTS AND BUILD BACKGROUND KNOWLEDGE: Boys and girls today we are going to finish our story and go back and reread it. This will help us to improve our comprehension and

	fluency.
Engage the kids and develop/extend background knowledge.	As we are reading we will complete our story map graphic organizer. I noticed that some of you are writing very general phrases. Let's try to be more specific. For example, If you say he was sick. You need to tell the reader the character's name. You have to assume or think that the person reading your graphic organizer has not read the book. Make it specific and add details if necessary.
Review and define story elements *Explain why and how it is an effective strategy*	
	When you write with details I or anyone else will get a clear understanding of the story. Maybe you will even convince someone to read the story.
Small group: Model *I do it* *Introduce and define strategy...* *Model strategy use as you read aloud...* *Review your thinking through think aloud*	MODEL STRATEGY Let's reread the story. Rereading helps us improve our comprehension because we can review and maybe discover details we missed on our first reading. Also the more we read a passage the better our fluency and expression becomes. *Students reread text with a partner.* Now that you have reread the text, are there any details you missed the first time you read it? Did anyone notice that Carlos did not stay to visit with the man who was sick until after he was in the hospital? Why do think Carlos did not stay? Listen to *students' responses.*
We do it *Students and teacher work together to identify story elements.*	Yes, it looks like the man was not very nice and the others made him cookies. What character traits can we add to our description of Carlos? *Students respond* I want you to add those details under main character.
Guide:	I am now going to give you the rest of the time to complete your graphic organizer. When you are done compare

You do it *Students work independently to complete final section of the graphic organizer.*	your answers with a partner. If there are any differences, talk about them, and make changes if you need to. *Students work independently to finish graphic organizer and share with a partner.*
Share the Learning: *Whole group review of story map*	It looks like everyone has completed their graphic organizer. Let's review what you have written. Who can tell me a summary of what they have read and written? Share your problem events and solution. RG, what was the problem? **That a man was sick.** Solution? **Carlos saved him.** Events? *RG lists all the events.* **I know all the answers.** Yes, you do. Great job. Does anyone have any other events to share? No. Tomorrow we will write a summary. This one will be very easy for you as you are all experts.

Week Three: Day Three

Teaching Moves—Inner Conversation	Teaching Language/Student responses
Day two: **Whole group** **Connect & Engage:** *Engage the kids and develop/extend background k background knowledge.* *Review and define story elements* *Explain why and how it is an effective strategy*	ENGAGE THE STUDENTS AND BUILD BACKGROUND KNOWLEDGE: Today boys and girls we are going to write a summary of *More Than a Meal.* Remember that this is a short paragraph. You should have an introduction and a conclusion like we have been practicing in writing class.

Review what a summary is	
Small group: Model *I do it* *Introduce and define strategy...* *Model strategy use as you read aloud...* *Review your thinking through think aloud* **We do it** *Students and teacher work together to identify story elements and summary.*	MODEL STRATEGY I am going to consider this an assessment. I want to see what you can do on your own. Remember you can refer back to the story map if you are stuck. How does the story map help us? RG: **It gives us the answers.** Yes it gives you the answers, but you are not cheating because you have already did the work. You do not need to think of new ideas or reread the text because everything is written in your story map.
Guide: **You do it** *Students work independently to complete summary*	*Students work independently to complete summary.*
Share the Learning: *Whole group review of summary*	Have you noticed how quickly and easily you wrote your summaries? RG How many sentences did you write on your first summary? **RG: two??** How many on this one? **RG: 5** Wow what a difference! I am glad that most of you are really using your graphic organizers to help you complete the summary. For those of you who are writing from memory, has the story map helped you to remember your information? *Students share responses.*

Week Four: Expository Text

Strategy: Identify and define expository text features

Teaching Moves—Inner Conversation	Teaching Language/Student responses
Day one: **Whole group** **Connect & Engage:** *Engage the kids and develop/extend background knowledge.* *Define and explain strategy of identifying expository text features* *Explain why and how it is an effective strategy*	ENGAGE THE STUDENTS AND BUILD BACKGROUND KNOWLEDGE: Boys and girls, we have been working on narrative or fiction text and you have been doing a fabulous job. We are now going to switch gears and study expository text features. Expository text is non-fiction meaning that it is true or real. Where narrative is organized by problem and solution; expository text can be organized in a variety of ways such as cause and effect and main idea and details. In your small groups, we are going to review text features and learn how to identify main idea and details. DEFINE AND EXPLAIN THE STRATEGY: Look at our story, can anyone tell me what the title is? *Students respond.* That is one example of a text feature. You can also see some are highlighted? Why do you think these words are highlighted? *Students respond.* Yes some are the vocabulary words we are studying. The bold letters help us to see the word and define it in a sentence. Look at the photos and the subheadings or other titles in the story. Using these titles, who can tell me what we are going to be learning about? *Students respond* Look at all the information we have just by looking at text features! EXPLAIN WHY AND HOW READERS: By learning about text features and using them when reading, you can make predictions about

	text, locate information more quickly and gain a deeper understanding of what your reading by examining graphs and photos. Good readers automatically look at text features before, during and after reading.
Small group: Model *I do it* *Introduce and define strategy...* *Model strategy use as you read aloud...* *Review your thinking through think aloud*	*Connect to background knowledge.* We are going to read a story about a very ancient fish called a coelacanth. This fish lived during the time of the dinosaurs. In fact, the picture on the title page shows a fossil of this fish. As we read the story, we are going to learn to identify and define text features. We did study this in the beginning of the year, so this may be a review for some. We shall see. DEFINE STRATEGY As we are reading, we are going to be looking at and learning about the purpose of different text features. As I look at the page, I see three text features right away. Who can tell me what they are? *Students respond* We see the title, photos and captions, which is the writing under the photos. In my graphic organizer, I am going to write the title in the title section. I am also going to write that captions tell us about the photo. You do the same. *Students write responses.* MODEL STRATEGY Now we get to our first subheading. A subheading is like a title. It tells us what the section is going to be about. That is a good definition. I am going to write it down. You do the same. *Students fill in section of their graphic organizer.* As we are reading, you will see that

	some subheadings are very specific, while others, you may have to infer, or use the book and your head to predict what the section will be about.
Guide: We do it *Continue asking students for input in creating definition-providing clarification as necessary. Teacher and students work together.*	We are going to read a few sections today. As we are reading, we will make sure that we stop and look at each text feature. I notice a lot of you tend to skip over photos and diagrams. When you do that, you are missing some important and interesting information.Read the first section, but first preview the section by looking at bold words, photos and captions. *Students read first section.* *What have we learned about Coelacanths so far?* **RG: They are fish.** *Yes they are fish, but can you be more specific? Look at your graphic organizer or the text features in your book to be more specific.* **RG: looks at materials and then clarifies answer with details.** Does anyone see any print variations? *Students share examples of print variations.* What have you learned from these print variations? *Students share responses and continue to read and discuss next two sections.* So just by looking at the text features, we now have a better idea what this ancient fish looks like. We know where they are located and the bolded words helped us to review our vocabulary.
Share the Learning:	In our small groups we learned a little

Whole group review of text features.	about Coelacanths and a lot about text features.
	Which text features have we learned about? Also tell me what their purpose is or a definition. *Students share their new knowledge.*
	Tomorrow, we will reread the sections we read today. As we are reading, we will be focusing on identifying main ideas and details in a text.

Week Four: Day Two

Strategies: Identify non-fiction text features

Identify main idea and details

Teaching Moves—Inner Conversation	Teaching Language/Student responses
Day two: **Whole group** **Connect & Engage:** **Whole Gro** *Engage the kids and develop/extend background knowledge.* *Review and continue to define non-fiction text features* *Introduce how to locate and identify main idea and details* *Explain why and how it is an effective strategy*	ENGAGE THE STUDENTS AND BUILD BACKGROUND KNOWLEDGE: Boys and girls yesterday we learned how to identify non-fiction or expository text features. Who remembers some of the text features we discussed yesterday? **RG (easily recalls): Title, subheadings, photos.** What is the name of the writing next to or below a picture? *Students respond with* **captions!** We will continue learning about text features and using them to improve our comprehension, but we are also going to focus on main idea and details. Details should be easy to understand because in writing, we are always telling you to add more details. The main idea is like your topic sentence in writing. It tells what the paragraph is going to be about. It is important to learn how to identify main

	idea and details to better comprehend what you are reading. Also, whenever you take a reading test, most of the questions focus on main ideas and details. It is a valuable skill you will always use in reading and in writing.
	When you go to small groups, you will need your text feature organizer and this new main idea and detail organizer.
Small group: Model *I do it* *Introduce and define strategy...* *Model strategy use as you read aloud...* *Review your thinking through think aloud* **We do it** *Students and teacher work together to identify story elements.*	MODEL STRATEGY The main idea of what we are reading is like a topic sentence of a paragraph. It tells the reader what the whole section is about. When reading a section the main idea is sometimes given to you right away. Other times you have to infer. Do you remember what it means to infer? RG: to guess? Yes to guess, but it is an educated guess. You use your brain and the book to identify the main idea. The details just like in fiction are the most important details. They support the main idea and really help us to understand the section. I am going to read the first section aloud. You can please listen and follow along as I read. I like how RG is reviewing the text features before he begins reading. What did you learn from the text features? **RG responds**. We have finished reading the section. Who has a good idea what the main idea or what this entire section was about? Students share responses. I am going to write in my graphic organizer under the first main idea that Coelacanths are a strange fish. Now

	what details support this idea?
Guide: **You do it** *Students work independently to complete final section of the graphic organizer.*	RG what details did you write in your graphic organizer? **RG shares that the coleacanth bit the captain's hand and that it oozed oil.** Those are two really interesting details. Are these the most important details? I think it is important to know that the fish oozed oil because that is very unusual and kind of disgusting. Do we really need to know that the fish bit the boat captain's hand? No not really. Remember, we are trying to limit our details to the most important. Maybe keep the details to three. Who else has details to share? *Students share responses.* I am going to write that the fish had blue eyes and "walked" across the deck. Do you all agree these details support the idea that the fish was very strange? **Yes** Now I want you to read the next section and come up with a main idea and three supporting details. *Students read and complete main idea in their g.o. Teacher monitors student work and asks clarifying questions if needed..*
Share the Learning: *Whole group review of story map*	We now have two sections of the article complete. Who would like to share their main idea and supporting details? **Students share and discuss responses.** The next time we meet, we will finish our graphic organizer and I will show you how to write a simple summary of what we have read.

Week Four: Day Three

Teaching Moves—Inner Conversation	Teaching Language/Student responses
Whole group **Connect & Engage:** *Engage the kids and develop/extend background knowledge.* *Review expository text features, identifying main idea and detail* *Using graphic organizer and create a verbal and written summary* *Explain why and how it is an effective strategy* *Review what a summary is*	ENGAGE THE STUDENTS AND BUILD BACKGROUND KNOWLEDGE: Today we are going to finish reading about Coelacanths. As you are reading, I want to remind you to look at the text features while reading. In the next section, we will learn a new text feature called a side bar. Does anyone remember what a sidebar is? If you look in your text you will see an example of one. *Students share information.* Yes, a sidebar gives extra information. Sometimes it is funny, other times it can be quite interesting and increases you understanding. Let's write the definition in our text feature graphic organizer sheet. As we are reading we will be identifying the main idea and details. Where do we find the main idea? RG? **RG: In the beginning of the paragraph.** Yes. That is correct. What kind of information do we write for supporting details? *Students respond.* As we complete our reading, I want you to write a short summary of what you have read. I will show you an easy way to do this once we get into small groups.
Small group: Model *I do it* *Introduce and define strategy...* *Model strategy use as you read aloud...*	MODEL STRATEGY We are almost done with our main idea and detail graphic organizer. Let's finish the last section and come up with the main idea and details. Who would like to begin reading? *Students read, teacher stops to ask clarifying questions.* In our reading, I noticed there was a sidebar. I know we are in a hurry, but it

Review your thinking through think aloud	is important to read all the information presented. Wow! If I skipped the side bar, I never would have known that the fish can live to be one hundred years old. That is longer than a human!
	I think that is an important detail to remember so I am going to add it to my graphic organizer.
	Who can share their main idea for this section? Students share and discuss main ideas.
	We all have the main idea. Was this one easy to find or did we have to infer? RG?
	RG: easy to find.
We do it *Students and teacher work together to identify story elements.*	**Yes it was. Before we write the summary, I want to do a small activity. With a partner I want you to say everything you remember reading. You partner will take notes. Without looking at you graphic organizer. Students work in pairs recalling text.**
	RG you will work with me. **RG recalls 3 details.**
	Now look back at your graphic organizer for a few seconds and then try again.
	RG looks at graphic organizer, puts it down and recalls three additional details.
	Do you see how graphic organizers can be very helpful? Most of you doubled the amount of information you remembered by being able to review your g.o. Imagine if you didn't have it. You would be scrambling to reread the story.
	Now it is time to write a summary. As

	you know a summary is a paragraph so we need a topic sentence. What was this whole section about?
	RG: the Coelacanth
	Yes, but what about the Coelacanth. We need more details.
	RG: It was weird and people would catch it and throw it away.
	Can you imagine how ugly and messy that fish was if people wouldn't even eat it. I don't think they knew how old and valuable it really was. I guess now they do.
	Thanks to RG, we can write the Coelacanth is a very strange and old or ancient fish.
	Now we need the supporting details. We can't use all of them. Just choose the ones that are the most interesting. Make sure that you include that it lived at the same time as the dinosaurs. That is very unusual!
	I have got you started, now I want you to complete your summary on your own. Don't forget to refer back to your g.o. if you get stuck.
Guide: **You do it** *Students work independently to complete final section of the graphic organizer.*	Students finish summary on their own. *Teacher monitors and encourages writing.*
Share the Learning: *Whole group review of story map*	Who would like to share their summary with the class? *Students raise hands and to share summaries.* Those summaries were very short and to the point. I have a good idea about the coelacanth. It is a strange and old

	fish.
	Would we have had so much information about the fish if we read in a hurry and skipped the text features?
	All students reply: **No!!**
	From now on, I want to see that you are all using the text features, before and during reading. I think we have all learned how important they can be.

Week Five: Expository Text

Strategy: Identify and define expository text features

Identify Main Ideas and Details

Use graphic organizer to recall information

Summarization

Teaching Moves—Inner Conversation	Teaching Language/Student responses
Day one: **Whole group** **Connect & Engage:**	ENGAGE THE STUDENTS AND BUILD BACKGROUND KNOWLEDGE: The next article we are going read is called the water planet. It is an article about the Earth's oceans. Remember last year when we

	studied the water cycle? *Student's respond*
Engage the kids and develop/extend background knowledge.	This ties in with the water cycle and we just learned about maps and the oceans in social studies.
Define and explain strategy of story grammar	DEFINE AND EXPLAIN THE STRATEGY:
	As we are reading we are once again goignto be looking at text features and identifying main idea
Explain why and how it is an effective strategy	EXPLAIN WHY AND HOW READERS:
	Who remembers some of the text features we studied and how they are helpful to us as readers? *Students raise hands and share responses.*
	Very Good. In our small groups we will review the text features you are having trouble with such as bold print and side
Small group: Model	DEFINE STRATEGY
I do it	MODEL STRATEGY
Introduce and define strategy...	*Connect to background knowledge.*
Model strategy use as you read aloud...	Before we begin reading, let's preview the text by looking at text features. Of we look at the subheadings we can get a good idea of what we are about to read. Who can show me a subheading? Rg identified right away.
Review your thinking through think aloud	Good. I see the first subheading is the water planet. By looking at the sunheading and the photos and cations, I think this section will talk about how the earth is made of mostly water.
	Who can read the next subheading? **RG reads.**
	What do you think this section will be about?
	RG looks at photos and reads captions.

	How the water is warm and cold.
Guide: We do it *Continue asking students for input in creating definition-providing clarification as necessary. Teacher and students work together.* You do it	Let's read the first section and see if my prediction is right. Students read section with teacher. Now what is the main idea of this section? **RG:The earth is covered with water.** Ok and what details can we write to support the main idea? Notice there is not a lot of information in the text, but we can learn a lot by looking at the picture and the diagram. *Students share details.* *Read the next section your own. We already have a main idea from the subheading that the oceans have different temperatures. What details can you write to support the main idea.* **RG writes, "*it is colder up and down are always cold. The center is warm.*"** RG that is true that it is colder at the top and bottom of the earth. Can you be more specific? Most readers are not going to understand up and down. Maybe you could use north and south instead? **RG changes answers.**
Share the Learning: *Whole group review of story map*	We have a good start to our reading. I like that this article does not have a lot of text, but has so many text features. In fact, so far we have learned more from the diagrams than we did from the reading. This may be an important thing to keep in mind if you are taking a test or just reading for information. We will continue with this tomorrow. Speaking of test, keep reviewing text

features.

Week Five: Day Two

Teaching Moves—Inner Conversation	Teaching Language/Student responses
Day two: **Whole group** **Connect & Engage:** **Whole Group** *Engage the kids and develop/extend background knowledge.* *Review and define story elements* *Explain why and how it is an effective strategy*	ENGAGE THE STUDENTS AND BUILD BACKGROUND KNOWLEDGE: We are going to conitnue reading and learning about the Earth's oceans. First I want to do a little activity. When I say a text feature I want you to point to it in your text. *Teacher names text features and students point to examples of them in the text*. **RG identifies all right away.** Excellent job. Who can tell me some important information we have learned from looking at text features? *Students share information.* *As you can see, text features are a very important part of non-fiction text. If you continued to skip over these features, you would be missing out on a lot of important knowledge.*
Small group: Model *I do it* *Introduce and define strategy...* *Model strategy use as you read aloud...* *Review your thinking through think aloud*	MODEL STRATEGY We are going to finish reading about the Earth's oceans today. I want to begin with looking at the subheadings and previewing bolded print and diagrams to get a better understanding of what we are going to read. Looking at these features may even generate some interesting questions. I see the next subheading says Ocean Motion. I also see a diagram with waves. I think it is safe to say that this section is going to be about how waves

We do it *Students and teacher work together to identify story elements.*	are made. Do you agree? **Yes.** Anyone have any ideas about how the waves are made? **RG: Earthquakes?** That could be, but we would need a lot. That could be dangerous. Let's read to find out. As we are reading, let's look for supporting details. Remember we want to be specific. **RG writes: the oceans always move because the wind blow hard.** We could also add that the wind creates the waves. Just to be very clear and specific.
Guide: **You do it** *Students work independently to complete final section of the graphic organizer.*	*The last section I want you to complete on your own.* Tomorrow we will use these main ideas and details to write a summary of what we read.
Share the Learning: *Whole group review of story map*	You all did a really great job on this. It helps that it was a very simple text to read. Tomorrow we will take our main ideas and details and write a summary. We might also have a short quiz on text features.

Week Five: Day Three

Teaching Moves—Inner Conversation	Teaching Language/Student responses
Day two: **Whole group** **Connect & Engage:** **Whole Grou**	ENGAGE THE STUDENTS AND BUILD BACKGROUND KNOWLEDGE: Today we are going to continue working on the water planet story. We have completed our main idea and detail graphic organizer, and now will turn those main ideas and details into

	a summary.
Engage the kids and develop/extend background knowledge.	Who can tell me something new they learned about our wonderful oceans?
	RG: That it is cold on the top and bottom of the earth.
Review and define text features	Very good. That is definitely an important detail to include in your summary.
Explain why and how it is an effective strategy	The article we read almost had more text features than text. Which ones were the most important or helpful to you as a reader and why. Students respond.
Review what a summary is	RG: **The diagrams.** Why? **Because I could see how wavers were made.**
	Diagrams and photos are very important and informative pieces of information. All good readers, including you, use these text features to make predictions about their reading and to increase their comprehension.
Small group: Model	MODEL STRATEGY
I do it	Before we begin writing our summaries, I want to see how much you have learned about the oceans by telling your partner all the facts you can remember without looking at your organizer. I think you will notice that by writing down and discussing what you have read, you remember far more than just reading alone.
Introduce and define strategy...	
Model strategy use as you read aloud...	
Review your thinking through think aloud	Work with a partner one person recalls facts while the other partner writes them down.
	RG recalls 7 facts without looking at organizer. (more than any other retelling.)He recalls the ocean has zones, north and south are always cold and the wind makes waves.
	Wow you all remember a lot of information about oceans. Did the

We do it *Students and teacher work together begin summary..*	graphic organizer help ou do you think. *Students respond with yes and nos.* Some of this may have already known and some may have been new. We are going to take this new and not so new knowledge and write a summary. Remember it is a short paragraph. We need to begin with a topic sentence. Who has a main idea for the entire passage? Students give ideas. **RG writes: I learned in Earth's there are different oceans that are 6.**
Guide: **You do it** *Students work independently to complete summary.*	Now that you have a good topic sentence, it is time to add details and a conclusion. I know that you can do this independently. **RG completes a summary paragraph. He includes many important details from his g.o. he also includes that water is salt and that we can't drink it because it can make us sick and die.** (This is his own information not from text) He does not include a concluding sentence.
Share the Learning: *Share summaries and wrap up unit.*	Please turn in your summaries. I am sure you did a great job. Now we are going to take a short quiz on text features. You are simply going to define each text feature. *Students take quiz. RG scores 60%*

Week Six: Expository Text

Strategies: Identify Main Ideas and Details

Use graphic organizer to recall information

Summarization

Teaching Moves—Inner Conversation	Teaching Language/Student responses
Day one: **Whole group** **Connect & Engage:** *Engage the kids and develop/extend background knowledge.* *Define and review text features and main idea and details.* *Explain why and how it is an effective strategy*	ENGAGE THE STUDENTS AND BUILD BACKGROUND KNOWLEDGE: I know that rockets and spaceships are very interesting to a lot of you. So today we are going to learn about space exploration. Does anyone know the names of the first people to land on the moon? *Students shake their heads no.* Do we know when the first rocket was built? **100 years ago?** No we didn't even have electricity or TVs then. Let's get into our reading and see what we can learn. DEFINE AND EXPLAIN THE STRATEGY: We are going to read *Exploring Space* Just like our previous readings, we are going to be looking at text features and using them to make predictions and learn new information. I think you will like this because there are lots of diagrams of rockets. We also are going to look for main ideas and details. Where do we find the main idea usually? *Students respond:* **in the beginning.** What kind of details do we want to include? *Students respond.* Yes important details that are connected to the main idea. EXPLAIN WHY AND HOW READERS: Readers can use text features such as

	subheadings to find the main idea. They also can get supporting details by looking at diagrams, sidebars and photos. I think we are beginning to see that text features and main idea and details are connected and work together.
	In your small groups, you will begin by going on a scavenger hunt. You are going to preview the story and write down examples of each text feature you find in the book.
Small group: Model *I do it* *Introduce and define strategy...* *Model strategy use as you read aloud...* *Review your thinking through think aloud*	DEFINE STRATEGY As I said earlier, you are going to preview your reading by looking for examples of text features in the article. MODEL STRATEGY I am going to start with the first and easiest one; the title. On my graphic organizer I am going to write title in this column and Exploring Space next to it. Now it is you turn.
Guide: We do it *Continue asking students for input in creating definition-providing clarification as necessary. Teacher and students work together.*	*Students work together to locate text feature examples.* **RG identifies 7 text features and examples for a score of 80**% He confused bolded words and sidebar. *Connect to background knowledge.* I see that some of you are a bit confused about sidebars. Sidebars give us extra information. Like in the other story we read about space. We learned in the sidebar that astronauts get sick in their helmets. I remember a lot of you did not want to be

	astronauts after that.
	Let's read our first section. Based on the subheading and photos what do you think this section is going to be about? **RG:Studying space**
	Yes. In this case we can get the main idea right from the subheading. Remember it may not always be that simple. We can write that as our main idea. Now let's continue reading to learn more and get some supporting details. *Students take turns reading.*
	What did we learn about early space exploration in this section? *Students share responses.*
	I am going to write what you said here under my main idea. Now, I want you to read the next section on your own or with a partner and complete the main ideas and details. Remember to look at the photos and diagrams to help you. *Students work in partners to complete section.*
	RG needed a lot of guidance from me in the form of leading questions to complete the task. The text was lengthy and slightly above his level. He needed to reread the section slowly and carefully to get the main idea. At first he just used the photos as a prediction and topic sentence. As he read deeper, he realized that the section was about the first rockets.
Share the Learning:	Let's see what we have for a main idea and details. Who would like to share? *Students respond.*
Whole group review main ideas	This section is a lot longer than what

and details.	we are used to reading. There is a lot of information. Remember to stick to three very important details.

Week six: Day Two

Teaching Moves—Inner Conversation	Teaching Language/Student responses
Day two: **Whole group** **Connect & Engage:** **Whole Grou** *Engage the kids and develop/extend background knowledge.* *Review and define story elements* *Explain why and how it is an effective strategy*	ENGAGE THE STUDENTS AND BUILD BACKGROUND KNOWLEDGE: We have a lot of reading to do today. Let's review what we have learned so far. Who remembers the first country to send a rocket into space? **US?** No, it was Russia. What was the name of the rocket? **RG Spanic??** Close. The Sputnik. The U.S. was mad and they said, "Oh yeah, Well we are going to send someone to the moon." And they did. If you look at the next section under the subheading, *Reaching the Goal,* you can see a diagram of the rocket that went to the moon. I saw this rocket at a museum and it was huge! Longer than the school. *Students ask questions about the rocket and we discuss. They also share information and questions they have about the space shuttle.* You are very interested in this subject I can tell. Let's get into our small groups and continue reading and writing the main ideas and details.
Small group: Model *I do it*	 MODEL STRATEGY

Introduce and define strategy...	We are going to move onto the next section. The subheading is *Reaching the Goal*. I am guessing this is means that the Americans made it to the moon. Now we just have to read to find out who made it. I already know this, but I am not going to tell you. As you are reading this section, make sure you look at the diagrams because they really help you to understand how the rocket worked. It seemed wasteful to me. Let me know what you think.
Model strategy use as you read aloud...	
Review your thinking through think aloud	
	Students and teacher read together, discuss how the rocket worked.
We do it	RG spent a lot of time looking at the rocket and tracing it with his fingers. This was evident in his g.o., because he wrote a lot of details about the rocket.
Students and teacher work together to identify story elements.	
	RG I see that wrote that there was a man on the moon. Don't you think it is important to say who the first man on the moon was*? **RG rereads section after I point to the area where he can find the information.** **Oh! Buzz!**
	Yes, add that under your last detail for the section.
Guide: **You do it** *Students work independently to complete final section of the graphic organizer.*	Now it is your turn to read the last section by yourself and to complete the graphic organizer. This is tricky for some of you because there are so many details. It is hard to determine what is most important. Keep thinking about the main idea. Does your supporting detail relate to or answer the main idea?
	RG completes graphic organizer.
	RG, I see that you wrote astronauts do experiments. Is the whole section about astronauts doing experiments or is that just one detail? Let's reread the first few lines to find out. RG reads. He changes the main idea to *Astronauts have exciting jobs*. He then moves *Astronauts do experiments* to

	his detail section.
Share the Learning: *Whole group review of main idea and details graphic organizer*	Excellent work everybody. In the last section we learned about present space exploration. As we are sitting in this classroom, what is happening right now above our heads in space? *Students share what they have learned about the space station and ask a lot of questions about what life is like there.* I can tell you really were interested in what we are reading and learned a lot today. Tomorrow we will continue the discussion and write a summary of our reading.

Week six: Day Three

Teaching Moves—Inner Conversation	Teaching Language/Student responses
Day two: **Whole group** **Connect & Engage:** *Engage the kids and develop/extend background knowledge.* *Review and define main idea and detail* *Explain why and how it is an effective strategy* *Review what a summary is*	ENGAGE THE STUDENTS AND BUILD BACKGROUND KNOWLEDGE: We are now done reading about space exploration. How many of you want to live in the space station and do experiments? *Students raise hands and share.* You can do it, but it takes a lot of schooling and you have to be ok in small spaces. No thank you! Thank goodness for photos. Just looking at them I know I would not like being in space. We are writing our summary today. This article was a bit more difficult to read. I also noticed that the subheadings were vague. That means they weren't clear. They didn't tell us exactly what the section was about. In some cased you hade to infer what eh main idea was. Meaning you had to read the paragraph combined with your own thoughts to come up with a main idea. Inferring is a very good skill to have.

	We have 5 sections and a lot of really interesting facts. It might be difficult for you to choose what facts to include in your summary. Who has suggestions for what to include? *Students share responses.* Those are all very good ideas. It will be difficult to choose. Let's go to our small groups, so we can begin writing.
Small group: Model *I do it* *Introduce and define strategy...* *Model strategy use as you read aloud...* *Review your thinking through think aloud* **We do it** *Students and teacher work together to identify story elements.*	MODEL STRATEGY We are going to write our summary. What would be a good topic sentence to begin? Students give ideas. Very good ideas. I am going to begin with People have been exploring space for thousands of years. This is also similar to the introduction in the book. Even though we learned about the space station and the man on the moon. The article does talk about the ancient Mayans and Galileo. We need to be sure to include them in our summary also. What is the first detail that we should we include? We need to think about organization. Did the story start with the present and then discuss the past? No Ok then we will start with the past and work our way up to the present. What detail should we add? RG: People used telescopes to see planets?? Excellent choice.
Guide: **You do it** *Students work independently to complete final section of the*	Now it is time for you to complete the summary on your own. Don't forget your concluding sentence. It can be something as simple as "It was fascinating to learn about space."

graphic organizer.	You need to tell your reader that you are done without saying "the end." *Students complete summary on their own.* **RG began by looking through the book and I reminded him that he had his graphic organizer. "oh yeah!"**
Share the Learning: *Whole group review of summary.*	Very good job on the summaries. I do see that a few of you still are not writing a concluding sentence. Who can share their summaries and concluding sentences? *Students read their summaries. Teacher writes concluding sentences on overhead.* You can see three different sentences here. They are all very similar. You can add one of these to the end of your paragraph or try to think of one on your own. Remember we are not adding new information. Just restating your first sentence or main idea in a different way.

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