How Close Reading Influences Reading Comprehension

by

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ABSTRACT

Assessments at the international, national, state, and local levels demonstrate that students' reading scores in Arizona lack growth. Current trends in education encourage teachers to engage in close reading as a strategy to help improve reading efficacy. The close reading process helps students learn how to analyze complex text. A mixed method study examined the effect of ten weeks of instruction in close reading on the reading comprehension skills of fifth grade students. Also examined were any differential effects of close reading on literary versus informational texts. Students in an upper income public school community were taught the specifics of close reading procedures approximately four days per week for about 30 minutes daily. Research-based procedures for close reading strategies were followed. Students self-reported changes in their use of strategies prior to receiving close reading strategies and again post-instruction. Six students were interviewed and responded to journal questions concerning their use of the close reading strategies to ascertain how they made meaning from text. Results suggest that close reading was beneficial in helping students to make academic achievements in overall reading comprehension, as well as growth in literary content. Data also reflected that students used close reading strategies to make meaning out of the text and used it to influence their overall reading comprehension. The discussion focused on the triangulation of the quantitative and qualitative data and analyzed connections to current research. Also explored were implications for practice and future research, as well as limitations and the role of the researcher.

This dissertation is dedicated to my parents, Linda and Allan Breyer.

The love the two of you have for each other

and have shared with me throughout

my life is something that cannot

be put into words.

You have made me who I am.

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I complete my doctorate and move onto this next step in my journey as well.

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CHAPTER ONE

INTRODUCTION

National Context

American students continually demonstrate mediocrity in their ability to read based on their performance on a variety of reading aptitude measurements. One assessment that compares students in the United States to their peers in other countries is called the Programme for International Student Assessment (PISA; Program for International Student Assessment, 2015). The PISA is administered to 15-year-olds every three years in order to measure reading, math, and science literacy. The most recent PISA reading assessment scores were for the one administered in 2015, which included data from 59 educational systems that participated in the Organization for Economic Co-operation and Development (OECD) program. The United States is tied for 34th on the list with 14 of those educational systems scoring higher and the rest statistically tied. Those scores aligned with previous results from prior PISA reading data from 2012 (Organization for Economic Cooperation and Development [OECD], 2012). All of these scores indicated that U.S. students placed in the average range for reading results. According to the National Center for Education Statistics (n.d.), reading trends indicated no change to a measurable .05 level of statistical significance in reading from 2000 to 2015 in the United States demonstrating stagnant reading scores.

Results of the National Assessment for Educational Progress (The Nation's Report Card, 2015) painted a similar picture. Administered every other year to randomly chosen fourth, eighth, and 12th grade students across the U.S., NAEP issued tests in nine subject areas, one of which was reading (The Nation's Report Card, n.d.). For fourth and

eighth graders, the data for four of the subjects, including reading was reported at the state level. Beginning in 1990, the data for Arizona shows a consistent trend for both grades in regards to the reading scores. In 2015, fourth graders demonstrated reading at or above the proficiency level 30% of the time, 7% within that category scored at the *advanced* level. In that same year, 31% of eighth graders demonstrated reading proficiency, but only 2% mastered reading at the *advanced* level. No significant growth was made from the previous testing year of 2013. The NAEP results also showed that students in the state of Arizona lagged behind their peers nationally in reading. These results clearly indicated a need for change (The Nation's Report Card, 2015).

Reading comprehension is the key to helping students succeed (Cromley, Snyder-Hogan, & Luciw-Dubas, 2010). Teaching students specific skills in order to improve their reading comprehension strategies was one of five key components in the reading section of President Bush's No Child Left Behind Act of 2001. The Reading First (Title I, Part B, Subpart 1) section of the plan advocated that reading instruction focus heavily in kindergarten through third grades. It detailed the five basic components of reading: phonemic awareness instruction, phonics instruction, fluency instruction, vocabulary instruction, and reading comprehension strategies (National Reading Panel Report, 2000). The plan also provided that fourth through 12th graders were expected to make reading growth each year, although the plan did not specify how that should be accomplished. Following that reform, President Obama introduced additional educational changes that also included a heavy emphasis on improving reading standards and accountability, along with other core subjects. His program details fell under the formal title, A Blueprint for Reform: The Reauthorization of the Elementary and Secondary Act (2010). Part of the

plan encouraged schools to revamp their literacy requirements. Blueprint for Reform states, "States will be required to develop comprehensive, evidence-based, pre K-12 literacy plans" (p. 7). On December 10, 2015, President Obama authorized the Every Student Succeeds Act (ESSA, 2015). This is the federal legislation that reauthorized the Elementary and Secondary Act Section 2221. Subpart 2, Section 2221 of ESSA is Literacy Education for All, Results for the Nation which describes in depth the purposes and definitions of literacy education for K-12 public school education. Part of this new act supports the strategies promoted by close reading by validating the need for students to receive complex literature, focused reading instruction, and both individual and group work to help them improve as readers.

Arizona College and Career Ready Standards (ACCRS; Arizona Department of Education, 2013) placed equal importance on understanding informational and literary texts for fifth graders during the 2015-2016 school year. The ACCRS is a version of the national Common Core State Standards (2016) modified for the state of Arizona. The standards state that fourth graders will spend 50% of their time reading informational text and the other 50% reading literary text. These percentages align exactly with the framework that the NAEP test uses as the basis for test question distribution according to the Reading Framework for the National Assessment of Educational Progress (National Assessment Governing Board, 2015). It is advocated that "students who meet the standards readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform the critical engagement with high quality literary and informational texts" (National Assessment Governing Board, 2015, p. iii).

Local Context

The setting where the researcher/teacher works is a fifth grade class of regular education students at a school in a large district in the Phoenix metropolitan area. This school is one of the 16 K-5 elementary schools within the district. There are also four kindergarten through eighth grade schools along with one online learning school, five middle schools (Grade 6 through 8), and five high schools. The school serves the educational needs of approximately 500 of the over 25,500 students in the district. It is located in the northern part of the city in which the district is located. The school has a very active Parent Teacher Organization (PTO); an involved, engaged group of parents participates in fundraising and volunteer efforts. According to the PTO representatives, just under 50% of the families joined the Paw Partnership, which costs $75 per family (Markita Moore, personal communication, November 24, 2015). The PTO also raises money through other avenues. Many families volunteer in classrooms or attend school events. Although no formal tracking is kept, the PTO representatives expressed the belief that up to 80% of the families participate throughout the year in events in some capacity (Markita Moore, personal communication, November 24, 2015).

The overall economic situation for the majority of the students in this school is relatively high and would be considered upper-middle class for many families, as less than 10% of the school's students receive free/reduced lunch. The student demographics for the school are as follows: 80% White students, 8% Asian, 6% Hispanic, 2% Black/African American, 2 or More Resolved, and 1% American Indian/Alaskan Native. About 11% of the students at the school have been identified as gifted learners and receive math and enrichment services. The English Language Learners account for 2% of

the student body who qualify for either active or follow-up services. The special education population hovers at approximately 2%, partly because it is a Response to Intervention (RTI) school. Being a RTI school means there are specific programs in place to help meet the needs of struggling students, which in many cases prevent the students from later needing special education services.

The Problem

Near the end of each school year, students in the state of Arizona take an assessment to measure student achievement (Arizona Department of Education, 2015). The state evaluates Arizona's fifth graders in reading, writing, and math. Beginning in 2014-2015, the assessment changed to AzMERIT, which aligns with the ACCRS. Previously, students took the Arizona Instrument to Measure Standards test, or the AIMS test (Arizona Department of Education, 2016). Arizona used AIMS from 2000 through the 2013-2014 school year to measure student growth (Morrison Institute, n.d.). Student results from AIMS were reported in one of four categories: *falls far below, approaches, meets,* or *exceeds*. Students who scored *falls far below* or *approaches* did not pass that section of the test. Students who scored in the *meets* or exceeds *categories* passed that portion of AIMS. The fifth graders at this school continually demonstrated high passing rates in reading. In 2014 the fifth grade passing rate was 92% and greater than 95% in each of the previous two years. Of that passing rate, 72% of the students met the standards while an additional 20% exceeded the standards. Nearly all of the students who did not pass the AIMS test at the school fell into the *approach* category (7%) while only 1% of the students scored in the *falls far below* category with regards to meeting the state standards.

AzMERIT scores show starkly different results. Seventy-two percent of the scores were passing rates for reading on the 2014-2015 AzMERIT. Of the students who did not pass the test, 11% were *minimally proficient* in reading and 17% scored *partially proficient*. These results aligned closely to the school's overall results of 11% (*minimally proficient*) and 12% (*partially proficient*). The majority of the fifth grade students who did pass the test were *proficient* (64%), as opposed to *highly proficient* (8%). The increased difficulty of the assessment is reflected in these results (Arizona Department of Education, 2016). The assessment not only aligns with the state standards, but is intended to help better measure students' preparedness for future success in college or the workplace (Arizona Department of Education, 2015). This decrease in passing scores demonstrates a need for students to improve skills in reading comprehension. Several factors posited students from comprehending text (ACT, Inc. 2006). These include a lack of skills such as understanding vocabulary, background knowledge, and making inferences. According to Cummins (2013), students do not have the strategies needed to delve deeply enough when reading informational text to be able to fully understand what they are reading. Results for the Spring 2016 English Language Arts subtest on the AzMERIT (Arizona Department of Education, 2016c) for the school show a passing rate of 80% for fifth grade students. Passing is defined as students who obtained *proficient* or *highly proficient* on the exam. When investigating this trend more closely, this score is nearly identical to the 79% passing rate for this cohort of students at the school the prior year. However, there is a notable difference as to the breakdown in the percentage of students who were *proficient* compared to *highly proficient* each year. As fourth graders, 62% were *proficient* and 17% were *highly proficient*; whereas, as fifth graders, 44% were

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proficient and only 36% were *highly proficient.* All the fifth grade teachers at the school had incorporated close reading strategies with fidelity into their lessons so, anecdotally, that might account for the change in students in the *highly proficient* category. A study was needed to determine if close reading strategies could help students close this gap.

The Purpose

The purpose of this action research study was to examine the effect close-reading instruction has on the comprehension of informational and literary text among fifth grade readers and to assess student ability to make meaning from reading material. A study describing the use and efficacy of close reading techniques with informational text was considered valuable since no single article was found in my literature search that compared the utilization of close reading for informational versus literary text. Research-based close reading strategies were followed. The Fisher and Frey (2012) protocol included providing students with short, complex passages, and then using those passages in repeated readings. Students were asked text-dependent questions that required them to support their responses with evidence from the readings. Classroom discussions surrounding the texts occurred with the teacher and with other students. Students learned annotation skills as they interacted with the text. These steps were intended to help students improve their overall reading comprehension. Students were exposed to literature and informational passages that allowed them to become engaged readers. This study was undertaken in order to determine the influence close-reading strategies would have on reading comprehension. The following research questions were developed.

Research Questions:

Research Question 1: To what extent does close reading instruction affect reading comprehension for fifth-grade students?

Research Question 2: Does close reading instruction have a differential effect on fifth-grade student comprehension of informational text as compared to literary text?

Research Question 3: To what extent does instruction affect the degree to which students self-report their interactions of text during close reading?

Research Question 4: How do students describe their use of close reading during their interactions with the text?

CHAPTER TWO

THEORETICAL FRAMEWORK AND RESEARCH

Theoretical Perspectives

This action research study was driven by both constructivism and positivism

epistemologies. An epistemology is "a way of understanding and explaining how we

know what we know" (Crotty, 2015, p. 3). The grand theories that guide this research are

both positivism and constructivism. These are very abstract in nature (Noyes et al., 2016).

Those theories each support different parts of this mixed methods study. Each of these

grand theories led to the mid-range theories. The mid-range theories at this level help

explain specific phenomena. The mid-range theory in this research is schema theory

(Bartlett, 1932). The final group of theories in this theoretical perspective are low-level

theories. These are targeted to a specific aspect of the phenomena, which in this study is

close reading.

Grand Theories

Positivism. Positivism is based on the idea that people should use concrete

observations to guide their understanding of the world around them (Flick, 2014). This

theoretical perspective is based on the work of Auguste Comte (1798-1857). Comte

advocated that the scientific method be utilized in research (Crotty, 2015). He felt this

method could be applied in various conditions from the natural sciences to the human

sciences. Following Conte, positivism changed into a form called logical positivism. This

movement was largely influenced by Ludwig Wittgenstein (1889-1951). Logical

positivism, the idea that analytical statements can be used to verify positions and theories,

was initiated in the 20th century. Essentially what can be experienced can be proven

through verified knowledge because it could be considered factual. Today, positivism is inextricably linked to scientific knowledge.

Constructivism. Constructivism can be defined as "the meaning-making activity of an individual mind" (Crotty, 2015). Each person brings his or her own background and ideas into a situation or context and then uses those ideas to create meaning out of new situations and learning experiences. Individuals create their own universal truth regarding knowledge (Guba & Lincoln, 2005).

Mid-Range Theories

Stages of cognitive development. Piaget's contribution to constructivist ideology was developed from his belief in the four different stages of cognitive development that children experience (Piaget, 1930). As children move into each new stage, their minds construct schemas. Piaget alleged that each child moved through stages at individual rates and that knowledge needed to occur at the pace at which each child was ready to receive the new information. Piaget believed that learners reached an imbalance when the new knowledge challenged the previously held beliefs. At that point, the learner makes a choice between three options: (a) disregard the new knowledge and remain and hold on to the old views; (b) when the old knowledge does not mesh with new knowledge, adapt to changes that make the new information fit with the new information; or (c) accept new views. According to Piaget (1970), new knowledge is assimilated every time learning alters some degree of their originally held views. Where Piaget's focus was on the individual learner, Lev Vygotsky (1978) emphasized the group dynamic.

Zone of Proximal Development. Where Piaget epitomized cognitive constructivism, Vygotsky emphasized social constructivism. Vygotsky (1978) established

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the idea of social cognitivism, which differs from cognitive constructivism in a few significant ways. Vygotsky believed that knowledge should transpire in group dynamics. He also created the idea of the zone of proximal development (ZPD), which he defined as "the distance between the actual developmental level as determined through problem-solving under adult guidance or in collaboration with more capable peers" (1978, p. 86). The ZPD is explained as two levels. One is the child's independent working level and the other is where the child would receive guidance and help, for example, from teachers and other students who have already mastered the content and obtained new skills. Vygotsky also advocated for authentic learning to occur. An authentic learning environment is one in which the environment appropriately models or parallels that in which the learner will later become engaged (Honebein, Duffy, & Fishman, 1993). In other words, if we want students to become citizens who can solve problems, then their learning environment needs to provide opportunities for them to solve problems and have opportunities to think through engaging situations as opposed to memorizing facts from books (Wilson, 1996).

Both Piaget's (1930) and Vygotsky's (1978) viewpoints advocate that children need to be actively engaged in the learning process. The focus on inquiry-based learning in education is on the student, not the teacher (Wilson, 1996). How that inquiry looks varies somewhat between the cognitive and social constructivist stances. Paramount in both cases, however, is the idea that student motivation is important to learning.

Schema Theory. Bartlett (1932) first defined schema as "an active organization of past reactions or experiences" (p. 201). Later, Jean Piaget (1953) brought the idea of schema into his work and into education. His ideas included the belief that no new learning can ever be completely new because it becomes embedded into previously

developed schema theories. He called this process assimilation. He proposed the idea that a schema is originally formed by schemata that are continually reorganized as new learning and information are acquired.

Richard C. Anderson (1977) emphasized schema theory in reading. Anderson explained that the way people interpret passages relies on how they use schemata to fill in missing knowledge. According to Anderson, "The meaning of a text arises in an interaction between the characteristics of the message and the reader's existing knowledge and the analysis of the content" (p. 10). Schema retrieval can transpire in one of three ways. One is called the retrieval plan hypothesis whereby the schema that is provided in the new context or information will provide cues for the memory. The second is called output editing, which is when the reader will prioritize incoming information and then make decisions for schematic retrieval based on those decisions. The third type is referred to as inferential reconstruction where there may be gaps in the memory that the new schema will provide. The schema helps with the ability to recall memories that are weaker and brings them to the surface. Research in this field continues to evolve (An, 2013).

Schema, also referred to as background knowledge, is the information upon which inferences are made. An (2013) proposed that are four types of schema: formal schema; content schema, cultural schema, and linguistic schema Formal schema helps readers understand the text in the way in which it is presented. Content schema connects to information about background knowledge. Cultural schema provides background knowledge on shared norms, and linguistic schema help readers decode language.

There is a bottom-up and a top-down way of processing schema (Meurer, 1991). The bottom-up method involves using the linguistic schema to help decode the passage from the words and phrases. It moves from a specific to a more general interpretation of the text. The top-down method decodes in the opposite way. In this model, the reader begins constructing meaning from a general to a specific approach. According to Stanovich's (1980) "interactive-compensatory model", reading comprehension increases when both top-down and bottom-up strategies are simultaneously employed. Close reading strategies support this design. According to Fisher and Frey (2012), "The primary objective of a close reading strategy is to afford students with the opportunity to assimilate new textual information with their existing background knowledge and prior experiences to expand their schema," (p. 179).

Having prior knowledge activated as a reader is important to successfully reading both expository and narrative materials within the language arts curriculum (Little & Box, 2011). Not having the ability to stimulate enough prior knowledge can increase the chances that the reader will have difficulty with comprehension. Little and Box asserted that teachers must take responsibility to help learners "build schemata and make connections between ideas" (p. 25). Activating background knowledge helps increase a reader's ability to make connections to the text that plays a role in increased comprehension (Neuman, Kaefer, & Pinkham, 2014).

Micro-Level Theory

Review of supporting scholarship. The purpose of this action research study was to examine the effect close-reading instruction has on the comprehension of informational and literary text among fifth grade readers and to assess student ability to

make meaning from reading material. Constructivist learning philosophies that teachers can use in a classroom parallel the teaching strategies of close reading. Close reading has been defined by Brown and Kappes (2012) and has been accepted by several sources (Fang & Pace, 2013; Fisher & Frey, 2014a).

> Close reading of text involves an investigation of a short piece of text, with multiple readings done over multiple instructional lessons. Through text-based questions and discussion, students are guided to deeply analyze and appreciate various aspects of the text, such as key vocabulary and how its meaning is shaped by context; attention to form, tone, imagery and/or rhetorical devices; the significance of word choice and syntax; and the discovery of different levels of meaning as passages are read multiple times. (Brown & Kappes, 2012, p. 2)

According to Brooks and Brooks (1993), teachers should provide materials to students that allow them to use higher level thinking skills when analyzing text. Close reading passages follow that philosophy. Its proponents (Fisher & Frey, 2012, 2014a) state that the passages should be short and complex. Brooks and Brooks also suggested that teachers allow interactions to occur not only between teacher and student, but amongst the students themselves. Fisher and Frey (2014a) discussed the benefits of close reading through teacher modeling, but they also explained the importance of peer-to-peer opportunities. The constructivist classroom model presented by Brooks and Brooks exemplifies many of the steps in the close reading construct, such as teaching focused on vocabulary words, after which students are advised to reread passages multiple times in order to increase their depth of knowledge of the material (Fisher & Frey, 2012, 2014a, 2014b).

According to Fisher and Frey (2012) there are two main purposes to close reading. The first provides students with background knowledge to build their schema. The second creates reading skills that help them to successfully interact with detailed

text. Fisher and Frey contended that students need to learn the skills necessary to become successful readers with passages that have more depth and complexity. Not all reading passages necessitate the strategies of a close read. To uncover how successful teachers utilized close reading and determine what strategies they used, Fisher and Frey purposefully selected 14 elementary school teachers and 10 secondary teachers and observed them perform close reading interventions, strategies, and instruction with their students. Their goals during their 10 observations for each teacher was to determine which types of readings were best suited for close reading purposes and how teachers engaged students with the texts they used. The result of these observations led them to the conclusions that there were six key features used by teachers for effective close reading: (a) use short passages; (b) employ complex text; (c) limit the amount of "frontloading" information before presenting passages to students; (d) reread the text many times for specific purposes; (e) use of factual questions were the best questions that required students to use the text to seek answers as opposed to open-ended queries; and (f) the use of annotations, through observing secondary teachers, helped students process information (p. 181). Cummins (2013) added that students should learn to synthesize information from informational text.

Common Core State Standards, or CCSS, (National Governors Association Center for Best Practices & Council of Chief State School Officers, 2010) established three main components to successfully define text complexity: quantitative, qualitative, and reader/task variables. Fang and Pace (2013) argued that this current definition leaves teachers feeling ill-prepared to locate appropriate text passages for their students given the conflicting variables. Matching the grade level text complexity reading bands, or

Lexile level ranges, to readers has been criticized by the majority of educators due to the difficulty of finding appropriate reading materials for teachers. Text complexity is considered one component that is important to help ensure that students receive short, complex passages for close readings that are in their range, which are considered part of the hallmarks of the definition by Fisher and Frey (2012).

Fang and Pace (2013) explored a method for analyzing text complexity by establishing five linguistic sources for teachers to examine within passages. Each of these sources can be helpful in determining the complexity of a text: (a) vocabulary, (b) grammatical metaphors, (c) cohesion, (d) lexical density, and (e) grammatical intricacy. The authors defined *vocabulary* as having three tiers. Tier 1 words are basic vocabulary words; Tier 2 words refer to vocabulary words that are more complex; whereas, Tier 3 vocabulary words are content-specific vocabulary. The authors contended that the greater the number of Tier 2 and Tier 3 words, the more complex the passage. The second area that also increases the difficulty of a passage is *grammatical metaphors*. A more complex passage will contain more metaphors because these are words that are typically inherent with meanings that are often abstract and challenging to comprehend. Another area for a person selecting a passage to consider is *cohesion*. Cohesion of the text refers to vagueness due to pronouns or lack of clear connections between paragraphs. Students need to be able to connect the pronouns and demonstratives to the nouns listed earlier in the paragraph, which can sometimes cause confusion for a reader. The fourth factor is *lexical density,* which refers to the amount of content words within clauses. The final determining factor for teachers to consider when determining passage difficulty is *grammatical intricacy*. The longer sentences within a passage and the greater number of

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clauses, the more complex the text is deemed to be. The guidelines of the CCSS

combined with Fang and Pace were used when selecting stimulus passages for the study.

Close-reading strategies apply to both informational and literary texts; however,

there are differences between them. Teaching students to evaluate fictional text in ways

that help examine the passage for content, such as the characters, setting, and plot, are

beneficial (Block & Duffy, 2008). Dougherty Stahl (2014) explained that the evidence

needed to comprehend a deeper understanding of the text are the characters and the story

line. This is done through replying to questions about story grammar elements, themes,

the author's point of view, details about the author's craft, and examining universal

human experiences.

Meanwhile, Cummins (2013) defined the close reading of informational texts as

"when the reader analyzes any given text at the word or phrase level and also the

paragraph and section levels" (p. 1). An important strategy for readers to have when

reading informational texts is the ability to synthesize large ideas (Block & Duffy, 2008).

Cummins explained that synthesizing while close reading informational text is valuable

because it helps the reader understand significant parts of the piece along with the

author's intentions. Furthermore, synthesizing allows readers to continually reframe their

thinking as they process additional information or validate their initial assertions. This

study provided opportunities for students to practice synthesizing through visual photos.

A study describing the use and efficacy of close reading techniques with informational

text was considered valuable since no single article was found in my literature search that

compared the utilization of close reading for informational versus literary text.

Kamil et al. (2008) found that students improve as readers and increase content knowledge from a unique perspective when teachers use primary sources for close reading passages. In *Reading Informational Texts: A Civil Transactional Perspective*, Pennington, Obenchain, and Brock (2014) focused on embedding close-reading strategies with primary sources to help students improve their knowledge of world and civic responsibilities. Readers use their background knowledge to make meaning of text when they engage with the written words and illustrations. Utilizing social studies documents for close-reading passages can enrich students' comprehension and integrate both the English Language Arts (ELA) and social studies disciplines at the same time. Teaching in this manner reaches multiple standards and enriches students' knowledge.

Rereading texts is a key component in close readings. Rereading can improve students' metacomprehension (Rawson, Dunlosky, & Thiede, 2000). The authors conducted two experiments on undergraduate students who reread passages. The authors compared a group of students who were instructed to read passages once to those who were told to read them twice. In the first experiment, the students in the single reading group read seven passages one time each and the other group was instructed to read each of the same passages one additional time. Every sentence appeared on a screen one sentence at a time for both groups. For each group, comprehension questions were posed for each passage following every reading. Seven passages were also presented during the second experiment, but were not presented one sentence at a time. The entire passage appeared on the screen at one time during the readings. For the second experiment, all students did not read exactly the same passages, but received one of seven texts that was randomly selected from a group of nine possible options. Again, the control group read

the passage one time and then answered the questions while the other group read them twice before answering the comprehension questions. The results for both experiments demonstrated that "rereading serves to increase the reliability of test performance which in turn increases metacomprehension accuracy" (Rawson et al., 2000, p. 1006).

Complex texts require teachers to support students to develop knowledge using many types of schema if they are to successfully master close reading (Lee, 2014). Teachers often recognize the need to help students increase their content and formal schema when reading harder passages, but do not always address the role that cultural backgrounds play. Students bring their own sets of prior knowledge from their cultural experiences that relate to the materials they read. Those experiences apply to all texts and materials in all content areas. According to Lee, it is beneficial for teachers to help students use their background knowledge to help students engage with the text and make meaning of it, rather than ignore the fact that background knowledge is a part of student learning. The cultural lens that students bring to understanding content needs to be recognized and explored to help them enhance their learning and understanding when they engage in close readings. In this study, students received a mnemonic placemat entitled CLOSE Reading Instructional Matrix, which supports student application of rereading while increasing schema. Rereading with purpose is key and this instructional matrix helps students focus on specific goals when rereading passages. The mnemonic words associated with the letters CLOSE are provided to help build new schema to increase student knowledge on how to attack complex passages. According to Goll (2004) research shows that there is a strong connection between the use of mnemonic

strategies, retention of factual information, and the mind's ability to process new information.

Annotation, or coding, is beneficial for students as they read. Cummins (2013) proposed that coding helps to keep students active in the learning process. Hoyt (2009) supported that coding, while they are reading, helps students take time to think and to activate their prior knowledge. Students received a coding sheet that was created specifically for this study that coincides with the words CLOSE Reading Instructional Matrix.

When answering text-dependent questions, students must support their answers with evidence from the passage they are reading, but that evidence cannot be merely providing a literal copy of a phrase or sentence directly from the text. Instead, students must demonstrate a comprehensive understanding of the material in their answers by giving evidence from the text to support their responses. The questions for them to answer will be ones that require an analysis of the text (Fisher & Frey, 2012, 2014b). Evidence is not purely any literal meaning or phrase that can simply answer a question. Dougherty Stahl (2014) detailed the types of evidence needed to support answers from texts in various contents. When answering text-dependent questions in social studies, students must learn to evaluate the passage they read. The answers need to revolve around the context and source of the text. They also need to examine and compare that information found in other related sources. Students need to apply that same skill of comparing multiple texts together for scientific passages. In addition, when examining scientific texts, students' responses must also include specific and accurate language that includes precise data. Information must be written in comprehensive detail and the

learners also need to include appropriate and accurate illustrations (charts, diagrams, etc.). Such comprehensive details will help them become critical thinkers.

Two meta-analysis conducted on adolescent reading practices (Kamil et al., 2008; Scammacca et al., 2007) examined studies of fourth and fifth grade students, as well as high school students because each research group determined that the reading needs of these elementary school grades align with those adolescent students. Results from their findings support the strategies proposed in close reading. For example, both studies advocate teaching vocabulary instruction—a concept embedded in close reading instruction. Support was also found for teaching comprehension strategies in general. According to Kamil et al. (2008), students benefit from opportunities for extended discussion of text and interpretation which is another component of close reading. Increased comprehension happens through the annotation stage in close reading where students learn to locate the main idea in passages and also through answering text-dependent questions with scaffolding when needed (Fisher & Frey, 2014b).

In a study by Fisher and Frey (2014b), the use of close reading strategies was explored with middle school students to help determine if the use of close reading strategies improved the comprehension of struggling readers who already needed support. The research was conducted at three different schools for students in Grades 7 and 8 with a control and an experimental group at each school. Initially a total of 100 students were selected for the intervention classes, but there was an attrition rate with both the control and intervention groups of about the same rate of 25 to 27%. Students selected had been identified as being at least two years below grade level in reading. The intervention consisted of the experimental group receiving close reading instruction and the control

group continuing parallel instruction with existing curricula. Close reading occurred between 40 to 55 minutes three times per week. The instructors met with those students who utilized close reading from October through May. Quantitative pre- and posttest scores showed significant differences on independent t-test measures with those students who utilized close reading techniques significantly outperforming those who did not.

Educators are encouraged to employ evidence-based strategies when deciding upon instructional practices to use with students. Roskos and Neuman (2014) found that when best practices can be defined as "those instructional approaches and techniques that improve children's reading development" (p. 207). The National Reading Panel Report (2000) contained detailed and comprehensive guidelines upon which to base best practices in education. When used accurately and with fidelity, best practices are most likely to improve student achievement in reading. They listed several strategies as current best practice models to help students improve in reading, close reading being one of them.

Several strategies were utilized throughout this innovation that supported the practices of close reading. This research selected reading passages that were short and complex using research-based methods. Half of the text students read was informational and the other half was literature. The researcher limited frontloading about the content of the text before presenting it for the first reading. After the first reading, students reread the text with directed purposes several other times. Students received a CLOSE Reading Instructional Matrix that provided mnemonic clues to help with student memory. Students also received a page of codes based on the research of Fisher and Frey (2012) to help them annotate. The teacher/researcher asked students text-dependent questions that

required them to find evidence in the text to support their answers. Students had opportunities to analyze the text independently and with other students at various times. In addition, students learned to synthesize information through photos. They had the opportunity to examine illustrations/paintings as well. The results of these practices were analyzed by the researcher.

Conclusions

Grand, mid-level, and low level theories delineated the rationale for the close reading innovation in a fifth grade classroom. Research has stated that creating a classroom atmosphere in which students construct meaning as individuals and in groups strengthens learning (Yilmaz, 2011). Utilizing schema to help students build upon prior knowledge increases reading comprehension (Neuman et al., 2014). Scholarly research shows that close reading improves reading comprehension skills (Fisher & Frey, 2012, 2014b). This study combined these factors during close reading lessons as an innovation to determine whether close reading instruction affects overall reading comprehension. Close reading techniques were employed by the author, a fifth grade teacher, using both literary and informational text. Not only were the efficacy of close reading investigated, but more specifically what was noted was the effect on different types of reading passages—both literary and informational text as well as how students made meaning of the reading passages.

CHAPTER THREE

RESEARCH DESIGN

Mixed Methods

A research study that incorporates quantitative and qualitative measures was

utilized for this study to form a convergent parallel of QUANT + QUAL mixed methods

design. According to Plano Clark and Creswell (2010), the mixed methods design

collects both quantitative and qualitative data simultaneously, evaluates each separately,

and then examines the results together to determine ways in which the results might

complement the other one. Mixed methods research has several advantages over

conducting research that only applies either a quantitative or a qualitative method

(DeCuir-Gunby & Schutz, 2017). The first advantage is that multifaceted problems can

be triangulated within the same study using many pieces of data. A second benefit is that

these types of studies allow for the strengths of both quantitative and qualitative methods

to be utilized while the deficits can be minimized. Advantages to quantitative research

include generalizability, while qualitative research has the opportunity for researchers to

delve into comprehensive analysis of a select number of cases and transferability. A third

opportunity that utilizing mixed methods research provides is for the use of more tools

than would be available if only conducting one method of study in isolation. Using more

methods lets the researcher create more complex means to evaluate the phenomena being

studied. According to DeCuir-Gunby and Schutz, a mixed methods study increases the

likelihood of a study getting published because a reader may find benefit in the research

if part of the study proved successful even if the other part did not; i.e. if the results were

quantitatively statistically significant but did not show qualitative insight or vice versa, readers may still find the study worthwhile.

A QUANT + QUAL mixed methods study allows quantitative and qualitative data to be collected and analyzed distinctly from each other; then for the results to be compared afterwards. The quantitative data in this study included test scores and survey results that were collected using pretest and posttest measures. Interviews and student and researcher journal entries represented qualitative data. The qualitative data was collected at the beginning, middle, and end of the study. The data were evaluated separately and then were triangulated to better inform the subject. The epistemological framework of the study was taken into account throughout all levels of QUANT + QUAL designs (Denzin, 2012).

Setting and Participants

Setting. This study took place in a high SES elementary school in a large southwestern state, with under 10% of the school receiving free or reduced lunch. The school has consistently received an "A" ranking from its State Department of Education since the state started issuing letter grades during the 2010-2011 school year (Arizona Department of Education, 2016a).

Sampling. The students in the qualitative portion of this study formed a purposive sampling (Mirka Koro-Ljungberg, personal communication, March 21, 2017) as all of the students placed into the researcher's homeroom by the principal and fourth grade teachers from the prior year were deemed to be appropriate for the type of study that the researcher desired. The participants in the study included several considerations in placement such as both male and female students, a range in student behaviors and

academic aptitudes, students who qualified as gifted learners, and other factors typical of a traditional classroom setting. There were 22 students in the class at the start of the study, 10 boys and 12 girls. One additional boy joined the class on the last day of Week 11 due to moving and open enrollment into the school. His data were not included in the research because he missed a significant part of the study. Of the original 22 students, three male students did not participate in the study. Two did not participate because their parents elected not to have their children join in the study, and one was eliminated from consideration because of the amount of instructional time he missed in the classroom on a daily basis due to special education services he received. Parents of another male student opted to allow only quantitative data to be analyzed, with no qualitative data (interviews, journal entries) to be considered. In total, quantitative data from 19 students (seven boys and 12 girls) was analyzed and interpreted. Out of the 18 students whose parents had given permission to use their students' qualitative data, six students were interviewed whose qualitative data was evaluated. These students were selected based on the results of two of their pretest: DIBELS ORF and ATI-GALILEO. A bivariate correlate was created and the students who were in the mean range were selected (see Figure 1 below) utilizing criterion sampling. Criterion sampling is a type of purposive sampling in which each there are predetermined criteria set for selecting the cases, or in this case students, who would be chosen to participate in the study.

Participants. The participants in this study were fifth grade students enrolled in a regular education class. The academic range of the rest of the students in the class varied from low to high. Two students began the year identified as gifted learners and one more student was identified through a district assessment in late October. Three students

received special education support for math and one of those students also received support for writing. One student has a medical condition which caused limited mobility. It also caused that student to miss blocks of time during the school day for nurse visits and periodic absences. Two students received speech services. It was predetermined that students who received their primary reading instruction outside of the regular education classroom would not be enrolled in the study, however, no students fell into that category. Of the 19 students eligible for the study, all were able to participate in the quantitative portion of the study. Three students received special education assistance in math and/or writing, but received their reading instruction in the classroom as did the two students who received speech therapy and three students who received services for gifted education.

Procedure

IRB approval and district approval. IRB (Appendix A) and district (Appendix B) approvals were gained in January 2016. The study commenced with the start of the 2016-2017 academic school year when the researcher called the students' parents/guardians during the first week of August 2016, at which time they had the opportunity to ask for additional details pertaining to the study. This was considered Week 1 of the study. The research project was explained in depth to parents or guardians at the parent orientation meeting the third week of August, at which time each of the parents and guardians received a copy of the student assent form for review. Several parents took the student assent forms home with them; and over the course of the next week, five students returned them. For students whose parents had not yet signed the student assent forms, an email was sent to them indicating a final date to return the forms.

The email explained there would be no repercussions should they select not to have their child participate.

Phase I. The first phase of the study involved pre-testing students. Both quantitative and qualitative data were gathered during this period. First, all students took the quantitative ATI-Galileo© (Assessment Technology, 2016) SUSD ELA 05 Gr. #1 Benchmark (2016). This assessment was given to all students in a paper and pencil format. There were no absent students. It was an untimed test and most finished before lunch; however, two students completed the assessments after returning from lunch recess. After all the students took the assessment, the researcher and another educator worked together to ensure accuracy and entered the data into a Google Spreadsheet after which it was transferred into SPSS.

The next quantitative measure used to assess students was the DIBELS ORF© (UO DIBELS Data System, 2017). DIBELS ORF© is an acronym for Dynamic Indicators of Basic Early Literacy Skills Oral Reading Fluency©. There are several types of DIBELS© tools and the oral fluency comprises one component. DIBELS© originated from the University of Oregon Center on Teaching and Learning. The results from this assessment were used in conjunction with the ATI-Galileo results to formulate which students would be purposively selected for interviews and to have their journals coded. This assessment was used so that the decision on which students would be purposively selected would not be based solely on one instrument. The researcher worked in conjunction with a second reader to select the passage that each student read. The second reader is a certified school psychologist with over 10 years of experience. He has worked

extensively with administration and scoring of universal screenings, curriculum based measures, and standardized tests of reading.

The teacher individually administered the DIBELS ORF© assessment while the rest of the class worked on an unrelated assignment in reading. Students were randomly called to read to the researcher at a distance sufficiently away from others as to avoid the possibility of a student overhearing the passage. This allowed the student who read the passage to be able to be heard by the researcher, but not by the other students in the room. The rest of the students were allowed to work at their seats or in various parts of the room either independently or in small groups so the room was quiet, but not silent.

A timer was set for one minute, during which time the student read the passage. The student had a copy of his or her own text to read while the researcher had a separate copy with numbers scrolling down the right-hand side of the page indicating the number of words read to that point. The researcher had been trained on how to assess students in oral reading passages in 2004 by a district reading expert and had assessed students annually since then either using DIBELS ORF© or a comparable tool. While the student read, the researcher noted any errors or miscues. Copies of the assessment were then provided to the second reader. A conversation was held to establish consistency in scoring. Then the researcher and the second reader each scored the assessments separately to establish interrater reliability. Reliability was calculated by hand and the reliability rate was 100%.

The survey, a quantitative measure with multiple choices, was another pretest assessment given to all students. Students were asked to bring a difficult reading passage with them to the interview to determine how they made meaning from those passages.

This process was repeated during Week 11 of the study and again during Week 18. Students were asked the interview questions privately during the first set of interviews while the rest of the class was otherwise engaged. In most cases, students were pulled out of class or were interviewed in the back of the classroom for the first interview during a period of time when the rest of the students were working on independent work.

Each student was privately interviewed in the library, outside of the classroom, during the second and third rounds when the rest of the class was in the computer lab. The interviewer considered the time, location, and date of the interviews and balanced the needs and constraints of the interviewees along with the requirements for this study (Herzog, 2012). For students, this meant scheduling the interviews during the times that it had the least social and educational impact on their day. Creating an atmosphere where the interviewee is at ease is an important component to a successful interview (Platt, 2012).

Qualitative data was gathered via student responses to interviews and journal entries. The interviews were semi-structured with the same seven questions forming the base for each one. The questions focused on close reading strategies and how students perceived themselves as readers. The second type of qualitative data and final piece of pretest data collected consisted of reflective journal entries. The teacher wrote the journal prompts on the whiteboard or under the document camera which displayed on the SmartBoard in front of the classroom. Every student in the class was asked to respond to each question. The questions were intended to illicit responses as to how students make meaning of decoding complex text when encountered. The middle group of students were the ones chosen for purposeful selection to be interviewed and have their journal entries

coded. This was based on student results from the ATI-Galileo © SUSD 2015-2016

Benchmark #1 (Assessment Technology, 2016) assessment and DIBELS ORF (UO

DIBELS Data System, 2017) during Week 5 of the research were analyzed using

bivariate correlations (see Figure 1).

All pretest assessments were concluded by the end of Week 6. Each interview was

initially recorded on the researcher's cell phone. The transcriptions were then forwarded

to the researcher's email address where they were uploaded to the transcription company

(Rev.com). This company transcribed each recording; then sent the written transcriptions

back to the researcher. Recordings were transcribed verbatim including all utterances.

Accurately noting all remarks made during interviews including all sounds, pauses, and

other comments are important to grasping the full content of an interview (Flick, 2014).

Within 48 hours of receiving the transcription of each recording, the researcher reviewed

each transcript by reading the written transcription sent by Rev.com while simultaneously

playing the audio recording. This was reviewed at least twice per recording. Any

discrepancies noted by the researcher were immediately changed. In some instances, the

changes made to the transcript were words or phrases that the transcriber was unable to

detect, but that the researcher knew to be accurate having been present during the

interview (e.g., a book title). Student names were not used on the tapes. During the

recordings, students were referred to by their first and last initials; there were no

overlapping initials. This was both to keep in accordance with the IRB guidelines as well

as to help the students feel comfortable knowing that the information they shared would

not be connected to them directly. Within approximately one week of each interview,

each student had the opportunity to read a transcript of the interview for purposes of

"member-checking" (verifying the responses with the students) and providing feedback to the researcher. The recordings were deleted from the researcher's phone after member-checking had concluded.

Students responded to journal prompts three times during the study. The initial time was prior to any close reading being taught; this was during Phase I. The second time was in the middle of Phase II at which point students had received approximately half of the total intervention. The final journal writing occurred during Phase III after all of the close reading lessons had been completed. Each student received a Close Reading Notebook in week 7 of the study that they used to record each journal prompt. The prompts allowed students the opportunity to describe in their own words what they thought about their learning experiences regarding comprehending literature and informational text. The same three prompts were used each time. All students in the class were given the task of writing responses to the entries; however, only those who were purposively selected had their journals analyzed.

This bivariate correlate (see Figure 1) shows results from the 18 students who took the ATI-Galileo Benchmark #1 and the DIBELS ORF and whose parents gave permission for their student to be interviewed as part of the research. These results show the mean of 145.5 with a range of 89 to 182 and a *SD* equal to 23.04. The six students whose results were in the mean range were the ones chosen to be interviewed and have their journals analyzed. Choosing students who were homogeneous academically aligned with the research methods is consistent with constructivism epistemology (Koro-Ljungberg, Yendol-Hoppey, Smith, & Hayes, 2009). The method for choosing students from who are similar is supported by the idea of research accept, develop, and use

distinctive expressions (of the particular case) in order to detect and study the common (Blumer, 1969, p. 149).

Pretest Assessment Results

$y = 0.1087x + 16.072$
$R^2 = 0.4897$
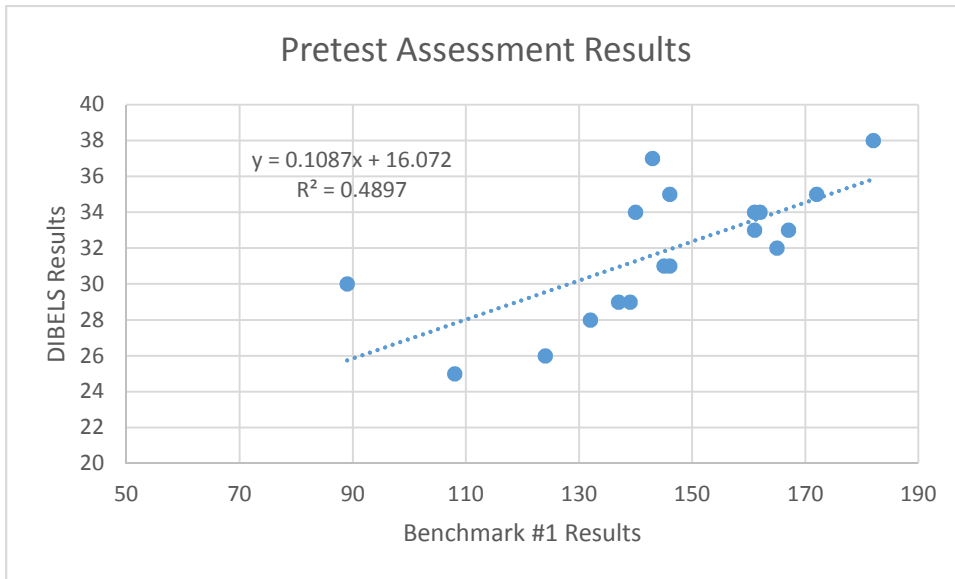
Figure 1. Correlation between ATI-Galileo Benchmark #1Pretest and DIBELS ORF pretest

Phase II. Prior to Week 7, reading lessons specifically avoided close reading and its components.

Intervention. The time period for Phase II occurred during Weeks 7 through 17, during which time, close reading lessons occurred about three to four days weekly with each lesson lasting approximately 30 minutes. Throughout Weeks 8 through 17, all students received the same lessons on close reading strategies. The researcher taught students how to use close reading strategies on selected reading passages alternating between literary and informational text that were incorporated into English language arts and social studies content areas. The Close Reading Notebook that each student initially

received for the first journal writing entry was also used for notetaking, analysis, lessons, and to keep related papers as instructed by the researcher.

The first lesson began with students being taught to actively engage with complex text by synthesizing information, a close reading strategy. Cummins (2013) promoted this lesson through the examination of a framed photo. The analogy helped introduce the concept of identifying the main idea by gleaning information from a source. Students were then asked to summarize what they saw. Using a framed photo also engaged learners in an activity designed to help them recognize that through multiple views and probing, the detailed analysis of a picture produced more in-depth results than did a first glance. To complete this activity, the researcher presented a photo to the class. In keeping with Cummins' suggestion, the picture was one that had been on the teacher's desk since the beginning of the year and was already familiar to the students. The framed photo showed the researcher and many of her family members. The researcher asked the students to explain why they believed the photo was important enough to be framed and placed behind the teacher's desk. Students took turns providing their rationale and explanations that they thought supported their answers. The researcher guided the students in summarizing and synthesizing the responses. Summarizing took place as the students used evidence from the photo to gain assurance that their conclusions about the event and interactions in the photo were correct. Synthesizing occurred as students grouped details and themes together to reach those conclusions. At the end of the discussion about the photograph, the researcher helped students connect these concepts. Students took notes in their Close Reading Notebooks about the lesson and what they learned about summarizing and synthesizing.

The following day, the lesson was reviewed and a short reading passage was presented to the entire class. Each student received a copy and the teacher put a copy under the document camera. Students read the passage multiple times and looked for ideas within it that they could group together to help determine the overall meaning of the passage. The researcher guided the class, when necessary, to help them synthesize the information, and then summarized the author's meaning. Students put the passage into their Close Reading Notebooks and wrote down the summary of the passage along with any other notes that they found helpful as they synthesized the passage.

The next lesson was essentially a repeat of the previous lesson. This time the picture came from the *New York Times* website titled, "What's Going on in This Picture" (Learning Network, n.d.). This site posts pictures that ran in *The New York Times* during a previous week without a caption or headline and then revealed the background information about the photo at the end of the week. Prior weeks were available at the time so the researcher selected a photo appropriate for fifth grade students that already had the background information available. For this lesson, the researcher selected a photo from May 2, 2016. While looking at the photo, students were encouraged to answer three questions:

1. What's going on in this picture?

2. What do you see that makes you say that?

3. What more can we find?

They used their responses to these questions to synthesize what they saw, and then summarized their findings with the main idea. Students discussed how the background information described by the author aligned with their findings. The researcher repeated

this lesson with students on Week 10 (October 4) and on Week 14 (November 7). The analyses of these photos were alternated with a parallel opportunity to evaluate pictures of artwork from famous painters. Students first examined *The Scream*, by Edvard Munsch, during Week 7 (September 14), *Starry Night* during Week 10 (October 7) and *American Gothic Painting* during Week 14 (November 8). In this way, the researcher attempted to provide learners with equal opportunities to use a visual medium, as well as literary sources to enhance their close reading skills. A list of the photos and paintings utilized in this study can be found in Appendix C, Table C1.

The next close reading strategy the researcher used to help students comprehend complex passages was coding (Hoyt, 2009) strategies. This began in Week 8. According to Hoyt, coding helps students "be reflective readers, pausing and weighing what they are reading against their prior knowledge" (p. 176). The coding strategy involved readers using symbols to reflect their understanding of the text. This method is purported to help students improve their reading skills by activating prior knowledge, making connections, and questioning as they read (Hoyt, 2009). Students used symbols that were provided to them on a separate piece of paper (see Appendix D). The codes were used to help students annotate the text. They kept this assignment in their Close Reading Notebooks.

Students received a placemat during the first lesson of Week 8, which they were told to keep in their Close Reading notebooks. It contained a mnemonic device connected to close reading (see Appendix E). The Close Reading Placemat developed by Bailey (2014) was designed to help students build schemata to aid in retention and subsequent recall (Goll, 2004). Students were instructed by the researcher to refer to the information on the placemats and utilize them when rereading the passage. Throughout the study, the

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researcher worked with students during the lessons to make connections between the information on the placemat and the targeted goals of that specific close reading lesson.

After instructing students on the placemats, the researcher introduced the first reading passage and did so weekly thereafter for the duration of the study. The researcher utilized the close reading strategies following the guidelines established by Fisher and Frey (2014a). Students received a short, complex text to read approximately four times a week for approximately 30 minutes each session. There was limited frontloading, which meant that most of the time the students read the passages the first time through with little or no guidance or help from the researcher. The amount of times the class read each passage was determined by the students' comprehension in the class as assessed by the researcher's feedback based upon student responses to class activities. After the first reading, there were several more readings and each of the subsequent readings had a directed focus. When students answered text-dependent questions, they were encouraged to use evidence to support the answers to those questions that reinforced a given purpose (Dougherty Stahl, 2014). For example, students looked for responses in the text that addressed the author's point of view or the story theme in literary passages as compared to the context or sources in social studies passages. Key vocabulary words were analyzed. The specific dates of each lesson passages used, a list of each lesson, and how students were engaged in the lesson (independently, small group, etc.) can be located in Appendix F, Table F1.

Finally, the researcher provided ample opportunities for learners to discuss their thoughts about the text with others as a way to help them to process their thinking and to consider new ideas. These strategies were utilized for both informational and literary text

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passages. The ability for students to apply these skills proficiently was continuously reinforced throughout the study. Students worked independently, in pairs with a person seated near them, or in small groups of three to five students which is described as student interactions in the last column of Table E1. While the students worked, the researcher monitored, provided direct instruction, and later followed up lessons with direct instruction as needed.

Data Collection. Students who had been purposively selected were interviewed in a random order for the second time during Week 11. During Week 12, all students were directed to respond to the same three journal prompts in the notebooks like they did in Week 7 of Phase I. Additional details regarding interview and journal procedures are under section titled Interviews and Journal Writing.

Phase III. Phase III of this study involved post-testing students. The order of the posttests mirrored the order of the pretests. First, students took the ATI-Galileo© (Assessment Technology, 2016) SUSD ELA 05 Gr. #2 Benchmark (2016). Next, students completed the survey, *Reading Strategies*. All students were then asked to respond to the same three journal prompts as in the first two phases of the study in their close reading notebooks. The final assessment was the interviews of the six purposively selected students, in random order. The semi-structured questions for that interview were the same as the prior two interviews. All assessments were conducted during Week 18 and 19 which were the first two weeks of December 2016. After the final set of data had been gathered, the analysis was conducted on the quantitative data to determine results and the qualitative samples to look for findings.

Quantitative Data Analysis. Descriptive analyses were used to evaluate the data gathered. The data were then input into statistical software program titled SPSS, which was used to analyze the information. Paired-samples *t*-test were conducted to compare the pretest and posttest results on the ATI-Galileo benchmark overall, the informational text, literary text, and each individual survey question. A paired-samples *t*-test is a measurement that assesses whether the mean, or average, of each of the two variables differs from the zero in the population (Green & Salkind, 2014). The data results in a p value shows if there is significance. According to Green and Salking, larger sample sizes are better and a moderate sample size is considered 30 pairs of t-test scores. This study had 19 pairs compared throughout. Statistical significance was reached in some areas with p being less than .05, which meant it did not happen by random chance.

A descriptive analysis depicting the frequency of responses was also generated. This shows the distribution of the scores using the percentages and the numbers of students who responded to each response of each question of survey. The reader can compare the students' responses before and after the intervention. The decision to provide information in this manner helps the reader visualize areas numerically where students reported areas of growth.

Validity. Validity within quantitative research can be dependent upon the instruments used in the research. Instruments need to be both reliable and valid. Reliability means that the results from them are consistent and valid results means that the results accurately measure what they purport to (Plano Clark & Creswell, 2015). Quantitative research may be collected for different purposes. If research is gathered to assess the influence of independent variables on dependent variables then the reader

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needs to view the claims with a critical eye for internal validity. Internal validity is the amount that the researcher is able to claim that the independent variable was the direct cause of the dependent variable as a result study's findings. External validity is another concern for caution when reading quantitative data. This is the degree to which the results, or findings, are generalizable from one setting to another. It becomes imperative for the reader to have a thorough understanding of the population of the research that was conducted and the population to which it is being generalized, or compared.

  Grounded Theory. A grounded theory approach was used to examine student interviews and journal entries. According to Strauss and Corbin (1994), grounded theory is a methodology that is used to evaluate collected data and analyze it through systematic means. This involves the researcher breaking down the total data collected into smaller subsets and then evaluating them for relevant components such as the looking for the feelings being displayed, how people are relating to each other, or what they are doing (Corbin & Stauss, 2008). In this research, it was primarily used to help examine the voices of those being studied. Data analysis from the Constructivist grounded theory approach involves both the research and the researcher according to Charmaz (2014). Not only is the research data examined, but so are the researcher's personal views because the researcher's thoughts and ideas cannot be divorced from the interpretation of the data. The researcher's views factor into the construction of meaning. The constructivist grounded theory approach also examines the reasons behind how the participants in the study constructed meaning. Charmaz (2005) stated that with grounded theory data are collected and analyzed by ascertaining that information collected is used to drive ongoing decisions during the study. "Grounded theorists portray their understandings of research

participants' actions and meanings, offer abstract interpretations of empirical relationships, and create conditional statements about the implications of their analyses" (Charmaz, 2005, p. 508).

Constant comparative. The constant comparative strategy is employed during all stages of coding in grounded theory. This was done by looking for areas that were similar or dissimilar, and then making assertions based on those evaluations. Comparing codes can help a researcher focus on main ideas within the data (Charmaz, 2014). It also provides the opportunity for the researcher to know when saturation of data has been reached (Holton, 2011). A saturation of data means that all of the concepts that are likely to be gathered on that topic have arisen. A constant comparative evaluation of ideas was employed through each round of coding interviews and journals in this study.

Memoing. Memo writing is an important component of both initial and axial coding. During memo writing, the researcher writes notes in the margins or other areas of interview transcripts or other papers being analyzed (Plano Clark & Creswell, 2015). According to Charmaz (2014), the use of memos is a key way for researchers to express thoughts and ideas that come to them while they are in the process of examining the data. Memoing provides the opportunity to (a) spontaneously capture ideas, (b) note them in an area close to the proximity of the idea, and (c) organize them so as to appear on the same page as the original content. Memos were utilized in this study during the analysis of the interviews and the journals. In some studies, codes are predetermined (Plano Clark & Creswell, 2015); however, in this research, the codes had not been decided ahead of time. Codes were determined after reading and analyzing the interviews and journal entries.

Validity. Validity of grounded theory is the concept that there is a connection in qualitative research between the researcher's assertions and the accepted external reality (Cho & Trent, 2006; Maxwell, 1992). Validity can be increased by using several measures, member checking being one of the techniques that is considered to be instrumental in helping establish validity (Cho & Trent, 2006). In member checking the researcher shares the data (transcribed interviews) with the participants to determine its accuracy so as to allow for transparency and for any misunderstandings to be corrected. The purpose is to make certain that the statements are recorded and transcribed accurately and to provide the opportunity for alterations to be made if there were errors in the transcriptions of the interviews. It is not intended to allow interviewees to make changes in order to modify their perceptions if they do not like the way they came across in the transcript.

Member checking was used in this study. Each student was provided a transcript of his or her interview to review within one week after conducting the interview. They brought any concerns about changes to the researcher later that day or the next. When warranted, the student and researcher listened to the recording together and agreed upon the words that should appear on the transcript.

Triangulation. More than one methodological procedure can be applied to converging quantitative and qualitative data in a study. The first step is to examine the phenomenon being explored by the research and then to determine the best steps to evaluate any possible conclusions that may be drawn from the data. The information is then scrutinized independently from each data set before being incorporated together to determine if there are any similarities (DeCuir-Gunby & Schutz, 2017). In addition to a

convergence or divergence of results, triangulation of data may lead to a complementarity

of results. In triangulation, researchers use additional evidence from their study to support

their findings (Plano Clark & Creswell, 2015). Triangulation also helps "to clarify

meaning, verifying the repeatability of an observation or interpretation" (Stake, 2005, p.

454). Triangulation is another way to help establish validity in grounded theory. The

methodology and the epistemology used in the study needs to be considered (Erzberger &

Kelle, 2003). The results were triangulated when evaluating the outcomes of this study.

This supported a convergent parallel mixed methods design (Plano Clark & Creswell,

2010).

Materials

  Tests. Three quantitative assessments were incorporated into this study. Each was

given to students immediately before and immediately after the close reading lessons.

  Assessment Technology Incorporated-Galileo © (2016) Benchmark. Students

were assessed using the ATI-Galileo© (Assessment Technology, 2016) SUSD ELA 05

Gr. #1 Benchmark (2016) as a pretest at the start of the study and ATI-Galileo © SUSD

ELA 05 Gr. #2 Benchmark as the posttest at the conclusion. This test was created by

ATI-Galileo© in Tucson, Arizona, for the school district during the 2015-2016 school

year. The company had been contracted by the district to create assessments that could

accurately show student growth, would be reliable, and would be valid with regards to the

purpose of being able to help assess and measure students' needs to project where

students might need support prior to "high stakes" states testing such as AIMS or

AzMERIT. Four English Language Arts assessments were administered to all fifth

graders during the 2015-2016 school year in August, October, February, and May. The

October and February Benchmark assessments were utilized for this study because the August and May assessments were unavailable.

The company reported that the Cronbach's alpha reliability of Benchmark #1 was 0.89 when given to the 1,715 fifth grade students who attended the district during the fall testing period in 2015. Students took a similar version of the assessment as a posttest created by the same company. The distribution of the questions was identical to the pretest. The Cronbach's alpha reliability of Benchmark #2 was 0.88 when given to the 1,670 fifth grade students in the district during the February 2016 testing cycle. Each assessment consisted of 42 multiple-choice questions with identical categorical breakdowns: 19 questions pertaining to information passages, 14 questions regarding responses to literature passages, and nine questions about sentence structure, specifically, verb tense. Each question aligned with a state standard. Blueprints from ATI-Galileo reflect the exact breakdown of the problems as they correspond to state standards (see Appendices G and H).

DIBELS ORF© (2011). DIBELS ORF© (UO DIBELS Data System, 2017) are assessments that measure students' reading fluency. DIBELS© were created from several reading components to help assess students: phonemic awareness, alphabetic principle, accuracy, fluency, comprehension, and vocabulary (Good & Kaminski, 2015). DIBELS ORF© can be used to evaluate the reading skills of elementary school children from kindergarten to sixth grade. With DIBELS ORF©, students have one minute to read a prescribed reading passage out loud. The score comes from counting the number of correct words students read aloud during that minute. DIBELS© provides cut scores for measurement comparison. While the DIBELS Oral Reading Fluency subtest is not a

measure of reading comprehension itself, it has been shown as a significant predictor of reading comprehension ability. For that reason, it was used in conjunction with a second assessment to help determine which students would be purposively selected for the interviews and to have their journals analyzed. Research has shown that results on DIBELS ORF© are a predictable measure to reading comprehension on standardized tests such as the Stanford Achievement Test I (SAT-10; Devena, Caterino, & Balles, 2013) or the Florida Comprehensive Assessment Test (FCAT-SSS; Roehrig et al., 2007). A positive correlation was found between student results on DIBELS ORF © and the Arizona Instrument to Measure Standards (Wilson, 2005). DIBELS ORF 6th © Edition, Benchmark 3.3, Mount Everest, consisting of 343 words, was the passage selected for this study.

Survey. A questionnaire, *Reading Strategies*, was created by the researcher. Students received the survey online through Google forms. They took the pretest before the innovation began and received the same set of questions at the end of the innovation. The first 10 questions employed a Likert scale with four choices each. Students selected from the following response options: often (4), sometimes (3), rarely (2), or never (1). The first eight questions begin with the stem: "When I read passages that are difficult, I use the following strategies" and then provide opportunities for students to respond to questions such as: Underline the main idea or Circle confusing words. The last two used the same Likert scale and asked students the extent to which they felt fiction and nonfiction passages were easy for them to understand. See Appendix I for a full list of survey questions. One additional question with a drop-down menu was provided with the question regarding gender: boy or girl.

The researcher wrote the survey around two sets of constructs. The first eight questions asked students their opinions about the strategies they used while reading. The next two questions asked them about their perceptions on how they saw themselves with regards to reading fiction or non-fiction text.

Interviews. The researcher conducted semi-structured interviews. A semi-structured interview is one of three types of interviews conducted, with the others being structured or unstructured. Semi-structured interviews can be part of a qualitative study and are utilized when the researcher is familiar enough with the phenomenon or topic to be able to create a comprehensive list of questions, but cannot foresee all of the answers to those questions (Morse, 2012). Guidelines for semi-structured interviews include asking all the participants the same questions in the same order. Another qualifier is that interviewees need to be representative of those who typically form the overall population. The use of semi-structured interviews is the most common type of questioning style for a mixed methods study (Bryman, 2006). A basic list of questions guided the interviews for this study, but additional questions were added depending on the responses provided. The text questions asked students about their interactions with and understanding of reading through written text. Semi-structured interviews were selected for this study in order to allow the researcher to be able to expand upon student responses to the topic. This method provides the opportunity to receive answers to a set of questions from all interview participants that would be helpful for this research but also allowed the researcher to probe deeper into certain areas, should the responses lead in a particular direction. That may help the researcher better address the research question. A complete list of interview questions is included in Appendix J.

Following is a list of a few of the interview questions:

1. What do you like to read? What types of books or other reading materials do you choose?

2. I asked you to bring in a book that you had difficulty reading. Why do you think you had a hard time with it?

3. Tell me about a book that you had did not have difficulties with? Why do you think that book was easier for you to read?

4. What can you do when you get stuck when you're reading something?

Journal writing. Writing can provide an opportunity to allow students to demonstrate their learning through in their own words. Journal writing can be viewed in many regards such as a diary, log, or reflective writing, among others. The writing that takes place in journals can happen in more than one time period (Moon, 1999). There are several purposes for journal writing, according to Moon. The one being utilized for this study was the goal of gathering information on student learning. Structured forms of journals were used, which meant that specific questions were provided to the students to guide their responses. Journal writing allowed the students the opportunity to reflect and evaluate their learning experiences specific to the questions posed (Boud, Keogh, & Walker, 1985). During weeks 6, 11, and 18, students were asked to respond to all three of the following prompts which were presented for the students on the board in the front of the room: "When I work on understanding a new, complex passage, I am thinking that . . ."; "When reading, my learning felt like . . ."; "When I annotate passages I am experiencing . . ." Students were given as much time as they needed to respond to the prompts.

Close reading passages. Close reading passages were selected based on the criteria of the Common Core State Standards. The chosen passages were selected from a variety of locations including websites and books (see Appendix F, Table F1). Texts were evaluated by the researcher to ensure that they met the three-part model of quantitative, qualitative, and reader/task measures. Quantitative features in the text were those that could be counted, such as the number of words in the passage. Qualitative measures included characteristics, such as the way the wording in the text is structured or how language is used to convey meaning. Reader/task factors refer to the content of text and dimension of the complexity level that may or may not add to a student's ability to comprehend the passage (Lapp, Moss, Grand, & Johnson, 2015). In addition, Fang and Pace's (2013) standards were also applied as needed to ensure that students received passages that met the standards of text complexity for fifth grade readers. Inter-rater reliability was established on the complexity of close reading passages with the use of a second educator. The educator selected to participate in interrater reliability had 23 years of teaching experiences with all but three of those as a fourth or fifth grade teacher. She had additional expertise in English Language Arts as she created lessons as a fifth grade educator for BetterLesson.com. The second educator met with the researcher during July 2017, to discuss what would constitute appropriate close reading passages. The second reader was also provided with the article by Fang and Pace (2013) and asked to read and refer to it during the study while evaluating passages.

Photos and paintings. The researcher vetted the photos and paintings that were displayed in the classroom for the synthesis lessons. The photos came from the website titled *What's Going on in this Picture?* (Learning Network, n.d.). The paintings were

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displayed on the white board in the classroom. The images were taken from Google

images for each painting. Since the photos were accumulated only by the researcher

(whereas the reading passages had a second reader) they can be found in a separate list:

Appendix C, Table C1.

Data Analysis

   Quantitative analysis. The ATI-Galileo© (Assessment Technology, 2016)

SUSD ELA 05 Gr. #1 Benchmark and #2 Benchmark served dual purposes. Analyzing

the results helped to determine any changes made to students' reading comprehension

scores over the course of the intervention. A paired-sample *t*-test, as well as descriptive

analysis (i.e., mean, standard deviation), was used to examine the pre- and posttest data.

Table 1 below shows which paired samples *t*-tests were run for this study.

Table 1

Paired Samples T-tests

Comparison #1	Comparison #2	# of Questions
Benchmark #1	Benchmark #2	42 questions
Benchmark #1	Benchmark #2	19 questions
Benchmark #1	Benchmark #2	14 questions
Survey pre Q1	Survey post Q1	1 question
Survey pre Q2	Survey post Q2	1 question
Comparison #1	Comparison #2	1 result
Survey pre Q3	Survey post Q3	1 question
Survey pre Q4	Survey post Q4	1 question
Survey pre Q5	Survey post Q5	1 question

Table 1 (continued)

Paired Samples T-tests

Comparison #1	Comparison #2	# of Questions
Survey pre Q6	Survey post Q6	1 question
Survey pre Q7	Survey post Q7	1 question
Survey pre Q8	Survey post Q8	1 question
Survey pre Q9	Survey post Q9	1 question
Survey pre Q10	Survey post Q10	1 question

In addition, a comparison of the results of the paired samples *t*-tests for the information and literary texts was evaluated and reported on. The overall assessment consisted of both informational questions (19) and literary questions (14). The same number of differential applied to both the pretest and posttest. A breakdown by standard showing which questions align to each type of question can be found in the blueprint (see Appendices G and H). No adjustments were needed to account for the difference in the number of questions because the error factor in the standard deviation was adjusted for that differential.

Qualitative analysis. Grounded theory works from the constructivist stance as its focus is on the phenomenon being studied, rather than the study methods used (Charmaz, 2005). Grounded theory also allows for the researcher's background and knowledge to be used in the construction of the meaning. The researcher began by creating initial, or open coding; then the axial coding process was used to ferret out dominant from lesser codes. Axial coding helped to determine emergent, dominant themes (Saldana, 2013). Theoretical codes, smaller categories within the axial codes, were generated in the next

step. Finally, a conceptual model was created using the information from the theoretical codes and interpretations that were drawn.

  Initial coding. Initial coding, also known as open coding, allowed for data to be divided into small parts and then for each individual part to receive its own code (Saldana, 2013). Initial coding refers to the first cycle in which codes are determined. At this stage, the researcher analyzed the work and created terms that summarized various segments. Content was taken apart and rearranged as applicable by sorting it into similar groups. At this point, the researcher remained open to ideas and thoughts as to where the developing idea could have potentially led. When the researcher engaged in this phase, the goal was to let the work drive the ideas and not to presume the direction by predetermining the codes. Table 2 is an example of the initial coding. The words for the initial code are derived as close to the actual words from the interview or journal entry as to allow for meaning. While typically only the words from the transcript are utilized when creating codes, in some circumstances, the researcher used the words from the question or prompt in order to capture the full meaning of the quote. For example, in Table 2 there is an interview quote where the student response was "Yes" so the context in which the question and answer were provided helped to create that initial code.

Table 2

Initial Coding

Interview Quote	Initial Code
To understand words	Good readers understand words
And understand the contents	Understand the contents
I brought the dictionary	Brought the dictionary
What do you mean, mark-ups?	What mean mark-ups
Uh, yeah, like annotation	Mark-ups like annotations
I can't read	Can't read
Yes	Used annotation

Journal entry	Initial Code
What does that mean	What does that mean
Fun	Learning feels like fun
Confusion	Annotating is confusion
Having a lot of fun	Having fun
I can do this	I can do this
Learning new words	Learning new words
Why do I need to learn this	Why learn this

Axial coding. Axial coding began after initial coding was complete and was used during the second phase in grounded research (Saldana, 2013). This was the step where the codes created during the initial coding phase were combined when appropriate. This process first involved examining the initial codes to determine if there were ones which were very similar and could be the same if just slightly reworded. Codes were not changed if doing so meant altering the meaning of the original context. Next, codes were designed to create a cohesion of ideas and overarching themes. At this stage, all

responses from all sets of interviews and journal entries were merged together creating one set of axial codes. Table 3 shows a couple of the axial codes that developed from the data set with some supporting examples. The complete code book with examples for each can be found in Appendix K. The first example of an axial code provided in Table 3 is the word *Rereading*. Every initial code connected to an indication by the student of rereading the passage in some way. Annotations, the next example, used words that indicated annotating or making marks on a passage when reading. The third example in that table has initial codes where the students' words led to the notion of some form of comprehension of the passage.

Table 3

Axial Coding

Axial Code	Direct Quote	Initial Code
Rereading	Because you can go back	You can go back
	Uh, because you can go back and look at it	You can go back
	I can reread it	Reread it
	Um, I try and reread it	Reread it
Annotations	What do you mean, mark-ups?	What are mark-ups?
	What's mark-ups?	What are mark-ups?
	I've never used mark-ups	Never used mark-ups
	Annotations help me sometimes	Annotations help me
Comprehending	I'm starting to understand the passage	Understand the passage
	Am I understanding this passage	Understand the passage
	Just that I understand	I understand
	I can understand better	I understand
	Understanding it better	Understand it better

Theoretical coding. The next step in coding was the development of theoretical codes. These codes help show a relationship or connection between the thoughts that are established during the axial coding phase and help the researcher to theorize the data (Charmaz, 2014). It was used to help clarify or explain phenomena in research (Charmaz, 2014; Udo, 2011). Table 4 shows one set of axial codes with each of the theoretical codes within in along with the quotes to support it. Further examples of all theoretical codes can be found in Appendix K.

Table 4

Theoretical Coding

Axial Code	Theoretical Code	Number of Occurrences	Direct Quote
Vocabulary	Know words	2	Knowing the words
			Know more words
	Big words	5	Know bigger words
			Can't read big words
			Big words
			Big words
			Big words

Triangulation. For this study, data were initially analyzed for each research question then triangulation was examined using both qualitative and quantitative criteria to determine if it increased validity or helped clarify results. The findings were then evaluated to determine whether they formed a convergence of results and what could be interpreted from those findings. Areas of complementarity were determined by

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examining the results of each quantitative measure to the coding results from the interviews and journal entries.

CHAPTER FOUR

DATA ANALYSIS AND RESULTS

Chapter 4 comprises the analysis and results of the data collected throughout this research project. Quantitative and qualitative data were examined separately and in respect to the research questions; then a triangulation of the data was studied to determine if assertions could be supported.

Research Question 1: To What Extent Does Close Reading Instruction

Affect Reading Comprehension For Fifth-Grade Students?

Parallel forms of the ATI-Galileo were used for the pre and post -test benchmark assessments. Each exam contained 42 questions with 9 questions pertaining to fifth grade language standards, 14 questions on literary standards, and 19 on informational standards. Since there were only 10 number of weeks between the pre and post assessments, parallel forms were considered to be preferable to reusing the same form in order to prevent a practice effect. A Pearson product-moment correlation coefficient was computed to assess the relationship between the pre and post-tests. There was a strong positive correlation between the two variables, $r = .655$, $n = 19$, $p = .002$, which indicates that the parallel forms were statistically equivalent and would be appropriate to use as pre and post intervention measures.

A paired-samples t-test was conducted to compare ATI-Galileo pretest and posttest benchmark results. There was a significant difference in the scores for pretests ($M = 32$, $SD = 3.51$) and posttest ($M = 34.47$, $SD = 3.78$); $T(18) = 3.54$, $p = 0.002$. These results suggested that when students engaged in close reading practices their total reading comprehension improved.

Research Question 2: Does Close Reading Instruction Have a

Differential Effect On Fifth-Grade Student Comprehension of

Informational Text Compared to Literary Text?

A paired-samples *t*-test was conducted to compare the ATI-Galileo pretest and posttest benchmark results for questions regarding literary passages and for questions regarding informational passages. The assessment was a breakdown of the questions connected to the literary and informational standards within the exams as noted by the publisher. Each test consisted of 14 questions assessing literature standards and 19 questions assessing informational standards. There was a significant difference for questions connected to literary questions in the scores for pretests ($M = 9.42$, $SD = 1.68$) and posttests ($M = 11.52$, $SD = 1.26$); $T(18) = 5.21$, $p = .001$. These results suggested that after students were taught close reading strategies their ability to answer questions on literary text significantly improved (Table 5). Results did not show statistical significance when comparing the pretest to posttest results of the informational questions even though the same close reading practices where adhered to (Table 5).

Table 5

ATI-Galileo© Literary and Informational Paired Samples T-tests

	Pretest		Posttest			
	M	*SD*	*M*	*SD*	*t*	Sig.
Literary standards	9.42	1.68	11.52	1.26	−5.21	< .001***
Informational standards	14.32	1.92	14.95	2.84	−0.95	.354
Overall total	32.00	3.51	34.47	3.79	−3.54	.002**

*Note. n = 19 *p = < .05, **p =< .01 ***p =< .001*

Research Question 3: To What Extent Does Instruction Affect the

Degree to Which Students Self-Report Their Interactions of

Text During Close Reading?

In order to answer this research question, students' responses to the 10 item pre and post survey measure, *Reading Strategies*, were analyzed. A Chronbach's alpha analysis was conducted to analyze and the reliability of the pretest was α .64 and the reliability of the posttest was α .77. Table 6 shows the response frequency percentages from the pretest and posttest and the median for each response.

The survey began with the following stem: "When I read passages that are difficult, I use the following strategies", then specific close reading strategies were listed. Underline the Main Idea pretest (*often + sometimes*) = 42.1% compared to the posttest (*often + sometimes*) = 68.4%. Growth was also demonstrated for students who responded to the question stem: Circle Confusing Words pretest (*often + sometimes*) = 36.8% compared to the posttest (*often + sometimes*) = 80.8%. Students demonstrated growth in response to Talk to Others pretest (*often + sometimes*) = 47.4% compared to the posttest (*often + sometimes*) = 68.4%. There were eight questions pertaining to close reading strategies: underline the main idea, circle confusing words, make notes about the text, reread the passage, talk to others about the meaning, think about what the author means, use evidence from the text when I answer questions that are complex, and use close reading strategies to help me when I am confused about a difficult passage or text. Two additional questions ask students: is it easy for me to understand fiction passages and is it easy for me to understand nonfiction passages. One demographic question pertains to gender.

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The increase in close reading strategy use for each of these skills indicates that students reported taking increased action with the text after learning how to engage in close reading skills. In addition, descriptive statistics was used to calculate the percentages of the question on gender resulting in 68.4% female and 31.6% male on both surveys.

Table 6

Reading Strategies Survey Results

Reading Strategies Survey								
	Response Percent (Frequency)							
	Pretest				Posttest			
	Often	Sometimes	Rarely	Never	Often	Sometimes	Rarely	Never
Underline main idea:	16(3)	26(5)	37(7)	21(4)	32(6)	37(7)	21(4)	11(2)
Circle confusing words:	11(2)	26(5)	42(8)	21(4)	60(11)	21(4)	2(1)	16(3)
Make notes about text:	21(4)	37(7)	26(5)	16(3)	0(0)	42(8)	32(6)	26(5)
Reread passage:	68(13)	32(6)	0(0)	0(0)	63(12)	11(2)	21(4)	5(1)
Talk to others:	16(3)	32(6)	32(6)	21(4)	26(5)	42(8)	21(4)	11(2)
Think about author's meaning:	26(5)	32(6)	32(6)	11(2)	16(3)	42(8)	26(5)	16(3)
Use evidence from text:	48(9)	37(8)	11(2)	0(0)	32(6)	32(6)	32(6)	5(1)
Use close reading strategies:	11(2)	37(7)	21(4)	37(6)	26(5)	37(7)	11(2)	26(5)
Fiction is easy:	74(14)	26(5)	0(0)	0(0)	68(13)	26(5)	(1)	0(0)
Non-fiction is easy:	53(10)	42(8)	5(1)	0(0)	52(10)	47(9)	0(0)	0(0)

Table 6 (continued)

Reading Strategies Survey Results

Reading Strategies Survey								
	Response Percent (Frequency)							
	Pretest				Posttest			
	Often	Sometimes	Rarely	Never	Often	Sometimes	Rarely	Never
Underline main idea:	15.8	26.3	36.8	21.1	31.6	36.8	21.1	10.5
Circle confusing words:	10.5	26.3	42.1	21.1	59.7	21.1	2.3	15.8
Make notes about text:	21.1	36.8	26.3	15.8	0.0	42.1	31.6	26.3
Reread passage:	68.4	31.6	0.0	0.0	63.2	10.5	21.1	26.3
Talk to others:	15.8	31.6	31.6	21.1	26.3	42.1	21.1	10.5
Think about author's meaning:	26.3	31.6	36.1	10.5	15.8	42.1	26.3	15.8
Use evidence from text:	10.5	36.8	21.1	31.6	31.6	31.6	31.6	5.3
Use close reading strategies:	10.5	36.8	21.1	31.6	26.3	36.8	10.5	26.3
Fiction is easy:	73.7	26.3	0.0	0.0	68.4	26.3	5.3	0.0
Non-fiction is easy:	52.6	42.1	5.3	0.0	52.6	47.4	0.0	0.0

Note. n = 19

As shown in Table 7, a paired-samples *t*-test was conducted between the survey questions given at the onset of the research and the one given at the end. There was a significant difference in the results for pretest (*M* = 2.37, *SD* = 1.01) and posttest (*M* = 2.89, *SD* = .99) when students responded to the question Underline main idea: *T* (19) = -2.38; *p* = 0.05. There was significant difference in the results for the pretest (*M* = 2.26, *SD* = .93) and posttest (*M* = 3.21, *SD* = 1.13) when students responded to the question Circle confusing words: *T*(19) = -3.15; *p* = 0.01. A significant difference was very close

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to being reached for Talk to others: $T(19) = -2.03$, $p = .057$. The difference in student use of the other close reading skills was not found to be statistically significant.

Table 7

Survey Questions Paired Samples t-tests

	Pretest		Posttest			
	M	*SD*	*M*	*SD*	*T*	Sig.
Underline the main idea	2.37	1.01	2.89	.99	−2.38	.029*
Circle confusing words	2.26	.93	3.21	1.13	−3.15	.006**
Make notes about text	2.63	1.01	2.89	.99	−0.82	.426
Reread the passage	3.68	.48	3.32	1.00	1.38	.185
Talk to others	2.42	1.02	2.84	.96	−2.03	.057
Use evidence	3.37	.68	2.89	.94	1.76	.095
Close reading	2.26	1.05	2.63	1.16	−0.98	.340
Think about	2.74	.99	2.58	.96	0.50	.625
Fiction is easy	3.74	.45	3.63	.60	0.70	.494
Non-fiction is easy	3.47	.61	3.53	.51	−0.33	.749

Note. n =19
*p = < .05, **p =< .01*

Research Question 4: How Do Students Describe Their Use of Close Reading During Their Interactions With the Text?

Six students were interviewed three times each and had their three journal entries analyzed with the goal of determining their use of close reading strategies during their interactions with text. Each interview followed the same semi-structured interview process and each journal entry was in response to the same set of questions. Interviews and journal entries were coded using grounded theory so all of the student responses

compiled over the course of the study were assembled together. The conceptual model, Figure 2, was designed to represent student responses based on their codes regarding how they used close reading strategies to make meaning from the text.

On the conceptual model, the head symbolizes the internal processes that students use to make sense out of text when they utilize close reading strategies. The picture of the book represents the reading passage. Students read equal amounts of literary (fiction) and informational (non-fiction) passages throughout the study. There are external and internal factors that create forces that push and/or pull the student closer to or farther from the passage. The figure shows two arrows connecting the student and the text. The top one is shorter leading towards increased comprehension and the bottom arrow is longer pointing to decreased comprehension. This difference is caused by the effect the internal and external forces have on the student's nearness to the text. Components within the external forces are visibly noticeable by their absence or presence during a close reading, whereas the components within the internal forces occur largely with the student's mind so they may or may not be observable.

The circles illustrate the three internal forces and one external force that have been identified. These forces collectively contribute to the fluctuation that occurs when the student engages in close reading strategies towards the ultimate goal of reading comprehension. Reading strategies that students were taught were factors the learners used to help examine their text and analyze its meaning. A second component was the cognitive process when students worked toward the process of understanding. The third one was a student's affect towards the text, which meant how the student felt about the reading material, if it changed in the way the learner embraced the text. The extent to

which these three components operated impacted how the student connected with the text. The arrows represent the fluidity between the student and the factors given that reading was an ongoing process and the student made adjustments between the factors and his or her own practices throughout the entire reading process. The conceptual model further shows oval shapes overlapping these factors. This signifies the relationship between the breakdown of ideas that support each factor as described in student interviews and journals.
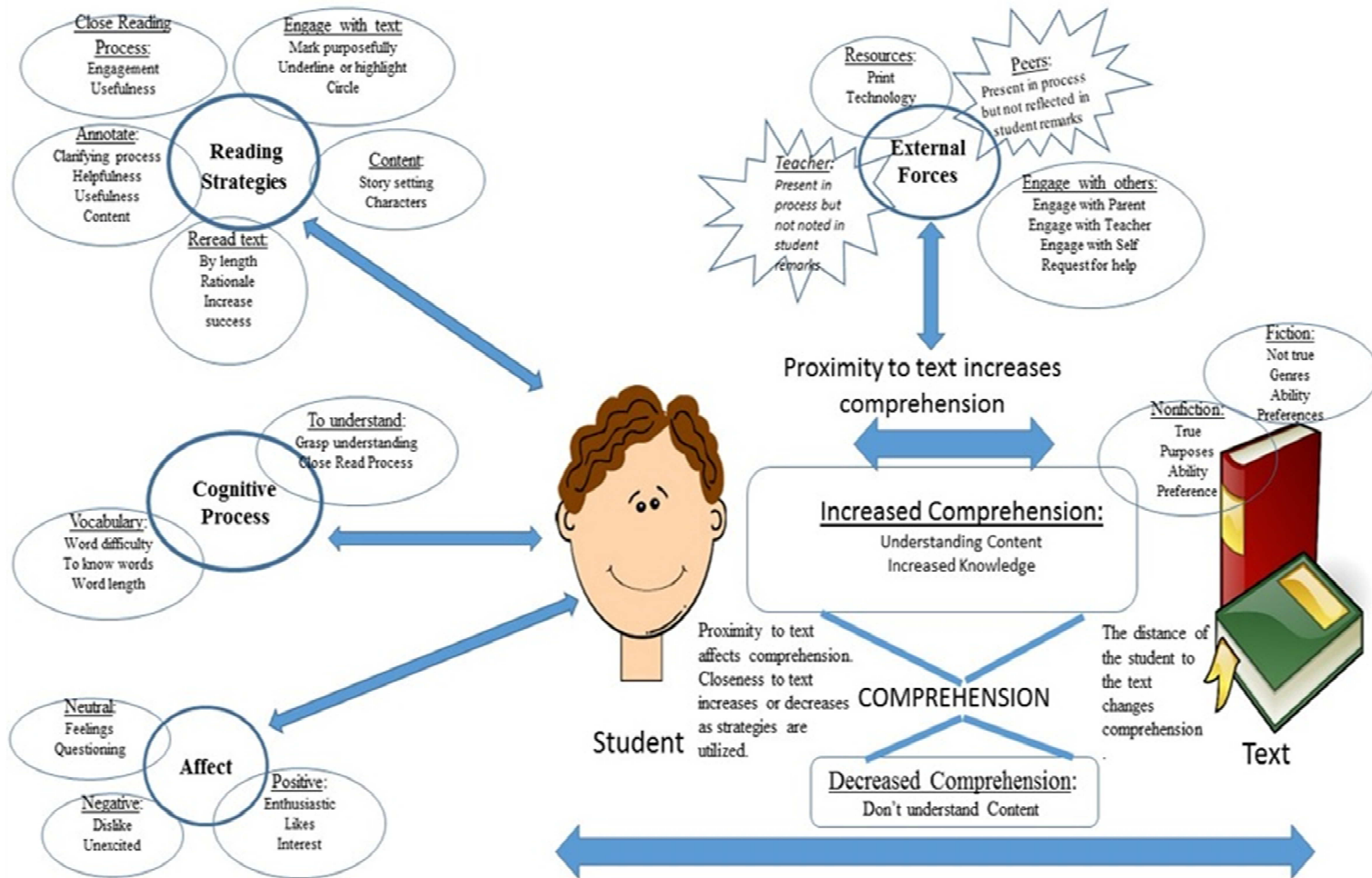
Figure 2. Conceptual Model

Internal Forces

      Reading strategies. Reading strategies is one internal force where students derive meaning. Within that category were five sections: annotate, reread text, engage with text, comprehend, and close reading process.

      Annotation. Annotating text was a strategy to help students interact with the text, such as underlining the main idea or writing comments about the content. Students' clarity about annotating varied. The terms *annotation* and *mark-up* were used synonymously with students because the term *mark-up* was used by some teachers in prior years so students already had some familiarity with the term, which allowed for a recall of prior knowledge. When asked to explain what it meant to annotate or mark-up words, some students reported, "I don't know." This was contrasted by another student's response that annotating was "looking for main ideas" or a different student who shared that when it comes to using annotations "I just think it will help make you a better reader." These responses showed a range of views on how beneficial they found the process. The student who indicated not knowing what the term meant may have lacked a familiarity with the word because it was early in the study or may have questioned how it was being operationally defined.

      Another possibility may have been not knowing how to engage with the text. This contrasts with the student who gave a specific example of what to do while annotating by describing what to search for in the passage. Meanwhile, the third example affirmed that annotations were not just an action but a means of improving reading comprehension. Regardless of how students defined the term, they may still have applied the skills while

reading. When asked if they found marking-up words to be helpful, student responses varied from, "Yes" to they "don't really help."

These replies showed the full range of the perceived benefits of marking-up words. Students' views on this were likely impacted by factors such as their feelings about the passage or the extent to which they understood it. Additionally, these responses should be looked at in conjunction with student answers to the usefulness of annotations. One student shared that when it came to marking-up, "I did it with a lot" of text. This shows that the student made a connection to annotating being an active process with reading. There was a disparity between each of these sets of ideas. On one hand, students seemed to have no understanding of the benefits for the usefulness of annotations, nor did they understand what it meant. Countering those comments were the assertions by students who acknowledged its benefits. There could be several viable explanations for this discrepancy. Students' knowledge grew throughout the study so it could be theorized that they may not have known what annotations were at the onset of the research, but they grew to understand it. Another option is that some students understood the concept while others did not fully grasp what they were or how to apply them. Also conceivable is that different students applied them differently, which contributed to their varied responses.

Students who reported annotating shared examples of their application. A student offered an example of an annotation when she said, "I think, um, sometimes I annotate but that's kind of just on the math problems." This response showed an application and ability to apply the skill to content areas beyond traditional reading passages; however, it did not provide details or clarity into exactly what the student meant. Without that

additional transparency, it is difficult to know the extent to which she marked-up the problems or how successful she was when doing so.

Reread text. A second reading strategy students utilized was rereading text that ranged from a couple of words to an entire passage. All students were expected to reread the text presented to them once; then, they were encouraged to reread parts of the text when they struggled. Students described the varied lengths with which they reread. A student shared an example of rereading a small amount when she reflected, "You can, uh, reread the sentence." This response can be compared to the student who posited that when needed, she would "restart the chapter." Students indicated that rereading constituted going back over a portion of the text based upon the amount desired by the reader. Although readers expressed various ranges in the length of the passages they reread, no-one articulated that they would only engage in rereading a certain amount of time. This provided an understanding that rereading was based on a situational need. Students described their rationale for rereading. One learner commented, "If I'm stuck, um, like, what's happening, I go back and reread." This statement is impactful for several reasons. This reader voiced the importance of monitoring himself as he reads and then taking action to create clarity. His remark about being stuck showed that he paid attention to his grasp of the content and then reread when necessary. Many others also commented that "rereading helps"; however, it was also articulated that "rereading sometimes doesn't work."

These statements do not necessarily contradict each other. Rereading is one of several components in close reading so it might be beneficial in some instances but not necessarily all the time. This could explain why some students expressed that it was not

always a successful strategy. Students who acknowledged that it did not always work for them were correct in that there will be times when they need to apply additional tools to help them comprehend a challenging text.

 Engage with text. The third reading approach students learned was to engage with the text, which meant learning to mark-up text while applying specifically learned actions such as underlining, highlighting, and circling. Students shared examples of instances when they utilized mark-ups to purposefully help them make meaning from text. One example of that was the student who said that readers should be "underlining main ideas and question marks if you're, like, confused." This showed a recognition that each symbol had its own purpose for use within a text. Marking up the text was not haphazard, but a systematic way of allowing the reader to interact meaningfully with the passage. Several students shared examples when they underlined or highlighted a part of the text they read. Circling was mentioned by students as an example of how to mark-up text. According to one student you should "circle words that you don't understand." However, another student cautioned, "I can't understand how about let's circle this and underline this. I'd just be like "What do those mean?" The first student described circling unknown words. This engagement demonstrated a connection to identifying vocabulary words that were unknown and circling, so marking them made them identifiable. The next student expressed that utilizing mark-ups was an exercise in futility because the marks themselves held very little, if any, meaning. For the second student, circling words would not be helpful because she would not remember the purpose behind the circles. The first student has grasped annotating as a consistent means of applying consistent symbols throughout the text; then using those to help with analysis afterwards.

Comprehend text. Analyzing content through story setting and character analysis is another reading strategy used to help analyze text. One student reflected that "they switch settings a lot of times, so I get confused where they are and then what's happening in the story." She later went on to state that she used mark-ups to help clarify the story setting in the text. This student recognized that the setting created her confusion. The ability to read content for key ideas and details, such as plot line, setting, and character traits, helped some students gain a deeper understanding of literary text. This student's use of marking up to clarify the setting meant that she applied a close reading strategy to help establish meaning. This was particularly poignant because she utilized it during a time when she was struggling to comprehend. Students also discussed the importance of discerning the role of characters in literature. For instance, one student asserted that it is important to "know what they're doing and, like, how they're going to do it and stuff like that." This student recognized that characters played an integral role in literature and that good readers analyzed it in the context of the passage. Doing this allowed her to delineate the characters' roles from other aspects of the story when she used close reading strategies to examine the story. This would help her grasp a deeper story meaning.

Close reading process. The last skill within the reading strategy factor on the concept model was the close reading process. When students were asked about *close reading* during interviews the term was not operationalized and was left for the students to interpret based upon the learning that had transpired in class. It had been used during class to encompass all close reading lessons, which included teaching strategies such as rereading, annotating to help support text-dependent questions, and analyzing unknown vocabulary. Students both affirmed and disavowed the use of close reading. One student

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remarked that when he independently used the close reading process, "Uh, it helped me understand better." This showed an awareness that using the strategies helped when reading. It also demonstrated that he used the strategy by choice as he indicated using it independently, which meant the question was clarified on his own without the teacher's help. This acknowledgement demonstrated that the student, to at least some level, made the conscience decision to use the closed reading strategies because he chose to. His response further acknowledged that his decision was beneficial for him. This contrasted with the assertion of one of his peers who said, "Um, I never really did it out of the classroom." This statement implied that the reader felt comfortable utilizing close reading, but decided not to engage in it unless directed by the teacher at school. Close reading has many components. Neither of these statements extrapolated which parts of the strategy the reader found the most or least beneficial. One fifth grader claimed that close reading would be something that would be used "in college or in high school." This showed that the student saw the value of the close reading; however, she did not see the applicability in her current setting. Her use of close reading would likely be very limited if she saw it as something for use in her future, rather than her current setting. A connection needed to be made to help her recognize the value to her current learning.

Cognitive process. The second internal factor on the conceptual model was the cognitive process. This was the student's ability to comprehend text. The two strategies within this factor are vocabulary and the ability to understand.

Vocabulary. Students expressed that the difficulty of words impacted their learning. One way that words were challenging to students was when they had a hard time decoding. If students were unable to decode it then they found the text harder. A

student shared that "There's some words that I don't really get how to pronounce." This statement recognizes that the first step of reading is the ability to look at letters and correctly interpret the word. This student explained that some words were more complex for her to interpret, which meant that she needed to work on applying the skills she had been taught. An example of a strategy that one student used when she analyzed a word was to look at the "ending or beginning." This helped her recognize the word in smaller parts. Breaking apart words into sections is one of many strategies to help students move from a smaller to a larger context of understanding. After decoding the word, students determined the meaning of unknown words. A student supported the importance of understanding unknown words when he said he wanted to "uh, like find out what the word means."

Students were taught various skills to help them read words. Increased ability to learn vocabulary helped improve the meaning of the text and affect the students' overall ability to understand the story. Students' comments about unknown words varied with some students remarking about the size of the word. One student said that she would read better "if I could know bigger words." She did not explain what she meant by "big words"; however, the implication was that bigger meant more complex terms, rather than the actual length. This supports the idea that students recognized the importance of vocabulary words to the overall meaning of what they read. Students were very cued in to the value of knowing that the terms made meaning of the content. All of these students' comments combined supported the fact that students recognized the need for vocabulary support.

Ability to understand. The ability to understand was another component in the cognitive process on the conceptual model. Students noted their ability to process, or understand, during student interviews and journal entries. Some students expressed that understanding was a necessary component to learning. One student shared that "how to understand stuff" was a desired outcome. This showed that when he annotated it was more than a rote process or one in which he was randomly making marks on the text. The connection that the annotation process allowed for knowledge showed that the student created meaning from his actions. However, he did not specify which part of the annotation process he engaged in and to what extent to it remained unknown if specific cues were more beneficial to him than others. For example, no discussion was held to determine if he underlined or circled to the same extent. Similarly, regarding the close reading practices, a student shared that knowing them helped him to make sense of a difficult reading passage. According to him, "I'm starting to understand it more." The inference was that there was already an understanding and that the skills gained strengthened that base. This student brought together the entire process of close reading, which combines all of the components in the process in order to help create an increased understanding.

Affect. The affect associated with reading is the final internal force on the conceptual model. Three areas emerged within this strategy: positive, negative, and neutral expressions.

Positive expressions. Positive expressions occurred about reading the text. Remarks such as "explode with a lot of happyness (sic)" captured the enthusiasm of some readers. Other phrases more directly connected to the actions of reading itself, such as

"enjoying myself for what I'm doing" when I read. These two statements differ as the first one expressed the student's overall attitude of enthusiasm, whereas the second was more focused on the act of reading. Both conveyed positive views towards the text the students were reading. That mindset allowed for a more positive engagement between the reader and the passage because each statement demonstrated enthusiasm for reading.

Negative expressions. Students expressed negative feelings about reading when they made remarks, such as reading being "boring." This assessment expressed a less positive view of reading and interaction with the text. No clarification by the students was made that explained why reading sometimes lacked excitement. Statements also articulated a disinterest in books when, for example, a student asserted that if books were not interesting then, "I don't read them." This showed the importance of helping students become excited about reading in order to help keep them motivated. These statements appear to demonstrate that the student benefits when connected to the text.

Neutral expressions. Other learners who were not fully engaged or supportive in the reading process queried, "Why am I doing this?" This example also shows a student who lacked an appeal to reading. Students who understood the purpose behind their reading would likely have an increased opportunity to become more positive, mindful readers. This might make a difference on the level of attention a student puts into close reading strategies, which, in turn, would affect comprehension.

External Forces

External forces also played a significant role in the interaction between a student and his or her ability to access and interpret text. These forces occur separately from the actual student, which is why it appears in a distinct area on the conceptual model. Several

components comprised these external factors. Two of these emerged from the students' interviews and journal entries. The use of resources and engaging with others were ideas that developed as students shared their views. Two other ideas that also played important roles in the external factors, but did not warrant much, if any, acknowledgement from the students were the role their peers played in their learning and the role of their teacher.

Engage with others. The external force of engaging with others meant when students asked for help, raised a question, or sought out support to help them make meaning from the text. Some students requested "help to understand it" without specifying any particular person or time when that support would come. This showed that students were ready to interact with others in order to further their knowledge, but that they were not connected to any particular protocol as to how that support would arrive. These student statements were often vague about what they wanted help with. In other instances students discussed asking a parent or a teacher for help, for example one student said, "I ask my mom, like, what it means and everything."

Some of these comments were more specific, such as pursuing help with vocabulary or content. By seeking out others, students affirmed their willingness to work with others to make meaning of the text. Notably missing were statements about peer support; this is discussed later. Going to other adults for help did show that students recognized the need to understand the passage they read before proceeding with further text. Being specific with examples of how they were supported showed that students connected the specific skills they needed to become effective readers. They had an awareness that even though they could not find the meaning on their own, they knew what they were missing to be able to make that connection to the text, so their requests

for support were more targeted. Targeted requests differed from the students who went to others seeking help in more generic global terms.

The next step in the process of creating meaning occurred with the student who tried to solve the problem independently first and essentially engage himself or herself. This was reflected by the student who said that he wanted to "see if I can figure it out." This student may also have been applying the skill of perseverance through challenging text as this was another approach students were taught. The protocol for teaching close reading included providing challenging texts for students to read independently during the first read; then the researcher provided support during the following lessons.

Use of resources. The next external force that students discussed was the use of resources. Two types of resources emerged as the ones students expressed relying upon to help them with their text. One was print resources and the other was technology-based resources. Students reported use of the dictionary and the thesaurus to help them with their reading. One student discussed using a dictionary to "search the definition" whereas another said that a thesaurus had "big words in here." These statements reflected that students knew how to access the resources available to them as to certain types of reading situations, specifically pertaining to words they found challenging. Searching resources pointed to students who tried to solve their challenges on their own. These resources were also primarily utilized for vocabulary support.

Printed resources differed from the way students described their use of technological resources. Students utilized technology primarily to help them improve their understanding of the larger meaning of the passage. They also appeared to embrace technology as a means of increasing their independence. Students discussed more than

one technology resource with the primary one being the internet. Students described various ways in which they accessed internet resources to search for information to help them better understand confusing material. One student shared that, "I sometimes pull out my phone and search it up." Students used movies to help make text meaningful. A student shared that "every once in a while I watch a movie of it." Some students remarked that they relied on movies to help them understand a book when they could not follow the plot, whereas other students expressed that they used the movie to support their understanding of a book after they had read the text through. No students shared any indication of the differences between the context of the book or the movie. Movie content may, in fact, differ from books, which was not indicated by any student. Movies can add an element to help shape comprehension, which some students did articulate.

Teachers and peers. Two types of external forces were prevalent in the study but were not reflected to any significant degree in student remarks: the teacher and peers. Because students did not directly indicate these influences with their comments, they are represented on the conceptual model in star-shaped figures. These two factors were added due to their substantial relationship with the learner. No lesson occurred without each of these being present and the dynamics they brought to the learner and therefore to the overall educational environment. Students appeared to take both the teacher and other classmates for granted in the learning process; however, no student learned in isolation. Students only focused on the parts of close reading that dealt directly with the reading content. They did not appear to recognize the impact of human variables. For these reasons, they were added to the conceptual model.

There could have been several reasons why the teacher and peer factors were not addressed by the students. One reason may be the questions and journal prompts the students were asked. The interviews were semi-structured, and the questions focused on the comprehension part of the reading process and did not delve into the interactions within the classroom. Although the researcher had the opportunity to go where student responses led, the answers did not veer into collaborations or the dynamics of relationships with others. Students did discuss asking the teacher for help when they needed it, but the focus was more about receiving help than it was regarding the connection to the teacher herself. Another reason may be that the students were a part of the setting themselves and may not have seen their teacher or peers as external entities that they could address separately.

The researcher for this study was also the classroom teacher. The teacher interacted with the students on each occasion when close reading lessons were taught. Although all lessons were based on close reading research, much was still left to the teacher to design and facilitate. The passages selected for this study were solely at the discretion of the teacher. This meant that the ease or difficulty that students had as they maneuvered through each text hinged completely upon the teacher's selection. The way in which each lesson was configured from the delivery of the content to the amount of time spent to the choices of which skills were focused on for how long and in what order would have all been impacted by the teacher's design. Each of these decisions along with a plethora of others was up to the discretion of the teacher. Additionally, the teacher facilitated the classroom management. This meant issues such as how well students spent

time with each other and for how long, the volume of the room, and other dynamics were controlled to a large extent by the teacher.

Peers played another significant, yet unstated role in the study. Students were directed at various times to work in pairs or small groups. The dynamics of students' ability to cooperate and communicate with each other could have played a role in several levels of the learning process. During some lessons students were placed with peers by the teacher's choice while at other times students could elect, to work with a partner of their own choosing. Working with peers could have had a wide-ranging impact on the student during the study. When working with an effective partner or group, the student's learning could have improved due to the effective learning dynamic. Conversely, if the student was working with someone who created a poor productive learning atmosphere, an opposite impact would have occurred for the student.

Comprehension

The dynamics of the internal and external factors led to the student working towards or away from comprehension as shown on the conceptual model. The more the strategies were utilized by the students, the more they pushed the students towards the text, which led to increased comprehension or pulled them further from comprehending the text. A student expressed that, "I'm starting to understand the passage more". This statement supported the idea that students' comprehension increased when applying close reading strategies. The student showed that she recognized the need to utilize the skills she learned with reading the text in order to help her understand the passage. This indicated an awareness of moving towards a stronger grasp of reading. Conversely, students articulated that they sometimes lacked full understanding, expressed by a student

who stated he and his peers still "get stuck." If a student expressed being stuck, it can be presumed that an understanding of the passage was not as comprehensive if the student were fully utilizing all of the close reading strategies. These statements supported the times when the internal and external strategies were not fully engaged by the student, thus pushing further away from accessing the text. If the student had applied all of the close reading strategies, then he or she would be closer to the text and less confused, which would then lead to increased comprehension.

Students' interactions with the text also played a role in their ability to comprehend while using close reading strategies. During the study, half of the passages students read were fiction (literary) and the other half were non-fiction (informational). Students were accurately able to explain the differences between the two types of reading passages. One student articulated that "non-fiction is always real" while another explained that "uh, fiction is not real". This demonstrated a core understanding between the two.

All students had a firm grasp of the differences between non-fiction and fiction texts. Students further described the differences in even greater depths with clarity. They provided details by describing non-fiction as the type of writing used in content areas such as science and history, as well as being utilized in biographies and autobiographies, and a specific example such as "my dinosaur almanac". Complementing that was students' knowledge of fiction. They explained that fiction writing cannot be real. They then discussed genres such as fantasy and realistic fiction and also provided many examples including a host of titles. One student related, "A fiction story I've read is *Dork Diaries*". These examples support the conclusion that students were well-versed and

could articulate the differences between fiction and non-fiction text clearly. They consistently described both types in many different ways and provided examples to support their ideas. This was a consistent thread throughout all of their interviews. Their articulation indicated that students knew what constituted non-fiction and fiction so their varied viewpoints were not based on a lack of awareness, but rather on a very clear perspective of their understanding of the text.

In situations where all the students had clear knowledge of the two types of passages, they expressed different preferences regarding their reading. When asked about how they perceived their ability to read each type, one student reported, "I think I'm better at non-fiction." Another student stated that she was better at "fiction." This difference in what students believed they were better at could make an impact as to how they approached text when they received it. It could also lead to how much they allowed the rest of their preferences about fiction and non-fiction pieces to interfere with the way they interacted with the text and utilizing close reading strategies.

Further, an expression of being "better" did not necessarily mean that the student preferred reading that type of material given the choice. Students expressed strong views regarding their preferences of each type of text. There were a few comments demonstrating student preference towards non-fiction such as "non-fiction is cool." That viewpoint was far outweighed by the number of times students expressed inclinations towards reading fiction passages; for example, "I really, really like reading lots of fiction stories." When students have comfort in reading a certain type of passage, it could have indicated a lack of skills on how to read the other type of text. It could have also been a student's personal preference. Regardless, when applying the learning from the

conceptual model to future students, a learner's preference should be evaluated because it could mean a predisposition to the way he or she prejudges the reading material. A positive approach can impact a student's interaction with text which can help increase comprehension; a negative approach could do the opposite.

Review of Conceptual Model

The conceptual model provides the opportunity for those examining it to derive several lessons. First, student and text drive the model, not the teacher. The interaction between the student and the text ultimately determines comprehension. The model demonstrates how the student engages with the text to varying degrees of success and how that engagement leads to different outcomes.

Second, the conceptual model provides for fluidity of movement between the student and the text. This model shows that students can make meaning out of one passage but have a different experience with another passage. A learner might be successful with one passage, yet struggle with a different second one. Thus, a continuing cycle of reading success is not based solely on the student's cognitive ability, but upon the reading strategies that are employed, the extent to which they are engaged, and other contributing factors.

Next, much of what transpires is up to the student and how much and to what extent that learner applies the close reading strategies to the piece of text. Once the learner knows how to use them, it becomes up to the student to apply them or not. The external forces may be outside of the student, but they still impact the student and the text. Some of the external factors depend upon the learner to act upon, while others are beyond their control. However, all of those factors still affect the dynamics between the

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student and the text and movement towards or away from reading comprehension. Although the student's attitude towards the text plays a role, it then becomes the interaction of the internal and external factors to push the student towards the text to increase comprehension. Ultimately, when reading this conceptual model, it is evident that close reading is a complex process that when fully engaged leads to increased comprehension on the part of the student.

CHAPTER FIVE

DISCUSSION

This study was designed to determine the influence close reading strategies had on reading comprehension. The study also explored whether close reading instruction had a differential effect on the comprehension of informational versus literary text among fifth grade readers and assessed how students made meaning from reading material.

Triangulation of Quantitative and Qualitative Data

Triangulation in a mixed methods study is when different types of data are used to support a convergence or lack of convergence (Creswell, 2014; DeCuir-Gunby & Schutz, 2017). Convergence was found in support of the findings for overall, informational, and literary text.

Quantitative results showed that students made statistical growth on their overall pretest to posttest comprehension results. These results supported the concepts on the conceptual model where students demonstrated increased comprehension when they utilized close reading strategies. The conceptual model also supported the quantitative findings of student results on literary and informational text. Students showed a statistical difference between pre- and post-scores on analysis of literary questions, but did not show statistical difference with the pre- and post-score results for informational text (see Table 5). In the conceptual model, students reported differing results and responses regarding literary (fiction) and informational (non-fiction) text.

When discussing content in the category of reading strategies, students articulated ideas only pertaining to literary concepts; specifically plot line. Story elements are examples of the type of textual evidence students needed to use when supporting their

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views of how a story progressed (Dougherty Stahl, 2014). Students mentioned story setting and characters, but neglected to reference any textual structure terms such as cause and effect or chronological order. Close reading strategies were also applied to informational text content in those areas as well, but students failed to make those connections, thus leaning instead towards literary terms. These terms and concepts help support a student's understanding of the author's purpose of informational text (Cummins, 2013). Other differences between literary and informational text arose in the way students reported their feelings about the different types of literature in interviews. The self-assessment survey students took at the beginning and the end of the study demonstrated that students reported statistical growth in three areas regarding their use of close reading strategies: underlining the main idea more, circling confusing words to a greater extent, and talking to others when they need additional support. Qualitative analysis of the data showed that students conveyed a preference towards literature over informational text. The literature preference supports the quantitative findings that resulted between the pretest and posttest for the literary passages, which were statistically significant whereas the quantitative findings between the pretest and posttest for informational text were not. Combined, these findings reinforced the expectations that students would apply their use of close reading strategies and improve more in literary than in informational text.

Discussion of Findings

Block and Duffy (2008) discussed the value of specifically teaching reading comprehension strategies to students. They argued that in order for students to become successful readers they needed to learn specific skills to help them understand the text.

Fisher and Frey (2012) proposed using the close reading strategy to aid students in their attempt to comprehend reading passages. Their research supported the use of close reading to help students increase their reading skills for two primary reasons: it provides background knowledge that increases schema and it helps students interact with the text both of which combine to increase comprehension.

According to Fisher and Frey (2012), "The primary objective of a close reading strategy is to afford students with the opportunity to assimilate new textual information with their existing background knowledge and prior experiences to expand their schema," (p. 179). The four types of schema theory are formal, content, cultural, and linguistic (An, 2013). A strong case for linguistic schema was shared in student qualitative data. Starting with vocabulary, students detailed breaking down words by, as one student shared, the "ending or beginning" of a word. The concept of word analysis provided an example that students understood the importance at the word level. Next, students described comprehension through rereading text. Some students reread sections as small as sentences to provide meaning, which showed an example of bottom-up processing schema (Meurer, 1991); whereas, other students described rereading larger portions such as an entire chapter to make meaning out of the text. Using a large amount of a passage, then working to break it into smaller parts to make sense out of it, is an example of top-down processing schema that was described by some students. Students also described that the purpose of annotating was to look for "the main idea". Utilizing both bottom-up and top-down strategies together is called the "interactive-compensatory model" and according to Stanovich (1980) is the most effective way to gain the most comprehension when reading. Close reading strategies engaged readers in both top-down and bottom-up

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schema processing that led to students significantly increasing their overall comprehension between their pretest and posttest.

In addition to close reading providing opportunities through learning that allow students increase their schema, Fisher and Frey (2012) also asserted that the second primary goal of close reading was to help students effectively interact with complex text. This was demonstrated by interacting with the text in a multitude of ways throughout the study. Students annotated text when they marked it by underlining and circling. Students reported an increased use of underlining and circling words on their survey results from the beginning to the end of the study. Students self-reported a significant increase in the use of underlining the main idea in a passage and circling confusing words between the beginning and end of the study. During interviews and journal writings, students also shared examples of times when engaging with the text can "help me understand the words" and can help you "find out the main idea" of a passage.

Limitations

The limitations of a research study can be seen as any potential problems or weaknesses that may have affected the results from the study (Plano Clark & Creswell, 2015). In this study some of the limitations included history, length of the study, and sample size.

Validity is defined as "the appropriateness, meaningfulness, and usefulness of the specific *inferences* researchers make based on the data they collect" (Fraenkel & Wallen, 2005, p. 153). Threats to internal validity is the idea that the independent variable causes an uncertainty between the independent and dependent variable (Smith & Glass, 1987). In this study, the independent variable is close reading and the dependent variable is

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performance on the reading comprehension assessment. History was one potential threat to internal validity in this study. History is the threat posed when other changes occur that can be attributed to the changes in the independent variable. Measures were taken during this study to avoid teaching any close reading techniques or complex texts prior to the start of the study. However, there were multiple facets that contributed to close reading strategies, and it was impossible to isolate all of them to specific times when close reading strategies were utilized during periods where complex texts were implemented. Students went to different teachers for special area classes including art, music (general music, choir, band or strings), and physical education for 45 minutes daily. Some students also went to teachers for speech, special education, or gifted services. Then during the final three weeks of the study students went to a different teacher for science instruction twice a week for 120 minutes total. Although those teachers did not utilize the same close reading strategies instructed in this unit, it was impossible to ascertain exactly if or how those teachers instructed students when encountering a piece of complex text.

The second limitation was the duration of the study. Due to the confines of the doctoral program, the entire study was a total of 18 weeks, only ten of which were dedicated to instructing students on close reading skills. Some of the issues that infiltrated the study were typical for classroom and school settings, such as periodic altered daily schedules due to assemblies, one week off near the middle of the study for fall break, a three-day week for Thanksgiving, and students with frequent absences due to illness. There is no way of knowing the extent to which these factors or others may have influenced the results. However, given the compacted nature of the study, there was less

time for these issues to resolve over time as is more typical during the course of an academic school year or even a semester.

Sampling size is third limitation of quantitative research when the number of participants is small. According to Plano Clark and Creswell (2015) the higher the number of participants who participate in the study, the better it is for the research data because a larger subject size decreases the sampling error. In this study, there were 19 students whose data was quantitatively evaluated. Even though this research was conducted in one classroom, the number of students in the class was the smallest the researcher has experienced as a teacher; so in other years, it is likely that the number would have increased by between three to seven students.

Another limitation came with my interview skills. Student interviews were conducted utilizing the semi-structured method three times. Prior to this study, my role leading interviews was limited to a handful of experiences connected to other classes related to coursework for this field of study. As I evaluated my data, I recognized that my ability to probe students during interviews based on their responses increased throughout the three sessions. I may have garnered more detailed information had my skills as a researcher been more honed at the onset.

One of the students was determined to be gifted during the interim of this study by the school district. One of the boys selected had a physical disability, the complications of which caused him to miss 8 of the 32 sessions throughout the innovation. He missed some entire lessons and only portions of others. He was not dropped from the study because when he missed portions of the lessons, he was provided with necessary information to be successful. Both of these students were among those

who were had been purposively selected and were interviewed and had their journals evaluated.

Reflections

Reflecting upon the lessons learned, there is much to be surmised about close reading. When students struggle with comprehension while engaging in the close reading strategy, several ideas need to be explored. If the student fails to comprehend the text frequently, then the educator can assume that the student is far from text. The next question then becomes which specific part or parts of the conceptual model are not working in this situation. Additional support would need to be made in order to help the student become more successful at applying the close reading strategies and improve comprehension. On the other hand, if the student is consistently demonstrating the ability to successfully comprehend text, the assumption can be made that the learner understands how to apply the close reading strategies, is selecting appropriate text, and is working in an appropriate atmosphere. This would be true even if that reader has periodic times of struggle. Those should be expected given the fluctuation within the confines of the model. For students who jostle between increased comprehension on some passages and decreased comprehension on others, the teacher needs to begin to explore more deeply into which components of close reading the student seems to have mastered and which ones are still inconsistently being applied. Reteaching those close reading skills will help the student be able to apply them to the text more routinely, which should help the learner reach improved comprehension more often.

The context in which this specific model was developed was a fifth grade classroom with 22 students, 19 of whom participated. The results from the interviews and

journal entries that led to this conceptual model demonstrated that within the context of this classroom, close reading instruction has the helped increase reading comprehension. At the end of the study, students demonstrated an increased confidence as independent readers. Their ability to take a complex passage and apply close reading strategies grew. At the onset of the study, students struggled and looked to the teacher for reliance on how to approach a piece of complex writing. By the end of the research, students had the skillset and ability to attack the passage confidently. They used the various processes to decide how best to make meaning from the text. They used both internal and external forces where appropriate. This led to an increased comprehension, particularly with fiction passages. A pattern did emerge where students struggled more with non-fiction text. Some students had a more difficult time using the skills to determine the text structure of the passage. Overall, however, students were successful in increasing their comprehension.

Reflection of state and school benchmark assessments reveal that students often struggle with informational passages at our school and grade level. This has made it an area to focus on and even more imperative to help students learn to utilize the strategies within close reading to help improve their skills so that they can increase their comprehension of non-fiction text even more.

This data told me that students have the ability to make meaning from text when they utilize the close reading skills. Once those strategies have been learned and internalized, much of the learning becomes up to the student and how that individual interacts with the reading passage. The fifth grade students in this study demonstrated the ability to explain each aspect of close reading in varied detail. This shows an awareness

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of how to read a text by breaking it down and looking at small parts and then putting those parts into larger pieces and building the text up. Conversely, they provided other examples of examining the text as a whole and then looking for significance from there.

Role of the Researcher

For this study, the researcher held dual roles: researcher and instructor. Being the researcher meant gathering all of the close reading passages and creating the lessons for them. As a researcher, a separate journal was kept detailing which students were present for each lesson as well as what transpired during those lessons. That journal became a record describing the actualities of the research. Being the instructor during the research project meant implementing each lesson as it was designed. It also meant interacting with all students and meeting their educational needs regarding the research, as well as all other duties assigned to a classroom teacher such as classroom management.

It was more difficult to be maintain a balance between researcher and teacher than I had anticipated, both in terms of viewing myself as a classroom teacher and all that entails and then gathering quantitative data and qualitative data necessary for the study. Going into the study I thought that I was keeping copious notes as a researcher, but as the research progressed, I continually wished I had been more detailed. I realized in hindsight what I hoped I had captured, but knew it was too late to gather what I missed as some types of data were fully up to me as the researcher/teacher to record. I believe that part of that was lost because I fulfilled both roles of the teacher and the researcher simultaneously. It was challenging to step into the role a research practitioner and remain a classroom educator simultaneously.

I do believe that I was successful in minimizing the Hawthorne Effect. The Hawthorne Effect is when the participants know that they are participating in a study, thus creating an increase in their productivity, which leads to artificial results (Smith & Glass, 1987). After students signed the consent forms, the research was not discussed in the classroom. Journal entries were conducted as part of the English Language Arts lessons for all students, so from an observational standpoint it seemed that students interpreted those as class assignments and made no connections to the research. The students who were interviewed seemed nervous during the first round and asked questions about issues such as their names being recoded, but made no mention of these concerns on the second and third interviews so it appeared as though it was more of a classroom assignment to them. From that aspect, the role of researcher was to make the students feel comfortable so that they shared their thoughts without concern about the study or the teacher's evaluation of her class. I believe I achieved that goal. All of the students became more relaxed, appeared more comfortable, and acted with me as they typically do in our daily conversations. The student interactions within the first round differed than the second and third round of interviews, so as a researcher, my goal to gather data from students during interviews improved. However, their anxiety may also have lessened due to decrease in anxiety which could also have had an impact on the study. Another way that my role of the researcher changed during interviews was my skill of conducting interviews. I asked the same six students the same set of questions but I noticed that my questioning techniques improved.

The success of making students comfortable and letting them forget that I was conducting a study may have made it more difficult for me to step into the research role

as effectively as I needed to. Although I made a conscience effort each day to enter notes in my research journal, taking on that role was not as natural as being a classroom teacher. If I were to repeat this study again with a new group of students or conduct the future research that this study suggests, I believe I would be a more successful researcher. I now recognize the value in keeping more copious notes not only about what transpired each day, but about my feelings and musings about those events and all other observations, however trivial they may seem at the time. My personal input was missing from this study to a great degree. I neglected to incorporate my thoughts on the small observations from a researcher's vantage point. A way to make that change might have been if I could have given the close reading lessons at a time in my day that provided me the opportunity to take time afterwards for reflection, such as near a planning period, lunch, or the end of the day. This would have benefitted me as a researcher because it would have afforded me the chance to reflect on the events that transpired and take additional notes, details, and memos from the day's events right after it had occurred.

Implications for Practice

Various assessments such as the PISA (2015) and the NAEP (2015) demonstrate the need for students to learn additional strategies that can help increase their reading comprehension. The results for these assessments show that student growth in the United States is stagnant and has room to improve. Close reading is a practice that is supported by the Every Student Succeeds Act (2015). Combined, these findings provide a rationale for utilizing close reading in a fifth grade classroom to determine if it will make an impact and help students achieve growth. However, even with this growth, we don't know the long term effect so more longitudinal studies are needed.

Results of this study suggested two main implications for practice. The first was that close reading strategies help students improve their overall reading comprehension. Educators continually strive to find strategies that will increase student understanding of written material. This study demonstrated that students were able to use close reading to make meaning from text. The second implication for practice was that students improved in areas where they found interest in the material. After learning close reading strategies students reported that they enjoyed reading literary text more and reported a connection to literary components that allowed them to apply close reading strategies more when reading literary text. Their comprehension of literary text significantly improved overall from pre to post-test whereas it did not for informational text. Data from this study supported that students who use close reading show overall reading growth. This backs the contention by Fisher and Frey (2012, 2014a) that close reading improves reading comprehension. The results also revealed student growth in reading comprehension in literary passages which helps validate the use of close reading as a means to improve student reading growth. This study showed that students discussed story structure but not text structure during interviews. Using this information, an implication for practice supports the idea that additional time should be spent targeting specific areas to help students improve their ability to increase comprehension in informational text while utilizing close reading strategies.

I will continue to teach close reading strategies to my students based on the outcomes from this study. It is my plan to continue utilizing close reading with literary text in the current model. Given the results of the informational text, I will adjust my teaching practices in a few ways. One way will be to help students make even more direct

connections to text structure when they annotate. Although that has been done, there appeared to be a disconnect with students based on the outcomes of this study. Second, I will introduce choice of non-fiction pieces where possible to generate student interest in informational text and close reading. I will create opportunities for students to utilize the research-based methods of close reading on non-fiction passages in hopes of garnering interest and then transferring those skills to other passages that they may find less appealing.

This study may have implications beyond my own practice as a fifth grade classroom teacher as close reading is currently considered one of the best practices within education. On my school site, my principal conducted a training on close reading, and I was asked to present along with another teacher. This was prior to the completion of this study. The principal stated that she wanted the staff to learn more about this strategy in order to help the teachers become more efficient at helping students improve their reading comprehension. The results from this study could provide useful information for teachers and instructional leaders as they prepare to conduct trainings. During the most recent 2015 and 2016 conference years, the International Literacy Association has incorporated sessions on close reading during their national meetings. This research could support the type of trainings presented to teachers nationwide.

Implications for Future Research

Results of this study suggested two areas for future research. The first would be to delve further into differences between literary and informational text. Students reported having less interest in informational text and the results from this study exposed less growth in informational text. Future research could explore the possibility of a

connection between student interest and growth, particularly regarding non-fiction passages and reading comprehension. A determination on if this connection is correlation or causation would help in making educational decisions to help students make reading growth. Passages were selected that aligned with the state curriculum as it was applied in the classroom. Although every effort was made to select passages that were of interest to the students during the study, the choice of passages could have played a factor in student interest. Repeating the study but allowing for choice of passages and helping students to gain an interest in the passages, both for informational and literary text, would be a way to determine the extent to which student interest played a role in student engagement.

The second area of future research would be to examine the role that the teacher and peers have on the learning outcome. Vygotsky (1978) emphasized the important role that students can have on each other's learning. While analyzing the qualitative data, it became clear that the students failed to recognize the impact that either of these entities had on their learning. This was likely in part due to the questions asked of them during their interviews and journal entries. However, discovering the effect to which both the teacher and other peers have on the ability of students to improve their reading through close reading strategies would be an area to explore. Each of these two factors plays a role in the learning process, the teacher as the instructor and the peers through small and large groups, as students work together to help each other understand complex tasks. As both the researcher and teacher in this mixed method study, I did not find myself fully able to completely remove myself from the equation enough to be able to answer this question, nor was it a question that I was seeking to find an answer to.

Summary

This study supported the use of close reading as an effective tool to help students make instructional growth. Increasing the reading comprehension abilities of students is a challenge that classroom educators continually work towards improving. Close reading is a strategy that has recently been considered a best practice since common core standards have evolved as the benchmark for many states across the country. The purpose of this study was to assess the effectiveness of this practice. Prior to this action research study, close reading practices examining fiction versus informational text had not been focused on to a great extent.

The data that resulted from this study provided evidence that close reading does have a statistically significant effect on a student's reading ability after learning to utilize the related strategies. It also showed that students significantly benefitted when reading literary text. Growth was not made for informational text alone. Based on these outcomes, I will continue to implement close reading practices in my classroom. Qualitative data indicated that students made strong connections to topics related to the content of literary passages. I will continue to utilize close reading for literary text, but will also seek out informational additional strategies to support student growth for non-fiction text. One way that the qualitative data indicates an area to begin with is to help the learners make connections to the passages and then help them use close reading strategies with those readings. I will then help them transfer the skills to other works. This may help students acquire the interest level necessary to embrace close reading strategies more fully.

As a teacher, this study showed that students have the ability to learn reading comprehension strategies that can help them achieve academic growth. Implementing close reading lessons with fidelity helps leaners to improve. This study also showed the impact that student engagement played. These are findings that support areas that will help drive the way I conduct myself as an educator. They will also help me make decisions on a daily basis in many other areas besides reading. Having interviewed students for this research, I now find myself able to ask questions in ways that allow me to gather information differently than previously. I listen to the responses with a different lens and then ask follow-up questions that I had not used before conducting this study. I would also analyze quantitative data with an understanding that I did not have before conducting this study. These skills will benefit me going forward in whatever role I have in education.

When examining the research as a whole rather than the sum of its parts, much insight can be gained as well. Looking at this study from the perspective of a researcher, I came to realize the entire body of research includes encompassing the theoretical perspectives at all levels and seeing those theoretical perspectives wrap around the enacted intervention, the collected data, and then finally the results. Previously, to me, research only meant viewing the results. Now, the full understanding of the complexity of research findings has significance. Quantitative results and qualitative results within a study need to be examined within the context and scope of the research in which they were conducted. The purpose of a study is not merely a sentence but the focal point around which the goal of the research was based. Having conducted this study, I now see how the epistemology leads to the theoretical perspective that drives the methodology,

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and then the decisions regarding which specific methods to use (Crotty, 2015). At the outset of my research design, I failed to make those connections or truly understand their relationships. As a researcher I now recognize how positivism drove the quantitative portions of my mixed methods study and constructivism dictated the qualitative decisions. However, given that this was a mixed methods study, the data were triangulated into one final set of conclusions.

For me, as a researcher and practitioner who conducted my study in my field of practice, this was a successful endeavor. I gained tremendous insight on how to conduct systematic, action research. This will allow me to conduct additional action research studies to help other problems of practice should the opportunities warrant. I can now read research conducted by others with a critical eye, which will help me evaluate the studies put forth by others. As a practitioner, determining what is "best practice" based on my ability to read research will help me make sure that I truly know how best to help students become educated in the best possible ways. Conducting this research played a pivotal role in these outcomes.

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APPENDIX A

SCOTTSDALE UNIFIED SCHOOL DISTRICT APPROVAL

Engage, Educate and Empower Every Student, Every Day

Education Center

Telephone:

FAX:

Web site:

January 26, 2016

Laura Victor

Re: How Close Reading Influences Reading Comprehension

Dear Ms. Victor:

This letter confirms receipt of your Request to Conduct Research and grants approval of your research study, "How Close Reading Influences Reading Comprehension" in collaboration with Desert Canyon Elementary School. We are happy to be of service and are very interested in the outcomes. Please provide us with the results of this research when they are available.

A copy of your signature is on file with respect to the terms of collection and use of data.

Sincerely,

Dr. David McNeil

Executive Director of Elementary Schools

APPENDIX B

INSTITUTIONAL REVIEW BOARD APPROVAL

EXEMPTION GRANTED

Linda Caterino Kulhavy

Division of Educational Leadership and Innovation - Tempe

480/965-7524 Linda.Caterino@asu.edu

Dear Linda Caterino Kulhavy:

On 1/27/2016 the ASU IRB reviewed the following protocol:

Type of Review:	Initial Study
Title:	How Close Reading Influences Reading Comprehension
Investigator:	Linda Caterino Kulhavy
IRB ID:	STUDY00003607
Funding:	None
Grant Title:	None
Grant ID:	None
Documents Reviewed:	child assent form Victor Close Reading, Category: Consent Form; • Victor - Close Reading, Category: IRB Protocol;• Interview Questions, Category: Measures (Survey questions/Interview questions /interview guides/focus group questions); • Parent Consent form -victor, Category: Consent Form; • Recruitment letter, Category: Recruitment Materials;

The IRB determined that the protocol is considered exempt pursuant to Federal Regulations 45CFR46 (1) Educational settings on 1/27/2016.

In conducting this protocol you are required to follow the requirements listed in the

INVESTIGATOR MANUAL (HRP-103).

Sincerely,

IRB Administrator

cc: Laura Victor

        Laura Victor

            Mirka Koro-Ljungberg

APPROVAL: MODIFICATION

Linda Caterino Kulhavy

Division of Educational Leadership and Innovation - Tempe

480/965-7524 Linda.Caterino@asu.edu

Dear Linda Caterino Kulhavy:

On 7/6/2016 the ASU IRB reviewed the following protocol:

Type of Review:	Modification
Title:	How Close Reading Influences Reading Comprehension
Investigator:	Linda Caterino Kulhavy
IRB ID:	STUDY00003607
Funding:	None
Grant Title:	None
Grant ID:	None
Documents Reviewed:	• Survey Questions, Interview Questions, Journal Prompts, Category: Measures (Survey questions/Interview questions /interview guides/focus group questions); • Parent Consent, Category: Consent Form; • child assent form Victor Close Reading, Category: Consent Form; • Laura Victor, Category: IRB Protocol; • Recruitment letter, Category: Recruitment Materials;

The IRB approved the modification.

When consent is appropriate, you must use final, watermarked versions available under the "Documents" tab in ERA-IRB.

In conducting this protocol you are required to follow the requirements listed in the

INVESTIGATOR MANUAL (HRP-103).

Sincerely,

IRB Administrator

cc: Laura Victor

        Laura Victor

            Mirka Koro-Ljungberg

APPENDIX C

TABLE C1: PHOTOS AND PAINTINGS LESSONS
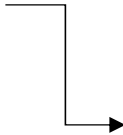
Table C1

Photos and Paintings Lessons

Week	Photo/Painting	Title	Photographer/Artist
9/12	Photo	Framed family photo	Unknown
9/14	Photo	"A Flying Baseball Bat, A Dad's Instinct, and a Photograph"	C. Horner/Pittsburgh Tribune Review
9/14	Painting	The Scream	Edvard Munch
10/04	Photo	"Cacha the Chimp Escapes Japanese Zoo then Takes a Fall"	Kyodo News
10/07	Painting	Starry Night	Vincent Van Gogh
11/07	Photo	"The Dizzying Grandeur of 21st Century Agriculture"	George Steinmetz/ New York Times
11/08	Painting	American Gothic Painting	Grant Wood

APPENDIX D

ANNOTATION CODES

Annotations

_____	Underline main points in text
(oval)	Circle Keywords or phrases that are confusing
!	Exclamation Mark for something that surprises you
?	Question Mark for questions you have during the reading
EX	(for example) when the author provides and an example; write two- or three- word comments in the margins
(arrow)	Arrow to make connections inside text Or to an idea, experience outside the text

APPENDIX E

CLOSE READING INSTRUCTIONAL MATRIX

CLOSE Reading Instructional Matrix

	CLOSE Read Process	Scaffolding Questions to Analyze/Annotate Text	Vocabulary & Concepts Students Should Know	Essential Questions	Big Ideas	*CRM & (alignment to CCSSs) Reading Targets
C	• **Check** unknown vocabulary (words) • **Check** for unusual or foreign language	✓ Are there picture clues to help you infer the meanings of words? ✓ Are there any word parts, prefixes or suffixes that can help you to figure out the word? ✓ Are there any key or signal words around the unknown word? ✓ Is there strange or archaic (outdated/old fashion) language?	❖ decode ❖ preview ❖ denotation ❖ connotation ❖ structural analysis ❖ contextual clues ❖ analogies ❖ meaning vocabulary	▪ How are words like puzzles? ▪ How are a dictionary and word meaning strategies the same?	➢ When word parts are joined together they make a word, just like puzzle pieces make a picture. ➢ Knowing how to use word meaning strategies is like having a dictionary in your head. They help you to figure out how to pronounce words and the meaning of unknown words	**Word Meanings** • Use language structure (pre/suffix) or word relationships (synonym/antonym) to determine the meanings of words. • Use context to identify the meaning of words/phrases
L	• **Look** for key ideas and details	✓ How does the author/illustrator include his/her perspective and language/artistic style? ✓ How are key details provided?	❖ narratives ❖ factual data & statistics ❖ citations from experts ❖ emotional examples ❖ connotative/denotative meanings & quotes ❖ vivid descriptions/images	▪ How does a strategic reader search for information?	➢ When a strategic reader wants information she/he asks/answers questions. The root word **"quest"** means to seek or search. ➢ The suffix **"-ion"** means "state or quality of."	**Key Details** • Define/describe facts, details, terms, principles • Locate information to support explicit-implicit central ideas • Explain generalize, or connect ideas using supporting evidence
O	• **Observe** book and text features	✓ Does the text include characters, plot and a setting? ✓ Does the text include repetitions, rhymes, stanzas or patterns? ✓ Does the text include titles, captions, subheadings, graphs, maps, tables, charts, illustrations, photos?	❖ Genres (poem, speech...) ❖ text features ❖ story grammar ❖ literary elements ❖ narration ❖ exposition ❖ protagonist/antagonist	▪ How are text genres like houses?	➢ Genres have different structures and are written in different forms, just like houses have different structures and are made with different materials.	**Text Features** • Identify literary elements (character, setting...) • Identify whether information is contained in graphic representations (e.g. map, chart) or text features (e.g., headings, subheadings, captions)
S	• **Study** how sentences & text are structured • **Seek** out signal words	✓ How does the author structure the text? (compare/contrast, cause/effect, problem/solution) ✓ What signal words are used? (however, still, rather, similar to, as a result, because, therefore, a problem..)	❖ chronology/sequence ❖ comparison ❖ causation ❖ description ❖ coherence/transitions ❖ semantic cues ❖ annotation of text	▪ How is a strategic reader like a detective?	➢ A strategic reader seeks out signal words and semantic cues to make sense of texts just like a detective seeks out clues to solve a mystery.	**Text Structures** • Decide which text structure is appropriate to audience and purpose • Analyze format, organization & internal text structure (signal words, transitions, semantic cues) of different texts
E	• **Examine** the author's/illustrator's message or theme • **Examine** the use of literary devices	✓ What message/information does the author/illustrator want the reader/viewer to understand? ✓ Does the author/illustrator use abstract metaphors, visual elements to depict mood, tone or other literary devices?	❖ author's/ craft (mood, tone, perspective, imagery, flashback, metaphor, simile, idiom, personification, irony) ❖ discourse/bias ❖ inference/interpret/analyze ❖ rhetorical cues (pathos, logos, ethos)	▪ What tools help an author/illustrator to build a great story/craft an image or share information?	➢ Just like a construction worker uses hardware and tools to build a house, an author/illustrator uses artistic elements, literary devices, narration and/or exposition to build a story/craft and image or share information.	**Central Ideas/ Language Use** • Describe how word choice, point of view, or bias may affect the reader's interpretation of text • Analyze or interpret author's craft (literary devices, viewpoint, or potential bias) to create or critique a text

C	**L**	**O**	**S**	**E**
• **Check** for unknown words • **Check** for unusual or foreign language	• **Look** for key ideas and details • **Look** for how key details are provided • **Look** for the author's viewpoint	• **Observe** book and text features. Is the text written in story form, poetry or factual and scientific information?	• **Study** how the sentences and text are structured • **Seek** out signal words (however, still, but, yet)	• **Examine** author's/ illustrator's message or theme • **Examine** the author's use of literary devices
Vocabulary **Re-read** the sentences before and after the unknown word **Examine** the context clues **Analyze** or think about the context clues and connect what you know to what the author has written **Determine** or decide the meaning of the word	**Level of Meaning/ Reasoning** • factual data & statistics • citations from experts • emotional examples • narratives • connotative meanings • definitions • vivid descriptions	**Genres** • narrative • explanatory/informative • newspaper article • magazine article • procedural manual • historical document • poetry/music • speech • autobiography	**Text Structures** • sequence/process • chronology/time order • enumeration/description • definition • compare/contrast • cause & effect • problem & solution • proposition& support • judgment/critique	**Author's Craft** • simile • metaphor • idiom • imagery • tone/mood • alliteration • personification • foreshadowing • flashback

CLOSE Reading Placemat

APPENDIX F

TABLE F1: CLOSE READING PASSAGES

Table F1

Close Reading Passages

Week	Literary (L) or Inform-ational	Title/author	Reading Strategy/CLOSE Mnemonic	Purpose	Student inter-actions
9/12	I	*About Treacher Collins Syndrome* (CommonLit. Staff, n.d.)	Synthesize	Main idea	Individual
9/20	L	*Casey at the Bat* (Thayer, 1888)	1st: Independent 2nd: "C" Vocab	Read for content Context clues	Individual Groups
9/21	L	*Casey at the Bat* (Thayer, 1888)	3rd: "E" Author's Craft	Anno-tation	Pairs
9/26	I	Preamble to the Constitution/ Founding Fathers	1st: Independent 2nd: "C" Vocab 3rd: "E" Author's Craft	Read for content Unknown words Main idea	Individual Groups
9/27	I	Preamble to the Constitution/ Founding Fathers	4th: "C" Vocab	Dictionary skills	Pairs
9/28	I	Preamble to the Constitution/ Founding Fathers	5th: "E" Author's Craft	Imagery/ Tone-mood	Groups
9/30	L	*Native Lore: How Coyote Stole Fire* (Native American Lore, n.d.).	1st: Independent 2nd: "L" Level of Meaning/ Reasoning	Read for content Point of View	Individual Groups
10/04	L	*Native Lore: How Coyote Stole Fire* (Native American Lore, n.d.)	3rd: "C" Vocab	Unknown Words	Individual

Table F1 (continued)

Close Reading Passages

Week	Literary (L) or Inform-ational (I)	Title/author	Reading Strategy/CLOSE Mnemonic	Purpose	Student inter-actions
10/05	L	*Native Lore: How Coyote Stole Fire* (Native American Lore, n.d.)	4th: "E" Author's Craft	Imagery/ Tone-mood	Pairs
10/05	I	*Christopher Columbus* (Krull & Hewitt, 2014a)	1st: Independent	Read for content	Individual
10/06	I	*Christopher Columbus* (Krull & Hewitt, 2014a)	2nd: "L" Level of Meaning/ Reasoning	Annotate	Whole gp
10/07	I	*Christopher Columbus* (Krull & Hewitt, 2014a)	3rd: "L" Level of Meaning/ Reasoning	Annotate	Pairs
10/17	L	*Fourteen Hundred Ninety-Two* (Hall, 2012)	1st: Independent 2nd: Level of Meaning/ Reasoning	Read for content Point of View	Individual Groups
10/18	L	*Fourteen Hundred Ninety-Two* (Hall, 2012)	3rd: "C" Vocab	Context Clues	Individual
10/19	L	*Fourteen Hundred Ninety-Two* (Hall, 2012)	4th: "L" Level of Meaning/ Reasoning	Conno-tative meaning	Individual

Table F1 (continued)

Close Reading Passages

Week	Literary (L) or Inform-ational (I)	Title/author	Reading Strategy/CLOSE Mnemonic	Purpose	Student inter-actions
10/20	I	*Henry Hudson* Krull & Hewitt (2014a)	1st: Independent 2nd: "C" Vocab	Read for content Determine meaning	Individual Pairs
10/21	I	*Henry Hudson* Krull & Hewitt (2014a)	3rd: "O" Genres	Text features	Whole gp
10/24	L	*The Road Not Taken* (Frost, 1916)	1st: Independent 2nd: "O" Genres	Read for content Poetry features	Individual Whole gp
10/25	L	*The Road Not Taken* (Frost, 1916)	3rd: "C" Vocab 4th: "L" Level of Meaning/ Reasoning	Determine meaning Connotations	Individual Whole gp
10/26	I	*The Accidental Invention of the Chocolate Chip Cookie* (Krate, 2013)	1st: Independent 2nd: "L" Level of Meaning/ Reasoning	Read for content Annotate	Alone Individual
10/27	I	*The Accidental Invention of the Chocolate Chip Cookie* (Krate, 2013)	3rd: "C" Vocab	Context Clues	Pairs
10/31	L	*Rush Revere and the Brave Pilgrims* (Prologue; Limbaugh, 2013b)	1st: Read aloud	Imagery; Tone/ Mood	Whole gp

Table F1 (continued)

Close Reading Passages

Week	Literary (L) or Inform-ational (I)	Title/author	Reading Strategy/CLOSE Mnemonic	Purpose	Student inter-actions
11/01	L	*Rush Revere and the Brave Pilgrims* (Prologue; Limbaugh, 2013b)	2nd: Independent 3rd: "C" Vocab	Read for content Determine meaning	Individual Groups
11/02	L	*Rush Revere and the Brave Pilgrims* (Prologue; Limbaugh, 2013b)	4th: "L" Level of Meaning/ Reasoning	Annotate	Groups
11/03	I	*Rush Revere and the Brave Pilgrims* (Author's Note; Limbaugh, 2013a)	1st: Independent 2nd: "C" Vocab 3rd: "L" Level of Meaning/ Reasoning	Read for Content Determine Meaning Annotate	Individual Groups Whole gp
11/04	L, I	*Rush Revere and the Brave Pilgrims* (Author's Note; Limbaugh, 2013a)	"S" Text Structure	Compare/ Contrast	Groups
11/07	I	*Election of the President and Vice President: Primary Election* (Ben's Guide to the U.S. Government, n.d.).	1st: Independent 2nd: "L" Level of Meaning/ Reasoning	Read for content Annotate	Individual Groups
11/09	I	*Election of the President and Vice President: Primary Election* (Ben's Guide to the U.S. Government, n.d.).	3rd: "S" Text Structure	Descrip-tion	Groups

Table F1 continued on next page

Table F1 (continued)

Close Reading Passages

Week	Literary (L) or Inform-ational (I)	Title/author	Reading Strategy/CLOSE Mnemonic	Purpose	Student inter-actions
11/14	L	*The Fisherman* (Brothers Grimm, 1812)	1st: Independent	Read for content	Individual
11/15	L	*The Fisherman* (Brothers Grimm, 1812)	2nd: "L" Level of Meaning/ Reasoning	Annotate	Groups
			3rd: "C" Vocab	Context clues	Pairs
11/16	L	*The Fisherman* (Brothers Grimm, 1812)	4th: "S" Text Structures	Verb tenses	Pairs
11/17	L	*The Fisherman* (Brothers Grimm, 1812)	5th: "S" Text Structures	Irregular Verbs	Individual
11/21	I	*Thanksgiving: Fact or fiction* (History.com, n.d.)	1st: Independent 2nd: "O" Genres	Read for content Inform-ative	Individual Pairs
11/22	I	*Thanksgiving: Fact or fiction* (History.com, n.d.)	3rd: "S" Text Structures	Definition	Individual
11/23	I	*Thanksgiving: Fact or fiction* (History.com, n.d.)	4th: "C" Vocab	Context Clues	Individual
11/28	L	*Witches' Loaves* (Henry, n.d.)	1st: Independent 2nd: "C" Vocab	Read for content Determine meaning	Individual Pairs

Table F1 (continued)

Close Reading Passages

Week	Literary (L) or Inform-ational (I)	Title/author	Reading Strategy/CLOSE Mnemonic	Purpose	Student inter-actions
11/29	L	*Witches' Loaves* (Henry, n.d.)	3rd: "E" Author's Craft	Imagery; Tone/ Mood	Groups
11/30	L	*Witches' Loaves* (Henry, n.d.)	4th: "S" Text Structure	Descrip-tion	Groups

Note. Groups of 3 to 5 students

APPENDIX G

BLUEPRINT FOR 2015-16 SUSD ELA 05 GR. #1 BENCHMARK

Blueprint for 2015-16 SUSD ELA 05 Gr. #1 Benchmark

Standard	# on Test	% on Test	Points	Item #s
AZ-RL.5 Reading Standards for Literature		33.3% on Test		
AZ-RL.5.1 Key Ideas and Details: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	3	7.1	3	18, 19, 23
AZ-RL.5.2 Key Ideas and Details: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	3	7.1	3	16, 24, 25
AZ-RL.5.3 Key Ideas and Details: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	3	7.1	3	15, 26, 28
AZ-RL.5.4 (See also L.5.4a & L.5.5a) Craft Structure: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	3	7.1	3	17, 20, 21
AZ-RL.5.5 Craft and Structure: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	3	7.1	3	22, 27
AZ-RI.5 Reading Standards for Informational Text		45.2% on Test		
AZ-RI.5.1 Key Ideas and Details: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	3	7.1	3	30, 31 42
AZ-RI.5.2 Key Ideas and Details: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	3	7.1	3	34, 35, 36
AZ-RI.5.3Key Ideas and Details: Explain the relationships or interactions between two or more individuals, events, ideas or concepts in a historical scientific, or technical text based on specific information in the text.	3	7.1	3	32, 33, 41
AZ-RI.5.4 Craft and Structure: Determine the meaning of general academic and domain-specific	3	7.1	3	10, 11, 12

words and phrases in a text relevant to a grade 5 topic or subject area.				
AZ-RI.5.5 Craft and Structure: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	2	4.8	2	29, 37
AZ-RI.5.6 Craft and Structure: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	2	4.8	2	13, 14
AZ-RI.5.9 Integration of Knowledge and Ideas: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	3	7.1	3	38, 39, 40
AZ-L.5 Language Standards		21.4% on Test		
AZ-L.5.1b Conventions of Standard English: Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	3	7.1	3	7, 8, 9
AZ-L.5.1c Conventions of Standard English: Use verb tense to convey various times, sequences, states, and conditions.	3	7.1	3	4, 5, 6
AZ-L.5.1d Conventions of Standard English: Recognize and correct inappropriate shifts in verb tenses.	3	7.1	3	1, 2, 3

APPENDIX H

BLUEPRINT FOR 2015-16 SUSD ELA 05 GR. #2 BENCHMARK

Blueprint for 2015-16 SUSD ELA 05 Gr. #2 Benchmark

Standard	# on Test	% on Test	Points	Item #s
AZ-RL.5 Reading Standards for Literature		33.3% on Test		
AZ-RL.5.1 Key Ideas and Details: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	3	7.1	3	17, 19, 20
AZ-RL.5.2 Key Ideas and Details: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	3	7.1	3	16, 21, 22
AZ-RL.5.3 Key Ideas and Details: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	3	7.1	3	13, 14, 18
AZ-RL.5.4 (See also L.5.4a & L.5.5a) Craft Structure: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	3	7.1	3	23, 24, 26
AZ-RL.5.5 Craft and Structure: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	3	7.1	3	15, 25
AZ-RI.5 Reading Standards for Informational Text		45.2% on Test		
AZ-RI.5.1 Key Ideas and Details: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	3	7.1	3	30, 31, 37
AZ-RI.5.2 Key Ideas and Details: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	3	7.1	3	35, 36, 38

AZ-RI.5.3Key Ideas and Details: Explain the relationships or interactions between two or more individuals, events, ideas or concepts in a historical scientific, or technical text based on specific information in the text.	3	7.1	3	32, 33, 34
AZ-RI.5.4 Craft and Structure: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	3	7.1	3	10, 11, 12
AZ-RI.5.5Craft and Structure: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	2	4.8	2	29, 39
AZ-RI.5.6 Craft and Structure: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	2	4.8	2	27, 28
AZ-RI.5.9 Integration of Knowledge and Ideas: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	3	7.1	3	40, 41, 42
AZ-L.5 Language Standards		21.4% on Test		
AZ-L.5.1b Conventions of Standard English: Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	3	7.1	3	7, 8, 9
AZ-L.5.1c Conventions of Standard English: Use verb tense to convey various times, sequences, states, and conditions.	3	7.1	3	4, 5, 6
AZ-L.5.1d Conventions of Standard English: Recognize and correct inappropriate shifts in verb tenses.	3	7.1	3	1, 2, 3

APPENDIX I

SURVEY

Students, please complete this survey. Choose the word that best tells how you feel about the question. There are no right or wrong answers. This will not be graded. It is so that I can learn about how our class feels about reading. Mrs. Victor

When I read passages that are difficult, I use the following reading strategies:

Underline the main idea: often   sometimes   rarely   never

Circle confusing words: often   sometimes   rarely   never

Make notes about the text: often   sometimes   rarely   never

Reread the passage: often   sometimes   rarely   never

Talk to others about the meaning: often   sometimes   rarely   never

Think about what the author means: often   sometimes   rarely   never

Use evidence from the text when I answer questions that are complex:

                              often   sometimes   rarely   never

Use close reading strategies to help me when I am confused about a difficult passage or text: often   sometimes   rarely   never

It is easy for me to understand fiction passages.

                              often   sometimes   rarely   never

It is easy for me to understand nonfiction passages.

                              often   sometimes   rarely   never

APPENDIX J

SEMI-STRUCTIRED INTERVIEW QUESTIONS

Semi-Structured Interview Questions

As part of the interview, students will be shown a Close Reading passage they have completed. They will be asked questions about what they marked on the passage. They will also be asked to choose a book or passage that they recently had difficulty reading.

1. Describe what you think it means to be a good reader and tell me if you see yourself as one.

2. I asked you to bring in a book or story that you had a hard time with. Tell me about what you brought in and why you picked that out.

3. Tell me about a time when using mark-ups helped you to understand what you were reading better.

4. What can you do when you get stuck when you're reading something?

5. What happened when you used Close Reading strategies when you were reading independently (not with a teacher at school) to help you make sense of a difficult reading passage?

6. Describe the differences and/or similarities between reading fiction and non-fiction passages?

7. Is there anything else about reading that you would like to tell me?

APPENDIX K

CODEBOOK

Open Code	Definition	Quotation
adventure	To read means to feel the adventure of a book or story.	feeling the adventure
annotate and reread when stuck	Annotate passages and use rereading to help you when you are stuck.	Yeah
annotate in class	Annotation is used in the classroom during the school day.	Uh, when we annotate in class
annotate the main points	Annotation can be used to underline the main points of a math problem.	I annotate the main points in the problem then I just—I go off of that.
annotate the problems	Annotation can be used on the math problems.	I think, um, sometimes I annotate but that's kind of just on the math problems.
annotating helps find main idea	Annotation helps you find out the main idea of what you are reading.	'cause then you can find out the main idea
annotating is confusion	Annotating can be confusing.	confusion
annotating is easy times	Annotating can make things easy at times for the reader.	easy times
annotating sometimes helps	Sometimes it helps to annotate.	some help
annotations are mark-ups	Annotations can also be called mark-ups.	Uh, yeah, like annotation.
annotations are sometimes annoying	Annotations can sometimes be annoying for the reader.	and sometimes are annoying
annotations circle what don't understand	When using annotations, you should circle something when you are reading it and you don't really understand it.	Annotations mean you circle something that you don't really understand.
annotations get in way of reading	Annotations can get in the way when you are trying to read.	No. To me, annotations just get in the way of your reading.

Codebook (continued)

annotations help me	Annotations can sometimes be helpful to the reader.	annotations help me sometimes
annotations help with understanding the words	Annotations help with the understanding of words.	Yeah, because they help me understand the words.
annotations makes better reader	Annotations can make you a better reader.	I just think it will make you a better reader.
annotations went over words thoroughly	Annotations allow the reader to go over words more thoroughly.	'Cause it kind of went over the words more thoroughly.
answer questions	Answer questions about a problem when it arises.	So I can answer questions on it
approach and fix problem	Approach and fix a problem when one comes up.	Thinking about like, okay so how am I gonna approach this problem and fix it.
ask for help	Ask for help from somebody when it is needed.	I may ask somebody to help me.
ask for help understanding it	Ask for help in order to understand something.	Or, um, ask for help to understand it.
ask how to say it	Ask how to say something.	Or how to say it
ask later	Ask about something later.	You want to ask later
ask my mom	The student can ask his or her mom a question about an issue when reading.	I go downstairs and I ask my mom.
ask my mom for help	he student can ask his or her mom for help.	I can ask my mom for any help.
ask my mom what it means	The student can ask his or her mom something in order to help understand the meaning.	I ask my mom like what it means and everything.
ask my parent	The student can ask his or her mom for help.	I can go downstairs and ask my parents.

Codebook (continued)

	The student can ask his or her parents something in order to help understand the meaning.	And I can go back and ask my parents what that means or something like that.
ask my parent what that means		
ask questions about it	The student questions in about things he or she does not understand.	things that I have questions about
ask the teacher	The student can ask his or her teacher a question.	a teacher
ask the teacher what it meant	The student can ask a teacher what something means.	Um, 'cause then you can ask the teacher what it meant.
ask what it means	The student can ask to find out what something means.	or what it means
ask your parent if stuck on hard word	Asking a parent is an option for a student who is stuck on a word that is difficult.	You can ask your parents if you get stuck on a hard word.
asking word meaning close reading strategy	A close reading strategy is to ask what the word means.	ask what the word meant
at school tried understanding dictionary	Tried to use the dictionary to help with understanding at school.	Not at home but-Yeah, at school.
better to understand than ask for help	Work on your on understand something instead of asking for help.	I think it's better if you understand the book than to ask for help a lot of times.
big words	Big words can be found in some passages.	there are big words in here.
big words in thesaurus	Big words are in the thesaurus.	there are big words in here
book more interesting	The book is more interesting when looking for specific things.	It made the book a little bit more interesting.
bookmarks or sticky notes for mark-ups	Mark-ups can be done on bookmarks or sticky notes.	I had to have, um, these, like, bookmarks or Sticky Notes.
boring	Reading can sometimes be boring.	Boring

Codebook (continued)

can't pronounce words	The student is not able to pronounce all of the words in the passage.	Because there's a lot of words that I don't ... that I can't pronounce.
can't pronounce words which makes me feel less	Being unable to pronounce words makes the student feel displeased.	It makes me feel like I'm less.
can't read big words	The student is unable to read big words.	even if they're like big words that I can't sometimes read
can't read words	The student is unable to read all of the words in the reading selection.	or can't read
can't understand how circle	Circling words is part of annotating a passage. The student does not understand how to do it or why it is beneficial.	But I can't understand how about let's circle this.
can't understand if don't know words	The student does not know how to understand unknown words.	If there's words I haven't learned I can't really understand it.
can't understand if read too fast	The student cannot understand if he or she reads too quickly.	or else they can't understand it
circle it	Circling a word is an annotation strategy.	circle it
circle unknown words	Circling words that you do not know is an annotation strategy.	because I can circle words that I don't know
circle vocab words	Circle vocabulary words is a strategy when reading.	So you like, use circles of vocab
circle words	Circling words that you do not understand is a part of annotation.	Uh, circle words that you don't understand
circling close reading strategy	Circling words is a close reading strategy.	Circling
circling if confused	Circling words that confuse you as a reader is annotation which is a close reading strategy.	circling if you're confused

Codebook (continued)

	Using the internet to search an image; the clicking on it helped the reader learn more about the story.	I clicked on images, and it showed me a whole load of pictures and, and most of them were about her being alive after it.
clicked on image		
close notes	Taking notes during close reading is a reading strategy.	and close notes
close read helped on The Fisherman	The student used close reading strategies and found it helpful for the reading passage, *The Fisherman.*	Like, a close read? Um, we were doing a close read on . . . *The Fisherman,* that think that's what it was called, and
close read helped on *The Witch's Loaves*	The student used close reading strategies and found it helpful for the reading passage, *The Witch's Loaves.*	And-And we didn't really re- super super good. As good as we did "The Witch's Loaves".
close reading helped me understand better	Using close reading strategies helped the student to understand the text better.	Uh, it helped me understand it better.
close reading strategies don't mean a lot	Using close reading strategies does not help the student when he or she reads independently.	They don't mean a lot to me when I'm reading by myself
close reading with Casey at the Bat	The student used close reading strategies and found it helpful for the reading passage, *Casey at the Bat.*	The "Casey at the Bat" story the first week of school I think
close reading with Christopher Columbus passage	The student used close reading strategies and found it helpful for the reading passage, "Cristopher Columbus."	Because we've done a whole lot of closed reading with him.

Codebook (continued)

college students might need help	Close reading strategies will benefit students when they get to college because they might need help reading difficult text.	so they might need help
confused about characters	The student is confused about the details describing the characters in the text.	it's like so, let's put it this way, so, it's like when some, I, it's like I say something's different, or somebody's mean or something, and then the book describes them as interesting and thoughtful.
content confusing	The student is confused about the content enough to not understand what is happening in the text.	When I have no clue what's going on, and I don't know.
depending on what reading	Feelings about reading depend on what is being read.	depending on what I'm reading
didn't understand words	The reader was unable to understand some of the words throughout the story while reading.	there was some words we didn't understand throughout the story.
difference between close and normal reading	The student is unsure of the difference between when reading is deemed to be closer reading versus when it is not which is what this student called "normal reading."	Um… like… I don't get what the difference between what close reading and close reading and just normal reading.
doesn't read books that are too hard	The student chooses to read books that are not too difficult or not read ones that he or she dislikes.	Because I don't really read books ... If I read a book that I don't like or that's hard for me I just don't read it.

Codebook (continued)

	The student does not read books unless they are of interest.	so I don't read them
doesn't read uninteresting books	It is possible to still understand content when you do not like it.	Maybe you don't like it, but you understand it.
don't like it but can still understand it		
don't get what some words mean	Not all words can be easy to understand.	And even reading the definitions I still don't get what they mean.
don't have to use every word	Every word in a passage does not need to be annotated.	Like instead of reading every single word in there not all of them have to be used in there.
don't know some terms	Some terms in a text are unfamiliar.	There are a whole lot of like terms—like terms I just don't know what they mean.
don't know what annotate means	The student does not know what the term *annotate* means.	I don't know because I don't know what it means.
don't know why lose place	The students loses his or her place when reading and does not know why that happens.	because I don't know why, I just do
don't need help understanding words if know page or chapter	Help is not needed if you know the words on the page or in the chapter.	you don't need help understanding words
don't need to mark-up	If you understand what you are reading you do not need to use mark-ups.	so I don't really need the, any
don't remember if used independently	The student does not recall if he or she used mark-ups independently such as at home.	Um- I don't really remember if I've used it
don't remember using mark-ups	The student cannot recall a time when he or she used mark-ups when reading.	I don't really remember a time when I did that with a book.

Codebook (continued)

don't remember what close reading is	The student does not know what the meaning or definition of close reading is.	I've always had trouble like I don't really remember what close reading is..
don't think about annotations when home	The student does not thing about or engage in annotating when reading at home.	but when I'm at home and I'm reading, I don't really think about that
don't underline or highlight	No underlining or highlighting is done in books or reading passages.	Because I've been reading a lot of the books that I, I like a lot of these books and, um, I read them and then I already know how to read.
don't understand how to understand	It is challenging to understand something that you do not understand.	I don't understand how I can understand.
don't understand meaning	The meaning can be hard to understand.	In some books, I don't understand it as well
don't understand some meanings	The meaning can sometimes be hard to understand.	sometimes don't understand what the meaning is
don't use annotations	Annotations are not used when reading.	No, I haven't used them
don't use mark-ups	Mark-ups are not used when reading.	but I don't really, um, mark them
ending or beginning of word	Looking at the ending or beginning of the word can help with determining its meaning.	with, like, that kind of ending or beginning
enjoying myself	The student enjoys his or herself when reading.	sometimes enjoying myself for what I'm doing
erasing can make words go away	Annotations can make reading more difficult because when you erase your mark, the work you marked-up with it also might get erased.	Sometimes if you do something wrong with the annotations, you erase it so the words go, go away.

Codebook (continued)

exciting	Reading can be exciting.	it's exciting
exclamation mark if surprised	Use an exclamation mark when annotating to indicate that something surprises you in the text.	Uh, exclamation mark if something surprises you
expanding on details	Annotating allows the reader to expand on details that were noticed in earlier readings.	if I did I also am expanding on what details I saw before
explode with happiness	Reading makes the reader feel as though they explode with happiness.	it will explode with a lot of happiness
feel like understood	The student understood the text.	I feel like I understood it.
figure out the meaning of words	The meaning of words needs to be figured out if you do not know them.	and then try to figure out the meaning
figured some out	Use strategies to figure out what you do not know.	I figured out some of it.
find the main idea	Finding the main idea helps with understanding.	Or try to look for the main idea and that might help a little bit.
finding meaning close reading strategy	A close reading strategy is finding the meaning of the text.	finding, like, the meaning in the paragraph
fun	Reading is fun.	"this is fun"
gathering information for future	Reading allows the reader to gather information for the future.	I am gathering information for the future.
get help with words	Get help when you do not understand words in the text.	maybe not get help or need help a little bit understanding some words
good strategy is annotations	Using annotations is a good reading strategy.	A good strategy would, would be using annotations, for example

Codebook (continued)

group didn't understand	The group was not able to understand the text they were reading.	Yeah, the whole group
hard if you don't like the story	It is hard to enjoy a book if you do not like the story.	Hmm, if you don't like it
hard to understand	Text can be hard to understand.	"that is is really hard too understand"
hard words	Difficult words can be found in text when reading.	then there's some harder words in there too
harder to understand books you don't like	It is harder to understand books when you do not like them.	Yeah
has trouble with books that are not interesting	It is more difficult to read books when you do not find them interesting.	Then I have trouble on those books
highlight it	Highlighting words you do not understand is an annotation strategy.	if you don't get a word, highlight it
highlighting close reading strategy	Highlighting is a close reading strategy.	Highlighting
highlighting prompts thinking of annotations	Highlighting prompts thoughts of annotations.	I think of annotations
hint on sticky note	Sticky notes can be used to write hints about the text.	that'll be, like, a little hint
how different it feels	The text structure of some books create different feelings.	how it's like, how different it feels
how to understand stuff	Close reading helps readers learn how to understand passages.	how to understand stuff
huh	Reading can create confusion.	"Huh"
I can do this	Readers can express confidence that they can succeed.	I can do this
I can't understand underline	Some students cannot understand what to underline or why to do it.	and underline this

Codebook (continued)

I figure that out	Applying strategies helps readers to figure things out.	Good that I figure that out
I get stuck	Readers get stuck when reading passages.	When I get stuck on something
I like lots of them	The student likes a lot of books.	well, that's a lot of them, and I just think ... Yeah
I like reading	The student likes reading.	when I like reading something
I love to read	The student loves to read.	it will rocket into the sky because I love to read
I read along	The student reads along with an adult.	Like I just read along
I understand	The student understands what is being read.	I understand what I'm reading
I understand highlighter	The student understands how to use a highlighter when annotating.	highlighter I can understand highlighter
I used mark-ups	The students uses mark-ups when reading.	but I do remember doing it
I word something and the book worded something	The student's use of words to describe text varied from the author's	I would word something and how the book worded something
if I don't understand I look for things	When reaching a point of not understanding a passage, the student searches for answers.	Um, um in a book if I don't understand that page I look through to find things that I maybe wouldn't have seen before
if stuck go back and reread	When stuck, the student will go back and reread the text.	and if I'm stuck, um, like, what's happening, I go back and reread
in movies and books are college students	Movies and books show college students annotating when reading.	and in the movies or books there are, they're college students
in the way of words	Mark-ups get in the way of the words on the page.	in the way of all the words
interest helps	Having an interest in the content of the text helps.	Yes

Codebook (continued)

interested in it	It helps to be interested in the text.	And like be really interested in it
interesting	Reading can be interesting.	that's interesting
it told what the text was about	Underlining the main idea told what the text was about.	It kind of told me what the text was about
just opened your page and understand it	If you can open your page and understand the text you may not need to use annotations.	Or if you haven't read it yet and you um, just opened your page and you can read it and you understand it, then that's a good understanding..
key words or phrases	Annotating helps find key words or phrases.	as key words or phrases
know about the characters	Knowing about the characters helps with reading.	Yeah, and, like, knowing about what they're doing
know bigger words	Knowing bigger words helps.	if I could know bigger words
know theme and topic of book	Knowing the theme and topic of a book helps with understanding.	You know the theme of the book and the topic
know what it's about	Good readers know what they it is about.	Um…They know what it, um they kind of know what it's about, or something?
know what reading	The student knows what he or she is reading.	I know what I'm reading
know what's going on	Good readers know what is going on in a text.	Um, because you know what's going on
knowing more words	Knowing more words is important.	Yes
learning new words	Annotation is helping to learn new words.	learning new words
learning something more	Learning something more each time he or she reads.	I'm learning something new every time I read
liking the book helps	It helps to like the book you are reading.	but ... I really like that book, so that was- helps me, um,

Codebook (continued)

look at a detail	Look at details when reading.	like, if you'd like a detail
look in dictionary	Look up words in the dictionary.	Mmm ... Sometimes if I want to look up a word I look in the dictionary.
look in thesaurus	Use a thesaurus for words.	Thesaurus
looking at problem	Use annotations for looking a math problems.	So I just look at the question and the numbers and what I'm multiplying or dividing by.
lose place where I'm reading	You can lose your place when you are reading.	I like lose where I'm like reading
loved the book	Students can love the book they read.	which I did love
makes sense to you	Reading can make sense to you if you are understanding the text.	Uh, because it will make sense to you
many words on the page	Some books have many words on a page.	and there's a lot on a page
mark-up words you don't know	Mark-up words that you do not know.	Um like marking-up words that you don't understand
mark-ups because teacher tells	Sometimes you mark-up only because the teacher tells you to.	How we just do it because ...
mark-ups don't help	Mark-ups do not always help.	Actually, I mean, it doesn't really help.
mark-ups help	Mark-ups do help.	It can
mark-ups help with reading	Mark-ups help with reading.	Uh, something that helps you with what you're reading
mark-ups in paragraphs	Mark-ups when reading paragraphs in school.	I mean, ... Like school paragraphs
mark-ups in second grade	Mark-ups were used as a second grader.	it was like, in second grade or around that so I kind of forget it,
mark-ups looking for main ideas	Mark-ups are useful when looking for main ideas.	Uh, like looking for main ideas

Codebook (continued)

mark-ups sometimes help	Mark-ups are helpful sometimes.	Sometimes, yes
mark-ups with poetry	Mark-ups can be used with poetry.	I think the recent poetry reading we did
maybe mark-up once or twice	The student used mark-ups one or twice.	maybe once or twice
maybe use close reading in college or high school	Mark-ups will be useful in the future when in college or high school.	Maybe like in college or high school
might help with understanding	Mark-ups might help to create a better understanding of the text.	And that might help understand what's going on better
mom corrects me	A mom can correct mistakes that are made when reading.	So then she can always correct me if I'm wrong (laughs) or anything.
need a little help	Help is needed when reading.	I need a little help
never understood main idea	The student has never understood the main idea of a text.	I never understood the main idea
never understood topic	The reader did not understand the topic of the text.	What the topic was or
never used close reading independently	The reader never used close reading strategies independently. The strategies have only been used in the classroom.	Um. I never really did out of the classroom
never used mark-ups	The reader has never used mark-ups.	Um, I've never really used mark-ups
not all books are interesting	Not all books are interesting to read.	but some of the books that I read sometimes they're like not really interesting
not freak out	Annotating passages causes feeling of making the reader not freak out.	and not freak out
not fun	Learning can feel like it is not fun at times.	sort of not fun

Codebook (continued)

not interesting	Not all books are interesting to ready.	but it was not really interesting
not really anything in class helped	Not really anything learned in class helped with understanding text better.	Not really
once in a while movie	Once in a while a movie with be watched to help understand the plot of a book.	every once in a while I want a movie of it
out loud in my head	When reaching a point of not understanding, the student uses the strategy of screaming out loud in her head.	if I scream in my head it out loud in my head
parents help with mispronouncing	Going to parents can help with mispronouncing words.	And they can help you if you mispronounce something.
phrase on sticky notes	Phrases can be written on sticky notes to help with understanding.	write the phrase on the sticky note,
phrases and paragraphs don't make sense	Sometimes phrases or paragraphs do not make sense.	It's like, um, some phrases I don't get, or ... just, some paragraphs don't make sense to me
place and time is setting	The setting in a story is the place and time.	Place and time
place is setting	The place is the setting of a story.	The place
put it on paper	Write the main idea on paper.	you put it down on the paper
put them on page	Put the notes on the page.	And you put them on the page so then you can remember
putting in effort	Putting in effort helps when reading.	At least putting your effort into trying to read
question mark if have question	Use a question mark if you have a question when reading.	Question mark if you, um, if you have like a question

Codebook (continued)

question marks if confused	Use a question mark to show you are confused when reading.	And question marks if you're like confused
rarely use strategies	Close reading strategies are rarely used.	I, I rarely used much of the strategies
read a chapter you know you understand it	If you can read a chapter in a book then you know you are able to understand it.	If you have maybe read, like, a chapter
read as please at home-no mark-ups	Reading as you please when you are at home means the ability not to have to mark-up the text.	I just read as I please
read better without marks	Sometimes it is better to read without marks (i.e. mark-ups) on the text.	I read better without like pencil marks
read for 30 minutes	The student read for 30 minutes.	then read, read, read the rest of the 30 minutes
read harder words	The student can read harder words.	Um, I- I read them
read together	Read the text together with another person.	that we usually read together
read with mom	Reading with the student's mom.	and I was right next to her reading aloud
read with somebody	Reading with somebody.	Whenever I read with somebody
read with teacher	Reading with the teacher.	I read with the teacher.
read words around it	If there are words you don't know, read the words around it.	I read words around it.
reading by self	Read by yourself.	Hmm, not really, no
reread if a little hard	Reread the text if it is a little hard.	But if it's a little bit hard I can just read it over again
reread if I don't get it	The student will reread the text if he or she does not get it.	if I don't, if I like don't get it and I need to read it over again I just like read it over

Codebook (continued)

reread if not paying attention	Reread if you do not pay attention the first time it is read.	Yeah
reread it	Reread it.	Um, I try and reread it
reread paragraph or page	Reread the paragraph or page if it is difficult.	because ... it's a little hard, but then if I, like-if there's, like, a certain paragraph, or a certain page I don't get, I can, like, re-read it
reread the chapter	Reread the chapter if it is hard.	restart the chapter
reread the page	Reread the page if it is hard.	like, a couple pages
reread the page before	Reread the page before if you get stuck on the page you are reading.	Um, I go back and read the page before it
reread the paragraph	Reread the paragraph if you get stuck.	reread paragraph
reread the passage	Reread the passage if you get stuck.	So have ... Well, going back to strategies, you can, you, you can reread a passage
reread the sentence	Reread the sentence if you get stuck.	Uh, reread the sentence or read previous sentences to see what they're talking about
reread the text	Reread the text if you get stuck.	Kind of the text around it
reread until gets it	Reread it until you understand it.	Um, I read it over and over again until I get it.
reread what having trouble on	Reread what you are having trouble with.	You can re-read the qu-re-read the, um, whatever you had trouble on
reread when don't understand	Reread when you don't understand the text.	I can, I can, when I don't understand what it's saying I mostly go back and try again to read it.

Codebook (continued)

rereading close reading strategy	Rereading is a close reading strategy.	Yeah
rereading helps	Rereading helps make sense of text.	It just helps.
rereading helps understanding	Rereading helps with understanding.	then I understood better what was going on
rereading may work	Rereading may help with understanding.	like the, the third time I do it maybe, it would work
rereading sometimes doesn't work	Rereading sometimes does not work.	But sometimes it doesn't, and I still am confused.
search definition	Search for a definition of a word if you don't know it.	Uh, you search like the definition Of it
search up moment in book	Search for a moment from a book in the internet.	Search up, like, a certain moment in the book
searched dialogue	Search dialogue from a book on the internet.	And a cat almost died. But I searched up but that didn't happen and it's a lie
searched on Google	Search on Google for help with a book.	Google
searched on internet	Search the internet for help with text.	And I searched it up on the internet to make sure, did they really die? Or did they-
searched on phone	Searching on a phone can help locate information.	You, I ... I sometimes pull out my phone and, like, search it up
see if I can figure it out	The reader will try to figure it out.	see if I can figure it out,
see if I can word it differently	The reader will try to word something differently.	see if there's a way that I can word it differently so I can understand it better
smaller words	Smaller words mean smaller font size in a more challenging book.	because it has smaller words

Codebook continued on next page

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Codebook (continued)

	Some parts of the text the reader did understand but not all.	and some of the parts I did get
some I did get		
some words don't get how to pronounce	Some words the reader does not know how to pronounce.	because there's some words that I don't really get how to pronounce
something I love	When I read, my learning feels like something I love.	on something I love
sometimes helps me understand	Sometimes rereading helps the reader to understand the text better.	and sometimes it helps unders- help me- helps me understand the book a little bit more
sometimes I'm not paying attention	Sometimes the reader does not pay attention to the first reading of a text.	Sometimes like if I start reading it the first time, like sometimes I'm not paying attention that much.
sticky notes on book	Sticky notes on go on a book.	put sticky notes on the side of the books,
still didn't get it	Even with rereading, the reader still did not get the text.	but I still didn't get it
stop and read on	Stop and read on even if you don't completely understand.	Sometimes I stop and I just read on
strategies used for Road Not Taken	The student used close reading strategies for "The Road Not Taken"	Um. 'Cause maybe the strategies we used for "The Road Not Taken".
stuck on word	When you are stuck on a word, look for words around it that you know.	Well, when I'm stuck on a word, I, like, to, like, see if, like, I know any words
surprise	When reading, look for things that are surprising.	Um, I look for things that surprise me
switch settings	Settings switch in the book.	Yeah. And also because, like, they switch settings a lot of times,
take interesting books	Take interesting books to read.	Um . . . I take some interesting books

Codebook (continued)

takes time to find words	It takes time to find words in this book.	-because it takes me a long time to find words in here
text makes more sense	The text makes more sense.	so then the text means more sense
the passage is hard	The passage is hard.	the passage
the way I feel about reading	The way I feel about reading is the way I feel.	It's the way I feel about how I read.
they don't have meaning	Mark-ups don't have any meaning or connection.	They don't
they understand stuff	Readers can understand a lot of stuff.	They can understand stuff a lot
this is embarrassing	Stating what you are confused about when you read is embarrassing.	Well it just, well the, the, to say this is kind of embarrassing
thought it differently		I thought it totally differently
to try and understand it more	The reader tries to understand it more.	to try and understand it more
true understanding	Annotating helps me find true understanding.	true understanding
try to think	Annotating makes me try to think.	and I try to think
underline favorite phrase	Underline a favorite phrase to help with understanding.	Or, like, underline a favorite phrase
underline main idea	You underline the main idea of a text.	Because, if I underline the main idea, then I can ... it- well, if it's what I think the main idea is, then it will help me understand, like, what ... happened
underline or highlighting helps you read	You underline or highlight to help you read.	Yes
underline the numbers in math problem	You can underline the numbers in math problems.	Like I would underline the numbers

Codebook (continued)

underline the question	You can underline the question being asked in a math problem.	and then I would also underline the question what it was asking
underline the word	You can underline a word you do not know in a passage.	Um, I think if you, when you do that, is you can underline the word
underlines dividing or multiplying	Underlining helps when you are dividing and multiplying.	And then what I was like dividing by, or multiplying by
underlining and circling are annotations	Using underlining and circling and annotations.	Like you're underlining and circling
underlining can be sloppy	Underlining can be sloppy.	Because sometimes when you underline something it could be a little bit sloppy
underlining can mess up words	Underlining can mess up the words that you are reading.	you can mess up the words or something
underlining close reading strategy	Underlining is used as a close reading strategy.	underlining
underlining helps with story	Underlining helps the reader to understand the story.	like ... you'll maybe understand more of the story if you ... if you, like, think that favorite phrase, or like, do, like, the main idea or something like that.
underlining meaning	Underlining helps with the meaning of a story.	Um. And underlining the meaning
understand it better	Good readers understand it better.	comprehending it better
understand it well	Good readers understand it well.	They can like understand it, like really well
understand the book	The reader understands the book when reading.	Uh, 'cause most of the time when I read books I understand it.
understand the contents	The reader understands the contents of the text.	And understand the contents.

Codebook (continued)

understand the passage	The reader understand the passage.	I'm starting to understand the passage more
understand the setting	The reader understands what is going on in the setting.	I understand what's going on in the setting
understand the story	The reader understands the story.	It under- It helped me understand the story a little bit more.
understand the text better	The reader understands the text better.	It- it made me understand the text better
understand what you're reading	Good readers understand what they are reading.	Um, understanding what you're reading
understanding a lot	Good readers understand a lot.	They can understand stuff a lot
understanding helps with liking	Understanding the text helps if you like what you are reading.	if I understand it I like it more
understanding main part	It helps to understand the main part of the text.	What is the main part of this section
understanding means knowing without correcting	Understanding means knowing what you are reading without having to make corrections.	The way I understand something is if I don't have to, if I don't have to correct myself on anything or anything like that
use close reading	Use close reading strategies.	Using your close reading
use good strategies to help understand	Use good strategies to help understand the text.	use good strategies to back yourself up if you can't understand it
used annotation	The reader has used annotations in the past.	Yes
used close reading strategies independently	The reader has used close reading strategies independently.	If I don't get it, I do it.
used mark-ups in class	The reader has used mark-ups only in class.	except in class
used mark-ups one time	The reader used mark-ups one time.	Hmm. I did that one time

Codebook (continued)

vocab	Vocabulary is a close reading strategy	Remember, like, the vocab
vocabulary affects ability to understand story	Vocabulary affects the ability to understand the story.	Yes
vocabulary and point of view are hard	Vocabulary words and point of view are hard.	Both, pretty much
vocabulary makes it hard	Vocabulary words can make reading hard.	Yes
vocabulary never used before	There are vocabulary words in text that the reader has never used before.	Sometimes. There's a lot of different vocabulary that I've never used before.
watched movies and read books	Watching movies and reading books both help with understanding.	Because, um, I've watched, like, movies or I've read books.
watched the movie	The reader has watched movies of books.	then my mom let me watch the movie even though I didn't read the book
went back more and reread it	The reader went back and reread the text more.	so I went, like, back more and I reread it,
went over it	The reader went over the text again.	'Cause I . . . Um . . . And of c-. . . 'Cause when we go to . . . went over it I . . . I realized what happened at the end
what are mark-ups?	The reader does not know what mark-ups are so asks the question, "What are mark-ups?"	What are mark--ups?
what does passage mean	The reader does not know what the passage means.	what does this passage mean
what does story mean	The reader does not know what the story means.	what could the story mean
what does that mean	The reader does not know what that means.	what does that mean

Codebook (continued)

what the word means	The reader does not know what the word means.	Uh, like find out what the word means
what's the point	The reader wants to know what the point of marking up words is.	whats the point
where and when setting	Knowing where and when the setting is helps with understanding.	and where the setting is and when the setting is
why	The reader wants to know why it is important to learn specific skills.	why do I need to learn this
why is the mark-up there	It is important to remember why mark-ups are put in certain places.	because I couldn't really remember why I put it there
why put a circle there	The reader put a circle in text then did not recall why.	So when there isn't something that it's like, so it's like if there's a circle that I put one day, and then I come back and then I read it, I'd just be like, why is that circle there?
why you don't understand	The reader may not understand the text when reading.	or like ... Um, like why you didn't get it and
wish doing picture	The reader would prefer to draw a picture to show meaning.	I wish we are doing a picture
words I don't know	There are words in the text that the reader does not use.	because a lot of those, some of those words I didn't know
words I will use	There are words in the text that the reader will use.	and words that I will use
words in the text	Figure out the meaning of words in the text.	kind of, in the text
words made it hard	The words in the text make the reading hard.	I'm not sure. I just feel like the words made it hard.

Codebook (continued)

words not familiar with	There are unfamiliar words in the text.	Like words that I'm not that familiar with
work with someone	Work with someone when you need help.	I should work with someone
wrote something down	Write down your ideas about the main idea of the text.	and you write something down
you can go back	You can go back and reread in to help with understanding.	but then I always go back and then I usually get it