EXAMINING NARRATIVE AND INFORMATIONAL GENRE BALANCE IN

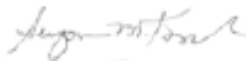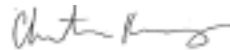GRADES K–2 DURING LITERACY BLOCK TIME
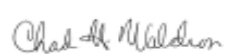

By

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ABSTRACT

This mixed-method study examined the balance of narrative and informational text instruction in alignment with Common Core State Standards (CCSS), and teachers' professional learning opportunities in elementary classrooms. Surveys were sent to teachers in one midwestern state, and audio recordings of literacy instruction were collected in one kindergarten, one first grade, and one second grade classroom within one school district in that same state. Previous research suggests an imbalance in instructional time between narrative and informational texts (Braker-Walters, 2014; Duke, 2000; Hall et al., 2016; Kletzien & Dreher, 2016; Mackay et al., 2020; Yopp & Yopp, 2012), potentially contributing to an achievement gap favoring narrative text in K-2 classrooms. The research underscores the necessity of explicit instruction in comprehension strategies for informational texts due to their distinct structures and demands. The findings indicate that classrooms maintain a balanced approach to text genres with more time being spent on informational text. However, the additional time showed a deficiency in providing explicit instruction on informational text, and professional development that encompasses both informational and narrative text. This has implications for long-term literacy outcomes and offers insights for educators, administrators, and policymakers. The study emphasizes the significance of ensuring that primary grade teachers are equipped with the necessary skills to effectively teach a diverse range of genres. Additionally, it emphasizes the importance of providing teachers with opportunities to develop the skills required for teaching students effectively. To address this, educators must prioritize genre instruction, select appropriate curricula, and provide professional development opportunities.

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CHAPTER ONE

INTRODUCTION

The Common Core State Standards (CCSS) for English language arts (National Governors Association Center for Best Practices & Council of Chief State School Officers, 2010) suggest that teachers provide comprehensive literacy instruction with a balance of informational and narrative text exposing students to various genres. National and state assessments have indicated an achievement gap between narrative and informational reading, with the gap favoring narrative. For example, the National Assessment of Educational Progress (NAEP, n.d.) reading framework specifies the use of both literary and informational texts. Literary texts include three types at each grade: fiction, literary nonfiction, and poetry. According to the Nation's Report Card, fourth grade students who took the NAEP in 2022 scored higher on the literary questions, with a composite scale score of 221, compared to an average of 214 on the informational questions. Educators beginning in kindergarten need to know, understand, and implement effective instructional practices for both genres. This study was developed in response to this knowledge gap. This chapter includes sections that identify the purpose and rationale for the study and describe the study's significance. It also contains key definitions to assist the reader in obtaining a full understanding of the research study.

Purpose and Rationale

The purpose of this mixed-methods study was to investigate the balance of narrative and informational genres in kindergarten, first-grade, and second-grade classrooms, the professional learning opportunities offered to teachers around narrative and informational texts, and what instructional practices are utilized for instruction in both genres. In 2010, the Michigan State Board of Education adopted the Common Core State Standards (CCSS) for kindergarten through

12th grade (K–12) students in English Language Arts. In grades kindergarten through fifth Grade (K–5), meeting the standards requires approximately a 50-50 balance of informational and literary reading including content-area nonfiction in the history/social studies, sciences, technical studies, and the arts through explicit instruction and discourse (National Governors Association Center for Best Practices & Council of Chief State School Officers, 2010). Before the CCSS, each state had its own set of grade-level expectations creating learning inconsistencies across the nation. As of May 2023, 41 states were using the CCSS, according to the World Population Review (2024). State governors and education leaders have created a set of standards to help students graduate with the skills needed to be college and career ready. The Common Core State Standards (CCSS) were authored by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). These organizations collaborated to develop the standards with input from educators, experts, and stakeholders across the United States. The CCSS website states that there are key instructional shifts that should take place in the classroom. One shift is that teachers should offer opportunities for students to interact with complex text and academic language. Another shift in the standards outlines reading, writing, and speaking skills, including citing evidence from the text to show synthesis and analysis of both narrative and informational text genres. Researchers have suggested, however, that there is a lack of informational text instruction in kindergarten, first-grade, and second-grade classrooms (Deeney, 2016; Duke, 2000; Duke & Block, 2012; Hall et al., 2005; Pilonieta, 2011; Reutzel et al., 2016; Williams et al., 2007; Yopp & Yopp, 2006; Young & Goering, 2018). Most students, need multiple opportunities to learn the conventions of both narrative and informational text and their teachers will need to consider variations in genre instruction. The more students are familiar with the conventions of different genres, the better

they are with comprehension and writing tasks (Madda et al., 2019). Students may not be prepared for the demands of school and career without an appropriate balance of instruction across different text genres.

Research Questions

Based on the purpose and rationale for this study, the researcher utilized a mixed-method approach to investigate the following questions:

1. What is the balance of narrative and informational text in a kindergarten, first-grade, and second-grade classroom during literacy instruction in a large Midwest state's county?

2. How do teachers provide opportunities and access to narrative and informational text in a kindergarten, first-grade, and second-grade classroom during the literacy block?

3. How do professional learning opportunities for kindergarten, first-grade, and second-grade teachers differ in informational text compared to narrative text?

Theoretical Framework

The theoretical framework guiding this study is the Deploying Reading in Varied Environments (DRIVE) Model (Cartwright & Duke, 2019). Research indicates many things happen within our minds while reading, alongside multiple factors influencing these mental processes. Developing a model that encompasses more components and their connections could advance education's understanding of reading and effectively guide policy and practices. The author's aim to develop a model that is both intricate yet understandable, and advanced yet practical, utilizing the metaphor of driving to depict the reading process. While not the first to employ this metaphor, they expand upon previous uses by incorporating a wider range of processes and influences. The DRIVE model shows the foundations of learning to read and the multiple elements that play a role in effectively teaching the reading process and explains the process of decoding and comprehension, emphasizing the complexity involved in teaching

reading. The DRIVE model emphasizes understanding what occurs during reading rather than focusing on reading acquisition or instruction. While acknowledging the complexity of reading, they clarify that not all elements of the model need to be taught universally or with equal emphasis. In education, particularly in teacher training, three types of knowledge are commonly referred to as content knowledge, pedagogical knowledge, and pedagogical content knowledge. Teacher education programs focus on developing these three types of knowledge through initial education and certification. However, there is an expectation, that teachers will continue to develop their teaching skills throughout their careers. Teachers need professional learning on new research to keep up to date with instructional practices and strategies. While new research findings continually emerge, further shaping teaching methodologies and approaches, teachers need to know and understand the research and utilize effective practices during instruction. While the DRIVE Model provides a comprehensive framework for understanding the complexities of reading, it is crucial to recognize the significance of incorporating informational text within literacy instruction. As educators navigate through the evolving research of literacy instruction, it becomes increasingly essential to integrate informational text effectively. Research consistently emphasizes the importance of including informational text to foster children's literacy skills across all subject areas. Thus, understanding both the theoretical foundations of reading, as outlined by the DRIVE Model, and the practical application of informational text within instruction is crucial for educators to increase literacy outcomes.

Informational Text

The purpose of informational text is to communicate information to the reader about the natural and social world (Duke, 2000). Duke and Bennett-Armistead (2003) stated that many people think the text should be categorized as fiction and nonfiction, or true and untrue, and informational text is a nonfiction category. They continued that even within the genre of

informational text, there are many variations, but those variations generally have much more in common with each other than they do with other text types (Duke & Bennett-Armistead, 2003). Most informational text is organized in a way for readers to locate information and make sense of the content. Some examples of informational genres include all about, question-and-answer, and reference books. These examples may have characteristics such as bold print, headings and subheadings, table of contents, and indexes, which are generally used in informational text and include images or graphics such as charts to present the information to the reader. An increasing amount of research has consistently indicated the importance of including informational text in children's literacy instruction and preparing children to read proficiently in all content areas (Clark et al., 2013; Dollins, 2016; Duke, 2000; Moss, 2004; Williams, 2005). Additionally, scholars have suggested that children need more than just exposure to informational texts; they also need explicit instruction in the early grades that familiarizes them with the characteristics of informational text (Akhondi et al., 2011; Downing et al., 2002; Reutzel et al., 2009).

Researchers have indicated that providing students with more opportunities to interact with informational text may help them later in school (Hall et al., 2005; Pilonieta, 2011; Williams et al., 2007). "If we include more informational text in early schooling, we put children in a better position to handle the reading and writing demands of their later schooling" (Duke & Bennett-Armistead, 2003, p. 20). Braker-Walters (2014) added that as students progress through school, their engagement with informational texts grows. A significant portion of the reading material they encounter in higher grades, and consistently navigate throughout their lives, is comprised of informational content. Others have posited that children need more than exposure to informational texts; they need strategy instruction that familiarizes them with the organization and structure of the text (Arfé et al., 2017; Hall et al., 2005; Pilonieta, 2011). Williams et al.

(2014) found that primary students may be getting increased exposure to informational text, yet minimal amounts of explicit instruction on strategies to use when reading informational text. These include strategies such as analyzing text structure to help with comprehension. Researchers studying this topic have suggested that there may be an imbalance with a lack of informational text and supportive strategy instruction in kindergarten, first-grade, and second-grade classrooms, thereby placing greater emphasis on narrative text instruction.

Narrative Text

Narrative text portrays a story or sequence of related fictional or nonfictional events involving individuals or fictional characters. The characteristics of narrative text include story grammar such as setting, characters, problem, and solution with an outcome (Hall et al., 2005), and such texts typically follow one organizational or structure pattern (Williams, 2005). One organizational pattern commonly found in narrative text is the chronological structure. In this pattern, the events of the story unfold in the order in which they occur, from beginning to end. This structure allows readers to follow the progression of events and understand the narrative timeline. This chronological organization helps create a sense of coherence and enables readers to predict the story's plot development. In the elementary grades, narrative texts can include fictional texts such as historical fiction and fables, as well as nonfiction texts such as autobiographies (Shanahan et al., 2010). Narrative text has traditionally been the primary genre in kindergarten, first-grade, and second-grade levels (Hall et al., 2005; Williams, 2005). Elementary teachers are more confident in supporting students in using narrative text and are generally unaware of how to support students in comprehending informational text (Ness, 2011). Teachers need to know and be able to use the best instructional strategies across multiple genres to support students learning as early as kindergarten.

Explicit Instruction of Genre

Researchers have emphasized that students need to be taught comprehension strategies to ensure understanding of text content (Connor et al., 2014; Jones et al., 2016; Ray & Meyer, 2011; Read et al., 2008; Stafford et al., 2005). "Part of the mission of schooling is to teach children what to expect from, how to read, and how to write the specific genres of text that are valued in school settings" (Duke & Watanabe, 2013, p. 347). Not all genres may be equally valued, which may cause inequities such as lack of exposure or explicit instruction. "Genre refers to an evolving classification of texts that form the basis of school-based curriculum-most notably literary texts (e.g., stories, personal narratives, and poetry), and informational texts that employ a range of structures (e.g., descriptive, explanatory, cause-effect, problem-solution)" (Madda et al., 2019, p. 37). Each set of genre conventions needs to be explicitly taught because instruction of one does not ensure proficiency for all (Duke & Watanabe, 2013). "The consideration of genre variation is an important instructional factor because of textual properties that range across a host of features such as structure, word choice, style, and purpose" (Madda et al., 2019, p. 27). If it is expected that students know and understand comprehension strategies, teachers need to have the knowledge and skills to teach them. Teachers may not have experience with, or training on, the characteristics of informational text (Deeney, 2016); therefore, they may create an imbalance of one genre over another.

Definition of Terms

Basal reader: "A basal reader is a complex collection of reading selections, support materials, and assessments held together by a hefty teacher's edition" (Dewitz & Jones, 2013, p. 392).

Explicit instruction: This is a direct, systematic approach to teaching. Material is presented in small steps and teachers should be checking for understanding and engaging students through participation in the process (Rosenshine, 1987).

Genre: "Genre refers to an evolving classification of texts that form the basis of school-based curriculum-most notably literary texts (e.g., stories, personal narratives, and poetry), and informational texts that employ a range of structures (e.g., descriptive, explanatory, cause-effect, problem-solution)" (Madda et al., 2019, p. 37).

Informational text: Informational text is written to inform (Bristor, 1993) and convey factual information (Hall et al., 2005) and it presents information such as dates, and theories that may be unfamiliar to the reader (Downing et al., 2002). Examples of informational texts are all-about books, question-and-answer books, and most reference books (Duke & Bennett-Armistead, 2003).

Informational text structure: There are five conventional informational text structures: description, sequence, problem/solution, compare/contrast, and cause/effect (Williams et al., 2007).

Narrative text: "Narrative texts portray a story, or sequence of related fictional or nonfictional events involving individuals or fictional characters. In the elementary grades, narrative texts can include historical fiction, fables, and autobiographies" (Shanahan et al., 2010, p. 17).

Narrative text structure: "Narrative text typically follows a single general structural pattern often called story grammar" (Williams, 2005, p. 6).

Reading: "Reading is the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written

language, and the context of the reading situation" (Michigan Department of Education, 2002, p. 2).

Signal words: Signal words are clue words that authors use when organizing a text such as alike, different, and similar for compare/contrast. They include "*firstly, then, for example, because, as a result, likewise, in comparison, in contrast*," and are "words and expressions that explicitly state the relational structure of the information in the text" (Arfé et al., 2017, p. 2199).

Text features: Characteristics of informational text include headings, labels, captions, charts, tables of contents, indexes, and realistic illustrations or photographs (Yopp & Yopp, 2012, p. 481).

Text structure: "Text structure is the organization of ideas, the relationship among the ideas, and the vocabulary used to convey meaning to the reader" (Pyle et al., 2017, p. 469).

Chapter Summary

Teachers make important instructional decisions to prepare students for college and their future careers. One way to begin to prepare the earliest learners is to offer access to multiple genres, including narrative and informational text, as well as explicit. instruction on strategies to aid in the comprehension of those genres (Madda et al., 2019). Research findings have shown that teachers spend more instructional time on narrative than informational text (Braker-Walters, 2014; Duke, 2000; Hall et al., 2016; Kletzien & Dreher, 2016; Mackay et al., 2020; Yopp & Yopp, 2012). It is important to investigate whether there is a balance of both narrative and informational text instruction, including comprehension strategies, to meet the demands of school and ensure the success of students. Research has shown an achievement gap between these two genres with a preference towards narrative text in K-2 classrooms. This study examined the balance between narrative and informational text in a kindergarten, first, and second-grade classroom as stated in the CCSS, professional learning opportunities for teachers

on both topics, and instructional strategies employed by teachers during instruction. Studies have shown a lack of informational text in early grades emphasizing a need for explicit instruction with these students. This study investigated the balance of narrative and informational text and the need for lower elementary teachers to provide strategy instruction.

CHAPTER TWO

REVIEW OF THE LITERATURE

Introduction

Most states adopted the Common Core State Standards (CCSS), or a variation of those standards, in 2010. The CCSS were designed to inform educators what every student should know and be able to do at the end of each grade level across grades kindergarten through grade 12 in the United States. According to the National Governors Association Center for Best Practices, Council of Chief State School Officers (2010), 41 of the 50 states are still participating in this initiative. For the states that have adopted the CCSS, reading narrative and informational texts is expected of students at every grade level. This includes kindergarten, first-grade, and second-grade students, with specific recommendations for a 50-50 balance of the two text categories (National Governors Association Center for Best Practices & Council of Chief State School Officers, 2010). In past studies, narrative text has been the predominant text in the primary classroom (Deeney, 2016; Duke, 2000; Duke & Block, 2012; Pilonieta, 2011; Reutzel et al., 2016). Given the shift in instructional expectations associated with the CCSS, students need opportunities to interact with both informational and narrative text. Teachers need to know how to effectively implement evidence-based best practices during instruction.

According to Malloy et al. (2019), evidence-based best practices are those that are found to be valid, reliable, and successful in improving reading achievement. The National Reading Panel was asked to study the "effectiveness of various approaches of teaching children to read" (National Reading Panel, 2000, p. 1). This study focused on instruction of phonemic awareness, phonics, fluency, comprehension, including vocabulary, text comprehension, including teacher preparation and comprehension strategies. Instruction also needs to be systematic, sequential,

relevant, and engaging to students and be continuously monitored for effectiveness (Malloy et al., 2019). If given the opportunity, teachers can play an important role in choosing what resources they utilize and what instructional practices they use each day during their literacy instruction. Limited professional learning on instructional teaching practice may be obstacles that hinder best practices in reading instruction (Duke & Block, 2012). To provide best literacy practices, teachers not only need to understand what evidence supports comprehensive literacy instruction, but also to offer opportunities for students to interact with multiple genres of text.

Comprehensive Literacy Instruction

Comprehensive literacy instruction encompasses three modes of communicating: speaking/listening, reading/writing, and viewing/representing (Malloy et al., 2019). This includes instruction on building receptive skills such as listening, reading (digital and print), and viewing, and expressive skills such as speaking, writing, and visually representing. Students of all ages are expected to learn skills such as listening to others, taking turns in discussions, and building on others' conversations beginning in kindergarten (Garas-York & Shanahan, 2013). One fundamental belief that continues in literacy instruction is the construct of balance. Madda et al. (2019) explained that the notion of a "balanced curriculum" started in the 1990s as the "Reading Wars" debate between the whole-language approach and the more phonics-based approach. As a result, educators and researchers see faulty thinking in a dichotomous approach to literacy instruction. They further stated,

> Instead, issues now center on which model of close reading will prevail, how we will support students in meeting the comprehension and vocabulary demands of more complex texts, or how to best help students develop specialized ways of thinking, reading, and writing in various disciplines (Madda et al., 2019, p. 28).

The National Reading Panel (2000) assessed the effectiveness of instructional literacy practices in teaching students to read with a focus on phonemic awareness, phonics, fluency, and comprehension. The panel found that instruction on manipulating phonemes or phonemic awareness was a highly effective practice and significantly improved student reading ability (National Reading Panel, 2000). Phonemes are the smallest units of spoken language and include syllables, whole words, and individual sounds (Morrow et al., 2019). It was also noted that phoneme instruction helped all student groups, including developing readers, at-risk, English learners, and those of low socio-economic status, in kindergarten, first-grade, and second-grade classrooms.

The panel also found that explicitly teaching phonics improved students' ability to read and spell words (National Reading Panel, 2000). Systematic instruction involves teaching a specific set of letter-sound relations to help students decode words as stated in the National Panel executive summary. Early instruction of phonics also proved more effective when taught before first grade according to the report. The research also found strong support of the impact phonics instruction has on learning to read (National Reading Panel, 2000).

The next component is fluency. According to the National Reading Panel (2000), a fluent reader can read quickly with accuracy and with proper expression. Fluency can be related to comprehension, and students who have a low fluency rate may have difficulty comprehending text. The recommendations from the panel were increased reading, repeated readings, and other guided oral reading practices to increase fluency, which has been shown to increase reading achievement. Kuhn et al. (2019) stated that repetition is important regarding automaticity and prosody, positing that students should have opportunities to read the same words across multiple contexts. There is evidence indicating that students may learn words quicker when reading the

same words in a wide variety of texts when compared to repeated reading of one text (p. 276).

These procedures helped increase word recognition, speed and prosody, and overall

comprehension in most groups.

The RAND Reading Study Group (2002) defined comprehension as "the process of

simultaneously extracting and constructing meaning through interaction and involvement with

written language" (p. 11). The National Reading Panel (2000) found three themes in the analysis

of comprehension studies: vocabulary instruction, text comprehension strategy instruction, and

teacher knowledge of best instructional practices on comprehension strategy instruction. The

findings indicated that vocabulary should be taught both explicitly, where the definition of a

word is given, and implicitly, where students are given multiple opportunities to read and hear a

variety of texts. Instruction should include opportunities to make connections between what the

learner knows or background knowledge to what they do not know. Educators understand the

need for foundational skills including phonemic awareness, phonics, and fluency instruction as

part of a balanced approach. According to Dougherty Stahl (2013), foundational skills are

considered constrained skills in that they are learned to mastery in a short amount of time. They

are important—but not sufficient—for children to make sense of text. Unconstrained skills such

as comprehension are learned over a lifetime and may never be mastered because of the variation

in text, genre, task, and instructional context (Dougherty Stahl, 2013).

For students to become part of a literate community, students should have learning

opportunities in their zone of proximal development (Malloy et al., 2019). "The zone of proximal

development" (Vygotsky et al., 1978) is the space in which students learn new things in relation

to their existing knowledge and competencies, and in relation to teachers' instruction and

support" (Afflerbach et al., 2019, p. 313). The zone of proximal development defines the gap

between a student's independent abilities and the potential accomplishments attainable with the

support and guidance of a teacher. In this support or scaffolding, teachers should instruct in small

steps according to the tasks a child is already able to do independently. The teacher should also

support and assist the child until he or she can complete all the steps independently. This will

look different depending on what is being taught. Thus, teachers need the knowledge to know

when and how to effectively employ comprehension strategies during instruction to increase

student proficiency (National Reading Panel, 2000). According to Dougherty Stahl (2013), most

of the research in the National Reading Panel was with grades three through six. Shanahan et al.

(2010) reviewed studies that looked at grades K–three. In general, research findings from both

groups have supported the following strategies:

- Activating prior knowledge and purposeful predictions

- Analyzing text structure: Narrative and expository

- Visualizing

- Questions: Answering high-level questions and generating questions

- Taking stock/summarizing/retelling

- Generating inferences

- Monitoring and applying fix-up strategies

Strategies are intentional mental actions during reading and deliberate efforts by the

reader to better understand what is being read (Shanahan et al., 2010). Strategies should be

explicitly taught, beginning with a description and a procedure on how to apply them. Teachers

may model the strategy, and then have the student practice through guided opportunities until the

student is capable of using the strategy independently (Dougherty Stahl, 2013). Scholars have

suggested that students who were taught multiple strategies and how to apply them had better

reading comprehension than students who were taught just the strategies alone (Shanahan et al., 2010; Dougherty Stahl, 2013). Teachers require a great understanding of which instructional strategies should be taught and deep knowledge of how and when to teach those strategies to support students' comprehension of the different genres. As with phonemic awareness and phonics, it is important to consider how instructional practices in comprehension of all genres, should be taught in the classroom.

Recently, however, there has been a growing consensus from thousands of studies, that have yielded extensive insights into the processes of learning to read, identifying challenges when students struggle, and determining the most effective instructional methods likely to benefit the majority of students (Moats, 2023). This work is referred to as the "science of reading." Louisa Moats, a nationally recognized researcher, and authority on literacy education has written widely on topics including reading instruction, the professional development of teachers, and the relationships among language, reading, and spelling. Moats explains that:

> By the year 2000, after decades of multidisciplinary research, the scientific community had achieved broad consensus regarding these questions: How do children learn to read? What causes reading difficulties? What are the essential components of effective reading instruction and why is each important? How can we prevent or reduce reading difficulties? Two decades later, hundreds of additional studies have refined and consolidated what we know about bolstering reading achievement, especially for students at risk. (Moats, 2023, p. 1)

While certain children may intuitively grasp reading skills, studies indicate that a considerable number require explicit and meticulously structured guidance in navigating letter combinations and spelling patterns inherent in the English language. Without this intentional

instruction, certain students, even those exposed to daily reading in well-stocked homes, may not achieve proficiency and confidence in their reading abilities (Goldstein, 2024). The Reading League (2022) gives examples of instructional practices aligned with the science of reading research. These include:

     • Phonemic awareness and letter instruction: Instruction in the identification of phonemes in spoken words and how they link to letters.

     • Explicit and systematic instruction in how to decode (read) and encode (spell) words, including word part analysis (e.g., syllables, morphemes).

     • Connected text reading to build reading accuracy automaticity, fluency, and comprehension.

Unfortunately, the most recent research on effective reading instruction is often overlooked in teacher preparation programs, widely used curricula, and professional development initiatives. Consequently, typical classroom practices frequently differ significantly from the recommendations of credible sources. This disparity in implementation contributes to weaker reading achievement, particularly impacting students from disadvantaged families and communities (Moats, 2023). Stuart and Fugnitto (2022) and Moats (2023) state that the following should be considered when evaluating programs that support the science of reading research. This includes daily instruction should focus on foundational skills and the lesson routine should include reviewing, explaining concepts, guided and independent practice, spelling, writing to dictation, and reading decodable text. Integration of phonemic awareness, phonics, and reading text should be grounded in a comprehensive understanding of both the speech-sound system and the orthographic system. Evaluating the order and pacing of concept introduction in the curriculum along with intervention materials should be aligned with Tier I

classroom instruction with more intensive practice as needed. Literacy programs should follow a

clear scope and sequence where skills build upon each other. If teachers have an understanding

of research they may have a better understanding of what and how to teach their students.

Evidence-Based Best Practices in Literacy Instruction for Teaching Comprehension

When considering comprehension instruction research, Malloy et al. (2019) presented 10

evidence-based best practices that support learners in a literate community:

1. Implement practices that invite students to be active, contributing members of a
   literacy community,

2. Understand that maintaining an engaged community requires the ongoing monitoring
   and adjustment of literacy practices,

3. Promote engagement in your community of learners by planning and delivering
   literacy instruction through the ARC (access, relevance, and choice),

4. Provide students with small group differentiated instruction that reflects the complex
   nature of literacy: reading, writing, listening, speaking, viewing, and representing,

5. Utilize a wide variety of text (fiction, nonfiction, poetry, digital, periodicals, etc.)
   within and across all content areas,

6. Promote close reading and critical thinking by engaging students in annotation, text-
   based discussion, and writing with evidence,

7. Use formative and summative assessments that reflect the complex and dynamic
   nature of literacy,

8. Replace less relevant guided practice (worksheets, repetitive center-based drills) with
   more authentic, inquiry-based opportunities to experiment and apply evolving literacy
   strategies,

9. Ensure that all voices are heard and honored by reducing teacher talk and prompting more student-lead discussions, and

10. Provide instruction in and practice with technologies that expand concepts and modes of communication. (p. 10)

Each of these practices requires teachers to be intentional with planning, and instruction, and offer opportunities for students to not only learn but practice comprehension strategies. This includes primary grade students in kindergarten, first grade, and second grade. Teachers need to understand the strategies themselves, as well as which strategies are most effective for students and content area instruction such as history/social studies, sciences, technical studies, and the arts. Teachers without adequate knowledge or preparedness may not put in the time and effort needed to accomplish the task. This has a direct influence on the choices teachers make when planning instruction (Bandura, 1977). Perceived self-efficacy can directly influence instructional choices teachers make. Professional learning, coaching, and/or modeling of expectations can lead to success and higher efficacy in the classroom. Bandura (1977) states that: "Efficacy expectations determine how much effort people will expend and how long they will persist in the face of obstacles and adverse experiences. The stronger the perceived self-efficacy, the more active the efforts" (p. 194). Lack of experience and training could be the reason that teacher instruction in primary classrooms is mostly around narrative text. Teaching the characteristics of expository text using research-based practices on explicitly teaching informational and embedding instruction across all disciplines has been shown to increase students' understanding and comprehension of expository text, yet researchers have indicated that primary students have minimal exposure to expository text (Duke, 2000; Duke et al., 2011; Williams, 2005; Yopp & Yopp, 2006). It would follow, then, that it is important that teachers at all levels have purposeful

professional learning on effective teaching practices to ensure that they have the tools necessary to teach comprehension across all content areas and all text genres.

Content Area Literacy

Comprehension of text for all content areas, including social studies and science, is an expectation of the CCSS. In grades k–5, meeting the standards requires approximately a 50-50 balance of informational and narrative reading including content-area nonfiction in the history/social studies, sciences, technical studies, and the arts through explicit instruction and discourse (National Governors Association Center for Best Practices & Council of Chief State School Officers, 2010). Until recently, there has been limited use of informational text in the elementary classroom (Williams et al., 2016). According to Reutzel et al. (2016), changes in the curriculum from the CCSS have increased the expectation of informational text reading. Students must learn to read informational text proficiently to master the standards (Braker-Walters, 2014). Young students can benefit from experiencing informational text at early ages, and primary teachers should give students multiple opportunities to experience and interact with informational material beginning in the primary grades (Clark et al., 2013; Hall et al., 2016; Pyle et al., 2017).

Further, students need a repertoire of strategies that allow them to navigate through text to be able to summarize and analyze the content. In recent studies, the focus has been on strategy instruction in k–2 classrooms during read-aloud using multiple text genres (Dougherty Stahl, 2013). Researchers have found that explicit strategy instruction is important for comprehension (Akhondi et al., 2011; Downing et al., 2002; Jones et al., 2016; Williams, 2005; Williams et al., 2007). Student engagement may be jeopardized, however, if strategies are taught in a formulaic way without the gradual release of responsibility and the opportunities for self-selecting the most meaningful strategies for each student (Dougherty Stahl, 2013). "Literacy instruction is the art of

knowing how to assemble the tools in concert to make worthwhile instruction that is particular to the students and purposes in a given classroom" (Madda et al., 2019, p. 44). The teacher chooses these tools or strategies that are aligned with the text type or genre students are reading. Strategies must be explicitly taught and modeled followed by opportunities for students to practice what they have learned.

Genre

Genre is the classification of texts which include narrative texts (stories, personal narratives, and poetry) and informational texts that include multiple text structures (Madda et al., 2019). "Genre theorists believe that differences among texts develop based on purposes for those texts" (Duke & Bennett-Armistead, 2003, p. 21). There are fundamental differences between texts such as advertising a new car, explaining how the car works, and someone's adventures of driving that car across the country. Duke and Watanabe (2013) explained that the process of reading and writing is genre-specific: "Genre is seen as resulting from a dynamic interplay of various situated factors, including purpose, audience, form, content, and social context" (p. 347). They continued to state that learning each genre requires specific conventions and appropriate practices. Students should encounter multiple genres throughout the school curriculum, and genre is an important instructional component (Madda et al., 2019). Genre also influences many parts of a book or article, such as the layout and text. An example of this is narrative genre follows a sequenced plot with characters and conflict, however informational text, in comparison, has information and technical definitions (Robertson & Reese, 2017). Teachers need to know the characteristics of both narrative and informational texts and use best instructional practices to teach comprehension strategies. When students become familiar with the characteristics of different genres, their comprehension and writing skills improve.

Part of the mission of schooling is to teach children what to expect from, how to read, and how to write the specific genres of text that are valued in school settings. We have to teach each genre-each specific set of conventions and practices proficiency with one does not automatically mean proficiency with another. (Duke & Watanabe, 2013, p. 347)

Deconstructing the conventions of genres has been proven effective in supporting comprehension (Madda et al., 2019). For instance, knowing various text structures can enhance comprehension. Morrow et al. (2019) explained that familiarity with structures like narrative tales, poetry, and expository formats such as compare/contrast aids readers in organizing information and enhancing comprehension. Duke and Watanabe (2013) explained that most research on reading and writing has not focused on genre, but preliminary conclusions can be drawn based on previous research. One such conclusion is that children develop stronger knowledge of genre when teachers engage them in reading and writing texts outside of schooling purposes, such as creating an informational brochure. Another is certain genre characteristics are more easily acquired than others: "Certainly it appears that teaching children text structures specific to specific genres-story elements or structure for narrative genres, compare/contrast and other structures for expository genres- supports reading comprehension and writing development" (Duke & Watanabe, 2013, p. 349). Finally, there are instructional strategies that can be modified to specific genres that can be effective at developing skills for reading and writing; "Unfortunately, research has suggested that elementary-age children have not been provided with substantial exposure to some of the genres they are expected to learn to read and write, most notably informational genres" (Duke & Watanabe, 2013, p. 348). Narrative and informational texts differ in their structure and purpose and require different instructional strategies based on their conventions.

Informational and Narrative Text Conventions

Informational Text

Informational text is written to inform (Bristor, 1993), conveying factual information (Hall et al., 2005) and presenting information such as dates and theories that may be unfamiliar to the reader (Downing et al., 2002). Informational texts convey factual information that shows connections to ideas and can use multiple structures within one text, along with text features such as headings, subheadings, graphs, and diagrams, which may present additional challenges to the reader (Jones et al., 2016). Informational text utilizes organizational patterns that are often found in content-specific materials for social studies and science (Williams, 2005; Williams et al., 2007). When reading informational text, readers may encounter several different text structures (Pilonieta, 2011), making comprehension difficult. The five most common text structures include sequence, compare/contrast, cause/effect, description, and problem/solution (Akhondi et al., 2011). Moreover, informational text places different demands on the reader than narrative text due to the variety of organizational patterns (Bristor, 1993; Downing et al., 2002; Reutzel et al., 2009; Wijekumar et al., 2012; Williams et al., 2014) .

Duke (2000) divided informational text into three types: informational, narrative informational, and informational poetic. Narrative informational conveys information about the natural or social world but is told as a story. An example of this is the *Magic School Bus* books. These books have characteristics of both narrative (characters, setting, and storyline), as well as informational (facts, text features, and content). Informational poetic pieces also convey factual information about the natural or social world. An example of this would be a poem about an animal or a plant. "Text coded as informational alone are neither narrative nor poetic in form" (Duke, 2000, p. 205). An example of an informational text is *The Honeymakers* by Gail Gibbons. This book follows a descriptive text structure with multiple text features like bold print, a table

of contents, and an index. As students enter upper elementary grades, they may experience more

reading difficulties with informational text for a variety of reasons, such as lack of exposure in

the early grades and unfamiliarity with the content, events, or ideas expressed (Hall et al., 2005;

Ray & Meyer, 2011; Williams, 2005). Researchers have suggested that primary students need

more opportunities to read informational texts which may help to minimize comprehension

difficulties in later grades (Hall et al., 2005; Pilonieta, 2011; Stafford et al., 2005). There is a

CCSS requirement to teach both reading and writing of both informational and narrative text, as

most passages on standardized tests and most of the reading done by adults are informational

(Hall et al., 2016).

Scholars have suggested that providing opportunities to interact with informational text

may help students later in school (Hall et al., 2005; Pilonieta, 2011; Williams et al., 2007) .

Others have indicated that children need more than exposure to informational texts; they need

strategy instruction that familiarizes them with the characteristics and organizational structure of

the text (Arfé et al., 2017; Hall et al., 2005; Pilonieta, 2011). "Research has demonstrated that

Pre-K and kindergarten children can learn content from informational texts, learn about different

types of informational texts, and learn about how informational texts are organized" (Williams &

Moser, 2019, p. 83). It is essential, therefore, that students at the primary level have multiple

exposures to informational text to improve reading comprehension (Duke, 2004). "Narrative text,

which is generally easier to understand, is usually the genre of choice for beginning instruction"

(Williams, 2018, p. 1923).

However, understanding expository text is often a challenge, especially for children with

language and other learning difficulties. Children who do not receive sufficient early

exposure to, and instruction about, expository text are likely to have more and more difficulty with reading as they proceed through the grade. (Williams, 2018, p. 1924)

According to Hall et al., (2005), Some teachers believe: (1) informational text is too difficult because of the text features and vocabulary; (2) there are not enough informational texts available that are appropriate for young children; and/or (3) young children prefer narrative text (p. 703). Teachers may believe that informational text is too difficult for young students, which may lead to them limiting this aspect of instruction in the classroom.

Literacy scholars have recommended that informational texts be used throughout the day in early childhood classrooms (Morrow et al., 2019). Duke et al. (2013) stated that these texts can supplement content area instruction during whole group, small group guided reading, and independent reading times. Other researchers have suggested that teachers should ask questions and make comments and ask questions while reading informational text with young students (Morrow et al., 2019). Informational text often contains photographs and illustrations used to explain concepts and teachers can explicitly point these out and ask questions while reading.

Questions teachers might ask include (a) What can we learn from this picture that the words did not tell us?; (b) Why did the author/illustrator choose this picture here?; (c) How does this picture help us understand the words better?; (d) What pictures could be added to help explain the words I just read? (Morrow et al., 2019, p. 83)

By some measures, U.S. school children have been underprepared for reading and comprehending informational text as evidenced by their performance on comprehension tests at state and national levels (Wijekumar et al., 2012). There is evidence that core reading curriculum resources, especially in the lower grades, are primarily narrative (Braker-Walters, 2014).

Narrative Text

Narrative text follows a general structural pattern, sometimes called *story grammar*, that includes setting, characters, and a problem and solution structure (Connor et al., 2014). The structure or organization of the text makes clear how the information is arranged and the relationships between ideas in the text (Akhondi et al., 2011; Williams, 2005). Narrative text structure in the early grades can be very predictable. Story grammar maps or models for narrative text are commonly used for many grade levels to aid students in organization and comprehension. Story grammar models date back to the 1970s and propose that stories are composed of one or more episodes (Pesco & Gagné, 2017). Teachers and/or students may use story maps or graphic organizers, which prompt students to recognize story-grammar elements such as character, setting, and problem, organizing and sequencing story information. This helps students to make connections between story components to increase reading comprehension skills (Boulineau et al., 2004). Before the adoption of the CCSS, many literacy programs used for the English Language Arts curriculum in elementary schools were typically narrative texts and passages with predictable storylines, in which many students can answer comprehension questions without fully understanding what the text says or means (Downing et al., 2002; Williams, 2005). Narrative texts are generally read for excitement or enjoyment, as readers focus on what the characters are experiencing (Pilonieta, 2011). Narrative text often follows a predictable story grammar that has certain identifiable elements such as main characters, setting, plot, problem, and resolution structure (Connor et al., 2014; Mandler, 1982; Mandler & Johnson, 1977).

Narrative text structures are often easier to remember because of the familiarity and experiences at home (Downing et al., 2002; Reutzel et al., 2009) and are organized into a predictable story structure that follows a story with a beginning, middle, and end (Akhondi et al.,

2011; Downing et al., 2002). Students in the younger grades are exposed to narrative text earlier and more often than informational text (Braker-Walters, 2014). Narrative text is frequently found in primary classrooms, and parents tend to read storybooks to young children in comparison to informational text (Yopp & Yopp, 2006). In the early grades, most of the reading comprehension instruction is based on narrative text resources (Stafford et al., 2005). The CCSS make clear, however, that it is important to offer students a variety of texts during literacy block instruction, including informational texts.

Text Structure Instruction and K–2 Students

Studies have suggested that explicit instruction focused on informational text, including text structure, can have a positive impact on student comprehension (Williams et al., 2007). While teaching students about reading informational text, embedding explicit instructional strategies that include text features (title, headings, table of contents) and text structure (signal words and phrases) within lessons can benefit all types of readers (Jones et al., 2016). Teaching the characteristics of informational text using research-based practices has been shown to increase students' understanding and comprehension of informational text, yet studies also indicate that primary students have minimal exposure to informational text (Duke et al., 2011; Hall et al., 2016; Williams, 2005; Yopp & Yopp, 2006). This may include pointing out and defining specific signal words that help to identify the structure of a text (Williams et al., 2007) such as "alike" and "different" for a compare and contrast structure. When students encounter a new text, strategic readers determine what type of text it is (i.e., narrative or informational) by identifying the characteristics of the text and text structure. Navigating multiple text structures can cause difficulty for primary students. Duke (2000) stated that historically there has been a debate about whether young children can handle nonnarrative genres and researchers have suggested that there is a developmental progression from story forms to other forms of text.

Some researchers have posited that knowledge of informational text structure is too difficult for young students and should only increase as children age and have more experiences with informational text (Hall et al., 2016) Reutzel et al., 2016; Williams et al., 2007; Ray & Meyer, 2011). Multiple studies have suggested that text structure knowledge may help young readers understand informational text (Fisher et al., 2008; Hall et al., 2005; Wijekumar et al., 2012; Williams, 2005). Some scholars have determined that teaching informational text is too difficult for primary students because of their lack of knowledge and experiences, unfamiliar content they may encounter, along with the possibility of navigating through more than organizational structure within the text (Williams et al., 2009). Others have suggested that teaching students text structure can increase their comprehension. For example, Williams (2005) investigated the effects of text structure instruction for informational text reading with second graders who were at risk of academic failure. This author first explored whether second graders were sensitive to or could identify the text as informational text. The program consisted of nine lessons which were taught in 15 sessions. Students were randomly assigned to one of two text structure conditions: narrative sequence or textbook sequence. All students received both familiar and unfamiliar content texts. The text structure program taught three strategies, including word clues or signal words for compare/contrast, graphic organizers to lay out relevant information, and a series of questions to help students focus on important information. Instructional strategies were changed in the second and third evaluations if questions were thought to be ineffective or incorporated limited instruction. After reading the passages, students were asked to summarize and answer questions. It was found that all three variables—instruction with added text structure, content familiarity, and reading comprehension ability—affected performance. The findings suggested

that highly structured and explicit reading comprehension instruction is appropriate for early elementary students (Williams, 2005).

Hall et al. (2005) also investigated the effects of teaching text structure in a primary setting. These scholars investigated the effectiveness of teaching informational text strategies during guided reading group instruction in six second grade classrooms. Classrooms were randomly assigned to one of three conditions: text structure, content, or no instruction. The text structure group included content with lessons introducing the text, which included vocabulary and signal words for text structure, reading the text, and revisiting the text. The content group was similar to the text structure group in terms of materials, lesson length, and sequence. The difference was that the lessons for the content group focused on content, factual information, and vocabulary. The students in the text structure group received explicit instruction on informational text structure and performed higher than both content and no instruction groups on multiple measures, including a summary of the text, strategy use (i.e., recall of clue words and use of graphic organizers), and concepts (i.e., vocabulary words and a conceptual understanding of compare and contrast). The students in the text structure group were able to use strategies learned to understand informational text. The researchers concluded;

> The results of this study suggest that text structure instruction is an effective strategy to improve second graders' comprehension of expository texts. Students who received text structure training were able to effectively use two expository text comprehension strategies (i.e., clue words and a graphic organizer), gain a conceptual understanding of compare and contrast, and produce well-structured summaries better than those students who received content instruction or no instruction. (p. 229)

Their findings suggested that teaching text structure is an effective strategy for promoting informational text comprehension.

The previous studies suggested that teaching young children text structures found in informational text could be an effective strategy for increased comprehension (Fisher et al., 2008; Reutzel et al., 2009; Williams, 2005) of informational texts. With most students, explicit instruction of comprehension strategies, modeling, guided practice, and independent practice appears to be beneficial in kindergarten through intermediate grades (Duke & Pearson, 2002; Fisher et al., 2008; National Reading Panel, 2000; Williams, 2005). Williams (2005) found that when teachers were provided structured lessons that included systematic and intensive training and used evidence-based instructional practices, strong positive effects were found on primary-grade students' reading comprehension of various informational text structures. The CCSS forward rigorous expectations for engaging with, recognizing, and comprehending informational text beginning in early elementary grades, but there are a limited number of studies that have closely examined the efficacy of teaching informational text structure in primary classrooms.

Lack of Informational Text in the K–2 Classrooms

Despite students' needs for informational text instruction, past research has shown that narrative seems to be the genre primary students encounter most frequently (Deeney, 2016; Pilonieta, 2011; Yopp & Yopp, 2006), as researchers have reported a lack of informational text in primary classrooms (Duke, 2000; Hall et al., 2016; Yopp & Yopp, 2006). Yopp and Yopp (2006) collected data at workshops from preschool through Grade 3 teachers on the titles of books they read aloud to their students during a single day. Titles were obtained from 1,144 teachers representing 13 different school districts. Using a framework to identify genre, 1,487 books were categorized as narrative, informational, mixed, or biographies. The analysis showed that 77% of the read-alouds were narrative, while only 8% were informational.

Many primary educators may be neglecting informational text and overemphasizing narrative text (Hall et al., 2005). In a survey of educators of young students, it was discovered that narrative text was used more than informational text (Ness, 2011). The average amount of time spent on instruction of informational text reported by teachers was 15 minutes for kindergarten, 18 minutes for first grade, 28 minutes for second grade, and 35 minutes for third grade. One explanation for why this may be occurring is that educators may feel they do not have the knowledge necessary to ensure high-quality informational text instruction; however, this does not negate the fact that students need to demonstrate proficiency with informational text on standardized assessments (Ness, 2011). Challenges for teachers, such as districts requiring the use of a curriculum that lacks a balance of informational and narrative text, or lack of teacher knowledge of how and/or when to teach instructional strategies focused on informational text may explain why there is still a lack of informational text in the primary classroom.

According to Hall et al. (2016), teachers report several reasons for their limited use of informational text. Some teachers believe that (a) informational text is too difficult because of the text features and vocabulary, (b) there are not enough informational texts available that are appropriate for young children, and/or (c) young children prefer narrative text. In response to these challenges, Hall et al. (2016) examined a tools approach to scaffold instruction for informational text. Their research with kindergarten students used "The Tools Approach," which scaffolds instruction on informational text features such as pictures, captions, headings, bolded words, and labeled diagrams. These tools were introduced during group discussions; then, students were paired up to find examples of these tools in the classroom. Students also drew examples of these tools on their own after modeling from the teacher. The findings indicated that this strategy increased the students' ability to identify and use text features to find information in

text. Students also showed an increased interest in informational text in both reading and writing. This research is significant in that studies exist teaching first through fifth-grade informational reading and writing skills, but there is a lack of research focused on kindergarten students (Hall et al., 2016).

Another study by Young and Goering (2018) examined the implementation of the CCSS in kindergarten through second grade classrooms. Data collection occurred through teacher-reported lesson plans, classroom observations, and interviews. Analysis of the data involved identifying significant statements, clustering them into categories, and determining interrelated themes. These themes provided insight into how teachers' literacy practices evolved because the implementation of Common Core State Standards affected teachers' thinking about literacy and their classroom practices. Four main themes emerged, Common Core Implementation, Support, Paradigm Shift, and Focus on Informational Text. The Common Core Implementation revealed that Despite challenges such as limited resources and uncertainty about state assessments, teachers expressed positive perceptions of CCSS, viewing it as a clearer focus on teaching and facilitating deeper learning experiences. Beginning teachers felt they had more time to address essential concepts, while experienced teachers compared the CCSS to previous thematic teaching approaches. However, all teachers acknowledged the pressure to prepare students for state assessments and the lack of time to cover all necessary material. Overall, teachers expressed a mix of optimism and pressure to implement CCSS within a short timeframe.

The Support theme showed guidance provided to the five teachers during the CCSS implementation. Support was given through professional development sessions from various educational entities, including the state Department of Education, the school district, and the school's Instructional Facilitator. The Instructional Facilitator also modeled lessons on the use of

information technology and appropriate teaching strategies. Additionally, the district supplied resources and book sets aligned with the Common Core Curriculum Maps units. Teachers recognized the need to support students' schema development before introducing new topics or vocabulary, leading to changes in teaching practices such as building background knowledge and using real pictures to introduce unfamiliar vocabulary. As a result, students spent more time in their Zones of Proximal Development, with teachers providing support for complex tasks. Teachers also supported students' understanding of the informational text through techniques such as think-aloud, explicit questioning, and requiring students to explain their thinking. Professional development helped teachers feel more comfortable with the changes and enabled them to notice positive outcomes in their students despite the challenges of implementing CCSS.

The Paradigm Shift theme reflects a significant change in teaching approaches and perspectives brought about by the implementation of Common Core State Standards. Teachers observed curiosity in their students, which they felt was overlooked in previous standardized testing-focused education systems. The emphasis on deeper teaching and the use of tasks that encouraged student inquiry aligned with students' natural curiosity and desire to learn. Informational text was used frequently with four out of five teachers incorporating it into their instruction. These teachers noted their students' enjoyment of informational text and observed them choosing it for independent reading. This led to an increased use of informational text in instruction and the addition of classroom libraries to include more high-quality informational text texts. For these teachers, the shift in their teaching paradigm allowed them to recognize the value of informational text in engaging students and fostering their learning. However, one experienced kindergarten teacher resisted this change and maintained a preference for fiction and fantasy books over informational text. Despite access to the same resources and professional

development as her colleagues, she did not integrate informational text into her instruction and expressed skepticism about its appeal to her students. This teacher's reluctance to embrace the Paradigm Shift highlights the varied responses to educational reforms such as CCSS among educators.

The Focus on the Informational Text theme reflects the significant integration of informational text into teaching practices following the Paradigm Shift brought about by the implementation of Common Core State Standards. Observations and lesson plans indicated that teachers now used informational text prominently in literacy, science, and social studies instruction. Students were encouraged to choose informational text for independent reading, leading to high levels of student engagement with this genre. Teachers taught students to utilize various text features to aid comprehension, such as captions, bolded words, indexes, glossaries, tables, graphs, and photographs. Instruction included explicit teaching of text structures and features, with a focus on helping students understand the organization of nonfiction texts. Graphic organizers and anchor charts were utilized to help students organize their thinking and understand informational text features and purposes. Additionally, students used informational text as resources for research projects and to support their writing, with teachers creating grade-appropriate informational text when necessary.

Overall, the study suggests that the implementation of the CCSS, particularly regarding the addition of informational text in early grades, poses significant challenges for teachers. While most teachers in the study were willing to implement new teaching methods with informational text the shift in practice was largely driven by policy changes rather than research recommendations.

Most teachers make a multitude of choices every day regarding what they teach, how they teach it, and what strategies they use for instruction. They may also make decisions about what resources to use and how they integrate them into their planning and instruction. Teachers' limited familiarity with varied genre instruction may be a contributing factor as to why primary students have difficulty with informational text (Hall et al., 2005). While there is an increase in informational text available in the primary grades, effective instructional strategies need to be researched, and professional learning opportunities need to be made available for all teachers. Preservice teachers may not experience informational instructional practices as well if in-service teachers have not had professional learning themselves on informational text (Deeney, 2016; Ness, 2011). Teachers' professional learning experiences and opportunities can have a great impact on student motivation and achievement (Tschannen-Moran & Johnson, 2011). It also can have a positive effect on instructional practices in the classroom (Waitshega & Moalosi, 2013). Another critical component to consider is whether teachers have a choice in the texts they use in the classrooms.

Many districts have adopted curriculums that feature texts, including basal-based programs, that teachers are expected to use with fidelity. "A basal reader is a complex collection of reading selections, support materials, and assessments held together by a hefty teacher's edition" (Dewitz & Jones, 2013, p. 392). They also include leveled readers, big books, and student workbooks. Dewitz and Jones explained that units, materials, and lesson plans within a basal program can help guide novice teachers, but the expectation is that teachers' growth in knowledge, skills, and experience should augment a program to meet each student's needs within a classroom. They continued to state that research on basal reading programs has cast serious concerns on the instruction and curriculum design.

Every teacher acts on the basis of a tacit theory of what, how, when, and for whom, based on what they have been taught, learned from peers, and discovered from experience. The curricula they use also instantiate assumptions in each of these areas. Incorporating reading science is valuable because it adds a vast amount to what is known about how reading works and children learn, beyond what can be established by other means (Seidenberg et al., 2020, p. 5).

Ultimately, schools must engage teachers of literacy in collaborative professional development that is focused on evidence-based instructional practices to ensure success for students and increase reading achievement.

Theoretical Framework

For this study, the researcher uses the DRIVE Model (Cartwright & Duke, 2019) to explain the multiple processes happening during the reading process. Duke and Cartwright (2021) explain that over the past 35 years, research has yielded additional insights into reading beyond the initial theories proposed. They go on to highlight three key advancements: (1) Reading difficulties stem from various causes beyond decoding and listening comprehension, challenging the simplistic notions of the simple view; (2) Decoding and listening comprehension intersect significantly rather than operating independently, contrary to previous beliefs; (3) Numerous factors influencing reading, such as active self-regulatory processes, were not accounted for in the simple view. They continue that instruction aligned with these advancements can enhance students' reading abilities. Introducing the "active view of reading" as an expanded framework, the authors aim to communicate these breakthroughs to educators. They stress the importance of updating theories and models to inform classroom practices and interventions for supporting students' reading development effectively. They emphasize that reading involves numerous simultaneous processes, including decoding words, comprehending

language, and integrating prior knowledge. The authors highlight concerns about oversimplified views of reading, which often separate word reading and language comprehension in instruction. They argue that readers seamlessly integrate these skills while reading, though it may go unnoticed due to their proficiency. The DRIVE model employs the metaphor of driving to explain the reading process, making comparisons between how drivers navigate routes and how readers navigate texts. Like drivers actively deploy driving skills, readers actively engage in reading to comprehend texts. Are we certain educators feel they have the knowledge necessary to ensure high-quality literacy instruction is taking place for every child? This study utilized the DRIVE Model to show the complexity of the reading process. This also requires teachers to know and understand the elements of the model to make decisions on how to instruct students in the classroom. The DRIVE Model lays out the multifaceted process of reading. This study described the multiple elements of the DRIVE Model to show the complexity of the reading process and the knowledge and skills teachers need to make instructional decisions in the classroom.

Chapter Summary

Researchers have cited consistencies with studies previously conducted, stating that explicitly teaching text structure can increase comprehension of informational text (Bristor, 1993; Downing et al., 2002; Reutzel et al., 2009; Wijekumar et al., 2012; Williams et al., 2014). An explicit, systematic approach to teaching informational text structure must be embedded within the lessons on content area (Fisher et al., 2008; Reutzel et al., 2009; Williams, 2005). Informational text places different demands on the reader because of differing text structures and features that may be unfamiliar to the reader, whereas narrative has story elements making the text more predictable to aid comprehension.

Additional research has shown that teachers spend more instructional time on narrative than informational text (Hall et al., 2016). Many teachers may be more familiar with comprehension strategies and story grammar for narrative text and may be less experienced with informational text strategies (Duke & Block, 2012; Hall et al., 2005; Moss, 2004; Reutzel et al., 2016). This chapter also emphasized the importance of the inclusion of multiple-genre instruction in kindergarten, first grade, and second grade classrooms (Downing et al., 2002; Duke, 2000; Reutzel et al., 2009; Wijekumar et al., 2012; Williams et al., 2014; Yopp & Yopp, 2006). Unfortunately, researchers have shown that kindergarten, first-grade, and second-grade students have not been offered opportunities to engage in activities across multiple genres (Duke, 2000; Duke & Watanabe, 2013; Jeong et al., 2010; Young & Goering, 2018).

CHAPTER THREE

METHODOLOGY

Introduction

This mixed-methods study aimed to explore the balance between informational and narrative text in kindergarten, first-grade, and second-grade classrooms. The investigation looked at the professional learning opportunities provided to teachers concerning these text genres and the instructional practices employed during instruction. Teachers play a crucial role in making decisions about instructional materials and their presentation to students. The choice of a mixed-method design was deliberate, aiming to comprehensively understand kindergarten through second-grade teachers' utilization of informational and narrative text, their instructional strategies, and access to professional learning related to genre instruction.

Theoretical Framework

The research done in this study was grounded in the DRIVE model of reading. Reading is complex and is affected by many variables, including purpose for reading, motivation, and environment. Created by Cartwright and Duke (2019), this theoretical model compares reading to driving a car to represent what happens during the reading process. The acronym DRIVE stands for Deploying Reading In Varied Environments. The model includes many contributing elements based on two factors. The first factor is evidence that the element is causally related to reading according to research studies. The second factor taken into consideration is whether the element consistently impacts every aspect of reading. The model also looks beyond the reader's characteristics and skills and focuses on the reader's purpose, the text being read, the reading task, and the context in which the reading occurs (Cartwright & Duke, 2019).

Cartwright and Duke (2019) "attempt to use the metaphor of driving to provide a complex but accessible model for reading, with particular attention to the roles that oft-neglected textual and contextual factors play in the reading process" (p. 119). Multiple key features in the DRIVE model explain the factors that contribute to the reading process. The first key factor states that the DRIVE model frames the reader as a purposeful driver as they actively engage with the text. Cartwright and Duke (2019) stated that:

…readers manage a complex array of processes by using their executive function skills: higher-order mental skills that enable us to manage our thoughts, feelings, and behaviors in order to achieve goals. Executive functions include working memory, inhibition (self-control), and cognitive flexibility, and are central to reading. Although recent research has indicated a critical role of executive function skills in reading, DRIVE is the first model to ascribe a central role to these processes. (p. 8)

Establishing an authentic purpose with students for reading and writing has yielded higher growth in comprehension (Cartwright & Duke, 2019). Setting goals is also beneficial and can improve aspects of reading by creating a plan for understanding the text. Many factors influence reading, including the type of text and the content. When comparing this to driving, for example, one may drive for enjoyment or to complete a specific task. These invoke different behaviors depending on the destination. In comparison, reading also requires a set purpose depending on whether the task is to read for enjoyment or to gather information. Just as when one sets out to drive, one is more likely to reach the destination/goal when one reads with purpose. Along the way, there are many variables that a reader/driver may encounter to get to their destination. These include the following:

Text Types-Road Types: There are many road types that one may encounter, from muddy to smooth, just as one encounters many text types when reading.

Text Structure-Traffic Patterns: Just as drivers encounter different traffic patterns with traffic lights and merging, readers encounter different text structures such as cause and effect or compare and contrast. Well-designed traffic patterns and text structures are easier to navigate.

Organizational Signals-Road Signs: To help drivers navigate traffic patterns such as traffic lights, roundabouts, and merging traffic, there are signs to help them anticipate the route. The same is true for readers. Text features include bold words, headings, pictures, and captions. Clue words like next, so, and in contrast, help readers navigate through text.

Other Text Features-Other Road Features: Other Road features, including potholes and ice patches, make driving more difficult. Likewise, unfamiliar vocabulary, poorly written text, and graphics may slow readers down.

Text Content-Route: The route or content of a drive is the path that is usually represented on a Global Positioning System (GPS). Similarly, content such as topics and scenes may be more or less complex or unfamiliar to the reader, which influences the reading process.

Number of Texts-Number of Lanes: There are times when drivers may reach their destination utilizing only one road to get to their desired locale. Alternatively, a drive may require using multiple lanes or roads to navigate where they are heading. Likewise, readers may need to use one book, possibly to read for enjoyment, or research a subject with multiple texts to reach their goal.

The next elements of the DRIVE model relate the driver and vehicle to the reader's brain. Just as drivers need to know the fundamentals of how vehicle transportation works, this applies

to how readers must know the fundamentals of reading. The following elements are represented in this comparison:

Concepts of Print and Graphics- Knowledge of How Vehicle Transportation Work: There is basic information drivers need to know to be a successful driver. Examples of this are knowing where to sit, and how to start the vehicle. Readers also need to know basic concepts, like where to begin reading and how to hold a book, to be successful.

Reading Motivation and Engagement-Ignition and Gas: Vehicles cannot start without ignition and gas. Both are needed for a car to get down the road and the lengthier the drive, the more gas is required. Likewise, readers need motivation to begin, but engagement is needed for the reader to continue.

Knowledge of Decoding and Word Recognition-Wheels: To navigate to a destination, wheels are what get the vehicle down the road. Similarly, decoding and word recognition help readers get through the text.

Decoding and Word Recognition Strategies-Tires: Wheels cannot move the vehicle effectively without tires. Likewise, readers need strategies to help them effectively apply their knowledge of decoding and word recognition.

Phonological Awareness-Tire Treads: Drivers need good tread on tires, or they will not grip the road as needed. In the same way, decoding and word recognition strategies can only help if readers have phonological awareness. Phonological awareness helps with processes like blending and chunking unfamiliar words while processing text.

Reading Fluency-Axles: Axles on a car help the driving process run smoothly and help the driver adjust as needed to the contours of the road. Fluency helps readers connect

comprehension to accurate and automatic word recognition through prosody or expressive reading.

Vocabulary and Morphological Knowledge-Struts and Shock Absorbers: To keep the car from going all over the road, struts and shocks join the wheels and axles to the rest of the car. Likewise, readers' knowledge of the meanings of words aids in decoding, linking them to the reading process, and, ultimately, comprehension.

Syntactic Knowledge-Chassis: The chassis is the structure that connects the components of the vehicle. These structures are the same as word function and order, or syntactic knowledge, which impacts comprehension.

Discourse Knowledge-Seats: The seats represent one's experience in driving whereas our experience rests on the seats of the vehicle. Comparably, we rely on our discourse knowledge to navigate through text by knowing what to expect in specific genres such as narrative and informational text.

Text Structure Knowledge-Traffic Patterns: Knowledge of how roads are laid out helps drivers navigate their route. Similarly, readers need to recognize how text is laid out and organized; they benefit from text structure knowledge.

Content Knowledge-Route Knowledge: When driving routes are familiar, conscious attention is not necessarily required to get to a destination. In contrast, an unfamiliar route may require much of one's attention to successfully reach the destination. When readers have knowledge of a topic or the content, it is easier for them to read.

Reader's Emotional State-Driver's Emotional State: Mood affects how drivers react and may be influenced by conditions such as icy roads. Likewise, readers' emotional states may affect the reading task and influence the reading process.

Critical Thinking-Road Reviews: Drivers should have carefully considered opinions on the best routes and conditions of roads. Similarly, readers need to be critical as they read, continually asking questions about content, perspective, and the author's purpose.

Comprehension Monitoring-Dashboard: Drivers are constantly monitoring their dashboard to make certain the vehicle is functioning properly. Readers also need to be active and monitor the reading process to ensure full comprehension.

Strategic Reader-Strategic Driver: Driving should be strategic when dealing with challenges, such as merging and blind spots. Readers also need to be strategic to support the reading process and support understanding of the text.

Executive Function Skills-Multitasking Driver: Both reading and driving rely on higher-order thinking skills that manage the thoughts, feelings, and behaviors needed to successfully obtain goal-directed activities.

The last elements of the DRIVE model compare the context of reading to the context of driving. Readers need to be aware of what is currently being read and to consider past and future content as well. "Good readers are also aware not only of the meaning of the text at that moment but where they are in the larger context of the text(s)—what they have read up to that point and what they anticipate coming next" (Cartwright & Duke, 2019, p. 13). The following elements in this comparison are:

Past and Upcoming Context-Rearview Mirror and Headlights: Drivers are aware of what is behind them, in front of them, and what is happening right where they are. Readers also need to anticipate what will happen, what has happened, and what is presently happening in the larger context of what they are reading.

Reading Conditions-Weather Conditions: Weather conditions such as rain, ice, or wind may affect driving and may make it more difficult for the driver. Reading conditions such as noise, music, or even natural lighting may negatively impact reading comprehension.

Setting for Reading-Scenery for Driving: The setting for both reading and driving places different demands on readers and drivers. Light traffic is likely to place different demands on a driver than busy traffic. Likewise, a literacy class is likely to place different demands on a reader when compared to a place of worship.

Culture of Reading-Rules of the Road: There are many rules of the road depending on where one lives. Similarly, reading is affected by cultural influence. Readers may interpret the same text in different ways depending on their cultural backgrounds.

The DRIVE model is used to explain the complexity of the reading process. There are many important factors in this theoretical framework that influence reading, including those traditionally associated with reading such as decoding and comprehension, as well as those less commonly considered such as purpose for reading and cultural background (Cartwright & Duke, 2019). Reading is a complex skill involving many variables. It is dependent on purpose, skill, type of material, and context. Reading has many theories because it's a complex activity, involving various skills and capacities. It's not a one-size-fits-all and it changes based on purpose, skill, material, and context. Different perspectives, like biological, behavioral, social, developmental, and cross-cultural, can be used to understand it (Seidenberg et al., 2020).

Seidenberg et al. (2020) also noted that scientific studies have taught us a lot about effective reading instruction, interventions, and factors influencing reading. However, they're concerned that despite the relevance of reading science to classrooms, it doesn't provide practical guidance. There is a great deal of complexity involved in the teaching of reading and teachers

bear the enormous responsibility for knowing what, where, when, and how for each student in their classroom. It is hard to imagine someone learning how to drive without an instructor, and it is hard to imagine someone learning how to read without a teacher. In both contexts, the teachers involved require extensive experience and knowledge. This also requires continuous professional learning opportunities as our world changes and new knowledge comes to light in their area of instructional practices. In the field of education, this knowledge is often further broken down and referred to as content knowledge, pedagogical knowledge, and pedagogical content knowledge (Cartwright & Duke, 2019). In other words, teachers need to have content knowledge or subject area knowledge, as well as pedagogical knowledge, which is knowing instructional methods appropriate for their students. In teacher education, as in the training of drivers' education instructors, there is initial education and certification that is designed to develop these three types of knowledge, but there is also a hope, in both arenas, that learning to teach will continue throughout educators' careers (Cartwright & Duke, 2019). With the Common Core State Standard's shift of college and career readiness in education, there is an expectation of teaching both narrative and informational text beginning in kindergarten. Explicit instruction on characteristics of and strategies used with these different genres has been proven to aid in comprehension (Madda et al., 2019), which is the goal of reading.

Research Questions of the Study

The current researcher aimed to answer the following questions:

1. What is the balance of narrative and informational text in a kindergarten, first-grade, and second-grade classroom during literacy instruction in a large Midwest state's county?

2. How do teachers provide opportunities and access to narrative and informational text in a kindergarten, first-grade, and second-grade classroom during the literacy block?

3. How do professional learning opportunities for kindergarten, first-grade, and second-grade teachers differ in informational text compared to narrative text?

Using a mixed methodological approach, data were collected from various classroom settings in kindergarten, first, and second grade to answer the research questions. The DRIVE model informed the researcher's perspective on the complexity of the reading process and the multiple components teachers must consider during literacy instruction.

Setting

Cardinal County, a pseudonym used to protect the research site, is in the southeastern area of a Midwestern state in the United States. There are approximately 870,000 residents living across 571 square miles. Three of the cities found in the county are among the top ten most populated in the state. Demographics indicate that the population is 80% White, 12% African American, 4.3% Asian, and 2.5% two or more races. There are approximately 150,000 students in the county that attend K–12 public and private schools, and there are urban, suburban, and rural districts contained within the county. For this study, a survey was administered via Qualtrics to approximately 150 district literacy coaches. The coaches were asked to send the survey link to any kindergarten, first-grade, and second-grade teachers in the buildings they support. There was the potential of reaching approximately 800 kindergarten, first-grade, and second-grade teachers; however, the researcher could not determine the precise number of teachers who received the survey.

Research Design

Mixed Method

This mixed-methods study was conducted to develop answers to the guiding research questions. Mixed-methods studies combine elements of quantitative and qualitative approaches, including viewpoints, data collection, and analysis for breadth and depth of understanding within

a single study (Kaiser & Presmeg, 2016). Synthesizing both quantitative and qualitative methods

can provide insight and validation to a study. Buchholtz (2019) described the strengths of mixed-

methods research in the following ways:

- Simultaneous generation and testing of theory

- Possibility of answering a broader extent of research questions

- Establishing a wealth of research designs with specific strengths and weaknesses

- Provision of validation strategies through convergent research results

- Generating insights that go beyond the use of single research methods

- Added value of additional knowledge for theory and practice.

  In contrast, the weaknesses of mixed-methods research were outlined as follows:

- Single researchers can struggle to carry out both qualitative and quantitative research
  at the same time; it may require a research team.

- The researcher must be firm and confident in applying multiple research methods.

The goal of a mixed-methods approach is to strengthen the results of the study and

thoroughly answer the research questions. Qualitative and quantitative methods offer different

strengths and weaknesses, but not mutually exclusive research strategies. The researcher

collected quantitative data to garner more insight into professional learning opportunities, the use

of resources, and the frequency of use in the classroom through a survey. The researcher then

sought to document events happening during instruction in a classroom setting to provide

additional qualitative data on how teachers carry out instructional practices during literacy

instruction. A mixed method approach was used to gather data through different perspectives

such as surveys, open-ended questions, and audio-recording of instruction in the classroom.

These approaches complemented each other and enriched the research by previewing different perspectives on informational and narrative text.

Quantitative Research

The current researcher chose to collect quantitative data in the form of a survey and frequency table to compare to instruction happening in the classroom. Quantitative data can include standardized tests, self-reporting surveys, and rating scales. It is the numerical representation and manipulation of observations to describe and explain phenomena in those observations (Patton, 2015). It is used in both natural and social sciences, including psychology, sociology, and biology (Patton, 2015). There are many different types of quantitative research. Some examples of this are experimental research, correlation research, and survey research. All of these have certain characteristics that gather evidence around a phenomenon. One way in which evidence is gathered in quantitative research is through surveys.

Surveys use sampling and questionnaires to gather characteristics of a population or group, as well as information about how people may feel about something or how often they engage in a specific behavior or event (Patton, 2015). In contrast to experiments, surveys cannot easily distinguish between cause and effect, but they are useful for gathering large amounts of data to describe samples and populations. They may be either cross-sectional, where the survey is done once, or longitudinal, where surveys may be conducted over several years (Watson, 2015). Many surveys are cross-sectional because of the ease of administering one time, whereas longitudinal surveys done over time may have attrition issues (Patton, 2015); Watson, 2015). The current researcher used a survey to collect data about professional learning offerings for narrative and informational text. Part of the survey had a frequency table where participants chose how often certain genres were used during instruction. The frequency data were used to determine the balance between narrative and informational text during instruction.

Qualitative Research

Qualitative researchers attempt to understand how individuals make sense of the world around them. "The social world is not independent of individual perceptions but is rather created through the social interactions of individuals with the world around them" (Hesse-Biber, 2010, p. 455). The researcher used a qualitative approach by transcribing audio recordings of classroom instruction during literacy block time and frequency of use with different genres. The transcripts were used to capture instructional practices around narrative and informational lessons. Williams and Moser (2019) stated,

> Qualitative research provides opportunities to locate the genesis of a phenomenon, explore possible reasons for its occurrence, codify what the experience of the phenomenon meant to those involved, and determine if the experience created a theoretical frame or conceptual understanding associated with the phenomenon. (p. 45)

Qualitative research typically yields much more detailed information about a smaller number of participants or cases (Patton, 2002). What people say verbally through interviews, written responses, or observations is a major part of qualitative research. Much can be learned from participants through open-ended responses or inquiry by observation. For this study, three teacher volunteers from kindergarten, first-grade, and second-grade classrooms were asked to audio-record their literacy block on two separate occasions, one week apart. The researcher transcribed these recordings to determine the use of narrative and informational text in each of their classrooms, and the instructional strategies they used for lessons around those genres. The transcripts were coded using the grounded theory approach to determine what instructional strategies were used during the literacy block and how much time was spent on narrative in comparison to informational text. A grounded theory approach often involves organizing words, phrases, and sentences into categories to gain contextual meaning. This systematic process is an

inductive approach that attempts to generate meaning from data collection. In this study, the audio-recorded data were collected, transcribed, and coded to gain an understanding of what was happening during instruction. Words, phrases, and sentences were coded to represent themes and generate theory. Grounded theory came from the work of Glaser and Strauss (Austin & Sutton, 2014; Vollstedt & Rezat, 2019). One possible way to organize data in qualitative research is through coding. Essential to coding is defining a consistent process to ensure and validity of the study. "Importantly, the open, axial, and selective coding strategy enables a cyclical and evolving data loop in which the researcher interacts, is constantly comparing data and applying data reduction, and consolidation techniques" (Williams & Moser, 2019, p. 47). There are three levels of coding: open, axial, and selective.

During the initial coding process, words, phrases, and sentences that were related to phonological awareness, phonics, vocabulary, comprehension, and fluency were documented. Examples of this are when teachers discuss rhyming, letter sounds, and the author's purpose. From these components, smaller parts were identified to conceptualize what was happening during each literacy block during open coding.

For the next step, axial coding, these concepts were then broken down further to represent specific types of instruction for narrative and informational text. Examples of these were discussing character analysis, text features in a book, and strategies to figure out who the main character may be. The last part of the process, which was selective coding, included specific characteristics for both narrative and informational as well as comprehension strategies teachers used during instruction. Examples of this were discussions on text features such as table of contents, glossary, or bold print for informational. For narrative, the researcher looked for discussions on a main character or character analysis.

Figure 1.

Nonlinear Coding Process
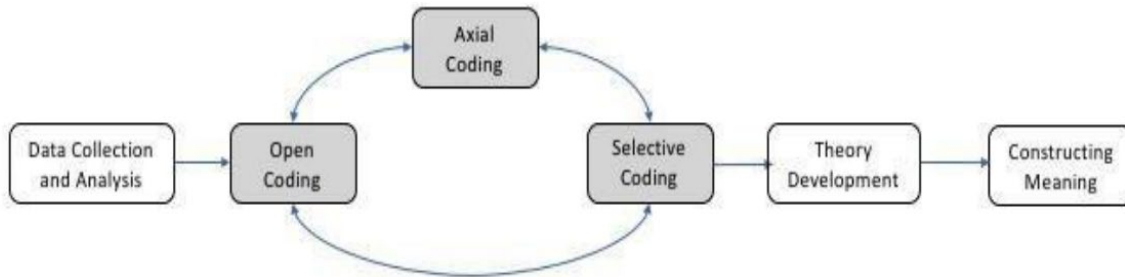
The researcher of this study began with nonlinear coding to organize and identify words and phrases to build theory. Each stage of the coding process was used to refine data and construct meaning through theory development.

Instruments

A self-reporting large sample survey on Qualtrics was sent out via email. The survey consisted of six multiple-choice questions on demographics and credentials. For example, the survey asked, "How long have you taught at your grade level?" and "What is your level of education?" Another question asked whether teachers are required to use a basal reading program with fidelity or whether they have opportunities to use additional resources during literacy instruction. Fourteen questions were asked about professional learning opportunities offered and completed during the previous twelve months on the topics of informational and narrative text. The first seven inquired about informational text, and the next seven asked the same questions about narrative text. Examples of this were, "How many professional learning offerings have you attended in your district on the topic of informational text over the past twelve months?" and "How many professional learning events have you attended outside of your district on the topic of narrative text?" Following these were three open-ended questions on genre and text structure. Examples of these questions were, "What text genres do you know?"

and "What text structures do you know?" The next 10 questions focused on the frequency of

instructional use of different genres in the classroom. Teachers were asked to consider teaching

materials/genres used in the previous five days of school for instructional purposes with many

students. One example of a genre included was fairy tales, fables, and/or folk tales like

Cinderella, *The Tortoise and the Hare*, and *Pecos Bill*. Another genre represented was

science/social studies/math-related trade books, which included content area textbooks, passages,

and/or informational big books. The last question asked, "Would you be willing to participate

further in this study by audiotaping your literacy block instruction on two separate days over two

weeks?" Participants chose one of three options: "Yes, I would like to participate further in this

study," "I would like more information before I agree to participate in this study," or "No, I do

not want to participate further in this study." Teachers from each of the grade levels—

kindergarten, first grade, and second grade—who were willing to participate in the audio-

recording sessions were randomly selected by the researcher to audio-record their literacy block.

There was a total of three kindergarten, four first grade, and four second-grade participants. Each

teacher was given a number according to the total amount in that grade that chose to participate

further. The numbers were then selected by a person unrelated to the study by pulling a number

from a bin. The recordings were done in the Fall of 2021. The recordings were immediately

transcribed via Revo and Scribie.

Analysis of the Data

Mixed Method Data

Data gathered in this study was analyzed through both narrative and numeric lenses, so

the researcher of this study could identify emerging themes and confirm findings through

triangulation (Teddlie & Tashakkori, 2010). These analyses were sequential, in that qualitative

data collected were dependent on quantitative collection (Teddlie & Tashakkori, 2010). The

inductive analysis aimed to surface emerging themes and theories, allowing the researcher to develop a grounded theory (Teddlie & Tashakkori, 2010). This allowed for an integrated methodological approach to answering the research questions of interest within the study.

Permission to conduct this study was obtained from the Institutional Review Board (IRB) of the University of Michigan–Flint (see Appendix E). A survey (see Appendix F) was administered via Qualtrics to approximately 150 district literacy coaches from September 2021 to December 2021. The coaches received an anonymous link via email and were asked to send the survey link to any kindergarten, first-grade, and second-grade teachers in the buildings they support. There was the potential of reaching approximately 800 kindergarten, first-grade, and second-grade teachers; however, the researcher could not determine the precise number of teachers who received the survey. The quantitative data gathered and analyzed for this study focused on questions about demographics, experience, credentials, and professional learning around narrative and informational text. There was also a question on the frequency of use of different genres in the classroom. Qualitative data were gathered through the open-ended questions around genre use and text structure on the survey. The last question on the survey asked participants whether they would be willing to audio-record their literacy block on two separate occasions 1 week apart. The researcher separated the 11 volunteers by grade level and randomly selected one from each grade level to participate in the study. Details on the study (see Appendix A) were sent to the participants who volunteered to audio record their literacy block. Participants had the option to withdraw from the study by contacting the researcher to opt out without penalty at any time during the study. After the three were selected, permission from the principal and/or district was sought and granted (see Appendix D). Teachers were given a letter to distribute to families (see Appendix C) that would allow them to opt their child out of the

study if they did not want the student to participate. Details were given about the study, so the

parent/caregiver had adequate information to make an informed decision. If a parent opted their

child out of the study, the plan was to have the student placed in a different classroom for the two

recording periods. A recording device was sent to each participant with directions. After the two

recordings were done, the recording devices were sent back to the researcher, where they were

downloaded onto a secure drive and later uploaded to a transcription site. Each of the recordings

were downloaded to the same secure drive and was later analyzed by the researcher. Originally,

the plan was to collect information from all randomly selected participants simultaneously.

However, this plan encountered a setback when data for one participant, along with the recording

device, was lost in transit. Upon discovering this issue, the Institutional Review Board (IRB) and

the dissertation chair were notified. It was decided that the lost data would be documented in the

dissertation. Efforts to recover the lost data were unsuccessful, prompting the selection of

another participant to replace the missing data. This replacement participant underwent the same

process of obtaining consent and receiving a recording device with instructions. The first two

recordings took place in March 2022, while the third occurred in December 2022. Upon receipt,

the new recordings were promptly transcribed.

Quantitative Data

The researcher began collecting data by sending out a 29-question survey (see Appendix

F) to kindergarten, first-grade, and second-grade teachers related to demographics, experience,

certification, and professional learning on narrative and informational text. One section of the

survey measured the frequency of use of informational and narrative text during literacy

instruction in the previous five days of instruction. Options included five genre categories for

narrative and five for informational text. The researcher calculated the amount from each of the

five for narrative and each of the five for informational to determine whether there was a balance between the two genres.

One section of the survey measured the frequency of use of informational and narrative text during literacy instruction in the previous five days of instruction. Informational text selections included science/social studies/math-related trade books, reference books, informational magazines, informational poems/song lyrics/rhymes/riddles, and informational charts/graphs/graphic organizers and/or posters. Narrative text options included fairy tales/fables/folk tales, realistic stories, dramatic texts, and poems/song lyrics/rhymes. There were five genre categories provided for narrative and five for informational text. There was a total of 10 types of genres: five that are characteristic of narrative text and five that are characteristic of informational text. The researcher calculated the total number of responses for each of the five categories for narrative, as well as each of the five categories for informational, to determine the balance between the two genres.

Qualitative Data

The survey also included four open-ended questions; 1. What text genres do you teach in your classroom? 2. What text structures do you teach in your classroom? 3. Do you think it's important for k–2 students to know text structure? and 4. Why or why not? The first three questions were analyzed using open/axial coding to determine whether the responses were specific to the characteristics of narrative or informational text or domain-specific labels of genre and text structure. The last question on the survey asked participants if they would be willing to volunteer for further research by audiotaping their literacy block on two separate days, one week apart. These recordings were used to determine the types of genres and the instructional strategies employed by the teacher during the literacy block. The audio recordings were transcribed using Scribie and Revo digital transcription programs designed to convert spoken

audio recordings into written text. These programs utilize advanced speech recognition technology to automatically transcribe audio files. The transcripts were analyzed through an open, axial, and selective coding process.

During the open coding process, the researcher extracted any language that could be identified as one of the components of literacy as stated by the National Reading Panel (NRP) 2000. These areas were phonemic awareness, phonics, vocabulary, fluency, and comprehension. During open coding, the researcher read through the transcripts and any terms, vocabulary, and/or phrases that were said by the teachers were documented by categorizing them into one of these five components from the NRP. If a term was stated more than once, a tally mark was placed next to the term. During the process of coding terms, phrases, and vocabulary the researcher referred to the DRIVE (Deploying Reading in Varied Environments) Model of Reading to document the factors that may contribute to the reading process and make connections to the comprehensive process of teaching reading. The DRIVE Model is broken down into three categories: Readers Purpose, the Reader, and Context for Reading. For example, if a teacher discussed pre-reading strategies such as looking at the cover to figure out the main character, or looking through the book to view headings, bold words, and the glossary, the researcher coded this under Reading Purpose from the Drive Model. If phonics instruction or decoding was being discussed, these examples were coded under the Reader elements in the DRIVE Model. During axial coding, the researcher broke down the open codes (phonemic awareness, phonics, vocabulary, fluency, and comprehension) into explicit teaching of phonological awareness, instruction, phonics instruction, genre-related vocabulary, and comprehension vocabulary. An example of this was when one teacher asked where the /sh/

sound in the word dashing was for phonological awareness, or when another teacher the sounds in the word *bus* while writing for phonics instruction.

The researcher also looked for all vocabulary regarding genre instruction in informational or narrative text. Specific vocabulary was documented for both narrative and informational text. An example of this is when one teacher stated, "We are going to read an informational text" and discussed how to find information and details within that text. Another teacher discussed character analysis using a narrative text. For selective coding, the researcher documented when teachers used terms to explain the characteristics of narrative and informational text. Examples of this were characters, beginning-middle-end, retelling, and make-believe for narrative text. For informational text terms such as table of contents, real story, non-fiction, glossary, and bold print were documented. Students require not only basic skills for decoding texts but also advanced abilities to understand, analyze, and combine the diverse texts they come across. Different readers can exhibit different strengths and weaknesses during the reading process. For instance, one may struggle with decoding but excel in vocabulary, academic knowledge, and comprehension strategies. In contrast, another reader might excel in word reading but have weaker vocabulary, academic knowledge, and comprehension strategies. It is important to recognize these individual differences, and interventions should be scaffolded to address the specific needs of each reader, acknowledging that a one-size-fits-all approach is not suitable for diverse reading abilities. The researcher looked for these instructional opportunities during the Literacy Block to understand what was being offered by the teachers to address the different abilities within a classroom.

While considering the five components of literacy stated by the National Reading Panel (2000): phonological awareness, phonics, vocabulary, comprehension, and fluency, during initial

coding the researcher then focused on the active, strategic process of reading. The reading process is multifaceted depending on context and conditions and what the reader utilizes as a process to reach reading goals within different types of text including narrative and informational.

Research Ethics

This research was conducted with human participants; therefore, research ethics needed to be followed. Permission to conduct this study was obtained from the Institutional Review Board (IRB) from the University of Michigan – Flint (see Appendix E). Participants were adequately informed through an invitation to participate letter detailing the study distributed via email (see appendix A). Consent was collected from all participants and their principals (see Appendix D) via scanned signature pages ensuring that their participation was voluntary. Participants could withdraw from the study by contacting the researcher to opt out at any time without penalty. Teachers were also given a letter to distribute to parents and caregivers (see Appendix C) that would allow them to opt their child out of the study if they did not want their child to participate. There were not any parents/guardians that opted a student out of the study. Details were given about the study in that letter, so the parents/caregivers had adequate information to make an informed decision. If a parent opted their child out of the study, the plan was to have the student placed in a different classroom for the two recording periods. Because there was only one teacher in each grade level for the audio recordings, teachers were labeled A, B, and C during coding instead of by grade level so they could not be identified.

A limitation in this study was the researcher's connection to the county in which the study took place. The researcher has led professional learning events focused on best literacy practices where multiple districts were in attendance. The researcher has also been in classrooms of multiple schools coaching teachers, focusing on instructional strategies and classroom

management techniques, such as the Daily Five (Daily Five, n.d.) or Kagan Cooperative

Learning Structures (Kagan, n.d.). It is crucial for the reader to understand the potential

implications of this context. For instance, the researcher's strong interest in professional learning

opportunities stems from the role within the county. This passion is driven by a desire to address

and resolve these issues. Acknowledging involvement and position in the same county where the

research was conducted may influence perspective. It was important to separate the work done in

the county as an instructional coach and employee from the research done for the current study

as an educational researcher who is completing a doctoral degree.

Chapter Summary

The purpose of this study was to investigate the balance of informational and narrative

text in kindergarten, first-grade, and second-grade classrooms, professional learning

opportunities offered to teachers, as well as what instructional practices are utilized for

instruction of both genres. The methods for answering the research questions were described in

this chapter, including both quantitative and qualitative methods. The methods outlined were

employed to conduct the research for this study.

CHAPTER FOUR

RESULTS

Introduction

The findings from this study were explored in two phases. As previously stated, data were collected in the first phase in the form of a survey. The survey contained 29 questions centering on demographics, professional learning opportunities on narrative and informational text, frequency of genre use, and open-ended questions on genre and text structure used in kindergarten, first-grade, and second-grade classrooms. Surveys were distributed via email to kindergarten, first-grade, and second-grade teachers via building literacy coaches in a southeast county of a mid-western state in the United States, potentially reaching approximately 800 teachers. A total of 69 surveys were returned. The last question of the survey asked whether teachers would like to participate further in the study by audio-recording their literacy block. A total of 11 participants—three kindergarten teachers, four first-grade teachers, and four second-grade teachers chose to participate further in the study.

The second phase consisted of teachers' audio-recordings their literacy block on two separate occasions, one week apart. The researcher separated the 11 volunteers by grade level and randomly selected one from each grade level to participate in the study. After the three were selected, permission from the families, principal and/or district was sought and granted. A recording device was sent to each participant with directions. After the two recordings were done, the educators sent the recording devices back to the researcher, where they were downloaded onto a secure drive and later uploaded to a transcription site. Each of the recordings were downloaded to the same secure drive and were later analyzed by the researcher. The researcher sent the recordings to Scribie and Revo to be transcribed. During the open coding

phase, the researcher identified language related to the components of literacy outlined by the

National Reading Panel (NRP) in 2000, which include phonemic awareness, phonics,

vocabulary, fluency, and comprehension. This involved reading through transcripts and

categorizing any terms, vocabulary, or phrases mentioned by teachers into these five

components. Duplicate terms were tallied. The researcher also referred to the DRIVE (Deploying

Reading in Varied Environments) Model of Reading to identify terms, phrases, or sentences

during the reading process. The DRIVE Model consists of three categories: the Reader's Purpose,

the Reader, and the Context for Reading. For instance, discussions of pre-reading strategies were

categorized under Reader's Purpose, while phonics instruction or decoding examples were placed

under the Reader elements. During axial coding, the researcher further categorized open codes

into explicit teaching of phonological awareness, phonics instruction, genre-related vocabulary,

and comprehension vocabulary. Examples included identifying sounds for phonological

awareness and discussing genre instruction for narrative or informational text. Selective coding

involved documenting terms used by teachers to explain characteristics of narrative and

informational text, such as characters or table of contents, respectively.

Survey Participant Demographics

The data in Table 1 represents the distribution of survey participants based on their years

of teaching experience. Many respondents, comprising 30 (43.48%), have more than 20 years of

teaching experience. Following this, the next group is those who have been teaching for one to

five years, constituting 12 (17.39%). The categories of 11-15 years, 6-10 years, and 16-20 years

each represent varying proportions, with 11 (15.94%), eight (11.59%), and eight (11.59%)

respectively. This breakdown offers insight into the diverse range of teaching experience among

the survey participants, with a notable concentration of educators with careers exceeding 20

years. Regarding grade level taught, second-grade teachers comprised 24 (34.8%) of those who

responded to the survey, followed by 22 (31.9%) kindergarten teachers, and 19 (27.5%) first-grade teachers. Finally, four (5.8%) of survey participants specified that they teach combination classes, which could include both kindergarten/first-grade or first-/second-grade students. These teachers need to be familiar with standards across two grade levels when planning instruction.

When asked how long participants had been teaching at their current grade level, 37 (53.6%) responded with zero to five years, 14 (20.35%) responded with 10 to 20 years, 11 (15.9%) indicated five to nine years and seven (10.14%) specified that they have taught for 21 or more years at their current grade levels. Most of the participants, 55 (79.7%), reported having master's degrees, while 12 (17.4%) had bachelor's degrees and two (2.9%) participants had a specialist degree. Finally, 34 (49.3%) had certification in the English Language Arts, meaning additional coursework in literacy beyond the requirements of initial teacher certification. The next highest number of people reporting certification was found in the "other" category, which included 27 (39.9%) of participants. Which is assumed to be an early childhood certification due to the fact that the participants are kindergarten, first, and second grade teachers. There were four participants (5.8%) that reported certification in math, three (4.3%) reported certification in social studies, and one (1.4%) reported certification in science. See Table 1 for an overview of demographic data. The researcher was interested in this information to try and gain an understanding of the educational background of the participants. It was also important to gain an understanding of past professional learning experiences teachers have had around narrative and informational text, and what the balance was when comparing the two.

Table 1.

Demographics

How long have you been teaching?		What grade level do you teach?		How long have you taught at your current grade level?		What is your level of education?		What is your major or certification in?	
1-5 years	12	K	22	0-5 years	37	Bachelor's	12	ELA	34
6-10 years	8	First	19	5-9 years	11	Master's	55	Math	4
11-15 years	11	Second	24	10-20 years	14	Specialist	2	Science	1
16-20 years	8	Combination K–1, 1-2	4	21 or more	7	Doctoral	0	Social Studies	3
> 20years	30							Other	27

When asked about district-provided resources and flexibility of use, many participants (49; 72.1%) indicated that they follow a district-mandated literacy program but have the flexibility to supplement resources as needed. This is significant in that teachers may be relying on a district resource that may or may not align with a balance of narrative and informational text. Although many participants responded that flexibility is given to modify and use other resources as needed, many may not have the training or experience needed to choose high-quality texts for instruction. Figure 2 displays the literacy resources used by districts and the autonomy given to teachers for instruction.

Figure 2

District Literacy Resources
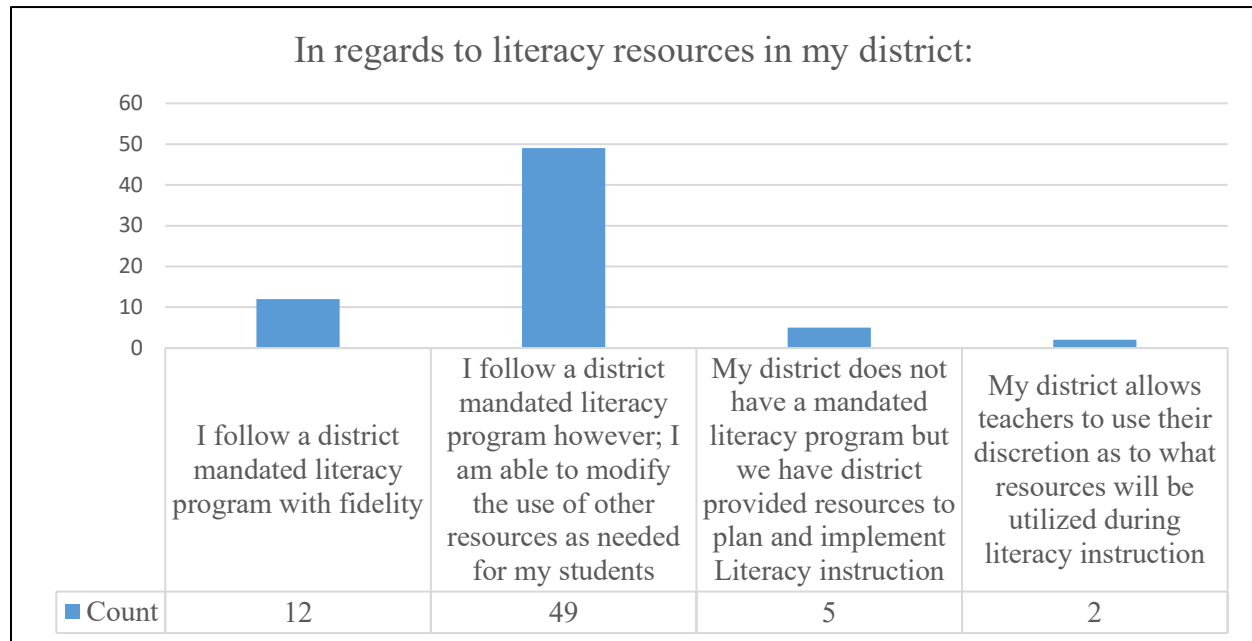
In regards to literacy resources in my district:			
I follow a district mandated literacy program with fidelity	I follow a district mandated literacy program however; I am able to modify the use of other resources as needed for my students	My district does not have a mandated literacy program but we have district provided resources to plan and implement Literacy instruction	My district allows teachers to use their discretion as to what resources will be utilized during literacy instruction
■ Count 12	49	5	2

Results for Research Question One

What is the balance of narrative and informational text in a kindergarten, first-grade, and second-grade classroom during literacy instruction in a large Midwest state's county?

The first research question looked at the balance of informational and narrative text in a kindergarten, first, and second-grade classroom during literacy instruction. Data was collected through a survey around the frequency of use of both narrative and informational text over the past five days of instruction. In addition to the frequency of use, audio recordings were done by each classroom teacher in a kindergarten, first, and second-grade classroom. Participants chose a number from zero to five or more times, specific to each category that was used. There was a total of 10 categories: five that are characteristic of narrative text and five that are characteristic of informational text. The 10 categories were classified as informational or narrative text, as determined by Duke and Bennett-Armistead (2003). The narrative categories included fairy tales and/or folktales, realistic fiction/general fiction, dramatic texts, historical fiction, biographies,

and/or autobiographies, and poems, song lyrics, and/or rhymes for literary enjoyment. Although

biographies and autobiographies may be considered informational text to some, Duke and

Bennett-Armistead explained that text that does not convey information about the natural and

social world is not considered informational text. The informational categories were

science/social studies/math-related trade books, textbooks, passages and/or content area big

books, reference books, informative magazines, newspapers, and/or photos/captions, informative

poems, song lyrics, rhymes, and riddles, and informational charts, graphs, graphics organizers,

and/or posters.

Responses for each of the five categories were added together to calculate the frequency

total to examine the balance between narrative and informational text during classroom

instruction. The frequency totals for narrative came to a total of 196 opportunities of use in the

classroom. The category that had the least amount of use was dramatic text. The category with

the highest amount of frequency was realistic fiction. The overall frequency totals for

informational text were 236 opportunities of use in the classroom. Based on the results of the

frequency chart, teachers who participated in the survey are utilizing informational text more

than narrative text during instruction The category with the highest frequency use in participants'

classrooms was science/social studies/math-related books, with 15 (23.39%) participants stating

these resources were used five or more times in the classroom over the past five days. This may

be because participants are teaching all content areas including math, science, and social studies,

therefore, these resources would be included in this frequency chart. Additionally, 13 (19.40%)

teachers stated the usage of informational charts, graphs, and graphic organizers, realistic stories

had 11 (16.42%) responses, and poems/song lyrics had 10 (14.49%) responses of usage in the

classroom five or more times over the past five days. Table 2 displays the frequency of use for the 10 genre categories.

Table 2

Frequency of Use

#	Categories	Frequency of Use											Total
		0		**1**		**2**		**3**		**4**		**5+**		**Total**
1	Fairy Tales, Fables, and/or Folk Tales/Tall Tales	42.42%	28	24.24%	16	13.64%	9	7.58%	5	6.06%	4	6.06%	4	66
2	Realistic Stories - general fiction story books or passages	7.46%	5	16.42%	11	26.87%	18	23.88%	16	8.96%	6	16.42%	11	67
3	Science/Social Studies/ Math- related trade books, textbooks, passages, and/or big books	2.99%	2	20.90%	14	22.39%	15	14.93%	10	16.42%	11	22.39%	15	67
4	Dramatic Texts	84.62%	55	4.62%	3	4.62%	3	1.54%	1	3.08%	2	1.54%	1	65
5	Reference	56.25%	36	23.44%	15	6.25%	4	4.69%	3	3.13%	2	6.25%	4	64
6	Historical Fiction, Biographies	59.09%	39	28.79%	19	9.09%	6	0.00%	0	1.52%	1	1.52%	1	66
7	Informative Magazines, Newspapers, and/or photos/captions	41.18%	28	23.53%	16	20.59%	14	7.35%	5	4.41%	3	2.94%	2	68
8	Poems, Song lyrics,	14.49%	10	26.09%	18	26.09%	18	5.80%	4	13.04%	9	14.49%	10	69
9	Informative poems, song lyrics, rhymes	40.30%	27	22.39%	15	10.45%	7	5.97%	4	11.94%	8	8.96%	6	67
10	Informational charts, graphs, graphic organizers, and/or posters	5.97%	4	17.91%	12	25.37%	17	19.40%	13	11.94%	8	19.40%	13	67

Participant Classroom Audio-Recordings

Data was gathered via audio recordings during classroom instruction. One participant from each kindergarten, first-grade, and second-grade classroom audio-recorded their literacy block on two separate occasions, one week apart. Originally, the plan was to collect information from all randomly selected participants simultaneously; however, the data for one participant, including the recording device, was lost in transit. After it was determined that the data could not be recovered, another participant was randomly chosen to replace the original one. The same

procedure of obtaining permission and sending a recording device with instructions was followed. The initial two recordings took place in March 2022, and the third recording occurred in December 2022. These recordings were transcribed to determine the types of genres utilized in the classroom and the instructional strategies employed by the teacher around those genres. The transcripts were used to determine emerging themes and trends around comprehension instructional strategies and time spent on narrative and informational text during literacy block time. The researcher documented time spent on informational and narrative text during instruction, comprehension strategies utilized, explicit instruction of the characteristics of both informational and narrative text, and how each teacher's literacy block was structured to provide opportunities to access both types of text.

Open Coding Process

Observational analysis (Patton, 2002) helped to determine time spent on narrative and informational text, vocabulary, and literacy terms used by the teacher for strategy instruction. "The purpose of observational analysis is to take the reader into the setting that was observed" (Patton, 2002, p. 23). After the audio recordings were transcribed, the researcher did an initial read-through to become familiar with what was happening during each of the grade-level literacy blocks. Notes were written in the margins of the transcribed documents to develop a sequence of events during the two days of instruction. The researcher then annotated the transcripts into sentences, words, and/or phrases that are associated with the five components of literacy stated by the National Reading Panel (2000): phonological awareness, phonics, vocabulary, comprehension, and fluency. Audio recordings of literacy instruction were transcribed and coded to determine themes around opportunities and strategies used in each classroom. One example of this is when one teacher asked, "I'm looking for another word that rhymes with right," and students responded with, "bite, kite, sight, might, light, and fight". This would be coded as

phonemic awareness. Another example was coded as comprehension when a different teacher

discussed looking at the cover of a book and the first few pages to see who the main character

might be or what the story would be about.

Axial Coding

During axial coding, the researcher documented instruction dedicated to narrative text

and informational texts. The researcher determined this by annotating specific times on the

transcripts that vocabulary related to narrative elements, such as characters and plot. For

example, one teacher said, "What do they like in this book? Do they actually drive?" when

discussing a book about a character named Gerald and Piggy. Because the teacher was

discussing make-believe characters, this quote was labeled as narrative. Another example came

from a time when a teacher was discussing a book about a bear that had a rip in his coat. The

teacher said, "Take a look at the cover. Who do you think the main character is going to be? It's

the bear." Again, this was labeled as narrative because the language used focused on a character

in the text.

When determining whether a book was informational, the researcher in this study looked

for vocabulary related to informational text, such as discussion of text features, bold print,

headings, and tables of content. For example, during a lesson, one teacher asked the students,

> So, when we're looking at our informational text, nonfiction books, are there things in
>
> here to help us find more than just the actual texts themselves? Are there other things in
>
> this book that are going to help me find additional information?

The researcher then looked for words and/or phrases from axial coding, which were

further refined to determine the use of narrative and informational text, along with

comprehension strategies noted from the classroom transcripts. Specific terms and/or

characteristics of each of the genres helped determine what types of text teachers were utilizing

during the literacy block time. Any other parts of the transcripts that did not fit into characteristics of narrative, informational, or comprehension instruction, were left unhighlighted but were included in the table for context. The unhighlighted parts predominantly included the phonological awareness, phonics, and/or fluency instruction taking place during the literacy block.

Selective Coding

For selective coding, axial codes were used to elaborate on narrative and informational vocabulary, and comprehension strategies used in the classroom. The researcher noted which sentences, words, and/or phrases could be used for a specific genre by reading through the transcripts and noting what was being taught. Documented from the transcripts were words that related to discussing narrative texts. An example of this was when one teacher stated, "So we're still working on that retell. I can use the cover and first few pages of a book to tell the main character in a story." Retell and character are terms related to narrative text and were noted as such during coding. Informational examples may have included words such as glossary, labels, and text features. One example of this is when another teacher was discussing characteristics of informational text and stated, "So when we're looking at our informational text, nonfiction books, are there things in here to help us find more than just the actual texts themselves? Are there other things in this book that are going to help me find additional information?" Students responded with vocabulary associated with informational text characteristics such as glossary, text features, and bold print. These were documented as informational text characteristics.

During the selective coding process, predictability can emerge from the refining process, allowing the researcher to identify sets of circumstances that can lead to the formulation of a theory (Williams & Moser, 2019). All three teachers used certain vocabulary that crossed both

narrative and informational genres, used when explicitly teaching these characteristics during read-aloud, shared writing, and guided reading times.

In the initial coding process, the researcher documented words, phrases, and sentences that were related to phonological awareness, phonics, vocabulary, comprehension, and fluency instruction. From these components, smaller parts were identified to conceptualize what was happening during each literacy block during open coding. During axial coding, these concepts were then broken down further to represent specific types of instruction for narrative and informational texts from the characteristics defined previously. The last part of the process focused on selective coding, including specific characteristics of both narrative and informational text, as well as comprehension strategies teachers used during literacy instruction. During the initial reading of the transcripts, the researcher looked for the five core elements of literacy as identified by the National Reading Panel (NRP, 2000). Using those elements, the researcher began the process of grouping what was transcribed from the audio recordings into coded categories to determine whether there was a balance of both informational and narrative text, along with related instructional comprehension strategies taught during the literacy block.

The data showed that all three teachers used an overall balance of both narrative and informational text, however, there were some discrepancies between the two. One teacher, for example, used an informational resource for instruction, but the discussion around the text appeared to be more at a surface or introductory instructional level focused on informational characteristics than an explicit instructional level. The teacher used vocabulary common in informational texts, such as "captions," "titles," and "labels," pointing them out to students as she was reading. She did not explain, however, why authors use these features when they write. There were explicit lessons from another teacher about *how to* books and characteristics of these

types of books and what a reader would encounter, like, "The introduction tells you what you're going to do" and "There are steps to follow and exact directions in order," but the teacher also used language that could be confusing for young students like, "middle of the story," which is language that is typically used for narrative text. In one lesson the teacher did go into detail about shapes when discussing a book about construction. There was a good deal of discussion about the characteristics of informational text within the book. For example, the teacher discussed how to find specific topics in the table of contents and how to figure out whether a text is real or make-believe. None of the teachers discussed the author's purpose or how different genres have different elements.

When teachers discussed narrative text during instruction, they shared details about characters and character analysis. One teacher went into specifics during a character analysis discussion, focusing on character actions and eliciting more responses from students. This same teacher also explained to the students that "looking through the beginning pages of a book may help to discover who the main character and minor characters are". Another teacher also stated that "by looking at the title, it is possible to figure out who the main character is as well". Except for the character analysis included with instruction on narrative text, there did not appear to be specific lessons on the characteristics of informational or narrative text.

Time Spent on Each Genre

To determine the time allocated by each teacher to informational and narrative texts, timestamps on the transcripts were utilized to calculate the duration of instructional time dedicated to each genre. This calculation included both whole-group and small-group instruction centered on these specific genres. In cases where a strategy could be applied to either genre, such as questioning, was employed, the time was attributed to the genre being addressed at that moment. The researcher noted the amount of time spent on narrative text compared to

informational text by recording when instruction began and ended by the timestamp indicated on

the transcript. The researcher determined that the overall time spent in all three classrooms on

narrative text instruction totaled one hour and 12.34 minutes. In comparison to narrative use,

there was a total of one hour and 23.36 minutes spent on informational text instruction, with a

difference of 11.02 minutes. These data showed that there is a relatively close balance of

instructional time spent on narrative and informational text in two of these three classrooms with

more time being spent on informational. Each teacher spent at least one of the days recorded on

informational text instruction, but that was not the case with narrative. The data showed that one

of the teachers did not use narrative text on either of the days recorded. This teacher may have

been following a resource that had a unit based on informational text that lasted more than two

weeks of audio recordings. It is also a possibility that this teacher's particular class may need

more instruction on informational text based on formative and/or summative assessment results.

One more consideration may be that this teacher feels more confident in teaching informational

text, which in turn influences resources chosen for instruction. Table 7 displays time spent on

narrative and informational text for each teacher on two separate days.

Table 3

Time Spent on Narrative Compared to Informational Text

	Informational Text		Narrative Text	
	Day 1	Day 2	Day 1	Day 2
Teacher A	13 minutes	20.36 minutes	0 minutes	6.34 minutes
Teacher B	0 minutes	28 minutes	25 minutes	41 minutes
Teacher C	0 minutes	22 minutes	0 minutes	0 minutes
Total Time each day	13 minutes	70.36 minutes/1 hour 46 minutes	25 minutes	47.34 minutes
Overall Total	**13 minutes + 70.36 minutes=1 hour 23.36 minutes**		**25 minutes + 47.34 minutes=1 hour 12.34 minutes**	

The researcher wanted to look deeper into the instructional practices to see what comprehension strategies teachers were using to teach the different genres. The transcripts were read again, and literacy terms related to vocabulary instruction, text comprehension strategy instruction, and teacher use of best instructional practices were documented according to the findings of the National Reading Panel (2000). Because the NRP researched literature on vocabulary for grades three through eight, text comprehension instruction from grades three through eight, and teacher preparation studies from grades two through eight, the researcher also utilized strategies from studies that included kindergarten, first-grade, and second-grade students so strategies could be more applicable in lower grade settings. The researcher looked for strategies based on inquiries that Shanahan et al. (2010) investigated in grades K-3. Dougherty Stahl (2013) notes that most research within the National Reading Panel focused on grades three through six, while Shanahan et al. (2010) conducted a review of studies encompassing grades K-3. For this reason, the researcher used strategies that were research-based with similar grade levels. Shanahan's research supported the following strategies:

- Activating of prior knowledge and purposeful predictions

- Analyzing text structure: Narrative and expository

- Visualizing

- Questions: Answering high-level questions and generating questions

- Taking stock/summarizing/retelling

- Generating inferences

- Monitoring and applying fix-up strategies

The current researcher documented comprehension strategies utilized in the classrooms. During instruction in all three classrooms, teachers gave students multiple learning opportunities

focused on informational text. Two of the teachers also taught lessons on narrative text, as well. Over the two days of audio recordings, each teacher used multiple research-based strategies for instruction. For example, all teachers used higher-level questions while reading and discussing both narrative and informational texts. To illustrate, one teacher asked how students know whether something is real in a book. This teacher also emphasized that the pictures are real, and connections were made when the teacher asked where the specific items seen within the book might be seen within the school. Another teacher discussed the characteristics of informational text by pointing out bold print, labels, diagrams, and the table of contents. That same teacher also led a discussion about what informational text is and focused that discussion on text features and the glossary.

As previously mentioned, two of the three classroom teachers also taught narrative lessons during the audio recordings. One of the teachers discussed the characteristics of narrative text, including make-believe characters and how they acted throughout the story. Another teacher discussed character analysis, asking students why they thought the characters were acting in certain ways and what the author did to show what the characters were thinking. Teachers focusing on narrative lessons, specifically discussing characterization, and engaging in character analysis, suggests an understanding of this as a characteristic of narrative text. The lessons aligned with educational goals and standards, contributing to a well-rounded and effective language arts curriculum. The teachers' use of higher-level questions and targeted instructional strategies demonstrated an understanding of critical thinking, comprehension, and literacy skills. The discussion led by the teacher on what informational text is, alongside a focus on text features, indicates a commitment to textual analysis. This approach helps students understand the structure and purpose of informational texts, contributing to their overall literacy development.

Results for Research Question Two

How do teachers provide opportunities and access to narrative and informational text in a kindergarten, first-grade, and second-grade classroom during the literacy block?

This question explored how teachers provided opportunities and access to narrative and informational text during literacy block instruction. Data was gathered through audio recordings and open-ended questions in the survey. When asked whether participants thought it was important to teach text structure to K-2 students, most of the responses were affirmative. A total of 64 (94.1%) responded with yes, and four (5.9%) responded with no. Responses to why participants felt this was important were generally centered on understanding text or comprehension, organization of text and material retention, and how text structure increases comprehension. One participant stated, "It is important for them to know the basic structure of text to help them understand what they are reading. This is for narrative and informational texts as well." Another participant indicated, "Students need to be exposed to different text structures and author's styles so they can learn from them. Hopefully, they will comprehend text better and will use what they learn through reading in their writing." Four respondents did not think it was important to teach text structure. One response was, "Not at this point. At this point, I believe it is important for them to build their phonemic awareness and phonics skills, and then the upper grades can move them into the genres and text structures once they can truly read and comprehend." Another response was, "Let's just allow them the time to learn to read first. Too much too fast! Text structure for good readers, yes!" Figure 10 displays teachers' responses on the survey question focused on the importance of text structure instruction. Most of the respondents agreed that it's important for K–2 students to know text structures. Below are the results in Figure 10.

Figure 3

Is it Important to Teach Text Structure?
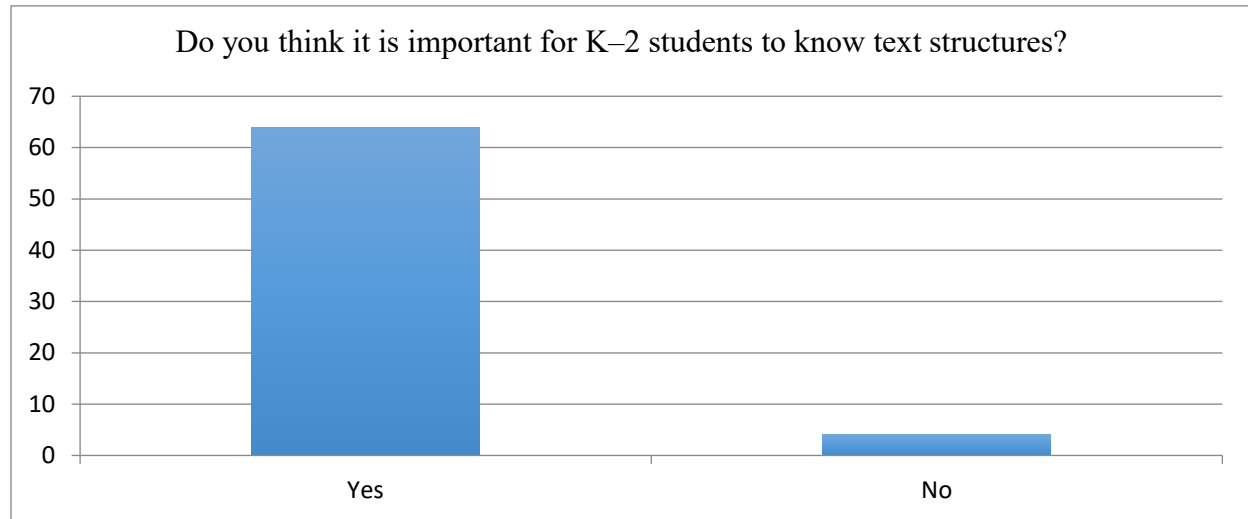
The second open-ended question on the survey asked participants what text structures and genres were taught in the classroom. Responses to what text structures were used in the classroom also varied. Many responses listed the most common structures, including problem/solution, cause/effect, compare/contrast, sequencing, and description. Some responses focused on elements that are not considered text structure, such as table of contents, bold print, and headings. These elements would be considered text features or characteristics of informational text. One response given was "Chronological Order, Compare & Contrast, Cause & Effect, Problem & Solution" and another was "Compare/contrast, descriptive, cause/effect, problem/ solution, sequence." Several more responses answered with characteristics of informational text such as "Heading, table of contents, bold print, captions, labels, index, and glossary" and "both fiction and nonfiction, captions, photographs, keywords, charts, graphs, illustrations, facts, etc."

Research has shown that children develop knowledge and skills when teachers involve

them in reading and writing for real-world purposes such as researching information for a travel

brochure (Duke & Watanabe, 2013). For example, Cartwright and Duke (2019) discussed what

happened during reading by comparing it to driving a car and all the variables involved in that

process. Genres or types of texts are compared to the kind of roads we drive on, which in turn

affects our driving. Not all vehicles are equipped to handle different types of roads the same.

"Likewise, in reading, text type and reader factors interact. For example, some readers will bring

a deep level of facility with informational text, whereas other readers will find literary reading

more manageable" (Cartwright & Duke, 2019, p. 120). Drivers need experience handling

different road types, just as readers need experiences with multiple genres. To get where we need

to go, we use a map or GPS to get to our destination. In comparison, while reading, our roadmap

is the structure of the text. Readers must have the skills and knowledge of various text structures,

across multiple genres, to plan a route through the text (Cartwright & Duke, 2019). These are

just two elements in the DRIVE model that teachers need to know and understand to instruct

students during the complex process of reading. If teachers are not engaged in professional

learning opportunities on the characteristics of all genres, it will be difficult for them to teach

their students strategies to develop the reading and writing skills necessary for those students to

be successful in school. Table 2 documents the responses from the participants of the survey.

The responses were coded with a variety of concepts, including text types, structures, features,

genres, rhetorical structures, and literary devices. Similarly, when asked about text structures and

genres they responded with a variety of related concepts. Table 2 displays several responses from

participants on genre and text structure. The full list of responses can be found in Appendix H.

Table 4

Open-Ended Survey Questions Data Analysis Initial Codes

Data Source	Initial Read-Participant Survey Responses	Axial Coding
What text genres do you use in your classroom?	narrative, information, opinion, and poetry narrative, informational, fiction, nonfiction. Poetry, Small Moment Narratives, Nonfiction Text, Small Moment Narrative Book Clubs, Nonfiction Text In some way- all of them. informational text, magazines, fairy tales, biography, fiction, realistic fiction, folk tales, nursery rhymes, content area books Informational Realistic fiction Fantasy fiction Mystery Poetry Graphic Novels Informational magazines/ articles	Text genres, text structures, author's purpose, resources,
What text structures do you teach in your classroom?	problem/solution, cause/effect, description, comparison/contrast, sequence/time, and definition/description Sequence Problem/solution time order, problem/solution, compare/contrast, investigation Heading, table of contents, bold print, captions, labels, index, and glossary Headings Punctuation Bold Text Title Index Pictures Diagrams Jan Richardson	Text structures, narrative characteristics/story grammar, informational characteristics, genres, comprehension strategies,

Participant Audio Recordings

Data was gathered via audio recordings during classroom instruction. One participant

from each kindergarten, first-grade, and second-grade classroom audio-recorded their literacy

block on two separate occasions, one week apart. The researcher coded the audio recordings to

determine opportunities and access to narrative and informational text. While one teacher

predominantly relied on informational materials for teaching, the discussions tended to stay

superficial, concentrating on features like captions and titles in informational texts without

explaining the purpose of these characteristics. An example is when one teacher pointed out

several characteristics of informational text but didn't explain why they may be important to the

reader. One teacher was giving directions on a writing assignment and stated, "How to books

must have a title, and then exactly what you're doing, with an introduction, telling the reader

what they are going to do". However, there was no mention of why these parts of the writing are

important. Conversely, another teacher delivered clear lessons in narrative books, detailing their

character traits, main characters, and author's purpose. One teacher stated, "One way we can

learn about characters is to think about what they like and do a character analysis". Another

teacher discussed how the title or picture on the cover of a book can tell us who the main

character is and make predictions about what the story may be about. One more example was

when a teacher pointed out speech bubbles stating, "Those are all capital letters and his mouth is

open, he is screaming-that tells me he is screaming". The teacher then asked students why an

author might do this. When comparing instruction of narrative text to informational text there

was a lot more explanation and detail for narrative. While informational texts are essential for

building content knowledge and literacy skills, teachers may prioritize narrative text instruction

for young learners. However, it's important for teachers to incorporate a balanced literacy

approach that includes both narrative and informational texts to provide students with a well-rounded literacy education.

Results for Research Question Three

How do professional learning opportunities for kindergarten, first-grade, and second-grade teachers differ in informational text compared to narrative text?
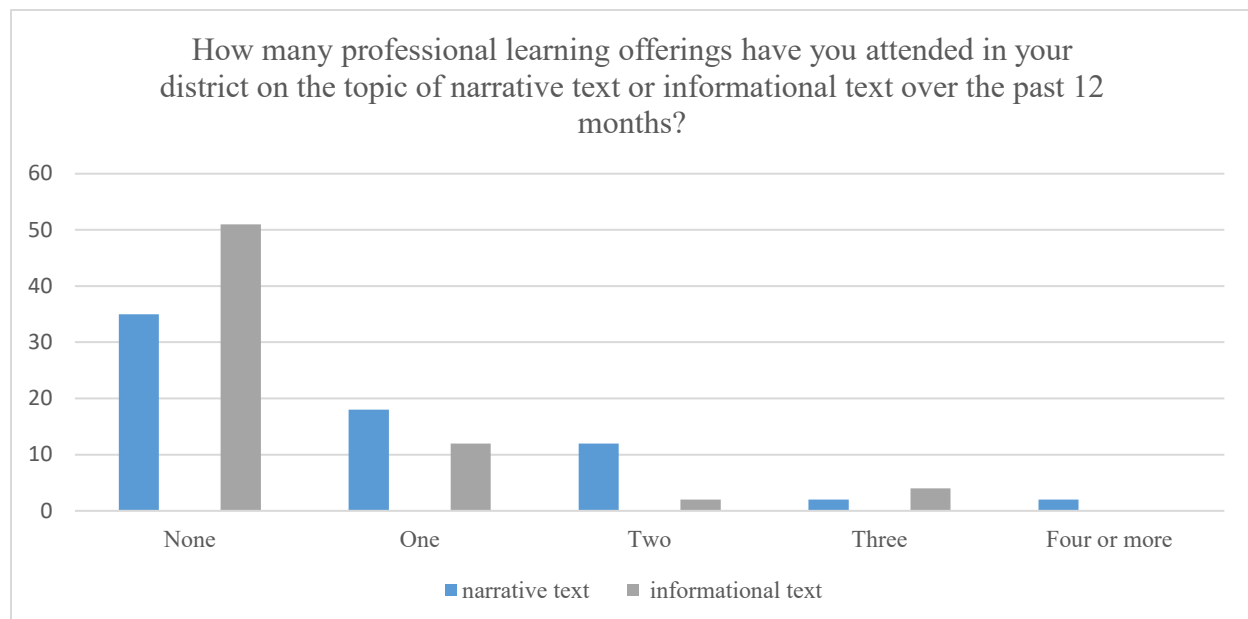
The third research question compared how many professional learning opportunities participants have had on the topics of narrative and informational text over the past 12 months, as recorded when the participants completed the survey. Data were also collected on professional learning opportunities offered, as well as on those that survey participants attended on the topics of informational and narrative text. An example of a survey question that addressed this was, "How many professional learning offerings have you attended in your district on the topic of narrative text over the past 12 months?" An identical question was asked about informational text later in the survey, as well. Responses showed that over the past 12 months, teachers were offered professional learning opportunities focused on narrative text more than those focused on informational text. Overall, there appeared to be minimal opportunities for professional learning on both narrative and informational text. Many of the survey respondents did not attend or were unaware of the chances to participate in professional learning that were being offered, as well.

Figure 3 below compares how many professional learning offerings participants attended on narrative and informational text, over the past 12 months. A total of 51 (73.91%) of respondents reported that they had not attended professional learning opportunities around informational text in their district. A total of 12 (17.39%) indicated they had attended one professional learning opportunity focused on informational text and two (2.90%) specified they had attended two such opportunities. Zero (0%) participants conveyed that they had attended

three professional learning opportunities focused on informational text and four (5.8%) reported

having attended more than four professional learning courses in their district. In comparison, 35

(50.72%) participants indicated that they did not attend professional learning sessions offered

around narrative text. There was a total of 18 (26.09%) participants who reported attending one

professional learning opportunity focused on narrative text, while 12 (17.39%) attended two

sessions, two (2.9%) attended three sessions, and two (2.9%) attended four or more professional

learning opportunities focused on narrative text in their district. The data show many participants

have attended a limited amount of professional learning on narrative and informational text or

none. Reading is a complex and sophisticated skill and is affected by multiple factors. Teachers

need ongoing professional learning to gain the knowledge and skills needed to employ

instructional practices for a variety of genres. According to the data, it appears that participants

have received minimal training on both narrative and informational text.

Figure 4

Professional Learning Offered in District

When survey participants responded to questions about professional learning events offered through state, national, or intermediate school districts that focused on the topics of narrative and informational text over the past 12 months as recorded when the participants completed the survey, their responses were similar to professional opportunities in their district. A total of 53 (77.94%) teachers responding to the survey were not aware of any events offered around informational text from these organizations. A total of six (8.82%) were aware of one event, seven (10.29%) were aware of two events, none knew about three events and two (2.90%) were aware of four or more events. A total of 44 (64.71%) teachers were not aware of events offered through state, national, or intermediate school districts, focused on the topic of narrative text. There were 11 (16.18%) who were aware of one event and the same number reported knowing about two events. There were zero (0%) teachers who reported that they were aware of three narrative events offered, and two (2.94%) were aware of events offered on narrative text. Figure 4 displays findings from Questions 9 and 17. The data in Figure 4 shows that participants were not aware of any professional learning offered by national, state, or local organizations. The Michigan Reading Association and National Council of Teachers of English typically bring in experts from the field through conferences, webinars, and author talks that support teaching. Local intermediate school districts also provide professional learning and training to educators as well. If districts do not have the finances to bring in professionals in the field, these organizations provide opportunities for ongoing professional learning for educators; however, the data in Figure 4 shows that many participants were not aware of the opportunities offered by these outside sources.

Figure 5

Professional Learning Events Offered Through Other Organizations

Professional learning events are you aware of such as ones offered through the Michigan Reading Association, National Council of Teachers of English or your local Intermediate School District that have been offered outside your district in the past 12 mon
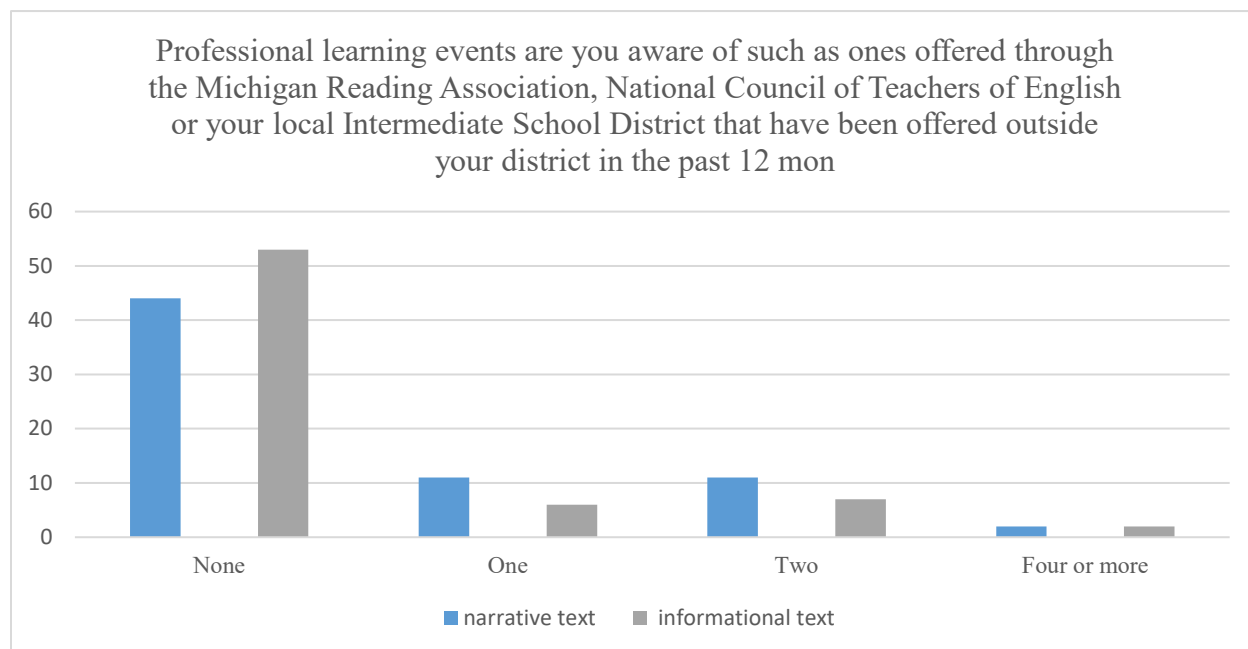
The next set of questions asked about professional learning teachers had attended outside of their district over the past 12 months, as recorded when the participants completed the survey around narrative and informational text. A total of 58 (84.06%) responded with zero when asked how many such events they had attended in the last 12 months. There were 10 (4.49%) teachers who attended one event focused on informational text outside of the district, zero (0%) attended two or three events, and only one (1.4%) attended four or more events around informational text. When asked about attending professional learning events focused on narrative text over the last 12 months, 53 (76.81%) responded that they had not attended any such events. There were 12 (17.39%) attended one, two (2.90%) attended two, zero (0%) responded to three, and two (2.90%) attended four or more events. Figure 5 displays the responses to Questions 10 and 18 on the survey. Overall, more participants attended an event based on narrative text when compared to those who attended events focused on informational text. There was also a higher number of

teachers who had not attended training on informational text compared to ones who had not

attended any on narrative text. The data indicates that participants are attending a minimal

number of professional learning activities on narrative and informational text, or they are not

attending any such events on these topics at all. There were many participants who

acknowledged that they had not attended, or were not aware of, learning opportunities around

both narrative and informational text. This could place many challenges on educators if they do

not have training and insight on the best instructional strategies for the students in their

classrooms.

Figure 6

*Professional Learning Events Attended*
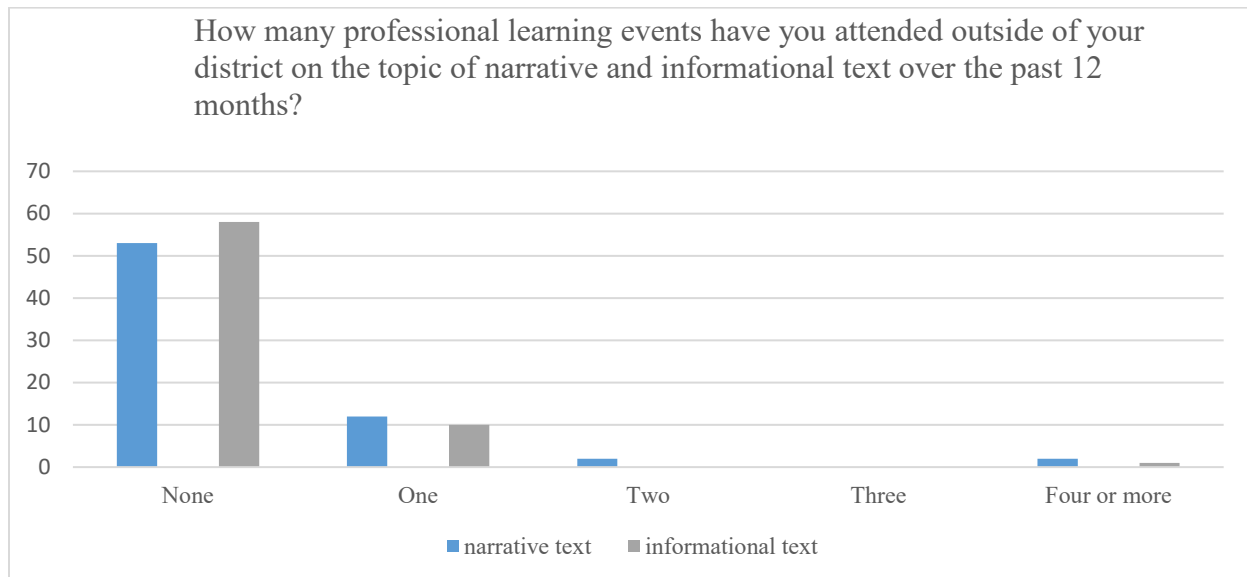
The last two questions asked for the overall hours of professional learning on

informational and narrative text that teachers had participated in over the past 12 months, as

recorded when the participants completed the survey. This question is inquiring whether teachers

are seeking professional learning outside of their districts on the topics of informational and

narrative instruction. On the topic of informational text, 45 (65.22%) did not participate in any

professional learning. There were 21 (30.43%) that attended one to five hours, two (2.9%) that

attended six to 10 hours, zero (0%) respondents attended 11–15 or 16–20 hours, and one (1.45%)

attended more than 20 hours of professional learning on narrative text. Participants indicated that

they have had more training on narrative than informational. Responses showed that 26 (37.7%)

participants had not participated in training on narrative while 33 (47.8%) attended one to five

hours. There were eight (11.6%) that stated they had six to 10 hours and only one (1.4%)

attended 16 to 20 hours. None of the participants had attended more than 20 hours of training on

narrative text; however, there was one respondent who attended more than 20 hours of

professional learning on informational text. Participants indicated that they have had more hours

of training in narrative compared to informational text. Figure 6 shows the data for Questions 11

and 19. When asked about the professional learning that participants had attended, the data

showed minimal amounts for both narrative and informational text. Again, more participants had

training on narrative than informational text. The data also showed that teachers attended a

minimal number of trainings, where only one to five hours (s) of training resulted in the highest

number of responses. Figure 6 shows the overall hours of professional learning respondents

participated in over the past 12 months.

Figure 7

Hours of Professional Learning Over the Past 12 Months
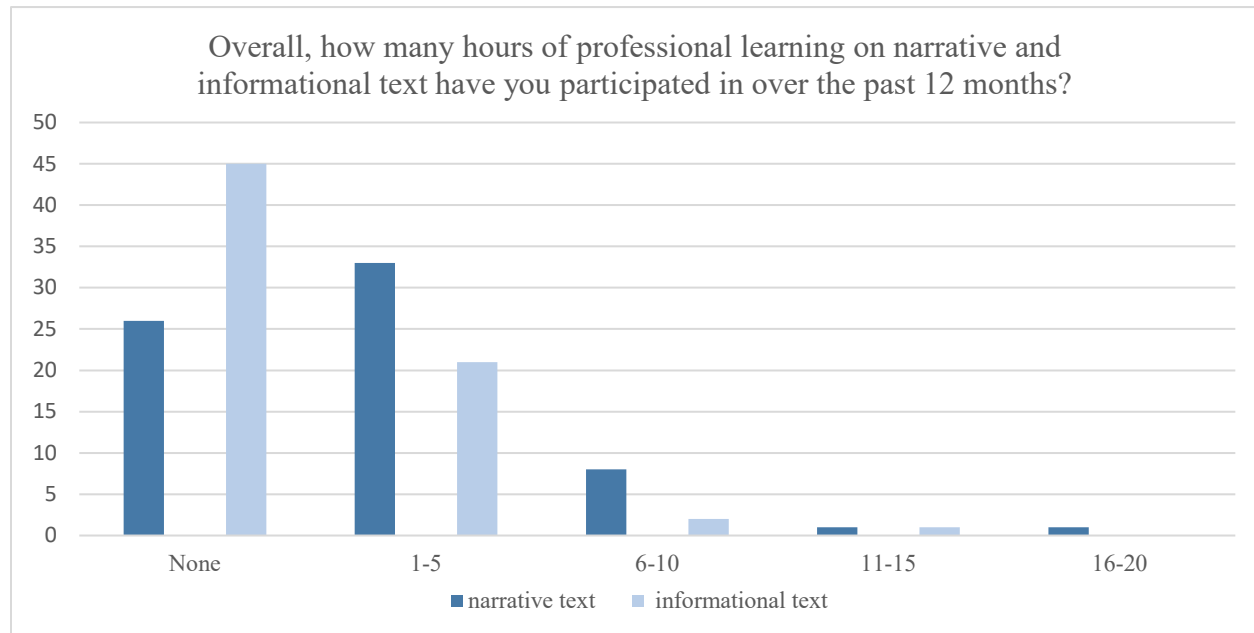
Additionally, the participants were asked whether their district had posted or promoted any educational conferences or professional learning on the topics of informational and narrative text over the previous 12 months, as recorded when the participants completed the survey Regarding informational text, 32 (47.06%) of respondents reported that they were unsure of whether their districts had posted or promoted professional learning opportunities on that topic. This was followed by 26 (38.24%) answering no and only 10 (14.71%) answering affirmatively that their district had posted or promoted a conference or professional learning around informational text. Narrative text results were like those reported for informational text, in that 31 (44.93%) respondents were unsure of their district's postings or promotions on the topic. Twelve (33.33%) responded that yes, their district had posted or promoted a conference or professional learning opportunity focused on narrative text, followed by 15 (21.74%) responding with no, their district had not done so. Figure 7 displays the results for Questions 12 and 20.

Figure 8

District Promoted Conference or Professional Learning
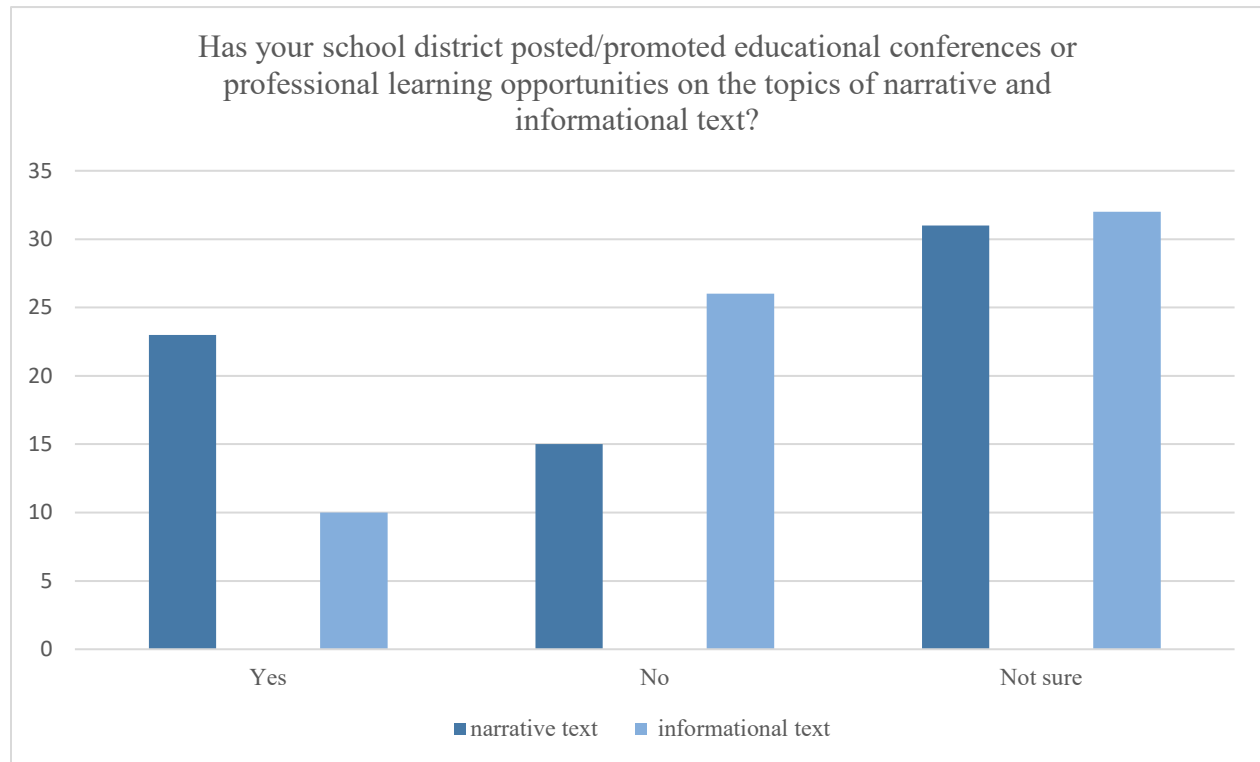
The next part of the survey asked teachers if they had discussed instructional practices with other teachers for informational and narrative text. More teachers had discussed narrative instructional practices, with 56 (81.16%) responding yes and 13 (18.84%) responding no. Results were less with informational text where 47 (68.12%) said they had discussions around instructional practices and 22 (31.88%) responded with no. Figure 8 presents the results of this data.

Figure 9

Discussed Instructional Practices with Other Teachers
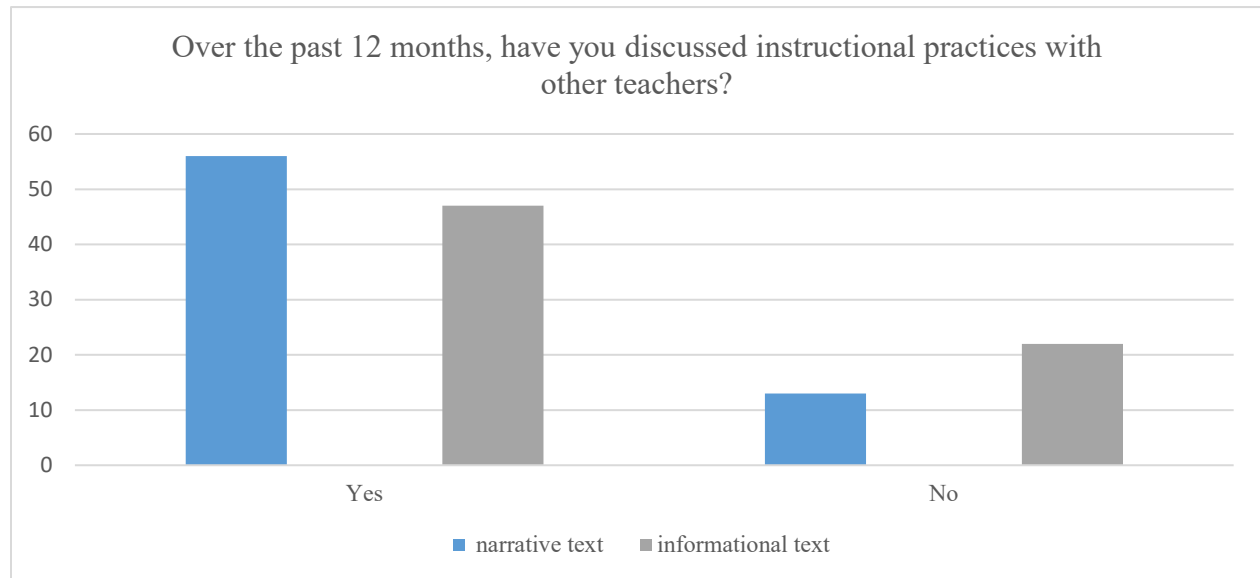
The final two comparison questions asked participants to consider their whole teaching careers and choose the approximate amount of professional learning opportunities that they had attended on narrative or informational text. These were questions 14 and 22 on the survey. On the topic of informational text, most of the respondents, 43 (62.32%) said they had attended between one and five professional learning opportunities. There were 17 (24.64%) that had attended six to 10 opportunities, two (2.90%) had responded with 11 to 15, and three (4.35%) responded with 16 or more. Four (5.80%) respondents stated they had not had any learning opportunities focused on narrative or informational text; however, these teachers may be early in their careers. The results showed that 27 (39.13%) had attended one to five professional learning opportunities. That was followed by 20 (28.99%) choosing six to 10 opportunities, nine 13.04%) choosing 11 to 15 opportunities, and eight (11.59%) choosing 16 or more opportunities. There were five (7.25%) that stated that they had no learning opportunities focused on narrative text. Figure nine displays the results for questions 14 and 22.

Figure 10

Professional Learning Opportunities Over Career
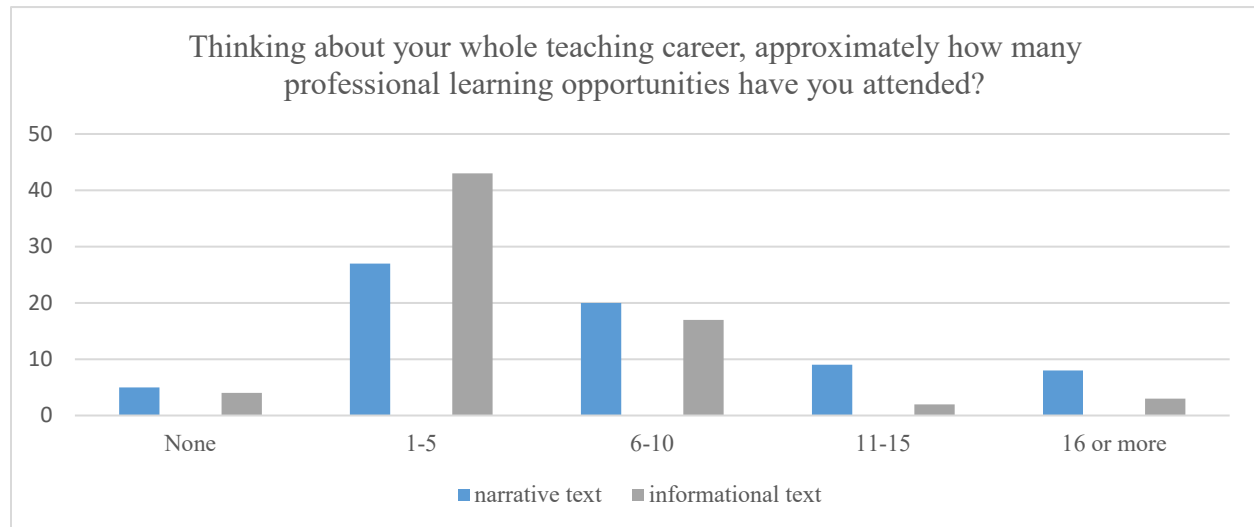
Conclusion

This chapter contained an examination of the data collected to answer the following research questions:

1. What is the balance of narrative and informational text in a kindergarten, first-grade, and second-grade classroom during literacy instruction in a large Midwest state's county?

2. How do teachers provide opportunities and access to narrative and informational text in a kindergarten, first-grade, and second-grade classroom during the literacy block?

3. How do professional learning opportunities for kindergarten, first-grade, and second-grade teachers differ in informational text compared to narrative text?

The researcher utilized a survey with open-ended and closed-ended questions to gather data about teacher experience, professional learning opportunities for narrative and informational text, and the frequency of use of different genres in kindergarten, first-grade, and second-grade classrooms.

CHAPTER FIVE

SUMMARY AND DISCUSSION

The purpose of this mixed-methods study was to investigate the balance of narrative and informational genres in kindergarten, first-grade, and second-grade classrooms, the professional learning opportunities offered to teachers around narrative and informational texts, and what instructional strategies are utilized for instruction in both genres. Specifically, the researcher sought to answer the following questions:

1. What is the balance of narrative and informational text in a kindergarten, first-grade, and second-grade classroom during literacy instruction in a large Midwest state's county?

2. How do teachers provide opportunities and access to narrative and informational text in a kindergarten, first-grade, and second-grade classroom during the literacy block?

3. How do professional learning opportunities for kindergarten, first-grade, and second-grade teachers differ in informational text compared to narrative text?

This chapter contains a summary of the research findings and their significance, as well as the researcher's recommendations for further research. Connections to the literature and the implications of the findings are also discussed.

Introduction

Teachers have an important role in choosing what instructional practices they will use each day during their literacy instruction. The researcher identified that a problem of limited teacher knowledge focused on instruction and a lack of expertise on instructional practices may be obstacles that are hindering best practices in reading instruction. This is especially important to note when considering the increasing amount of research that has consistently indicated the importance of including informational text in children's literacy instruction and preparing

children to read proficiently in all content areas (Deeney, 2016; Duke & Block, 2012; Hall et al., 2005; Pilonieta, 2011; Reutzel et al., 2016; Williams et al., 2007; Yopp & Yopp, 2006). A key requirement of the Common Core State Standards (CCSS) for reading is that all students must be able to comprehend both narrative and informational texts of steadily increasing complexity as they progress through the grades. Teachers need professional learning on these topics so students can learn the strategies needed to comprehend such texts.

Summary of Results

The current researcher used a mixed-method study to determine whether there was a balance of informational and narrative text in a kindergarten, first-grade, and second-grade classroom, what comprehension strategies were used during instruction, and what professional learning opportunities are offered for informational and narrative text. Previous research has indicated an imbalance of narrative and informational text, especially at the primary level (Deeney, 2016; Duke, 2000; Duke & Block, 2012; Hall et al., 2005; Pilonieta, 2011; Reutzel et al., 2016; Williams et al., 2007; Yopp & Yopp, 2006; Young & Goering, 2018). Considering the benefits of both informational and narrative genre instruction, as well as the requirements of the CCSS, teachers need to have the knowledge and skills needed to utilize best instructional practices while teaching. Educators need to consider all the things happening during reading, including outside influences and teachers need a sophisticated understanding of reading guide instruction in the classroom (Cartwright & Duke, 2019). This includes reading for purpose, knowledge of a variety of texts, motivation of the reader, and the context of reading (Cartwright & Duke, 2019).

Research Question One

What is the balance of narrative and informational text in a kindergarten, first-grade, and second-grade classroom during literacy instruction in a large Midwest state's county?

To answer research question one, the researcher used survey questions asking about the frequency of use during instruction and professional learning opportunities on the topics of narrative and informational text, along with audio recordings of classroom instruction to see if there was a balance between narrative and informational text in a kindergarten, first, and second-grade classroom during literacy instruction.

Frequency of Use Data

One segment of the survey delved into the frequency of utilizing various types of texts and how frequently each type was employed for instructional purposes within the preceding five days. The study revealed a total of 196 instances where narrative text categories were utilized, compared with 236 instances involving informational text. This finding proved to be both surprising and inspiring for the researcher, as it suggested a more balanced integration of informational texts alongside the traditionally favored narrative texts within instructional practices. Realistic stories and general fiction books were used the most from the narrative category, and science, social studies, and math resources were used most for the informational category. The informational resources were used 40 more times than narrative within the five days. This may be because teachers in grades K–2 teach science, social studies, and math every day. The narrative categories found in the frequency chart included fairy tales and/or folktales, realistic fiction/general fiction, dramatic texts, historical fiction, biographies, and/or autobiographies, poems, song lyrics, and/or rhymes for literary enjoyment. The informational categories found on the frequency chart included science/social studies/math-related trade books, textbooks, passages and/or content area big books, reference books, informative magazines, newspapers, and/or photos/captions, informative poems, informative song lyrics, informative rhymes, and informative riddles, and informational charts, graphs, graphics organizers, and/or posters. The findings indicate a higher frequency of use of informational texts compared to

narrative texts suggesting a possible focus on building students' knowledge and understanding in science, social studies, and math. This aligns with the curriculum standards in many educational systems that prioritize these subjects as essential components of early education. However, it is unclear how these resources are used, or what instruction students are getting with these resources because only the literacy block was recorded for this study. While this study provides a limited snapshot of classroom activities, it's noteworthy that informational text was utilized more frequently than narrative text.

Professional Learning Opportunities Data

To effectively instruct students, teachers require professional learning opportunities that develop their understanding of both genres. Ongoing training should focus on best practices for teaching different genres, helping teachers differentiate between them, and implementing appropriate comprehension strategies.

This study revealed a significant gap in professional learning opportunities related to narrative or informational text, both within and outside school districts. Notably, most attended professional learning events concentrated on narrative text. Surprisingly, teachers attended more hours of informational training than narrative over their careers. The study also highlights that many participants have limited exposure to professional learning on both narrative and informational text or none. Given the complexity of reading and its dependence on various factors, teachers need continuous professional learning to acquire the knowledge and skills essential for instructing various genres effectively. Cartwright and Duke emphasize that a more nuanced understanding of the reading process can influence field practices and inform educational policies, particularly in comprehensively teaching strategies before, during, and after reading to deepen students' understanding through meaningful connections. Research points to many specific things that are happening during reading, as well as many specific influences on

those mental processes. Having a model that incorporates more elements and their interrelationships could help the field develop a more sophisticated understanding of reading and could more productively inform policy and practice (Cartwright & Duke, 2019, p. 1).

Ongoing professional learning may give educators the skills needed to teach students how to navigate the many genres encountered in school. The more types of genres teachers use in the classroom, the more familiar students will become with the different characteristics that may help them with comprehension. Recognizing and addressing the imbalance in instructional practice discussions can contribute to a more comprehensive and effective literacy curriculum. School districts may benefit from promoting professional learning initiatives and fostering a culture of continuous improvement in literacy instruction. Understanding how teachers utilize different types of texts can inform professional development initiatives around instructional practices. By providing teachers with support and resources to effectively integrate various text types into their instruction, educators can better meet the diverse needs of their students.

Audio Recording Data

Three teacher volunteers from kindergarten, first-grade, and second-grade classrooms were asked to audio-record their literacy block on two separate occasions, one week apart. The researcher transcribed these recordings to determine the use of narrative and informational text in each of their classrooms, and the instructional strategies they used for instruction around those genres. The researcher compared the time spent on narrative and informational text by calculating the amount of time teachers spent on instruction during the recording of the literacy block. Instruction in both categories was calculated, including whole-group and small-group instruction.

The data showed that there is a close balance of instructional time spent on narrative and informational text in two of the three classrooms that were audiotaped for this study. The third

classroom spent the majority of the literacy block on informational text. The data were transcribed and coded, which indicated that teachers used a variety of instructional practices during instruction for both genres. The audio recordings showed there was more time spent on informational text during the literacy block, and there seemed to be a balance of instructional practices happening for both narrative and informational such as high-level questioning, visualizing, making connections, and character analysis. The observed emphasis on informational text during the literacy block suggests that educators recognize the significance of providing exposure to non-fiction materials as well as narrative. The data revealed that all three teachers maintained a balance between narrative and informational texts, with some variations. For instance, one teacher primarily utilized informational resources for instruction, but the discussion often remained surface-level, focusing on identifying informational text features like captions and titles without delving into their purpose. Another teacher provided explicit lessons on instructional books, explaining their characteristics, although occasionally using language more suited for narrative texts, potentially confusing younger students. Nevertheless, this teacher effectively incorporated detailed discussions on topics such as shapes in a book about construction, exploring various characteristics of informational text like using a table of contents and distinguishing between real and fictional content.

Notably, none of the teachers addressed the author's purpose or the distinct elements of different genres in their instruction. This could be because lessons have been previously taught to students; however, an argument could be made that students need multiple opportunities for learning this kind of information, especially in the younger grades. Teachers may also lack the knowledge and understanding of how to explicitly teach the characteristics of informational and narrative text due to not being aware of or attending professional learning opportunities on the

topics. Another reason for the imbalance of narrative and informational text could be related to the resources used during instruction. The researcher was not in classrooms for observations. Based on audio recordings only, it is hard to determine what types of resources the teachers were using. Teachers could have been using trade books, or books from a resource that the district required them to use.

The findings can guide educators and districts in allocating time to collaboration, planning, and training, ensuring a balanced exposure to different text types. The observed balance in instructional practices for informational and narrative texts suggests a promising approach to literacy block instruction. The study highlights the importance of equipping teachers with a diverse set of instructional strategies for both narrative and informational texts. Professional development programs can focus on enhancing teachers' skills by employing various approaches to address the different demands of each text type. The implications of teacher training, curriculum, and instructional planning contribute to the improvement of literacy education in education. The finding of a close balance in instructional time between narrative and informational texts indicates teachers understand the importance of providing exposure to both types of genres. This suggests a shift away from potential bias towards narrative texts and towards a more balanced literacy approach that acknowledges the value of informational texts. Regarding the impact of the time and day the recordings were done on the "balance" finding, it's important to emphasize this aspect more. Teachers are indeed integrating various elements more into their lessons, which is something we actively want due to the historical lack of such integration. However, the challenge is determining whether this truly represents a balance between ELA (English Language Arts) and other subjects, or if it's primarily ELA content presented in an ELA throughout the day.

The recordings show that literacy is embedded throughout the day, which is positive. We see science and social studies being taught, suggesting a balanced curriculum. However, we need to question whether these recordings provide a comprehensive view of daily classroom activities. The time and space chosen for recording are critical; they offer a snapshot but perhaps not the full picture.

In essence, we're seeing a compelling snapshot that suggests a balance, but this may not fully reflect the entire day's activities. It's surprising to see this apparent balance because it contrasts with the common narrative of avoiding informational text. Therefore, while the findings are promising, they may not capture the complete context, and we should consider this when interpreting the results.

The instructional strategies observed for both narrative and informational texts, such as high-level questioning, visualizing, making connections, and character analysis, indicate that teachers are employing different approaches to engage students with different text types.

Research Question Two

How do teachers provide opportunities and access to narrative and informational text in a kindergarten, first-grade, and second-grade classroom during the literacy block?

To answer this question the researcher used the frequency survey data, four open-ended questions on the survey, and time spent on narrative and informational text during classroom instruction.

Frequency of Use Data

The frequency totals for narrative came to a total of 196 opportunities of use in the classroom. The category that had the least amount of use was dramatic text. The category with the highest amount of frequency was realistic fiction. The overall frequency totals for informational text were 236 opportunities of use in the classroom. Based on the results of the

frequency chart, teachers are utilizing informational text more than narrative during instruction

The category with the highest frequency use in participants' classrooms was science/social

studies/math-related books, with 15 (23.39%) participants stating these resources were used five

or more times in the classroom over the past five days. This may be because participants are

teaching all content areas including math, science, and social studies, therefore, these resources

would be included in this frequency chart. Additionally, 13 (19.40%) teachers stated the usage of

informational charts, graphs, and graphic organizers, realistic stories had 11 (16.42%) responses,

and poems/song lyrics had 10 (14.49%) responses of usage in the classroom five or more times

over the past five days.

Open-Ended Questions Data

The subsequent four questions in the survey asked brief, open-ended responses and

inquired about the use of various genres and text structures in classrooms. Participants were also

asked to express their views on the importance of teaching text structure and provide reasons for

their opinions. The process of open coding was utilized to categorize participant responses

around text genres and text structures. Participant responses about text genres utilized in their

classrooms and cited a range of genres, including fiction, narrative, nonfiction, expository,

fantasy, and poems.

Text Structure Data

The responses regarding the text structures taught in the classroom had a variety of

answers. Many participants stated common structures, including problem/solution, cause/effect,

compare/contrast, sequencing, and description. However, some responses focused on elements

that fall outside the conventional definition of text structure, such as headings, table of contents,

bold print, and headings, which are typically categorized as text features or characteristics of

informational text. For instance, one respondent mentioned, "Chronological Order, Compare &

Contrast, Cause & Effect, Problem & Solution," while another provided a list like

"Compare/contrast, descriptive, cause/effect, problem/solution, sequence." Additionally, several

responses emphasized characteristics of informational text, like "Heading, table of contents, bold

print, captions, labels, index, and glossary," or "both fiction and nonfiction, captions,

photographs, keywords, charts, graphs, illustrations, facts, etc."

When asked about the significance of teaching text structure to k–2 students, most

participants responded yes. The reasons behind the importance of teaching text structure were

generally centered on the understanding and comprehension of text, organizing information for

better retention, and acknowledging that text structure contributes to improved comprehension.

One participant articulated, "It is important for them to know the basic structure of text to help

them understand what they are reading. This applies to both narrative and informational texts."

Another respondent emphasized the necessity for students to be exposed to diverse text

structures and authors' styles to enhance comprehension. They expressed, "Students need to be

exposed to different text structures and author's styles so they can learn from them. Hopefully,

they will comprehend text better and will use what they learn through reading in their own

writing."

However, four respondents did not consider teaching text structure as important. One

participant stated, "Not at this point. I believe it is important for them to build their phonemic

awareness and phonics skills first, and then in the upper grades, they can delve into genres and

text structures once they can truly read and comprehend." Another response conveyed the idea of

allowing students the time to learn to read before introducing text structure, emphasizing a

gradual approach: "Let's just allow them the time to learn to read first. Too much too fast! Text

structure for good readers, yes!"

Research has shown that children develop knowledge and skills when teachers involve them in reading and writing for real-world purposes such as researching information for a travel brochure (Duke & Watanabe, 2013). For example, Cartwright and Duke (2019) discussed what happened during reading by comparing it to driving a car and all the variables happening during this process.

Genre Types Data

Genres or types of texts are compared to the kind of roads we drive on, which in turn affects our driving. Not all vehicles are equipped to handle different types of roads the same. "Likewise, in reading, text type and reader factors interact. For example, some readers will bring a deep level of facility with informational text, whereas other readers will find literary reading more manageable" (Cartwright & Duke, 2019, p. 120). Drivers need experience handling different road types, just as readers need experiences with multiple genres. To get where we need to go, we use a map or GPS to get to our destination. In comparison, while reading, our roadmap is the structure of the text. Readers must have the skills and knowledge of various text structures, across multiple genres, to plan a route through the text (Cartwright & Duke, 2019). These are just two elements in the DRIVE model that teachers need to know and understand to instruct students during the complex process of reading. Just as drivers must adapt their vehicles to different road types, readers must adjust their strategies and skills based on the genre of the text they are reading. Understanding the complexities of the reader during the reading process and the characteristics of text types is crucial for educators in planning instruction to meet the diverse needs of their students. Likewise, just as drivers rely on maps or GPS to navigate roads, readers use the structure of the text as their roadmap. Understanding the organizational patterns and features of different genres helps readers effectively navigate through the text and comprehend its content. The DRIVE model emphasizes the importance of considering various elements,

including genre characteristics, in literacy instruction. Teachers need to be knowledgeable about the characteristics of all genres to effectively teach strategies for developing reading and writing skills across different text types. If teachers are not attending professional learning on the characteristics of all genres, it will be difficult for them to teach their students strategies to develop the reading and writing skills needed to be successful in school.

Research Question Three

How do professional learning opportunities for kindergarten, first-grade, and second-grade teachers differ in informational text compared to narrative text?

Information was gathered regarding professional learning opportunities on informational and narrative text. The survey included a comprehensive set of questions to gather information on participants' engagement with professional learning opportunities related to informational and narrative text over the past 12 months. Participants are asked about the number of professional learning offerings they attended within their district for both informational and narrative text topics. Additionally, they are asked about their awareness of learning events outside their district, such as those offered by organizations like the Michigan Reading Association, National Council of Teachers of English, or local intermediate school districts, pertaining to informational and narrative text.

Professional Learning Opportunities

The survey also explored the number of professional learning events attended outside participants' districts, the overall hours dedicated to professional learning in informational and narrative text, and whether their school district promoted educational conferences on these topics. Furthermore, participants were asked if they have engaged in discussions about instructional practices for both informational and narrative text with other teachers over the past

12 months. Lastly, participants were asked to reflect on their entire teaching career, estimating the number of professional learning opportunities they had attended for both informational and narrative text.

The data showed that participants were not aware of any professional learning offered by national, state, or local organizations. The Michigan Reading Association and National Council of Teachers of English typically bring in experts from the field through conferences, webinars, and author talks that support teaching. Local intermediate school districts also provide professional learning and training to educators as well.

Overall, more participants attended an event based on narrative text when compared to those who attended events focused on informational text. There was also a higher number of teachers who had not attended training on informational text compared to ones who had not attended any on narrative text. The data indicates that participants are attending a minimal number of professional learning activities on narrative and informational text, or they are not attending any such events on these topics at all. There was a large number of participants who acknowledged that they had not attended, or were not aware of, learning opportunities around both narrative and informational text. This could place many challenges on educators if they do not have training and insight on the best instructional strategies for the students in their classrooms.

Utilizing research-based instructional strategies can help teachers enhance their knowledge of instruction. When considering that primary teachers spend a large portion of their day teaching literacy, the data shows a minimal amount of training on narrative and informational text. This could impact the teacher's knowledge of both genres and instructional practices in the classroom.

Most of the participants responded that they were not sure whether their districts had promoted educational conferences or professional learning on the topics of narrative and informational text; however, there were higher numbers of teachers who stated professional learning on the topic of narrative was promoted more when compared to informational. This may send the message that the district is placing more emphasis on narrative text and that it is more important than informational text. School districts may need to consider how professional learning is chosen for teachers and recognize the importance of both narrative and informational text in the lower grade levels. It may also be necessary to do a curriculum audit to see if the resources the districts are using truly have a balance of both and provide professional learning, so teachers are better equipped to teach their students.

This data showed that more teachers had discussed instructional practices around narrative text in comparison to informational text. There was also a higher number of participants who had stated they did not discuss instructional practices around informational text. This might be because many of their resources could have more narrative text than informational text or that teachers may be more comfortable sharing information and instructional practices around narrative text. Teachers may have more narrative text resources available to them or they may be more familiar with narrative characteristics. This data could also indicate a gap in professional learning between informational and narrative text which makes sharing instructional practices more difficult while collaborating. When teachers collaborate around instructional practices, the goal is to enhance instructional practices in the classroom. Professional Learning communities or grade-level planning can give teachers opportunities to share information about teaching practices, and experiences during instruction, and explore resources that can be beneficial to students as well as teachers.

When asked about the number of professional learning opportunities over participants' whole careers, the data showed that more teachers had attended one to five professional learning opportunities on informational text in comparison to narrative. These were the first data to show teachers attended more professional learning on informational text over narrative. These opportunities must have been in previous years, as the other questions were based on the last 12 months, so teachers may have had professional learning on both topics but not in the last year. When looking at the other options, however, the data showed that more narrative text opportunities were attended than informational ones. This data suggests that there may be a disconnect between what's being offered by a district and what training teachers need to be effective in the classroom.

This survey investigated the professional learning experiences of educators regarding narrative and informational text, both within their districts and through external sources. It showed that many participants were unaware of professional learning opportunities provided by national, state, or local organizations, such as the Michigan Reading Association and the National Council of Teachers of English. Despite these resources, participants reported minimal attendance at professional learning events on both narrative and informational texts. Furthermore, a significant number of participants had not attended or were unaware of professional learning opportunities for either genre, creating challenges for educators.

Regarding discussions about instructional practices, more teachers reported discussing narrative text than informational text. This gap may stem from a lack of familiarity with informational text characteristics or a lack of professional learning opportunities between the two genres. Interestingly, when considering participants' entire teaching careers, more teachers reported attending professional learning opportunities on informational text compared to

narrative text. However, in the past 12 months, attendance at narrative text events outweighed informational text events, suggesting a potential disconnect between district offerings and teachers' needs.

Significance of Study

The findings of this study differ from earlier seminal research, such as Duke (2000) and Yopp & Yopp (2006), which suggested that primary teachers favor narrative text over informational text. Instead, the data from this study indicate that in kindergarten, first, and second-grade classrooms, there's somewhat of a balance between the use of informational and narrative texts, with a greater emphasis on informational texts. One reason this may be happening is because of the CCSS or individual state standards increasing the use of informational text. The teachers who participated in this study may also have more access to resources, such as district-required resources, leveled readers, and supplemental texts that include more of a balance of informational and narrative text. Teachers may also be having more conversations around instruction of both types of texts with colleagues, as indicated on the survey, which may lead them to share resources and instructional practices in the classroom. While the results showed limited professional learning opportunities for both narrative and informational text, training specifically focused on informational text was less than narrative. Moreover, this lack of training did not appear to influence the frequency of usage in the classroom. Again, this could be due to access to more resources around informational text, as well as collegial conversations around instructional practices. It might also be that teachers are using informational texts across content areas to teach topics during the literacy block including social studies, science, and math into the literacy block as they teach language arts. Although the audio recordings showed there was more time spent on informational text during the literacy block, there seemed to be a balance of instructional practices happening for both narrative and

informational such as high-level questioning and character analysis. The lack of training could have an impact on what teachers taught regarding narrative and informational text. Since there are many factors involved in the reading process, professional learning for teachers may heavily influence what instruction goes on in the classroom. The DRIVE Model (Cartwright & Duke) has attempted an analogy of driving to the reading process and all the elements to consider while the reading process is taking place.

The DRIVE Model of Reading explains the many things that are happening while students are reading (Cartwright & Duke, 2019). When considering all the elements in this process, teachers need ongoing professional learning and collaboration around reading instruction. Cartwright and Duke explained that the complexity of reading makes it very difficult to communicate with families and caregivers, policymakers, and stakeholders. Text types such as narrative and informational text require different types of instructional strategies that should be taught to students. Educators must be aware of all these While significant disparities exist between research findings and the content taught in drivers' education, similar gaps are apparent in reading education. In both cases, the objective is to promote educational practices informed by research. To achieve this goal, educators and policymakers should prioritize robust initial and continuous teacher preparation in reading. This preparation should be research-informed, encompassing content and processes, and can be facilitated through well-designed workshops, participation in professional learning communities, and opportunities for literacy coaching.

In recent years, our understanding of how the brain learns to read has progressed. We have since gained insight into how the brain processes various types of information during reading with the science of reading research. Researchers studying the brain have pinpointed specific areas and networks involved in processing printed text, speech sounds, language, and

comprehension. Since neural connections necessary for reading are not initially present in the developing brain, efficient pathways are established through explicit instruction and deliberate practice (Frey & Fisher, 2010). This type of instruction significantly impacts the development of these neural networks, surpassing the effects of mere exposure or instruction lacking explicitness.

Unfortunately, much of this research is not yet included in teacher preparation programs, widely used curricula, or professional development, so it should come as no surprise that typical classroom practices often deviate substantially from what is recommended by our most credible sources. As a result, reading achievement is not as strong as it should be for most students, and the consequences are particularly dire for students from the least advantaged families and communities (Moats, 2023). While research undoubtedly provides valuable insights into effective teaching practices, it's crucial to recognize the irreplaceable role of teacher expertise in the classroom. Teachers possess firsthand knowledge of their students' needs, interests, and learning styles, which allows them to adapt instructional strategies to maximize student engagement and learning outcomes. While it's true that not all research findings may be directly applicable to every classroom context, skilled teachers can critically evaluate and integrate research-based principles into their teaching practice. This involves leveraging their pedagogical knowledge, content knowledge, and experience to determine which strategies are most effective for their students. Additionally, teacher expertise encompasses more than just implementing scripted practices; it also involves building strong relationships with students, creating a supportive learning environment, and fostering a culture of inquiry and critical thinking. These aspects of teaching are often difficult to capture in research studies but are essential for promoting student success.

Rather than viewing research and teacher expertise as mutually exclusive, we should recognize they should complement each other. By combining research-informed practices with teacher expertise, educators can create dynamic and effective learning experiences that meet the diverse needs of all students. Therefore, instead of dismissing teacher expertise, we should strive to leverage both to enhance classroom practices and improve student outcomes.

Recommendations for Future Research

The goal of this study was to determine whether there is a balance of informational and narrative text in a kindergarten, first-grade, and second-grade classroom, whether professional learning opportunities are offered to teachers, and what instructional practices are utilized for instruction in a kindergarten, first-grade, and second-grade classroom during literacy instruction. In response to the data, there are several recommendations for future research including classroom observations and larger sample size, professional learning, and teacher collaborative routines.

In conducting this study, it's essential to acknowledge certain limitations. Firstly, the research was carried out with only three classrooms in a single county. Due to this limited participant size and setting, the findings may not be generalizable to other contexts. This study also relied on audio recordings instead of classroom observations. It would be more beneficial to be in the classroom to view the whole picture including student interaction and observing instructional practices. There is a great deal that can be missed when relying on audio recordings alone. This was a very small sample of three classrooms, one kindergarten, one first grade, and one second grade. It would have been more insightful to observe in multiple classrooms over one year to observe the entirety of instruction and resources used. Although these classrooms seem to have a balance of informational text and narrative text and each teacher used best instructional practices throughout lessons, it is hard to determine what takes place each year in each of the

grade levels. It would also add evidence to the data if the professional learnings that were offered by each district were included as artifacts to determine what teachers were trained on and any follow-up support after the training.

Effective professional learning on reading instruction is crucial for teachers as they build their capacity to build student skills and knowledge. The data in this study showed that teachers are not attending or being offered professional learning opportunities on narrative or informational text. The professional learning events attended were on the topic of narrative text over the past 12 months, except for professional learning hours over a teacher's entire career, which showed that more teachers attended one to five hours of informational training than narrative. According to the Center for Public Education, professional learning should be significant and ongoing, have supports in place during implementation, actively engaging, modeled or demonstrated in a classroom setting, and be specific to content—as opposed to a one-size-fits-all concept (Gulamhussein, 2013, pp. 14–17). Job-embedded professional learning or coaching can have a significant impact on instruction, as opposed to one or two trainings with no follow-up support for teachers. Coaches can help by modeling instruction in the classroom and facilitating teacher collaboration. Collaboration can benefit teachers when implementing new practices.

Many teachers reported that instructional practices for both informational and narrative text had been discussed over the past 12 months. Teachers who collaborate on instructional practices and student work can have a great impact on student achievement. According to Berry et al. (2009), "Collaboration among teachers paves the way for the spread of effective teaching practices, improved outcomes for the students they teach, and the retention of the most accomplished teachers in high-needs schools" (p. 2). Teachers require adequate time to

collaborate to focus on the instructional needs and outcomes of their students. However, we must exercise caution in our approach, as children are unique, and their needs vary significantly. The standards that guide our work with children must be aligned with their needs as well. If the current standards are inadequate, they must be improved. It is not solely research that informs these standards, but also the necessity of teacher voice and inclusivity. A one-size-fits-all approach is ineffective and insufficient. Educator roles will always be essential and irreplaceable. Contrary to popular belief and media portrayals suggesting that robots could replace teachers, this is not the case. Children are diverse, their learning needs are varied, and their contexts are unique. We must be adaptable to these differences to effectively meet their needs. Therefore, it is imperative to highlight these considerations, as they underscore the complexity and balance required in addressing the diverse needs of children.

Conclusion

The results suggest that classrooms offer a balance of narrative and informational text, but there's a notable gap in delivering explicit instruction for understanding informational texts. Additionally, there's a need for professional development programs that address both informational and narrative texts comprehensively. The survey portion of the inquiry also highlighted, however, that there is a lack of professional development overall amongst all participants. The participating teachers also stated that they use a variety of different genres in their classroom for instruction and use informational resources more than narrative. Classroom audio recordings showed instructional practices were used in association with both narrative and informational texts; however, instruction on narrative text was more in-depth than instruction focused on informational text. Overall, there was a balance of time spent on narrative and informational text, but teachers need more professional learning opportunities on both, including opportunities centered on comprehension strategies to support students. The study may open

avenues for further research to explore the impact of a balanced instructional approach on long-term literacy outcomes. Researchers may investigate how such practices influence students' reading proficiency, critical thinking abilities, and overall literacy development. The study highlights the importance of providing clear guidance on instructional strategies specifically tailored for informational texts, given their unique characteristics and requirements. These implications provide valuable insights for educators, administrators, and policymakers seeking to enhance literacy instruction in kindergarten, first, and second-grade classrooms.

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APPENDICES

APPENDIX A

LETTER TO PARTICIPANTS

Dear Teachers,

My name is Theresa Hasenauer and I am a doctoral student from The University of Michigan – Flint. I am asking you to participate in a research study regarding the use of genres during Literacy instruction. If you agree to participate, you will complete the following survey by answering a series of questions about your classroom literacy instruction and resources. It should take approximately 10 minutes to complete. The survey/questionnaire is voluntary, and results will remain anonymous and confidential. There are minimal risks involved with your participation outside of the inconvenience of completing the questionnaire. The last question will ask if you are willing to audio tape two Literacy instruction blocks on two separate occasions and to photograph your classroom including walls and bulletin boards.

This study may be beneficial to you because it encourages you to reflect on your teaching practices within the classroom. Further, results of this study are intended to help provide necessary support for teachers. Once data is collected and analyzed, results will be presented in a dissertation; the names of teachers, schools, and school districts will remain anonymous.

If you have any questions, please feel free to contact me at thasenau@umich.edu.

Thank you in advance for your assistance with this project.

Sincerely,

Theresa Hasenauer
Doctoral Candidate
The University of Michigan – Flint Education Department or Educational Leadership Program

APPENDIX B

INFORMATION SHEET

GENRE BALANCE IN GRADES K-2
HUM#00202814

Principal Investigator: Theresa Hasenauer, Doctoral student, University of Michigan Flint

Co-investigator: **NA**

Faculty Advisor: Dr. Chad Waldron, Faculty Advisor, Committee Chair, University of Michigan Flint

Study Sponsor: **NA**

You are invited to participate in a research study is to investigate Literacy Instruction in kindergarten, first and second grade classrooms.

If you agree to be part of the research study, you will be asked to use an electronic audio recording device to record your entire literacy instructional time on two separate days a week apart from each other. The researcher will arrange to drop off and pick up the audio recording device at your building. The device will be dropped off with directions on how to record each of the sessions and what to do when you are finished with both recordings. Directions on how to upload and submit these will be given to you with the recording directions.

Benefits of the research: The results will provide important information around instructional strategies in Literacy and will assist education leaders as they make future decisions. This study may be beneficial to you because it encourages you to reflect on your teaching practices within the classroom. Further, results of this study are intended to help provide necessary support for teachers. Once data is collected and analyzed, results will be presented in a dissertation.

Risks and discomforts: Breach of confidentiality (i.e., identifiable audio recordings) is a potential risk in all research that collects or maintains personally identifiable information. The researchers will try to minimize these risks by keeping the data confidential and secure through the university secure drive. Participation is voluntary, and each participant may withdraw from the study at any time without consequence. As part of their review, the University of Michigan

Health Sciences and Behavioral Sciences Institutional Review Board (IRB) has determined that this study is no more than minimal risk and exempt from on-going IRB oversight.

Compensation: **NA**

Participating in this study is completely voluntary. Even if you decide to participate now, you may change your mind and stop at any time. You may choose not to complete the survey, audio record literacy sessions of your classroom for any reason. Information collected in this project may be shared with other researchers, but we will not share any information that could identify you.

If you have questions about this research study, please contact Theresa Hasenauer, Doctoral student, University of Michigan Flint **or** Dr. Chad Waldron, Faculty Advisor, Committee Chair, University of Michigan Flint

This consent form will be kept by the researcher for five years beyond the end of the study.
Feel free to contact me via email at thasenau@umich.edu or via telephone 586-484-3744 with any questions about the study.

Sincerely,
Theresa Hasenauer Ed.S.
Principal Investigator The University of Michigan-Flint

APPENDIX C

Parent/Caregiver INVITATION TO PARTICIPATE IN RESEARCH STUDY:

Genre Study in K-2 Classrooms
HUM00202814

Dear Parent/Caregiver,

Your child's teacher has agreed to participate in a study on Literacy Instruction. For this study, your child's teacher will be audio recording Literacy Instruction on two different days. The researcher will only be transcribing the teacher's instruction, however some student voices may be audible in the recordings. This study will help us to learn more about Literacy instruction in kindergarten, first, and second grade classrooms. There is minimal risk to your child's participation in this study. Theresa Hasenauer, a doctoral candidate at the University of Michigan-Flint, will be conducting this research study.

Only the Principal Investigator and study team will have access to the audio recordings. All data collected in this study will be stored in secure digital file storage, only accessible by the Principal Investigator and Research Associates. All data collected will be fully protected for all applicable laws and be destroyed after a period of three years. Breach of confidentiality (i.e., informational risks, identifiable audio recordings) is a potential risk in all research that collects or maintains personally identifiable information. The researchers will try to minimize these risks by keeping the data confidential and secure. As part of their review, the University of Michigan Health Sciences and Behavioral Sciences Institutional Review Board (IRB) has determined that this study is no more than minimal risk and exempt from on-going IRB oversight.

This letter is to inform you of your child's participation within the study. All the students in your child's class have been invited to participate in the project. However, **if you do not want your child to be included in this study, please complete the attached Opt-Out form within the next two days and return to your student's teacher.**

There is no penalty for not participating in this study. Participation is voluntary.

If you elect to have your child participate in this study, you do not need to complete the form.

Feel free to contact me via email at thasenau@umich.edu or via telephone 586-484-3744 with any questions about the study.

Sincerely,

Theresa Hasenauer Ed.S.
Principal Investigator
The University of Michigan-Flint

By signing below, you **are declining your child's participation** in this study:

Your child's name: _____

Parent/Guardian name: _____

Parent/Guardian Signature: _____

Date:_____

APPENDIX D

INVITATION TO PARTICIPATE IN RESEARCH STUDY: Principal

Genre Study in K-2 Classrooms
HUM00202814

Dear Principal,

A teacher in your building has agreed to participate in a study on Literacy Instruction. For this study, the teacher will be **audio recording** Literacy Instruction on two different days. The researcher will only be transcribing the teacher's instruction, however some student voices may be audible in the recordings. Therefore a parent information/consent letter will need to go home with every student in the class. This study will help us to learn more about Literacy instruction in kindergarten, first, and second grade classrooms. There is minimal risk to both teacher and student participation in this study. Theresa Hasenauer, a doctoral candidate at the University of Michigan-Flint, will be conducting this research study.

Only the Principal Investigator and study team will have access to the audio recordings. All data collected in this study will be stored in secure digital file storage, only accessible by the Principal Investigator and Research Associates. All data collected will be fully protected for all applicable laws and be destroyed after a period of three years. Breach of confidentiality (i.e., informational risks, identifiable audio recordings) is a potential risk in all research that collects or maintains personally identifiable information. The researchers will try to minimize these risks by keeping the data confidential and secure. As part of their review, the University of Michigan Health Sciences and Behavioral Sciences Institutional Review Board (IRB) has determined that this study is no more than minimal risk and exempt from on-going IRB oversight.

This letter is to inform you of your teacher's participation within the study. All of the students in this class will be invited to participate in the project and an information letter will be sent home. Please let TEACHER know if you are authorizing her to participate in the research. However, **if you do not want TEACHER to be included in this study, please inform TEACHER so she can let me know to remove her from the study.**

There is no penalty for not participating in this study. Participation is voluntary.

If you elect to have your child participate in this study, you do not need to complete the form.

Feel free to contact me via email at thasenau@umich.edu or via telephone 586-484-3744 with any questions about the study.

Sincerely,

Theresa Hasenauer Ed.S.
Principal Investigator
The University of Michigan-Flint

By signing below, you are authorizing your teacher's participation in this study:

Please print your name: _____

Title: _____

Signature: _____

Date:_____

APPENDIX E

IRB APPROVAL

Health Sciences and Behavioral Sciences Institutional Review Board (IRB-HSBS) • 2800 Plymouth Rd., Building 520, Room 1170, Ann Arbor, MI 48109-2800 • phone (734) 936-0933 • fax (734) 998-9171 • irbhsbs@umich.edu

To: Theresa Hasenauer **From:**

Riann   Palmieri-Smith
Thad   Polk

Cc:

Chad   Waldron
Theresa   Hasenauer

Subject: Notice of Exemption for [HUM00202814]

SUBMISSION INFORMATION:
Title: GENRE BALANCE IN GRADES K-2

Full Study Title (if applicable): EXAMINING NARRATIVE AND INFORMATIONAL GENRE BALANCE IN GRADES K-2 DURING LITERACY BLOCK TIME

Study eResearch ID: HUM00202814

Date of this Notification from IRB: 10/18/2021

Date of IRB Exempt Determination: 10/18/2021

UM Federalwide Assurance: FWA00004969 (For the current FWA expiration date, please visit the UM HRPP Webpage)

OHRP IRB Registration Number(s): IRB00000246

IRB EXEMPTION STATUS:
The IRB HSBS has reviewed the study referenced above and determined that, as currently described, it is exempt from ongoing IRB review, per the following federal exemption category:

EXEMPTION 1 at 45 CFR 46.104(d):

Research, conducted in established or commonly accepted **educational settings, that specifically involves normal educational practices** that are **not likely to adversely impact students'** opportunity to learn required educational content or the assessment of educators who provide instruction. This includes most research on regular and special education instructional strategies, and research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.

Note that the study is considered exempt as long as any changes to the use of human subjects (including their data) remain within the scope of the exemption category above. Any proposed changes that may exceed the scope of this category, or the approval conditions of any other non-IRB reviewing committees, must be submitted as an amendment through eResearch.

Although an exemption determination eliminates the need for ongoing IRB review and approval, you still have an obligation to understand and abide by generally accepted principles of responsible and ethical conduct of

research.

Examples of these principles can be found in the Belmont Report as well as in guidance from professional societies and scientific organizations.

SUBMITTING AMENDMENTS VIA eRESEARCH:
You can access the online forms for amendments in the eResearch workspace for this exempt study, referenced above.

ACCESSING EXEMPT STUDIES IN eRESEARCH:
Click the "Exempt and Not Regulated" tab in your eResearch home workspace to access this exempt study.

Riann Palmieri-Smith
Co-chair, IRB HSBS

Thad Polk
Co-chair, IRB HSBS

APPENDIX F
Initial Survey

SCHOOL OF EDUCATION
UNIVERSITY OF MICHIGAN

Default Question Block

How long have you been teaching?

◯ 1-5 years
◯ 6-10 years
◯ 11-15 years
◯ 16-20 years
◯ More than 20years

What grade level do you teach?

◯ Kindergarten
◯ First
◯ Second
◯ A combination of K-1, 1-2

How long have you taught at your current grade level?

◯ 0-5 years
◯ 5-9 years
◯ 10-20 years
◯ 21 or more

What is your level of education?

◯ Bachelor's Degree
◯ Master's Degree
◯ Specialist Degree
◯ Doctoral Degree

What is your major or certification in?

◯ ELA
◯ Math
◯ Science
◯ Social Studies
◯ Other

In regards to literacy resources, in my district:

◯ I follow a district mandated literacy program with fidelity
◯ I follow a district mandated literacy program however, I am able to modify the use of other resources as needed for my students
◯ My district does not have a mandated literacy program but we have district provided resources to plan and implement Literacy instruction
◯ My district allows teachers to use their discretion as to what resources will be utilized during literacy instruction

The following questions are about **informational text** and professional learning.

How many professional learning offerings have you **attended** in your district on the topic of **informational text** over the past 12 months?

○ None
○ One
○ Two
○ Three
○ Four or more

How many professional learning events are you **aware of** such as ones offered through the Michigan Reading Association, National Council of Teachers of English or your local Intermediate School District that have been offered outside your district on the topic of **informational text** over the past 12 months?

○ None
○ One
○ Two
○ Three
○ Four or more

How many professional learning events have you **attended** outside of your district on the topic of **informational text** over the past 12 months?

○ None
○ One
○ Two
○ Three
○ Four or more

Overall, how many **hours** of professional learning on the topic of **informational text** have you participated in over the past 12 months?

○ None
○ 1-5 hours
○ 6-10 hours
○ 11-15 hours
○ 16-20 hours
○ More than 20 hours

Has your school district posted/promoted educational conferences or professional learning opportunities on the topic of **informational text** over the past 12 months inside or outside of your district?

○ Yes
○ No
○ Not sure

Over the past 12 months, have you discussed instructional practices for **informational text** with other teachers?

○ Yes
○ No

Thinking about your whole teaching career, approximately how many professional learning opportunities have you attended on the topic of **informational text**?

○ None
○ 1-5
○ 6-10

○ 11-15

○ 16 or more

The following questions are about **narrative text** and professional learning.

How many professional learning offerings have you **attended in your district** on the topic of **narrative text** over the past 12 months?

○ None

○ One

○ Two

○ Three

○ Four or more

How many professional learning events are you **aware of** such as ones offered through the Michigan Reading Association, National Council of Teachers of English or your local Intermediate School District that have been offered outside your district on the topic of **narrative text** over the past 12 months?

○ None

○ One

○ Two

○ Three

○ Four or more

How many professional learning events have you **attended outside of your district** on the topic of **narrative text** over the past 12 months?

○ None
○ One
○ Two
○ Three
○ Four or more

Overall, how many **hours** of professional learning on the topic of **narrative text** have you participated in over the past 12 months?

○ None
○ 1-5
○ 6-10
○ 11-15
○ 16-20
○ More than 20

 Has your school district posted/promoted educational conferences or professional learning opportunities on the topic of **narrative text** over the past 12 months inside or outside of your district?

○ Yes
○ No
○ Not sure

Over the past 12 months, have you discussed instructional practices for **narrative text** with other teachers?

○ Yes

○ No

Thinking about your whole teaching career, approximately how many professional learning opportunities have you attended on the topic of **narrative text**?

○ None

○ 1-5

○ 6-10

○ 11-15

○ 16 or more

What text genres do you use in your classroom?

What text structures do you teach in your classroom?

Do you think it is important for **K-2** students to know text structures?

○ Yes

○ No

Why or why not?

[   ]

Consider the teaching materials you used the **previous five days of school for instructional purposes** with a majority of your students. Approximately how many times did you use the following materials over the course of those five school days? Please indicate the amount by selecting one number below for each item.

	0	1	2	3	4	5+
Fairy Tales, Fables, and/or Folk Tales/Tall Tales (e.g. *Cinderella, The Tortoise and the Hare, Pecos Bill)*	☐	☐	☐	☐	☐	☐
Realistic Stories - general fiction story books or passages (e.g. *Henry and Mudge, Alexander and the Terrible...)*	☐	☐	☐	☐	☐	☐
Science/Social Studies/ Math- related tradebooks, textbooks, passages, and/or big books (teacher or professionally generated)	☐	☐	☐	☐	☐	☐
Dramatic Texts (e.g. *story- based plays and readers'theater)*	☐	☐	☐	☐	☐	☐
Reference books (e.g. Encyclopedia, Atlas, Dictionary, Maps, Alphabet Books)	☐	☐	☐	☐	☐	☐
Historical Fiction, Biographies, (e.g. *Henry's Freedom Box, Molly's Pilgrim, Martin Luther King, Jr.)*	☐	☐	☐	☐	☐	☐
Informative Magazines, Newspapers, and/or photos/captions (e.g. *Zoobooks, Weekly Reader, Scholastic News,* etc.)	☐	☐	☐	☐	☐	☐
Poems, Song lyrics, rhymes (for literary enjoyment; non-informative)	☐	☐	☐	☐	☐	☐
Informative poems, song lyrics, rhymes, riddles (e.g. with factual info on weather, animals, etc.)	☐	☐	☐	☐	☐	☐

	0	1	2	3	4	5+
Informational charts, graphs, graphic organizers, and/or posters	☐	☐	☐	☐	☐	☐

Would you be willing to participate further in this study by **audiotaping** your literacy block instruction on **two separate days** as well as take pictures of your classroom?

○ Yes, I would like to participate further in this study.

○ No, I do not want to participate further in this study.

○ I would like further information about the study before I make a decision.

You have chosen to participate further in this study or that you needed more information before you make a decision. Please click HERE to enter your information so the researcher can contact you.

┌───┐
│   │
│   │
└───┘

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APPENDIX G

PARTICIPANT SURVEY

Default Question Block

First name

Last Name

Grade Level Taught

○ Kindergarten
○ First Grade
○ Second Grade

District Name

Building Name

Email Address

APPENDIX H

Survey Results

Default Report

Resource Usage During Literacy Instruction in Kindergarten, First and Second Grade Classrooms
October 1, 2022 1:54 PM MDT

Q1 - How long have you been teaching?
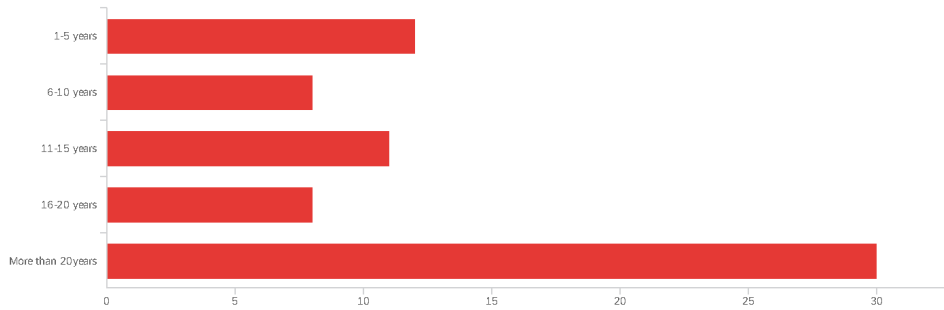
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How long have you been teaching?	1.00	5.00	3.52	1.55	2.39	69

#	Field		Choice Count
1	1-5 years	17.39%	12
2	6-10 years	11.59%	8
3	11-15 years	15.94%	11
4	16-20 years	11.59%	8
5	More than 20years	43.48%	30
			69

Showing rows 1 - 6 of 6

Q2 - What grade level do you teach?
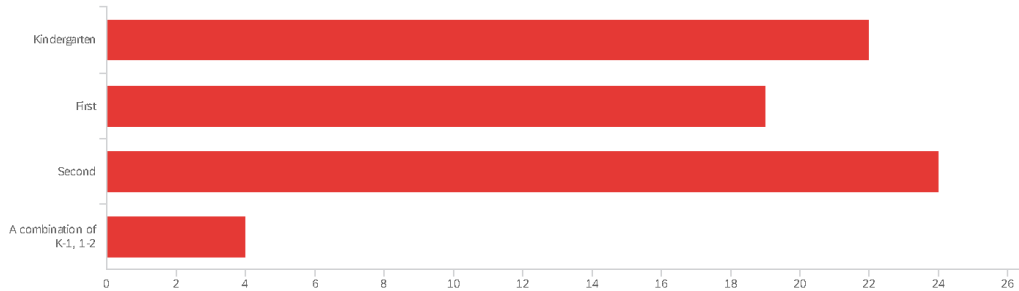
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What grade level do you teach?	1.00	4.00	2.14	0.94	0.88	69

#	Field		Choice Count
1	Kindergarten	31.88%	22
2	First	27.54%	19
3	Second	34.78%	24
4	A combination of K-1, 1-2	5.80%	4
			69

Showing rows 1 - 5 of 5

Q3 - How long have you taught at your current grade level?
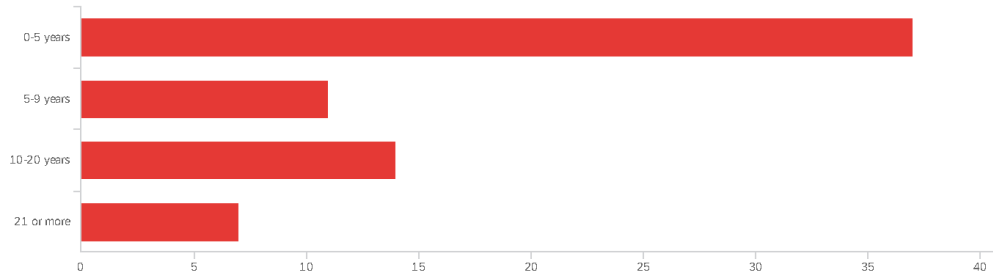
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How long have you taught at your current grade level?	1.00	4.00	1.87	1.06	1.13	69

#	Field	Choice Count	
1	0-5 years	53.62%	37
2	5-9 years	15.94%	11
3	10-20 years	20.29%	14
4	21 or more	10.14%	7
			69

Showing rows 1 - 5 of 5

Q4 - What is your level of education?
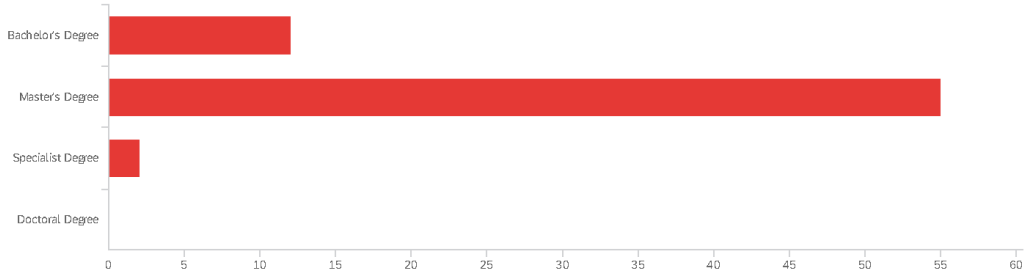
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your level of education?	1.00	3.00	1.86	0.43	0.18	69

#	Field		Choice Count
1	Bachelor's Degree	17.39%	12
2	Master's Degree	79.71%	55
3	Specialist Degree	2.90%	2
4	Doctoral Degree	0.00%	0
			69

Showing rows 1 - 5 of 5

Q5 - What is your major or certification in?
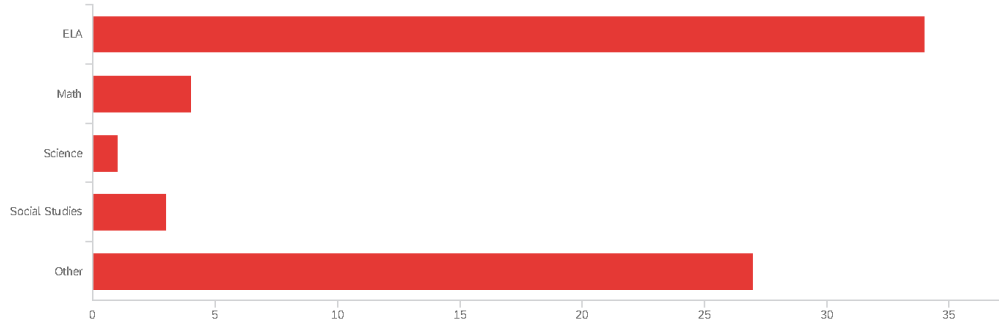
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your major or certification in?	1.00	7.00	3.57	2.83	8.01	69

#	Field	Choice Count	
1	ELA	49.28%	34
2	Math	5.80%	4
3	Science	1.45%	1
4	Social Studies	4.35%	3
7	Other	39.13%	27
			69

Showing rows 1 - 6 of 6

Q6 - In regards to literacy resources, in my district:
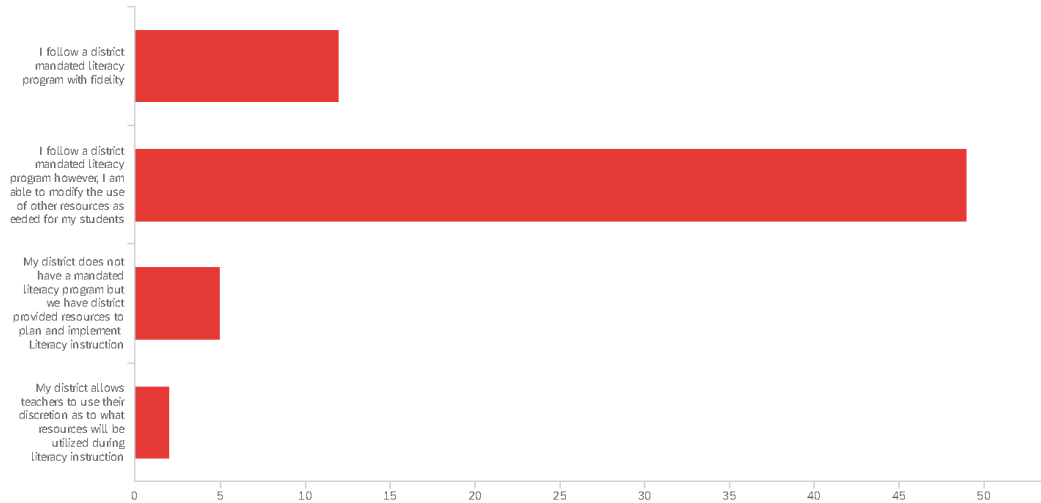
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	In regards to literacy resources, in my district:	1.00	4.00	1.96	0.60	0.37	68

#	Field	Choice Count	
1	I follow a district mandated literacy program with fidelity	17.65%	12
2	I follow a district mandated literacy program however, I am able to modify the use of other resources as needed for my students	72.06%	49
3	My district does not have a mandated literacy program but we have district provided resources to plan and implement Literacy instruction	7.35%	5
4	My district allows teachers to use their discretion as to what resources will be utilized during literacy instruction	2.94%	2
			68

Showing rows 1 - 5 of 5

Q8 - How many professional learning offerings have you attended in your district on the

topic of informational text over the past 12 months?
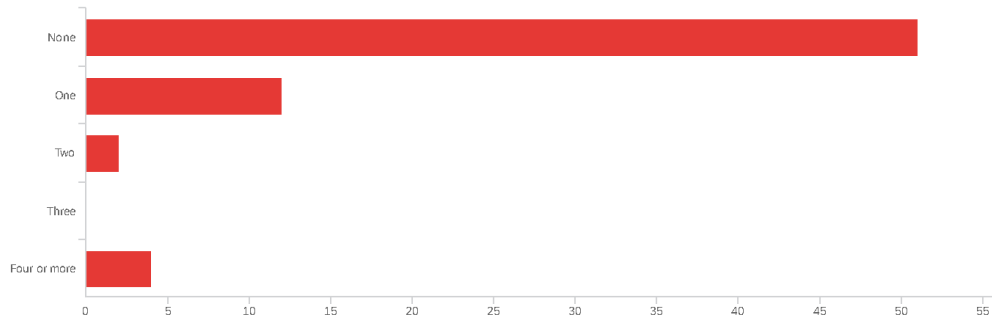
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How many professional learning offerings have you attended in your district on the topic of informational text over the past 12 months?	1.00	5.00	1.46	1.00	1.00	69

#	Field		Choice Count
1	None	73.91%	51
2	One	17.39%	12
3	Two	2.90%	2
4	Three	0.00%	0
5	Four or more	5.80%	4
			69

Showing rows 1 - 6 of 6

Q9 - How many professional learning events are you aware of such as ones offered through the Michigan Reading Association, National Council of Teachers of English or your local Intermediate School District that have been offered outside your district on the topic of informational text over the past 12 months?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How many professional learning events are you aware of such as ones offered through the Michigan Reading Association, National Council of Teachers of English or your local Intermediate School District that have been offered outside your district on the topic of informational text over the past 12 months?	1.00	5.00	1.41	0.90	0.80	68

#	Field	Choice Count	
1	None	77.94%	53
2	One	8.82%	6
3	Two	10.29%	7
4	Three	0.00%	0
5	Four or more	2.94%	2
			68

Showing rows 1 - 6 of 6

Q10 - How many professional learning events have you attended outside of your district on the topic of informational text over the past 12 months?
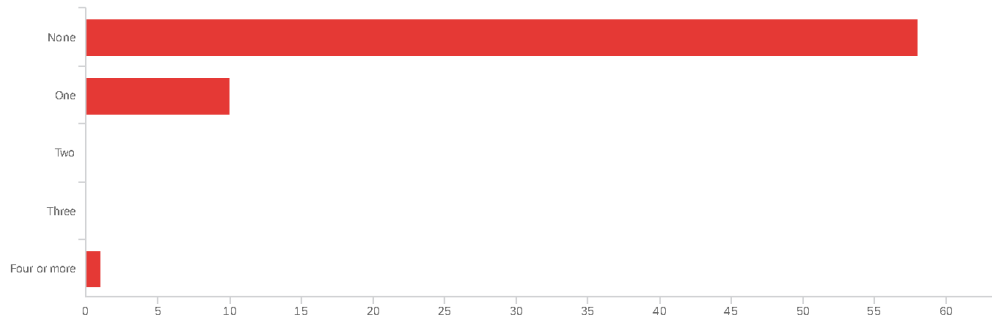
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How many professional learning events have you attended outside of your district on the topic of informational text over the past 12 months?	1.00	5.00	1.20	0.58	0.34	69

#	Field	Choice Count	
1	None	84.06%	58
2	One	14.49%	10
3	Two	0.00%	0
4	Three	0.00%	0
5	Four or more	1.45%	1
			69

Showing rows 1 - 6 of 6

Q11 - Overall, how many hours of professional learning on the topic of informational text

have you participated in over the past 12 months?
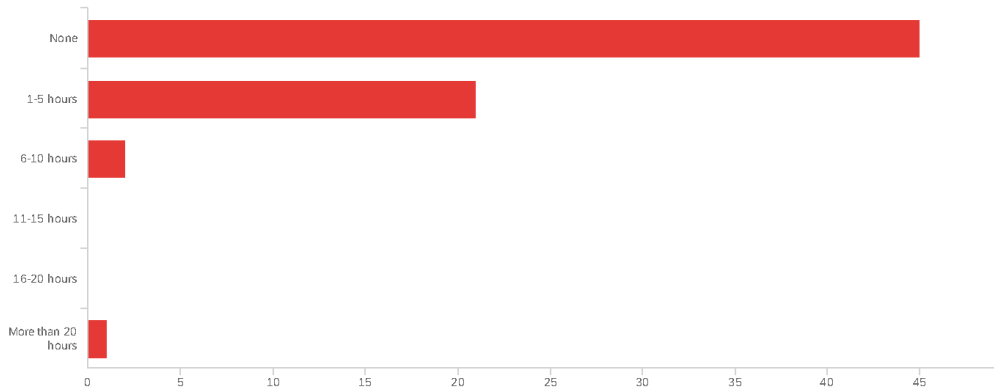
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Overall, how many hours of professional learning on the topic of informational text have you participated in over the past 12 months?	1.00	8.00	1.80	1.25	1.55	69

#	Field		Choice Count
1	None	65.22%	45
3	1-5 hours	30.43%	21
4	6-10 hours	2.90%	2
5	11-15 hours	0.00%	0
7	16-20 hours	0.00%	0
8	More than 20 hours	1.45%	1
			69

Showing rows 1 - 7 of 7

Q12 - Has your school district posted/promoted educational conferences or professional learning opportunities on the topic of informational text over the past 12 months inside or outside of your district?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Has your school district posted/promoted educational conferences or professional learning opportunities on the topic of informational text over the past 12 months inside or outside of your district?	1.00	3.00	2.32	0.72	0.51	68

#	Field		Choice Count
1	Yes	14.71%	10
2	No	38.24%	26
3	Not sure	47.06%	32
			68

Showing rows 1 - 4 of 4

Q13 - Over the past 12 months, have you discussed instructional practices for informational text with other teachers?
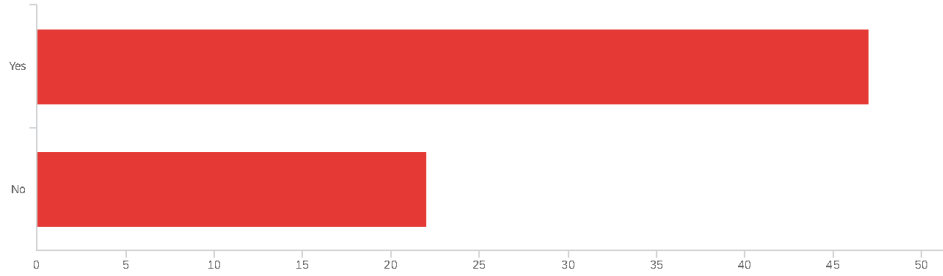
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Over the past 12 months, have you discussed instructional practices for informational text with other teachers?	1.00	2.00	1.32	0.47	0.22	69

#	Field		Choice Count
1	Yes	68.12%	47
2	No	31.88%	22
			69

Showing rows 1 - 3 of 3

Q14 - Thinking about your whole teaching career, approximately how many professional

learning opportunities have you attended on the topic of informational text?
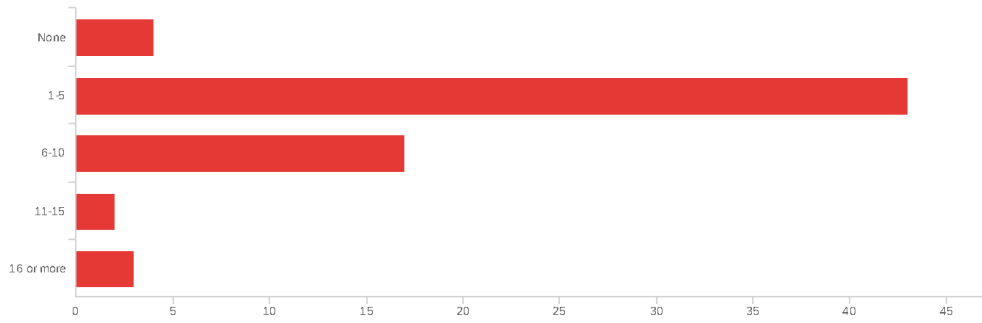
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Thinking about your whole teaching career, approximately how many professional learning opportunities have you attended on the topic of informational text?	1.00	5.00	2.38	0.82	0.67	69

#	Field	Choice Count	
1	None	5.80%	4
2	1-5	62.32%	43
3	6-10	24.64%	17
4	11-15	2.90%	2
5	16 or more	4.35%	3
			69

Showing rows 1 - 6 of 6

Q16 - How many professional learning offerings have you attended in your district on the

topic of narrative text over the past 12 months?
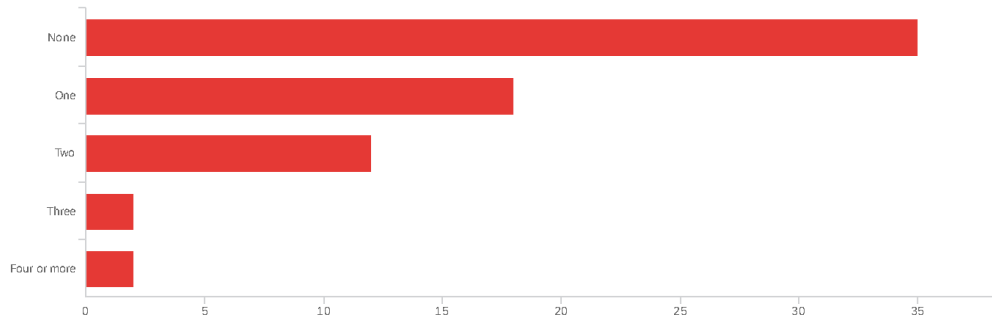
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How many professional learning offerings have you attended in your district on the topic of narrative text over the past 12 months?	1.00	5.00	1.81	1.01	1.02	69

#	Field		Choice Count
1	None	50.72%	35
2	One	26.09%	18
3	Two	17.39%	12
4	Three	2.90%	2
5	Four or more	2.90%	2
			69

Showing rows 1 - 6 of 6

Q17 - How many professional learning events are you aware of such as ones offered through the Michigan Reading Association, National Council of Teachers of English or your local Intermediate School District that have been offered outside your district on the topic of narrative text over the past 12 months?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How many professional learning events are you aware of such as ones offered through the Michigan Reading Association, National Council of Teachers of English or your local Intermediate School District that have been offered outside your district on the topic of narrative text over the past 12 months?	1.00	5.00	1.60	0.96	0.92	68

#	Field		Choice Count
1	None	64.71%	44
2	One	16.18%	11
3	Two	16.18%	11
4	Three	0.00%	0
5	Four or more	2.94%	2
			68

Showing rows 1 - 6 of 6

Q18 - How many professional learning events have you attended outside of your district on the topic of narrative text over the past 12 months?
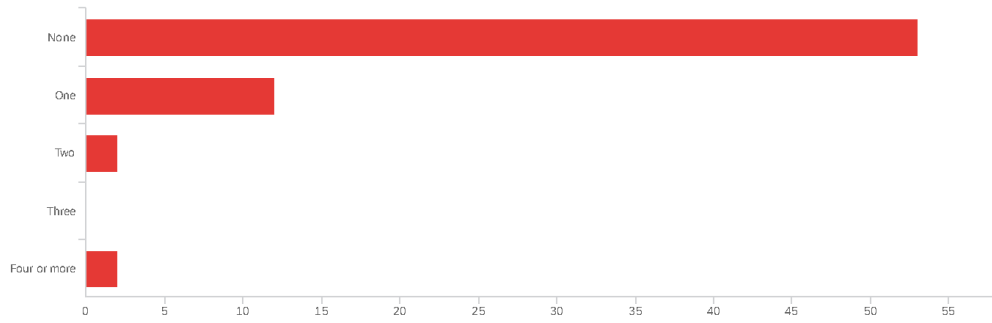
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How many professional learning events have you attended outside of your district on the topic of narrative text over the past 12 months?	1.00	5.00	1.35	0.80	0.63	69

#	Field		Choice Count
1	None	76.81%	53
2	One	17.39%	12
3	Two	2.90%	2
4	Three	0.00%	0
5	Four or more	2.90%	2
			69

Showing rows 1 - 6 of 6

Q19 - Overall, how many hours of professional learning on the topic of narrative text have you participated in over the past 12 months?
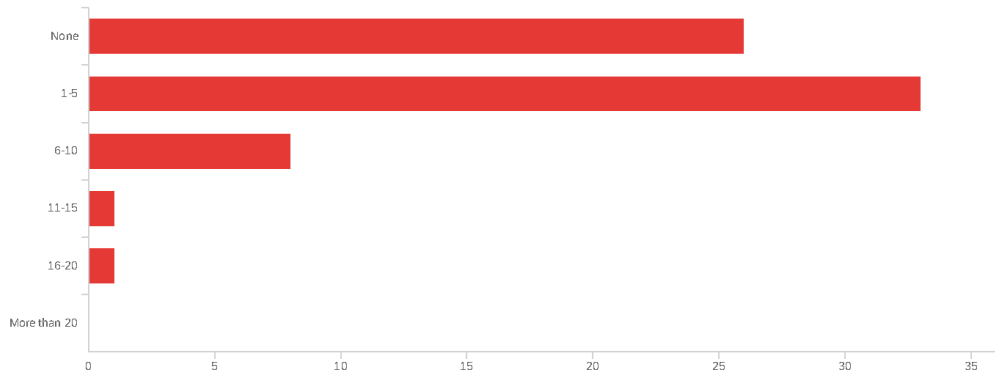
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Overall, how many hours of professional learning on the topic of narrative text have you participated in over the past 12 months?	1.00	5.00	1.81	0.80	0.65	69

#	Field		Choice Count
1	None	37.68%	26
2	1-5	47.83%	33
3	6-10	11.59%	8
4	11-15	1.45%	1
5	16-20	1.45%	1
6	More than 20	0.00%	0
			69

Showing rows 1 - 7 of 7

Q20 - Has your school district posted/promoted educational conferences or professional

learning opportunities on the topic of narrative text over the past 12 months inside or

outside of your district?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Has your school district posted/promoted educational conferences or professional learning opportunities on the topic of narrative text over the past 12 months inside or outside of your district?	1.00	3.00	2.12	0.88	0.77	69

#	Field		Choice Count
1	Yes	33.33%	23
2	No	21.74%	15
3	Not sure	44.93%	31
			69

Showing rows 1 - 4 of 4

Q21 - Over the past 12 months, have you discussed instructional practices for narrative text with other teachers?
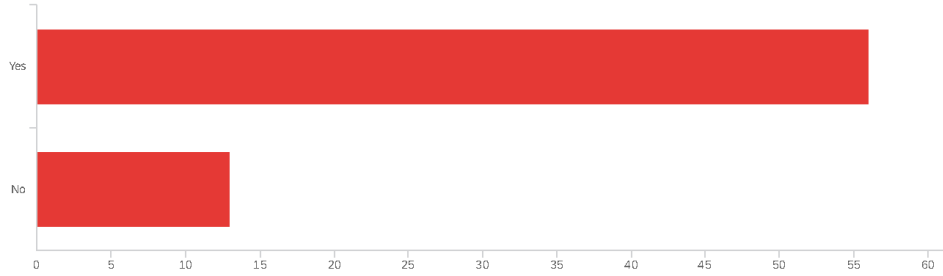
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Over the past 12 months, have you discussed instructional practices for narrative text with other teachers?	1.00	2.00	1.19	0.39	0.15	69

#	Field		Choice Count
1	Yes	81.16%	56
2	No	18.84%	13
			69

Showing rows 1 - 3 of 3

Q22 - Thinking about your whole teaching career, approximately how many professional learning opportunities have you attended on the topic of narrative text?
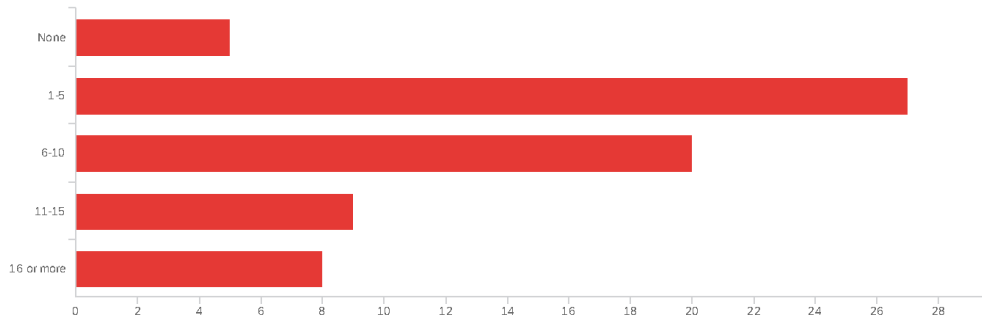
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Thinking about your whole teaching career, approximately how many professional learning opportunities have you attended on the topic of narrative text?	1.00	5.00	2.83	1.12	1.25	69

#	Field		Choice Count
1	None	7.25%	5
2	1-5	39.13%	27
3	6-10	28.99%	20
4	11-15	13.04%	9
5	16 or more	11.59%	8
			69

Showing rows 1 - 6 of 6

Q23 - What text genres do you use in your classroom?

What text genres do you use in your classroom?

narrative, information, opinion, and poetry

naritive, informational, fiction, nonfiction.

Fiction Nonfiction

Poetry, Small Moment Narratives, Nonfiction Text, Small Moment Narrative Book Clubs, Nonfiction Text Book Clubs

In some way- all of them.

informational text, magazines, fairy tales, biography, fiction, realistic fiction, folk tales, nursery rhymes, content area books

Informational Realistic fiction Fantasy fiction Mystery Poetry Graphic Novels Informational magazines/ articles

All

fiction - fantasy and realistic, fables, and non-fiction

Fiction Non Fiction Poetry Fairy Tales/Folktales

fiction, nonfiction, poetry

I have my Y5 kindergarten students organize our library by make believe and real. We recently started referring to make believe as fiction and real as nonfiction.

A variety, here are a few realistic fiction, fairy tales, informational, mystery.

Narrative Informational Opinion

fiction, non fiction, poetry

Nonfiction, Fiction, Fairytale, Realistic Fiction, Biography, Informational, Fantasy

Narrative, informational, poetry, abc alliteration, phonemic awareness/rhythm and rhyme, fairy tales

I use both informational and narrative texts in reading gourps, shared reading, and read alouds.

a variety- narrative, informational, poetry, etc

Nonfiction, Fiction, Realistic Fiction, Fantasy Fiction, Personal Narrative, Persuasion, Informational

a variety of genres

all text genre is used in my classroom: narrative, fiction, poetry, nonfiction, expository, fantasy, fairytale, and more!

What text genres do you use in your classroom?

realistic fiction fantasy poetry narrative nonfiction expository test fables folktales myths

poetry, non-fiction, expository, narrative non-fiction, comedy, fantasy, folktales, fables, etc.

All

Fiction and nonfiction

All

Picture books, non-fiction text, fairy tales,poetry, emergent texts, leveled readers

Both fiction and non fiction

nonfiction; realistic fiction; folk tale; poetry; fantasy; biography

Right now fiction and nonfiction are the 2 biggest. We've gone over realistic fiction and fantasy stories as well.

Fiction, Realistic Fiction, Fables, Poetry (and Nursery Rhymes), Informational, Fairy Tales

fiction, non fiction, poetry, folklore

Narrative, informational, fairy tales, fables, poems, nursery rhymes

Informational, narrative nonfiction/fiction, realistic fiction, fantasy, traditional literature, historical fiction, poetry, biography.

Fiction Non-Fiction Poetry Fables

Informational Text Fantasy Fiction Realistic Fiction Poetry

fiction, narrative nonfiction, expository, fantasy, fables, fairytales, etc

Narrative Informational Procedural Expository Hortatory

informational, realistic fiction, fantasy, mystery, biography, poetry

Fiction, Nonfiction, Poetry, Drama, Folktales

Fiction and informational, character book sets, decodable books

fiction, nonfiction, fantasy, fable, fairy tales, poetry, nursery rhymes, biography

fiction, non-fiction, poetry

Fantasy, fables, nonfiction

All

What text genres do you use in your classroom?

Narrative and informational.

all

fantasy, realistic fiction, fables, myths, fairy tales, explanatory, poetry

Narrative and informational.

Informational, realistic fiction

narrative : fantasy, Realistic fiction, fable, myth; play expository: narrative nonfiction, biography poetry

fiction, nonfiction, mystery, realistic fiction, poetry, fantasy, fairy tale

Narrative, Instructional, Report/Informational

Realistic Fiction; Poetry; Informational

narrative, informational, fairy tales, realistic fiction, folktales, biographys

Realistic fiction, fantasy

Q24 - What text structures do you teach in your classroom?

What text structures do you teach in your classroom?

problem/solution, cause/effect, description, comparison/contrast, sequence/time, and definition/description

all

Sequence Problem/solution

time order, problem/solution, compare/contrast, investigation

descriptive sequence opinion narrative compare and contrasting problem and solution

cause and effect, plot, (beginning, middle, end), problem solution, character, setting, events,

Informational Narrative

sequence, narrative, descriptive, compare and contrast

Cause/effect problem/ solution Sequencing compare/contrast

problem/solution; sequencing; details; cause/effect; compare/contrast

Heading, table of contents, bold print, captions, labels, index, and glossary

Headings Punctuation Bold Text Title Index Pictures Diagrams

description, compare/contrast, sequence, cause/effect, problem/solution

Compare/ contrast, descriptive, cause/effect, problem/ solution, sequence

All the above

index, table of content, bold words, captions, pictures, diagrams, timelines,

Not sure what you are exactly asking? sequencing, problems

Key Details and Main Idea, Inferring, Predict

a vafiety of genres

text features for informational text like bold print, captions, headings, titles, etc. I also teach characteristics of all genres...McGraw-Hill does a nice job including these in the curriculum

comparison contrast sequence topic main idea details etc

varies problem/solution, time order, compare/contrast, description...

What text structures do you teach in your classroom?

All

All

Compare/contrast, sequence/ retell, problem/solution, inference

Jan Richardson

description; problem/solution; compare/contrast; sequence

Sequencing

Compare/contrast, cause and effect, problem/solution, order/sequence.

sequence/process, description, time order/chronology, proposition/support, compare/contrast, problem/solution, cause/effect

labels, character, setting, retelling

all of the above minus biography

description sequence problem and solution cause and effect compare and contrast

Chronological Order Compare & Contrast Cause & Effect Problem & Solution

both fiction and nonfiction captions, photographs, keywords, charts, graphs, illustrations, true facts, etc

Compare and Contrast Narrative Sequential Problem-Solution

description, problem/solution, compare/contrast, cause/effect, sequence

sequence/process, description, time order/chronology, proposition/support, compare/contrast, problem/solution, cause/effect, inductive/deductive, and investigation.

Narratives (especially small moments), how-to/step by step books (sequencing), problem and solution, comparing, problem and solution (I did have to look up exactly what was meant by the term "text structures.")

narrative, compare and contrast, sequential, problem and solution

table of contents, glossary, photographs, captions, diagrams, bold print, headings, map

Cause and Effect, Question and Answer

Pattern, letter writing, persuasive,

As many as I can fit in during the year.

compare/contrast, problem/solution, sequence

What text structures do you teach in your classroom?

Narrative, persuasive, and informational.

All 5—Description, problem/solution,, cause/effect, compare/contrast, sequence Also utilize RACES as a structure for informational writing.

sequencing, problem and solution, compare and contrast, cause and effect, fact and opinion, main idea and details

Narrative, Instructional, Report/Informational

Problem-Solution

compare/contrast, problem/solution, cause/effect, sequence, description

labels

Q25 - Do you think it is important for K-2 students to know text structures?
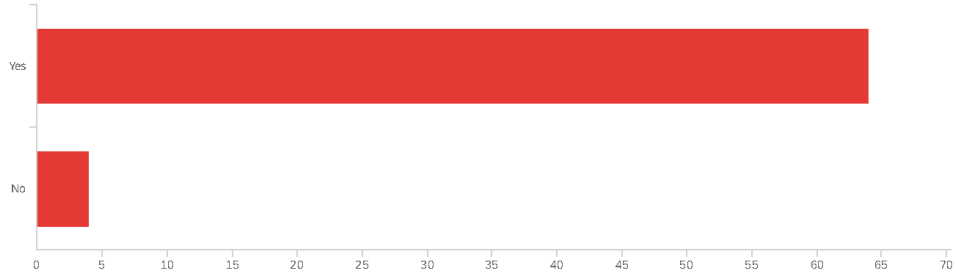
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you think it is important for K-2 students to know text structures?	5.00	6.00	5.06	0.24	0.06	68

#	Field		Choice Count
5	Yes	94.12%	64
6	No	5.88%	4
			68

Showing rows 1 - 3 of 3

Q26 - Why or why not?

Why or why not?

Learning and understanding text structures boost students' comprehension and retention of the information they read.

they need to know that there are real stories and things that actually to place such as historical accounts, they also need to know perspective it is from the author, main character or something else.

It will help with comprehension.

Students need to be exposed to different text structures and author's styles so they can learn from them. Hopefully, they will comprehend text better and will use what they learn through reading in their own writing.

For many reasons... They must establish their purpose for writing in order to produce their best writing. Understanding the different types of writing aids in comprehension. Hearing many different types of writing helps to build a foundation for later learning.

It is important for them to know basic structure of text to help them understand what they are reading. This is for narrative and informational texts as well.

Improves comprehension and writers' craft

help comprehension and information retention

Let's just allow them the time to learn to read first. Too much too fast! Text structure for good readers, yes!

I think that K-2 needs to introduce text structure and scaffold instruction to teach the concepts. We need to plant those seeds!

It helps with their understanding of text.

Helps them as a reader to unwrap and understand informational text

It improves comprehension and material is retained.

It is essential for their foundational reading and writing development.

Because it's important for students to be exposed to a variety of texts for enjoyment and for comprehension understanding

It helps them how to prepare to read a story and write their own.

It helps them become better readers and prepares them for the future.

I think K-2 should be focused on the foundations of reading instruction--phonics, phonemic awareness, fluency, reading for meaning, etc. However, we can MODEL text structures with them.

It helps them know how to read and comprehend different types of text

Text structures help them build comprehension skills, they can look for context clues too.

Why or why not?

Important in that they are exposed, aware and identify.

It helps them to better understand the text and gives it meaning.

It helps them with comprehension

So they are able to distinguish between what they are reading and know if the story is something that actually happened or could happen.

aids comprehension

Knowing the text structure enhances comprehension

I think there is a larger phonics gape in these grades that need to be focused on and once it is mastered then we can move on to text structures

When students are familiar with the ways a text is organized it leads to better comprehension. When the students recognize text structures they can use their prior knowledge to predict, infer, identify events and make connections. This leads to higher achievement and a better understanding of ideas in text.

For application of the different types of strutures to improve their readng and writing

So that children learn how to read many types of text.

Increases comprehension if we understand what we're reading. Also helps set a purpose for reading if we know what kind of text we're reading.

Model how students can comprehend when they read.

Kindergarten students need to know text structures because these structures help in guiding students up the reading "ladder" so to speak. Comprehension questions that contain these text structures are often combined with activity applications. Students need to also develop empathy and sympathy with characters to develop a love of reading or even discussion topics on the books we read. Sequential structures aid in retelling. Compare and contrast text structures lend itself to deeper critical thinking, even if it is comparing two similar stories with minimal differences (ex: Fractured fairy-tales such as Cinderella vs Cinderella Skellington OR Plants vs Animals Needs). Problem-Solution text structures empower students (with discussion) to take ownership of their actions and apply those strategies through identifying a problem and then taking action to solve it.

Of course! Many of these text structures lend themselves to graphic organizers which is a researched based learning model for better learners and higher test scores.

Students need to be exposed to a variety of text and understand different purposes for the books and the author's intentions.

It shows them how different types of information can be presented or written down.

I think it is important for them to have exposure and be familiar with them so in later grades when they are reading to learn they can use the structure to help them. I do not believe they should have to master the knowledge.

Not at this point. At this point I believe it is important for them to build their phonemic awareness and phonics skills, and then the upper grades can move them into the genres and text structures once they can truly read and comprehend.

Helps them understand what they are reading and being in the right frame of mind and fir writing to know what to include.

Knowing the structure can help with comprehension, organizing information and details of a text.

Why or why not?

It helps them understand how to read the text and what kind of information they are able to attain from the text.

Informational writing is real life practical, likely to be what kids will encounter later on. Also, it is appealing to student interests.

Yes, it helps them think deeper about the text.

I feel as if this is something that is built on. Students should be exposed to all of them each year.

Understand the way texts are written

It makes a connection between comprehension and writing

Helps with MSTEP in later grades

Q27 - Consider the teaching materials you used the previous five days of school for instructional purposes with a majority of your students. Approximately how many times did you use the following materials over the course of those five school days? Please indicate the amount by selecting one number below for each item.

Legend:
- Fairy Tales, Fables, and/or Folk Tales/Tall Tales (e.g.Cinderella, The Tort...
- Realistic Stories - general fiction story books or passages (e.g.Henry and ...
- Science/Social Studies/ Math- related tradebooks, textbooks, passages, and/...
- Dramatic Texts (e.g. story- based plays and readers'theater)
- Reference books (e.g. Encyclopedia, Atlas, Dictionary, Maps, Alphabet Books...
- Historical Fiction, Biographies, (e.g.Henry's Freedom Box, Molly's Pilgrim,...
- Informative Magazines, Newspapers, and/or photos/captions (e.g. Zoobooks, W...
- Poems, Song lyrics, rhymes (for literary enjoyment; non- informative)
- Informative poems, song lyrics, rhymes, riddles (e.g. with factual info on ...
- Informational charts, graphs, graphic organizers, and/or posters

#	Field	0		1		2		3		4		5+		Total
1	Fairy Tales, Fables, and/or Folk Tales/Tall Tales (e.g.Cinderella, The Tortoise and the Hare, Pecos Bill)	42.42%	28	24.24%	16	13.64%	9	7.58%	5	6.06%	4	6.06%	4	66
2	Realistic Stories - general fiction story books or passages (e.g.Henry and Mudge, Alexander and the Terrible...)	7.46%	5	16.42%	11	26.87%	18	23.88%	16	8.96%	6	16.42%	11	67
3	Science/Social Studies/ Math-related tradebooks, textbooks, passages, and/or big books (teacher or professionally generated)	2.99%	2	20.90%	14	22.39%	15	14.93%	10	16.42%	11	22.39%	15	67
4	Dramatic Texts (e.g. story-based plays and readers'theater)	84.62%	55	4.62%	3	4.62%	3	1.54%	1	3.08%	2	1.54%	1	65
5	Reference books (e.g. Encyclopedia, Atlas, Dictionary, Maps, Alphabet Books)	56.25%	36	23.44%	15	6.25%	4	4.69%	3	3.13%	2	6.25%	4	64

#	Field	0		1		2		3		4		5+		Total
6	Historical Fiction, Biographies, (e.g.Henry's Freedom Box, Molly's Pilgrim, Martin Luther King, Jr.)	59.09%	39	28.79%	19	9.09%	6	0.00%	0	1.52%	1	1.52%	1	66
7	Informative Magazines, Newspapers, and/or photos/captions (e.g. Zoobooks, Weekly Reader, Scholastic News, etc.)	41.18%	28	23.53%	16	20.59%	14	7.35%	5	4.41%	3	2.94%	2	68
8	Poems, Song lyrics, rhymes (for literary enjoyment; non-informative)	14.49%	10	26.09%	18	26.09%	18	5.80%	4	13.04%	9	14.49%	10	69
9	Informative poems, song lyrics, rhymes, riddles (e.g. with factual info on weather, animals, etc.)	40.30%	27	22.39%	15	10.45%	7	5.97%	4	11.94%	8	8.96%	6	67
10	Informational charts, graphs, graphic organizers, and/or posters	5.97%	4	17.91%	12	25.37%	17	19.40%	13	11.94%	8	19.40%	13	67

Showing rows 1 - 10 of 10

Q28 - Would you be willing to participate further in this study by audiotaping your literacy
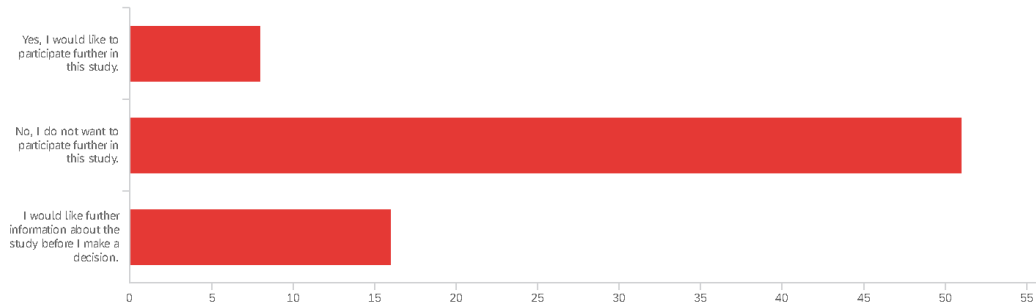
block instruc

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Would you be willing to participate further in this study by audiotaping your literacy block instruc	1.00	5.00	2.53	1.32	1.74	75

#	Field		Choice Count
1	Yes, I would like to participate further in this study.	10.67%	8
2	No, I do not want to participate further in this study.	68.00%	51
5	I would like further information about the study before I make a decision.	21.33%	16
			75

Showing rows 1 - 4 of 4

Q32 - You have chosen to participate further in this study or that you needed more information before you make a decision. Please click HERE to enter your information so the researcher can contact you.

You have chosen to participate further in this study or that you needed mor...

Rodgejo9898@gmail.com

dawn.bazzy@uticak12.org

Marcella Spalding

julianarsimp@gmail.com

End of Report

APPENDIX I

Transcript Coding

Third Reading			
Informational Narrative Both			
Participant 1	Participant 2	Participant 3	Key for Coding
Day One-looking for comprehension strategies: Vocabulary, strategy instruction, best practices			
Yesterday we read Dream Something Big	Question mark	Phonics	
Characters?	Exclamation point	Word wall	Narrative
Questioning about story	Stretch out sounds	vowel	Informational
Read title and summary of book	Capital letters	consonant	Both
Is this a real book? Or make believe?	Rhyming words /	Silent e or magic e	
Table of contents	What word rhymes with //	sentences	
How do we know it's real?	Rhyme //////		
You can see real stuff	Not a word but it does rhyme //		
What kind of real stuff do you see?	Starts with the same sound //		
Bridge, overpass, long /o/, what do we use bridges?	Sounds like the beginning of		
If I wanted to learn about bridges what page would I look on?	I'm going to make some sounds		
TOC explanation	Tell me what words you're making		
Connection of a tree across a stream was a bridge too	Where is the/sh/ sound in wishful		
What could make a tree fall down? Wind, ax	The sound is in the middle		
What makes you think that? What makes you say that?	Where's the /sh/ in shipment?		
Tell me more	In the beginning		
Rope bridge, beam bridge, pier bridge,	Where's the /sh/ sounf in dashing		
Do you see the arrow ? the label pointing to the	In the middle		

arch-arches make the bridge very strong			
Suspension bridge-it has cables here, they're thick rope to hold up the bridge	Where's the /sh/sound in foolish?		
Clap suspension-how many syllables? 3	In the end		
Base of the bridge	Long vowel		
Triangles, triangles let the air go through-it sways-everyone stand up and sway	Short sound //		
Stations-get your thinking finger out-think about which station you're going to go to.	Final e ///		
Kitchen station-write a list	Words of the week		
Construction station-build a bridge	Long /a/		
You don't need to write words you can draw pictures	Long /i/		
Planning in notebooks	Long /u/		
Phonics instruction /b/ /u/ /s/	New word of the week		
What's at the end of a sentence?	pattern		
period	fluently		
What does a period mean?	Plural-more than one		
stop	Final e //		
We go to the …zoo	(questioning)		
What is that? What is the first letter? How did you know it was zoo?	Predictions		
What letter did you see?	Stanza //		
Making connections with zoo trips	Which words rhyme //		
We go to the…/	Reread /		
Library	Punctuation mark		
It reminds me of our library	capital		
We go to the…restroom	Question mark		
What is this letter /w/	period		

What is this /e/ ?w/ /e/ we	New message		
Write your name	vowel		
The title is We Gotta Go	Action word		
Why do you think the W is a capital? It's the first letter	verb		
It's the first letter in a sentence	apostrophe		
Phonics instruction- similar to the first group	sounds		
	syllables		
We go to the …zoo	Characters /////		
What is that? What is the first letter? How did you know it was zoo?	One way we can learn about characters is to think about what they like		
What letter did you see?	Character analysis of a story strategy		
Making connections with zoo trips	Questioning strategy		
	Put into a sentence		
We go to the…/	Make a list with commas		
Library	Phonics instruction		
It reminds me of our library	Read along		
We go to the…restroom	What is going on in the picture? What else do we see?		
What is this letter /w/	Making connections to other books: #3 12:14		
What is this /e/ ?w/ /e/ we			
We go to the… /p/			
/p/ /a/ /r/ park right			
We go in the…car it could be car let's look at the first letter /b/			
We go to the…zoo making connections-no one has been			
We go to the…library			
We go to the…toilet			
It could be toilet /r/…restroom			
What sight word is that? We			

Third Reading			
Kindergarten	First	Second	
Day two-looking for comprehension strategies: Vocabulary, strategy instruction, best practices			
Morning message	Speech bubble	Reading	
Good morning everyone, today is Thursday…	Dreaming bubble	Review	
It could be Tuesday because it starts with /t/	Picturing it	Characteristics /	
What do you see next to the T? an H	Imagining it	list	
T-H, T-H-Thumb	Little line like an arrow they're talking	interests	
We have S-S-S let's check our schedule	Dots they're thinking	Learning target ////	
Tapping while reading Humpty Dumpty, Bean Porridge Hot, One Two Three Four Five I caught a fish alive,	Those capitol letter and his mouth is open-he is screaming-that tells me he is screaming	Reading informational text	
Right,Bite-what kind of words are those? Rhyming-right I'm looking for another word that Rhymes with right,bitekite rhymes with right and bite, Sight Might Light Fight Alright Five Little Ducks… Thinking of a word that rhymes with tumbling Stumbling Humbling Mumbling Vumbling Sumbling	What can we say about the characters? He is bossy-he keeps needing something-what does Piggy keep doing? Getting it. She doesn't look mad. They need umbrellas-Piggy gets them-Does she look mad? No. Gerald says they need a car-Piggy is confused. She has had everything else up until now. Gerald asks do you have a car? Piggy says no that would be silly.	Non fiction	
Sing the alphabet-sing it faster	See this in italics? That means you're going to say that	glossary	
We are working on this letter…start at the top, big line down, jump to the top, slide to the middle, and then slide	He's confused-he's worried-he wants to drive.	Text features //	

down. What letter is that? K			
It make the kuh sound	Mapping out words	Bold print	
What are those? Keys, kangaroo, kang-s-roothat has 3 syllables, ketchup-what's the first sound? Kuh	/c/ /a/ /r/ /r/ /y/	captions	
Ket-chup 2 syllables Kites-what's the first sound? Kuh How many syllables0that's a tricky one one syllable	Water was yesterday's word-we almost put a /d/ in the middle	titles	
Like dog, cat, just one Kitten-what's the first sound? Kuh Let's see what's at the end kit-ten…N	/th/ /a/ /t/ sounds exactly how it's spelled	Labels /	
What vowel do we have in the middle of these words? A	'of' is a tricky word	diagrams	
What sound does A make?	Map new words	headings	
Let's try these words out… Bam-?b/ /a/ /m/ /h/ /a/ /m/ /j/ /a/ /m/ /r/ /a/ /m/ Is I a vowel or consonant? It's a vowel remember your vowel clue? Eh it's you belly, eh it's your shoulders, eh it's your knees	/b/ /a/ /b/ /y/ the /e/ sound at the end is actually a y	Fact box	
What's the first sound in this word? L? Lit	Carry-/A//er/ almost two middle sounds	Additional information	
Lit/hit/kit what kinds of words are those? Rhymimg	Let's use a sentence-we start with a capitol	describe	
Letter formation	We are finger spacing	Finding information /	
Phonics instruction	Forming letters	Restate the questions	
Read the sentence with me	/w/ /a/ /t/ /e/ /r/	details	

Letter formation Alphabet workout	/d/ /r/ /i/ /n/ /k/ what do you hear at the beginning? Middle?end?	Jotting ////	
syllables	DECEMBER-Calendar time?	Taking notes /	
Who remembers a fancy word for corners? Vertices ///	Book boxes	objective	
Say vertices/	Digraphs /ch/ /sh/ /th/	Information ///	
What shape is here? Triangle	Barbie books,Henry and Mudge,	Sticky notes	
They are in windows, roofs, a house	Working on retell	screenshot	
What about here? A square // oh it's a rectangle-because I see long side, short side, long side, short side. A square has 4 sides too. Tell me about the sides of a square	I can use the cover and the first few pages to tell the main character	Writing //	
What shape do you see here? Traingles. What do all of these triangles together make? A pie or a circle	Main character, characters, we can read more and see the characters have names	category	
Triangles are on boats, on their sails, they help the boat move. They are on bridges, traingles make them stronger. They're in music-Kate plays the triangle-who's Kate (SR)	If we look at the title we may see the main character Clark the Shark-other characters-his mom and dentist. Was mom in the whole book? No she just showed up here and there. Was the dentist in the whole book?	Interesting information ///	
That's a good question. Good readers ask questions. Do you see how I went past the page and then went back to answer your question? Good readers always go back in the story.	Main character definitions	Interesting fact //	
What's the dot called? A period. That goes on the	Pick someone to read with today	Learning about the world around you ///////	

end of a sentence. Yeah-stop			
Do we have triangles in our block area? Yes when we are driving we see a yield sign	Stretch out sounds-snakes, tadpoles, baby frogs, eggs, tadpoles grow up and grow legs	Quick fact	
This next book-I think you're really gonna like it-similar to building-learning about building structures. This book is about a man and his name is Simon.	Phonics instruction	One fact	
The people I the story are his uncle Sam and the Title is Dream Something Big	Phonics books		
Ok-I see the words Do you see the words are you talking about these words down here? The author and illustrator? yes	The Big Wish-new story		
Oh you see squares? Lots and lots of squares	Main characters		
You see the letter S?	Handwriting-letter formation		
What does the author do? What does the illustrator do? The author writes and the illustrator makes the beautiful pictures	Pretzel breathing-SEL Calming		
This kind of illustrator is a secial kind of illustrator-usually the ones we have read so far they've been drawings or pistures, right? These are called collages. Say collages.Its a different kind of illustration.You'll see when we open the book.What does this look like?	Writing board		
	How to books		

	How to books must have title, how to and then exactly what you're doing, introduction, telling the reader what they are going to do, get out supplies, you must have the body or the middle of the story, that's where the steps are, warnings to make sure they do the right thing, exact directions, in order, vivid verbs, the end or conclusion tells the reader what they are going to do with it.		
	Main character		
	writing		
	Steps in the body		
	All the things we must have		
	How to use a book		
	Today I learned how to check my how to book		
	body		
	title		
	Every /v/ needs an /e/ after it		
	Phonics instruction		
	What sound do you hear first?		
	What's a B sound like?		
	What's at the end of a sentence?		
	What does a period mean?		