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Teachers' Perspectives on Instructional Teaching Practices

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This is to certify that the doctoral study by

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has been found to be complete and satisfactory in all respects,
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Walden University
2020

Abstract

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EdD, Walden University, 2020

PhD, Northcentral University, 2015

EdS, Walden University, 2011

MA, Touro University International, 2006

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Project Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

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Abstract

A problem exists with students' reading achievement at an elementary school in the

southcentral area of the United States. A high proportion of students had unsatisfactory

scores on their reading achievement tests between 2016 and 2019. A possible

contributing factor is that teachers have struggled to provide effective efforts, strategies,

and interventions to improve the reading performance of the students over this span of

time. The purpose of this basic qualitative exploratory study was to examine teachers'

perspectives on how instructional teaching practices were used to help students read at

grade level at the elementary school under study. The conceptual framework for this

study was Resnick's self-perception theory. The research question for the study was used

to determine how teachers' perspectives on the instructional teaching practices were used

to help students read at grade level at the elementary school under study. Data were

collected from open-ended interviews with 8 teachers who had at least 3 years of

experience working with students who did not read at grade level. Data were coded and

analyzed from transcripts of the interviews. The key results, conclusions, and project of

the final study were based on the following 6 emergent themes: (a) innovative

instructional reading practices; (b) a general 9-week curriculum plan for teaching; (c)

students who did not meet standards; (d) satisfactory instructional reading practices; (e)

support from elementary school under study; and (f) quiet, motivating, and positive

educational setting. This study might contribute to positive social change by benefiting

students, teachers, administrators, parents, and community stakeholders by helping

students read at grade level.

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Dedication

I dedicate my research study to my husband (James) for his support, patience, kindness, assistance, and love throughout my entire research study. I am equally grateful to my oldest daughter (Rochelle), my two oldest grandchildren's father (Billy), my youngest daughter, and son-in-law (Jamie and Joseph, Sr.). Oldest grandson (Tyler—Rochelle and Billy's son), and oldest granddaughter (Samantha—Rochelle and Billy's daughter), my two youngest grandsons (Joseph, Jr., and William—Jamie and Joseph Sr.'s sons), B. J. my grandson, Devanshi my granddaughter, Xavier my grandson, Akeelah, my granddaughter; my mother (Maggie), my father (Nathaniel, Sr.), my father-in-law (Jesse), and mother-in-law (Elmarie).

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Section 1: The Problem

The Local Problem

There is a problem with students' reading achievement at an elementary school in the southcentral United States. The specific problem was that too high a proportion of students had unsatisfactory scores on their reading achievement tests between 2016 and 2019 (see Table 1). Contributing to this problem, according to the school principal, was the fact that teachers have struggled to provide effective efforts, strategies, and interventions to improve the reading performance of the students over this span of time.

Table 1

2015-2016 and 2018-2019: Data Interaction Report

	Number Tested	Average Scale	Satisfactory	%	Unsatisfactory	%
2015-2016	985	1,562	609	62	376	38
2016-2017	1,187	1,542	299	56	527	44
2017-2018	1,249	1,487	437	65	439	35
2018-2019	1,201	1,525	425	64	436	36

Note. Retrieved from the study site's 2016, 2017, 2018, and 2019 Data Interaction Reports.

According to the principal of the local elementary school under study, the problem of reading achievement scores is important because the number of students not meeting standards remains high. The principal went on to say that the problem is significant to the educational effectiveness of the institution because of its goal to make sure all students learn to read.

A causal contributor to the problem of reading achievement may be that teachers have struggled to provide effective instruction to help students read at grade level at the school. According to the principal, several teachers did not attend a mandatory reading

practice preparation training to receive adequate instructional reading practices training. Two teachers from the school and the principal also stated that there is additional evidence that teachers did not use *chunking* to help students become familiar with words that they see all the time. According to two different teachers and the principal, there is also evidence that teachers did not offer or support reading intervention approaches for students in Grades 2 through 6. The principal believes that students not meeting standards is a problem that is important and should be examined to help increase the educational success of this local elementary school. According to Gersten, Newman-Gonchar, Haymond, and Dimino (2017), when teachers did not examine the dimensional development of students who did not meet standards vocabulary and academic achievement proficiencies, these students' reading levels decreased.

Rationale

The purpose of this basic qualitative exploratory study was to examine teachers' perspectives on how instructional teaching practices were used to help students read at grade level at the elementary school under study. The results of this study can help teachers understand how their perspectives on instructional teaching practices affected the elementary school under study. The findings of this study might lead to positive social changes by suggesting approaches to help students who do not meet standards succeed.

Definition of Terms

Instructional teaching practices. Instructional teaching practices are a measurement of reading traditions to determine whether students' reading level is either high or low (Topping & Paul, 1999).

READ 180: "A reading program designed for students who were reading at least two or more years below grade level" (U. S. Department of Education, 2016, p. 1).

Significance of the Study

According to the principal of the elementary school study site, the goal of school leaders in charge of instructional teaching practices was to help students who did not meet standards to receive topnotch instructional teaching practices in each classroom setting. The distribution of exceptional instructional teaching practices remains important because all students must have a strong foundational base to build on (Harris & Graham, 2018; Scott, 2017; Troyer, 2019). Exclusive of a stable foundational base in pedagogy and subject matter instruction, there is a possibility that student success might not emerge through elementary school instructional teaching practices (Brown, 2014). Exceptional instruction produced in an analysis-based reading classroom has been shown to have a positive effect on student success, which was linked directly to instructional teaching practices (McLeskey, Maheady, Billingsley, Brownell, & Lewis, 2018).

The results of this study will help teachers understand how their perspectives on instructional teaching practices were used at an elementary school to help students who did not meet standards (see McLeskey et al., 2018). The resulting project will provide teachers at the study site with opportunities to help students who did not meet grade level

reading standards using an instructional teaching practice to close this ever-growing teaching instruction gap.

Research Question

The purpose of this basic qualitative exploratory study was to examine teachers' perspectives on how instructional teaching practices were used to help students read at grade level at the elementary school under study. The following research question emerged from the problem and purpose of this study: What are teachers' perspectives on the instructional teaching practices used to help students read at grade level at the elementary school under study?

Review of the Literature

Conceptual Framework

The conceptual framework of this study was Resnick's (1979) self-perception theory. The self-perception theory is a component of Resnick's broader theory of reality. This theory was appropriate for the current study because it relates to teachers' perspectives of the instructional reading practices used at the elementary school under study and how the practices contributed to a proportion of students who did not meet grade level reading standards. The self-perception theory is a foundational conceptual framework that focuses on understanding how children acquire knowledge as well as how they comprehend their type of intelligence (Resnick, 1979). Resnick's theory focuses on whether interactions and reactions highlight instructional reading practices to measure students' growth of logical thinking from childhood to adolescence.

Review of the Broader Problem

The electronic databases I used to search for the literature reviewed were Educational Resources Information Center, Education Research Complete, Education (a SAGE full-text database), Google Scholar, ProQuest Central, and the Teacher Reference Center. Keywords used in the search were *behaviorism, instructional reading practices, literacy development, reading fluency, reading comprehension, realist, realistic,* and *teaching methodology*. The search was restricted to sources published between 2015 through 2020, exclusive of background and historical documents. I reviewed and examined a plethora of scholarly peer-reviewed sources (i.e., approximately 56 sources) until I reached saturation (see Fusch & Ness, 2015). These sources addressed how teachers' perspectives on instructional reading practices contributed to a proportion of students who did not meet standards at an elementary school under study (see Fusch & Ness, 2015).

The following subtopics are in the review of the literature in Section 1: (a) teachers' perspectives on instructional reading practices, (b) instructional reading practice plan, (c) students not meeting standards, (d) teacher accountability, (e) reading preparation, (f) teachers' responsibilities, (g) students' comprehension levels, (h) unsatisfactory instructional reading practices, (i) an instructional reading practice plan for teachers, (j) effective teaching strategies, (k) elementary school in a school district, (l) five approaches to help struggling readers, (m) students' cultural diversity affiliations, (n) student achievement, (o) diverse instructional reading practices, and (p) summation of the review of the literature.

Teachers' Perspectives on Instructional Reading Practices

In this section, I discuss evidence-based approaches to designing instructional reading practices to pinpoint the effects that these practices have on a proportion of students who did not meet standards (see Graves, Ringstaff, Li, & Flynn, 2018). Teachers are change agents and should consider using instructional reading practices as a tool to help students who did not meet standards (Cooper, Hirn, & Scott, 2015). Instructional reading practices are factors that control and shape the curriculum plan for teaching reading at elementary schools for leaders to give to teachers to help students who did not meet standards (O'Reilly, Weeks, Sabatini, Halderman, & Steinberg, 2014). Therefore, using instructional reading practices to help students learn to read is significant to promote positive social changes.

Instructional Reading Practice Plan

Elementary schools are responsible for providing satisfactory instructional reading practices designed for teachers to help a proportion of students who did not meet standards. Gilfeather (2018) indicated that elementary schools must prepare their teachers to target students' strengths and weaknesses to help students succeed. Students are at the risk of (a) not being prepared, (b) receiving unsatisfactory assistance from elementary schools because teachers were unaware of students' deficiencies, and (c) not meeting standards (Fogo, Reisman, & Breakstone, 2019). Instructional reading practices are tools elementary schools use to provide satisfactory preparation for teachers to discover what students know and what students should know within a specific academic year (Cooper et al., 2015). Teachers are required to use satisfactory instructional reading practices to help

students succeed throughout their educational tenure (Cooper et al., 2015). Teachers are

also required to use instructional reading practices to help students sound out words by

blending the sound-spelling patterns to focus on reading at grade level (Cooper et al.,

2015). Fogo et al. (2019) provided further insight regarding how students with good

interpreting, yet poor comprehension skills achieved a textbook reading level knowledge.

Students Not Meeting Standards

Gilfeather (2018) also documented that students with poor comprehension reading

skills did not read at grade level. Bergqvist and Bergqvist (2017) showed there is a gap

between a proportion of students who did not meet standards and those who do because

the common standards and reading practices widened the opportunity gap. The evaluation

of the response to instructional reading practices for schools is devoted to teaching

reading to every student (Balu et al., 2015). Balu et al. (2015) suggested that because of

the cognitive advantages of reading instruction, instructional reading practices will help

elementary school leaders help teachers. Researchers focusing on the philosophical

knowledge of students' teachers must use satisfactory instructional reading practices that

focus on students who did not meet standards' cognitive competence levels (Ismail &

Jarrah, 2019).

The formation of a teacher-student relationship will create a bond between the

teacher and the student, which would allow students who did not meet standards an

opportunity to meet standards (Cooper et al., 2015). Often, teacher-student bonds pique

students' interest to become actively engaged in school activities, at which point positive

social changes might transpire (Cooper et al., 2015). Instructional reading practices are

essential for the implementation of effective instructional reading practices created to help promote student success by designing an effective application plan (Gersten, Keating, & Becker, 1988; Gersten et al., 2017; Gilfeather, 2018; Huddleston & Rockwell, 2015; Uccelli, Galloway, Barr, Meneses, & Dobbs, 2015). Strengthening student success remains essential, which supports the implementation of an instructional reading practice plan for teachers to help students with unsatisfactory reading proficiencies as well as the traditional instruction associated with the application of instructional reading practices (VanTassel-Baska & Baska, 2019).

Several teachers had opportunities to participate in instructional reading practices teaching instruction at the elementary school under study. Leaders at the study site presented teachers with instructional reading practices to help a proportion of students who did not meet standards. Students and teachers must communicate with one another to help students read at grade level; Scott (2017) noted that bridging a communication gap adds value to help an intentional positive teacher-initiated communication between teachers and students to help students read at grade level. Debarger et al. (2016) examined the teaching challenges that teachers encounter in education and found that it was not feasible for teachers to develop innovative curriculum resources and materials without their elementary schools' approval. Huddleston and Rockwell (2015) used a plan called, reading next, which was designed for action and research intended for school literacy to promote positive social changes. Huddleston and Rockwell further noted that reading research would continue because teachers continue to push for new assessments to reflect different types of curriculum that elementary schools are projected to have in

elementary schools in the 21st century. According to Darling-Hammond, Hyler, and Gardner (2017), teaching instruction that supports the teaching of cognitive reading strategy instruction led to a well-defined successful professional development plan as a systematical professional knowledge base that resulted in a change of teaching practices to improve students' reading skills. Darling-Hammond et al. agreed with Martin and Allen (2016) that empirical testing of the know, see, plan, and do are models for curriculum in leadership education because interaction-based approaches might improve school instruction.

In a longitudinal study of elementary students and teachers at Title I schools, Desimone and Garet (2015) linked student achievement and growth to teaching instruction participation as well as changes in instruction. Moreover, Price-Mohr and Price (2020) documented how sustaining teaching instruction is essential for successful instructional reading practice paradigms and practices. Desimone and Garet stated that the impact of two teaching instruction interventions on early reading instruction and achievement is important to help students succeed, as did Price-Mohr and Price. Price-Mohr and Price also noted that central, local, and individual continuing teaching instruction priorities changed the dynamics of teaching instruction policies. Debarger et al. (2016) presented an understanding of the importance of identifying how teaching instruction would be an asset to instructional reading practices, finding that the influence that teaching instruction has on preschool teachers during their shared read aloud with their students would benefit the elementary school, building principal, teachers, students, parents, and community stakeholders. Cooper (2019) concurred with their analysis of

using teacher evaluation reform and teaching instruction to support the application of an instructional reading practice plan.

Teacher Accountability

Desimone and Garet (2015) focused on how instructional reading practices have become an effective tool used to make sure teachers are accountable for students who struggle to read. For example, if an elementary school administers instructional reading practices that do not cater to students who did not meet standards because their skills are insufficient, the elementary school leaders will hold that elementary school accountable (Burkhauser & Lesaux, 2015). Therefore, it is important to use satisfactory instructional reading practices to help students who did not meet standards to succeed.

Reading Preparation

Instructional reading practices remain vague and unclear regarding if or by what approach reading preparation would help students who did not meet standards (Gilfeather, 2018; Huddleston & Rockwell, 2015; Reisman & Fogo, 2016). Elementary school leaders are responsible for providing satisfactory instructional reading practices to help all students receive adequate instructional reading practices to read at grade level (Burkhauser & Lesaux, 2015). Instructional reading practices can help elementary school leaders discover what students learned within a specific academic year and what they need to learn moving forward (Bergqvist & Bergqvist, 2017). Therefore, using common standards and reading practices might close the opportunity gap by creating instructional reading practices to help students who did not meet standards (Fogo et al., 2019). Shawer (2017) supported that innovative, research-based approaches to learning and teaching can

be used to change the effect unsatisfactory instructional reading practices might have on a proportion of students who did not meet standards.

Teachers' Responsibilities

Teachers are responsible for providing consistent and clear direction about what students who did not meet standards are required to know (Bergqvist & Bergqvist, 2017). When teachers are provided with adequate instructional reading practices to help students, this, in turn, will help students who did not meet standards (Fogo et al., 2019). A synthesis of research on effective instructional reading practices for building reading fluency, designed for elementary school students with learning disabilities, was an important tool that helped teachers understand why this deficiency continues to harm students who did not meet standards (Fogo et al., 2019; Inns, Lake, Pellegrini, & Slavin, 2019).

Students' Comprehension Levels

Instructional reading practices facilitated beginning readers' comprehension levels by decoding newly written words to help students who did not meet standards (Graves et al., 2018). When students can sound out words by blending the sound-spelling patterns, they have an opportunity to read at grade level (Graves et al., 2018). Instructional reading practices focus on cognitive approaches and the philosophical knowledge of students who did not meet standards (Graves et al., 2018). Crossman (2019) opined that instructional reading practices had become a useful, strategic tool for students who did not meet standards.

DuFour and Marzano (2015) explained that students' reading competency levels were compelling data points and that these levels related to the amount of in-school instructional reading practices to help assess what students know and what they need to know. The importance of teachers' behavior to increase student success remains significant as well because teachers must be prepared to meet the needs of all students (Cooper, 2019). Instructional reading strategies to engage students might be viewed as a significant part of the educational context to induce legislative reform changes across the United States (Beriswill, Bracey, Sherman-Morris, Huang, & Lee, 2016; Sutton, 2019).

Unsatisfactory Instructional Reading Practices

The lack of instructional reading practices attributed to a proportion of students who did not meet standards was important (Fogo et al., 2019). It is significant for elementary school leaders to develop an instructional reading practice as an approach for teachers to focus on students who received unsatisfactory instruction (Fusch & Ness, 2015). Instructional reading practices are significant because these practices allow elementary school leaders opportunities to discover why students continue to function below grade level (Huddleston & Rockwell, 2015; Reisman & Fogo, 2016). A proportion of students who did not meet standards of learning levels might slant toward a unified approach for failure-based learning (Tawfik, Rong, & Choi, 2015). The instructional reading practices were measures of reading traditions that determine whether a proportion of students who did not meet standards comprehension levels were either too high or too low (Gallagher, 2003).

Uccelli et al. (2015) examined teachers' perspectives on how the instructional reading practices contributed to a proportion of students who did not meet standards at elementary school. Uccelli found evidence that pointed to how developmental progression in reading contributed to the explanatory power of vocabulary knowledge. Therefore, it is essential to determine if unsatisfactory instructional reading practices were contributing factors that propelled the number of students who did not meet standards to increase. Gilfeather (2018) focused on instructional reading practices that are critical regarding the influence that instructional reading practices have on literacy. Instructional reading practices depended on the flexibility of practices and procedures (Joshi & Wijekumar, 2019). Fogo et al. (2019) explained that student success differed as a result of instructional reading practices their school used and that instructional reading practices for daily competency targets remain relevant. Teachers must be knowledgeable and well trained to produce appropriate instructional reading practices by engendering appropriate communication and literacy practices to produce paradigms to encourage students to learn (Darling-Hammond et al., 2017).

An Instructional Reading Practice Plan for Teachers

Gilfeather (2018) noted that educators could view instructional reading practices as a significant part of the educational context that might induce legislative reform changes. Uccelli et al. (2015) examined the influence that instructional reading practices had on literacy by establishing practices to improve instructional reading practices and the results specifically related to word reading comprehension and reading fluency. According to Darling-Hammond et al. (2017), effective teacher professional development

would support the teaching of cognitive reading strategy instruction to help struggling students to become skilled readers. Fenty and Brydon (2017) agreed that integrating literacy and the content curriculum supported diverse learners with learning disabilities might promote positive social changes. According to Fogo et al. (2019), understanding complex relationships between teachers and students is important to help students who did not meet standards.

Effective Teaching Strategies

The application to investigate the purposeful curriculum adaptation as an effective strategy to improve teaching and learning would allow students opportunities to meet all accountability requirements (Debarger et al., 2016). An effective instructional reading practice plan for teachers to improve their current reading instruction strategies might help teachers help students to succeed (Gersten et al., 2017). Elementary school leaders who use effective instructional reading practices as a tool for teachers to help students to meet standards (Vaughn & Fletcher, 2012).

Elementary School in a School District

Elementary school leaders should administer satisfactory instructional reading practices to help students who did not meet standards (Gersten et al., 2017). A student with poor reading skills remains a significant problem for policymakers (Gersten et al., 2017). Instructional reading practices are the single most societal contribution to modern psychology because the opposite of instructional reading practices is non-instructional reading practices (Gersten et al., 2017). Instructional reading practices and non-instructional reading practices are distinct to students who are under profoundly diverse

circumstances, as well as measuring specific instructional reading practices to decrease the number of students who are unable to read (Huddleston & Rockwell, 2015).

Elementary school leaders motivate their teachers by providing an instructional teaching practice for them to use to help struggling readers by using stringent reading requirements (Uccelli et al., 2015). When students are reading at grade level, these students typically receive reading instruction from highly qualified educators. Satisfactory instructional reading practices encouraged a great debate regarding teachers' perspectives on how instructional reading practices contributed to a proportion of students who did not meet standards (Gersten et al., 2017; Krashen, 2016).

Huddleston and Rockwell (2015) explained that teachers' perspectives on the instructional reading practices used at the elementary school because student success continues to remain at an impasse attributable to the growing success gap within an elementary school under study, as did Gersten et al. (2017) together with Burkhauser and Lesaux (2015). Cooper (2019) questioned whether behavioral problems hindered reading comprehension; whereas, Peeples et al. (2019) and Price-Mohr and Price (2020) concurred with Rose (2015) and Baron, Evangelou, Malmberg, and Melendez-Torres (2015) that the mind could be used as curriculum to improve self-regulation in early childhood as a systematic review.

Five Approaches to Help Struggling Readers

Gilfeather's (2018) five ways to help struggling readers to build reading fluency-based on building connections amid home, school, and the community are "(a) modeling fluent reading, (b) conducting student read-aloud, (c) previewing key vocabulary, (d)

hosting a readers theatre, and (e) complimenting students when they read fluently" (p. 1).

Therefore, using multimedia instruction and performance feedback to improve preservice

teachers' vocabulary instructional practices help students who did not meet standards

(Davis, Griffith, & Bauml, 2019; Peeples et al., 2019).

According to Chen and Wei (2015), teachers' knowledge of examining teachers'

use of curriculum materials taking into consideration teachers' pedagogical content

knowledge literacy concepts, classroom practices, and student reading growth might

prompt students to read at grade level. Balu et al. (2015) agreed that remediating reading

to help students read at grade level remains important to help students succeed. Balu et al.

also mentioned that there is a need to have an intervention paradigm with students in a

place to help students who did not meet standards to read at grade level. Gilfeather (2018)

agreed that using core instructional reading practices and instruction adds to the current

educational field of study to decrease the number of students who are unable to read.

Additionally, Gilfeather remarked that using direct instruction resulted in teachers and

students expressing their personal opinions about instructional reading practices students.

Students' Cultural Diversity Affiliations

Basing student success on students' evaluations regarding students' cultural

affiliations were predominantly socially disadvantaged students (Martin & Allen, 2016;

Peeples et al., 2019). Instructional expenditure ratios and student success were more than

50 percent (Gersten et al., 2017). Prior and current research also specified that the effects

that unsatisfactory instructional reading practices had on student success continued to

remain at an impasse with elementary school leaders and teachers (Gersten et al., 1988; Gersten et al., 2017).

Kennedy, Rodgers, Romig, Mathews, and Peeples' (2018) writings primarily focused on a classic study of poor children's fourth-grade slump. Cooper et al. (2015) documented that effective instruction for adolescent struggling readers should be a practice brief; whereas, Troyer (2019) agreed that teachers' adaptations to orientations toward an adolescent literacy curriculum were essential. According to Cooper (2019), the importance of teacher behavior in increasing student success relates to teachers meeting the needs of all students. The core features of multi-tiered systems of reading and behavioral support for schoolwide prevention paradigms disclosed how students learned at their elementary school (Balu et al., 2015). Cooper et al. (2015) documented that teaching practices were cross-professional perspectives used to examine how to use instructional reading practices to help students read at grade level. Kennedy et al. (2018) agreed that introducing the content acquisition podcast of a professional development process supported vocabulary instruction to help students read at grade level. Researchers Martin and Allen (2016) agreed with DuFour and Marzano's (2015) writings that leaders of learning believe elementary school leaders should improve student achievement to promote student success.

Student Achievement

Teachers' use of content area reading attitudes and beliefs changed student achievement through knowing, seeing, planning, and doing paradigms for curriculum designs in education. The evidence base supported reading interventions for improving

student outcomes in Grades 1 through 3 (Gersten et al., 2017). Gersten et al. (2017) used

DuFour and Marzano's (2015) writings as a source to discuss approaches used to

improve literacy for students by providing effective classroom and intervention practices

to help students read at grade level. Debarger et al. (2016) documented how continuing

teaching instruction remains important, although Kennedy et al. (2018) introduced the

content acquisition podcast for the teaching instructional process to support vocabulary

instruction inclusively for teachers.

Chen and Wei (2015) explained what teachers do not know and why they are not

learning how to address the need for content and pedagogy in teacher education.

According to Burkhauser and Lesaux (2015), academic literacy instruction was used as a

guidance tool from the center on instruction to design and apply instructional reading

strategies. Yet, Frey et al. (2015) noted that expanding the range of the first step to

successful interventions at the tertiary-level of support for children, teachers, and families

helped struggling readers. Yet, Tawfik et al. (2015) noted that failing to learn about a

unified design approach for failure-based learning would be an effective curriculum plan

for students who did not meet standards. Teachers must prepare students to read at grade

level by pressuring elementary schools to supply satisfactory instructional reading

practices (Huddleston & Rockwell, 2015; Reisman & Fogo, 2016). Therefore, teachers

used these instructional reading practices to decrease the proportion of students who did

not meet standards (Martin & Allen, 2016).

Diverse Instructional Reading Practices

Graves et al.'s (2018) research were one of the driving forces of instructional reading practices, both developmentally and mentally. Darling-Hammond et al. (2017) acknowledged the current core-instructional reading practices were important to make sure students received adequate reading instructional and socialization skills, as did Gersten et al. (2017). Instructional reading practices are different and can become problematic or cause teachers to become uninterested and decide not to create new instructional reading practices specifically for a proportion of students who did not meet standards (Balu et al., 2015).

Teachers' behavior toward instructional reading practices often caters to one group of students, rather than students who did not meet standards. Instructional reading practices usually include phonics, phonemic recognition, development of vocabulary, reading fluency, including oral reading proficiencies, and teaching practices to provide teachers with additional tools to help students who did not meet standards to read at grade level (Crossman, 2019). The instructional reading practices used examined students' comprehension levels to determine the quality of instruction in elementary school, at which point positive social change could emerge (Ismail & Jarrah, 2019).

Summation of the Review of the Literature

It is the teacher's responsibility to instill in students the desire to seek long-term learning. Students instructed in more intense and significant practices than repetition, routine, habit, conditioning, and memorization tend to become better readers (Cooper et al., 2015). For example, developing analytical thinking proficiencies would provide

critical thinking approaches for a proportion of students who did not meet standards

(Graves et al., 2018). Teacher collaboration is a potential approach that might be practical

for teachers to help students who did not meet standards to read at grade level (Gilfeather,

2018).

Implications

Regardless of the diverse applications and explanations of instructional reading

practices, researchers continue to focus on the implications that might impact teachers'

perspectives regarding how the instructional reading practices contributed to a proportion

of students who did not meet standards at elementary school under study (Bergqvist &

Bergqvist, 2017; Cooper et al., 2015; Darling-Hammond et al., 2017; Gersten et al., 2017;

Huddleston & Rockwell, 2015; Ismail & Jarrah, 2019). Diverse approaches and

conceptual frameworks exist to support students who did not meet standards due to

receiving unsatisfactory instructional reading practices throughout their educational

journey (Gilfeather, 2018). Rose (2015) documented that school reform fails. The

school's inability to improve or restructure the current curriculum is important to make

sure students who did not meet standards will receive a satisfactory educational

foundation.

Satisfactory instructional reading practices help students with a high probability

of struggling readers to read at grade level (Gilfeather, 2018). Prior researchers DuFour

and Marzano (2015) and McLeskey et al. (2018) examined how high leverage practices

for inclusive classrooms would be appropriate for a future project. Elementary school

leaders and teachers would be able to create instructional reading practices to help students who did not meet standards.

Instructional reading practices are relevant for teachers to build on developmental propensities and tendencies (Bergqvist & Bergqvist, 2017; Beriswill et al., 2016). Instructional reading practices will provide teachers opportunities to refine current instructional reading practices for students (Darling-Hammond et al., 2017). When an elementary school offers adequate instructional reading practices, teachers were able to consider using approaches to blend instructional reading practices (Graves et al., 2018).

A possible direction for a future project would be to create an instructional reading practice plan for other elementary school leaders to share with teachers. An instructional reading practice plan might be used for both instructional reading practices and academics by (a) providing teachers with instructional reading practices to close the achievement gap between students who did not meet standards versus students who do not, by providing (b) teachers opportunities to explore an instructional reading practice plan for teaching reading at an elementary school under study for leaders to give to teachers to use to help a proportion of students who did not meet standards. An instructional reading practice would also allow teachers opportunities to analyze why students did not meet standards (see Ismail & Jarrah, 2019).

An instructional reading practice plan is appropriate for a future project because elementary school leaders and teachers would be able to create instructional reading practices (DuFour & Marzano, 2015; McLeskey et al., 2018). Although elementary schools might ignore their teachers' suggestions to use instructional reading practices to

help students who did not meet standards, the importance of using an instructional

reading practice plan is to help all students succeed (see Cooper, 2019).

Summary

In Section 1, I presented the problem, purpose, the guiding research question,

definition of the problem, the rationale (which included evidence of the problem at the

local level, and from the professional literature). In the review of the literature, I

examined instructional reading practices that would help elementary school systems

determine why students continue to do not meet standards. There is a problem with

students' reading achievement at an elementary school in the southcentral area of the

United States. The specific problem was that too high a proportion of students had

unsatisfactory scores on their reading achievement tests between 2016 and 2019.

Contributing to this problem is the fact that teachers have struggled to provide effective

efforts, strategies, and interventions to improve the reading performance of the students

over this span of time. Also, according to the school's data interaction report for the

elementary school under study, that 436 of the 1,201 students for the 2018-2019 school

term (see Table 1), at this elementary school under study, did not pass their reading test.

The purpose of this basic qualitative exploratory study was to examine teachers'

perspectives on how instructional teaching practices were used to help students read at

grade level at the elementary school under study. The rationale of this study was that

several students who struggle with reading continue to be a concern of teachers and the

elementary school. In Section 2, I introduce the methodology, participant information,

data collection procedures, data analysis, data analysis results, and the research design

and approach for this study.

Section 2: The Methodology

Introduction

In Section 2, I discuss the methodology employed in the study: the basic

qualitative, exploratory, study design. I then describe the participants, the target

population, the sample size, confidentiality, and privacy. Next, the data collection

procedures, including the interview process, and the approach to data analysis, including

the use of the MAXQDA 12 (2015) software program to organize and sort the qualitative

coding data, are discussed to reinforce the validity and reliability of data analysis results.

The following qualitative research question guided the study: What were teachers'

perspectives of the instructional teaching practices used to help students read at grade

level at the elementary school under study?

Qualitative Research Design and Approach

I used the basic qualitative study design to examine teachers' perspectives of the

instructional reading practices used at the study site elementary school. Merriam and

Tisdale (2016) stated that a basic study was a suitable design for exploring a phenomenon

(i.e., basic) in the design's environmental setting; therefore, the design aligned with the

purpose of the study. According to Crossman (2019), qualitative research approaches

include interviews, direct observation, participation, focus groups, and immersion. I

followed Crossman's suggestions to interpret data gathered using systematic and rigorous

approaches to transcribe, code, and analyze themes and trends.

Alternate research methodologies and designs might include mixed methods,

quantitative approach, or a grounded design, although these approaches and designs did

not align with the purpose or research question of this study. Quantitative approaches

seek explanations for the examination of larger quantities of applicants by identifying

tendencies or affiliations among variables (Glesne, 2016). Mixed method approaches

necessitate the compilation of both qualitative and quantitative information, which

requires a substantial sample size of applicants in sequence to conduct an effective study

(Crossman, 2019). A basic study can target the basic (in this case, schoolteachers) rather

than the phenomenon (in this case, struggling readers), while an ethnographic approach

would require the creation of an explanation of the instructional reading practices

(Crossman, 2019; Glesne, 2016; Hatch, 2002; Kahlke, 2014; Merriam & Tisdale, 2016;

Percy, Kostere, & Kostere, 2015). As a result, an exploratory basic qualitative study

aligned with both the purpose and the research question of this study.

Participants

Population

The population targeted was teachers of Grades 2 through 6 at the study site

elementary school (see Table 2). Once the Walden University Institutional Review Board

(IRB) approved this study, the following IRB Number: 2017.08.03_16-54-16_-05'00' was

assigned. Crossman (2019) recommended using a detailed purposeful sampling and

interviews with participants who know the phenomenon of a basic qualitative study. I

followed this suggestion and used purposeful sampling to select the population for this

study that consisted of teachers with at least 3 years of experience teaching students in

Grades 2 through 6 (see Table 2). The interview questions were designed to focus on the

participants' specific grade level. I used Rubin and Rubin's (2012) suggestions to use a

qualitative method to interview participants because 35 codes emerged (see Table 4).

Also, the formation of six themes from the 35 emergent codes emerged (see Table 5)

from data transcribed attributable to the interview process (see Rubin & Rubin, 2012).

Table 2

Participants Grade Levels 2 through 6

	Grade Level Instructed				
Participants	2	3	4	5	6
P1		X			
P2	X				
P3			X		
P4				X	
P5					X
P6		X			
P7			X		
P8					X

Justification of the Number of Participants Selected

I used purposeful sampling to select teachers with at least 3 years and less than 30

years of experience. I selected eight teachers for inclusion in the study and contacted

them by telephone, asking each for their e-mail address. Shortly after receiving their e-

mail address, I e-mailed participants an invitation letter and a letter of the consent form to

sign and return to me. The teachers addressed eight open-ended interview questions (see

Appendix B) that I designed to gather their perspectives on the instructional reading

practices used at the elementary school.

Description of Confidentiality and Privacy Criterion

I used the following measures to protect participants' rights from harm. I

guaranteed that all documents and data would remain confidential. The signed informed

consent forms for participants will remain stored on a USB memory stick in a locked

cabinet for 5 or more years in adherence to a critical requirement of Walden University to protect the eight participants' confidentiality. Voluntary participation and the opportunity to withdraw from the study at any time were applied to all participants as required by the university. Finally, all participants were protected from harm, as required by the university.

Obtaining Access to Participants

I first obtained formal permission from the elementary school study site and adhered to Yin's (2016) recommendation to discuss the circumstances to gain access, asking for a letter of consent from participants to conduct the study. Yin explained that this approach would allow the researcher an opportunity to get approval to conduct a research study. Being granted approval by Walden University's IRB required a systematic strategy for participant collaboration, which incorporates a description of protocols in support of data collection and an explanation of the approaches to protect participants (see Yin, 2016).

As the researcher, I obtained a consent letter from the study site to speak to possible participants at the local elementary school, which confirmed the research process. I e-mailed another message to several other prospective participants because the responses were slow to come. Although I wanted to gain participants' trust, I did not want to cause them to believe that I was pressuring them to participate; therefore, I postponed sending the e-mail message and allotted for an appropriate amount of time (approximately 7 business days) in between offering the original and final letter of invitation to participate.

Justification of Ethical Protection for Participants

A risk of harm occurs when collecting research data; therefore, I did not begin

data collection until Walden University had approved the study and assigned me the

following IRB Number: 2017.08.03_16-54-16_-05'00'. In compliance with the principle

requirements of conducting a study with human subjects, I followed Rubin and Rubin's

(2012) suggestions to receive approval of voluntary applicant involvement. After

completion of the study and the selected timeframe of 5 or more years have passed, I will

discard all data collected (see Rubin & Rubin, 2012). Finally, I scheduled and organized

the interviews to make sure that the time and location of each meeting are convenient for

participants (see Rubin & Rubin, 2012). Participants received and signed a consent letter

to participate in this study before the interview process began. All participant information

received the utmost respect, and during data analysis, I paid close attention to

participants' responses because each response was an essential ethical role of the

researcher (see Rubin & Rubin, 2012).

Data Collection

To collect data for this basic, qualitative, exploratory study, I conducted semi

structured interviews with the eight participating teachers. After the acknowledgment and

signing of the informed consent form, the participant interviews took place; each

interview was scheduled during a specific time and at a secluded, private location (e.g., a

seminar room at a local library) suitable to ensure participant confidentiality. The

interviews each took approximately 30 minutes (see Appendix B) to complete.

Description and Justification of Researcher's Notes

I followed Yin's (2016) suggestions about the use of the researcher's notes, which provide opportunities for the researcher to use a memorandum approach. This approach supports the documentation of concepts and thoughts. I used memo pads to take sequential notes and transcribe interview data, including the dates and times of each interview.

Role of the Researcher

As a researcher, I selected an elementary school study site because I had worked as an English teacher for several years. My role as a researcher entailed developing the interview protocol and conducting mock interviews with peers. This approach was beneficial because the interviewees were my former peers. At each formal interview, I felt comfortable responding honestly to each question and encouraged participants to share their past, present, and future educational experiences.

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Data Analysis

</div>

I used a qualitative approach to analyze the data gathered through interviews in this study (see Glesne, 2016). Data were coded and analyzed using the transcripts of interviews, which required interchanging from analysis and the collection of data in conjunction with successive applicant interviews (see Glesne, 2016). Glesne (2016) described a repetitive approach as continuously reflecting on organizing and coding data using encryptions to create relevant results. I followed Yin's (2016) recommendation as one approach to begin the analysis stage by composing transcripts. I then analyzed interview transcripts by explaining, categorizing, decoding, and interpreting the data

gathered (see Merriam & Tisdale, 2016). Interview transcripts were coded, at which point

themes emerged (see Glesne, 2016). I used the coding process to compare data and

associate reports between participants (see Resnick, 1979).

Evidence of the Quality of Data Gathered

It was my responsibility as the researcher in this study to interview the eight

teacher participants with 3 to 30 years of experience that had helped a proportion of

students who did not meet grade level reading standards. After the interviews were

completed, I used member checking to ask participants to review the overall findings and

conclusions of the study (see Crossman, 2019). During member checking, participants

were presented with a chance to clarify any mistakes; present additional details; or amend

their meanings, clarifications, and explanations (see Crossman, 2019; Glesne, 2016;

Kahlke, 2014; Merriam & Tisdale, 2016; Percy et al., 2015; Yin, 2016).

Credibility

Determining the credibility of a basic qualitative study, including the use of data

sources derived from interview results, remains important to make sure the results of this

study are reliable, dependable, and consistent to help students read at grade level (see

Fusch & Ness, 2015; Kahlke, 2014; Merriam & Tisdale, 2016; Percy et al., 2015). I

determined the credibility of this study through an accurate description of my role as a

researcher. My personal experience of working with teachers and school leaders who

cater to students who do not read at grade level was also significant to the credibility of

this study.

Assumptions

The two key suppositions guiding the findings of this study were the primary

belief that related to teachers who participated voluntarily in this study. The final

assumption related to teachers were willing to discuss their perspectives and experiences

regarding teachers' perspectives on the instructional reading practices used at the

elementary school. Teachers would be ready to present their opinions and experiences

honestly and openly within the limitations of participants to me, the researcher not as an

associate, their accurate perspectives on instructional reading practices.

Limitations

A basic qualitative study presents a variety of limits, boundaries, and restrictions.

The limitations of this study included one area of concern that limited participants'

information because data gathered, were limited to one elementary school. The data

collection process was limited because the researcher focus was on eight participants at

one elementary school. An additional limitation was that participants might decide

against taking the interview process seriously because the interviewer is a novice

(Glesne, 2016).

Scope

The scope of this study included eight teachers at a local elementary school under

study located in the southcentral area of the United States (see Table 2). Specifically, this

basic qualitative exploratory study was used to explore teachers' perspectives on how

instructional teaching practices helped students read at grade level at the elementary

school under study. The participants in this study included teachers from Grades 2 through 6.

Delimitations

The purpose of this basic qualitative exploratory study was to examine teachers' perspectives on how instructional teaching practices were used to help students read at grade level at the elementary school under study. The eight study participants from the elementary school under study did not provide relevant data to solve the problem that the proportion of students who had unsatisfactory scores on their reading achievement tests between 2016 and 2019 was too high. Teachers with fewer than 3 years of experience working with students who did not meet standards were not included in this study. Finally, this study only included eight participants from the elementary school under study because the purpose of this study was to examine the problem at a local level; to study participants from another elementary school would not provide adequate data to solve the problem at the local elementary school under study.

Data Analysis Results

The data analysis results included the findings from data gathered using the outcomes of the eight participants' interview process. In Table 3, I present the characteristics of the eight participants' interviews. Participants were asked throughout the interview process to disclose their current duties as a teacher, which comprised of paradigms, concepts, and ideas.

Table 3

Characteristics of the Eight Participants

Participants	Gender	Years of Teaching experience	Interested in a Curriculum Plan
1	Female	B	Yes
2	Female	B	Yes
3	Female	M	Yes
4	Female	M	Yes
5	Male	M	Yes
6	Male	B	Yes
7	Female	B	Yes
8	Female	B	Yes

Note. Teachers years of teaching experience, M=more than 30; B=between 3 and 30

Participants were asked throughout the interview process to disclose their current duties as a teacher, which comprised of paradigms, concepts, and ideas. Throughout the data analysis section, themes and patterns emerged (see Table 4). In Table 4, I also present an overview of the six emergent themes that emerged from the results of the interview process. I then transcribed the interviews for accuracy, at which point 35 codes emerged (see Table 4).

Table 4

Overview of Emergent Codes from the Results of Participant Interviews

Code Number	Code
1	Education
2	Reading
3	Students
4	Concentrate
5	Concentration
6	Brain
7	Teachers
8	Comprehension
9	Readiness
10	Instruction
11	Instructional
12	Successful
13	Readers
14	Focus
15	Skills
16	Environment
17	Discipline
18	Learning
19	Experience
20	Words
21	Alphabets
22	Colors
23	Numbers
24	Assignments
25	Practices
26	Struggle
27	Lack
28	Knowledge
29	Ability
30	Educational
31	Goals
32	Higher-level
33	Vocabulary
34	Bored
35	Teaching

Demographics of Participants

I conducted this study in the southcentral area of the United States using purposeful sampling by interviewing eight teachers with 3 to 30 years of teaching experience. The interview process was used to examine teachers' perspectives on the instructional reading practices used at the elementary school (see Table 3). What is more, of the eight participants, two taught second graders, two taught fourth graders, two taught fifth graders, and two taught sixth graders. I gathered and analyzed data from the eight participants' interview results. After the interviews were transcribed for accuracy, 35 codes emerged (see Table 4), the formation of six themes from the 35 emergent codes emerged (see Table 5).

Table 5

Overview of Six Emergent Themes from the Results of Participant Interviews

Themes	Code Numbers
1. Innovative instructional reading practices	1, 2, 6, 7, 9, 11, 12, 13, 14, 15, 26, 27, 28, 29, and 35
2. A general 9-week curriculum plan for teaching	1, 2, 6, 7, 9, 10, 12, 13, 14, 15, 17, 18, 28, 29, and 33
3. Students who did not meet standards	3, 4, 5, 8, 16, 17, 18, 19, 20, 21, 23, 30, 31, and 32
4. Satisfactory instructional reading practices	1, 2, 6, 7, 14, 15, 22, 24, 25, 26, 27, 29, 34, and 35
5. Support from elementary school under study	1, 2, 6, 11, 12, 22, 24, 25, 26, 27, 28, 29, 34, and 35
6. Quiet, motivating, and positive educational setting	1, 9, 24, 25, 26, 27, and 28

Qualitative Findings from Interview Data

A basic qualitative study was used to form one research question to examine how teachers' perspectives on the instructional reading practices used at the elementary school under study and frame eight interview questions (see Appendix B). Data presented for

this basic qualitative study consisted of a summary of eight interviews, characteristics of

eight participants (see Table 3). In addition to, quotes from eight participants' interviews,

descriptions to evaluate six emergent themes from the results of eight participants'

interviews (see Table 5) that emerged from 35 emergent data coded from the results of

eight participants' interviews (see Table 4) to summarize the findings.

Explanation from Key Research Question

The key research question for the study asked what were the teachers'

perspectives on the instructional teaching practices used to help students read at grade

level at the elementary school under study were. Throughout the interview process, I

extracted data regarding instructional reading practices that elementary school leaders

believed were important. Themes 1, 2, 3, 4, 5, and 6 addressed the research question used

for this basic qualitative study. These six themes emerged in traditional patterns that

focused on instructional reading practice plans to help students who did not meet

standards.

Theme 1: Innovative instructional reading practices. In Theme 1, the

participating teachers emphasized the importance of using innovative instructional

reading practices. Participants believed that innovative instructional reading practices

reviewed established if reading strategies were sufficient for all students. Participant 1

explained how teaching practices influenced metacognitive reading practices for teaching

approaches to teach reading skills. Participant 1 believed that instructional reading

practices create a culture wherein students are the ones educators are losing. However,

without teachers seeing students as having value more often than instructional reading

practices did not cater to this cohort of students. Participant 1 stated, "It is the teachers' responsibility to help students complete their classroom assignments by instilling discipline to help them read at grade level."

Participants believed that instructional reading practices allow public schools opportunities to discover why students did not meet standards. Participant 4 explained how teachers continue to move away from the fundamentals because they do not sound out words or use repetition. Participant 4 believed that teachers do not provide consistent and clear direction regarding what students are required to learn. Participant 4 stated:

Students do not have the necessary reading skills to read at grade level; that is why teachers need satisfactory instructional practices to help students at an early age. Also, teachers should spend more time with each student to make sure students can read at grade level.

Participant 5 explained what specific teaching practices did teachers use in their innovative instructional reading practices. Participant 5 believed that teachers used appropriate instructional reading practices to help students improve their reading skills. Participants believed that instructional reading practices are traditions determined whether students not meeting standards performance levels were either high or low. According to Participant 5, "It is important that teachers provide a quiet educational environment for students to complete their daily classroom assignments to have an opportunity to read at grade level."

Participant 7 explained what factors might contribute to why students did not meet standards. Participants 7 believed that instructional reading practices depended on

the flexibility of how teachers helped their students who did not meet standards. Participant 7 stated:

> Several factors might contribute to why a proportion of students did not meet standards. One belief was the lack of satisfactory instructional reading practices. Teachers must help reinforce what students have learned throughout the day by helping them with their classwork and recap what students have learned.

Participant 8 explained how teachers' perspectives on the instructional reading practices used at the elementary school under study were examined in this basic qualitative study. Participant 8 believed that instructional reading practices impacted how students learned. Participant 8 also acknowledged that teachers should become their students reading tutors to develop learning skills by creating activities for students to read at grade level. Participant 8 stated, "It is important for teachers to become their students' reading tutor to cater to the lack of learning strategies by helping students develop a love for reading." Participant 8 believed that using innovative instructional reading practices to help students who did not meet standards remains important because teacher involvement was essential for students to succeed.

Theme 2: A general 9-week curriculum plan for teaching. In Theme 2, the participating teachers emphasized the importance of using a general 9-week curriculum plan for teaching to help a proportion of students who did not meet standards. In Theme 2, participants explained how designing a general 9-week curriculum plan would help students who did not meet standards. Participants believed that a typical reading-comprehension instructional teaching practice might help students read at grade level.

Participant 1 explained what specific reading strategy did their elementary school use to help students read at grade level. Participant 1 stated that "Repetitive was a specific reading strategy that they used for various teaching strategies." Participant 1 explained which teaching approaches were used to teach reading to students who did not meet Participant 1 believed that instructional reading strategies are significant because rote memory was one strategy that they used continuously throughout students' educational tenue. Participant 1 believed, "Teachers' roles are to help students with their reading comprehension in becoming avid readers. Teachers must do the best they can to prepare their children for a learning environment."

Participants believed that the overall goal of an instructional reading practice plan was to create instructional reading practices to decrease teachers' stress and pressure, which increased their motivation and desire to help students who did not meet standards. Participant 4 explained what instructional reading practices were significant for students who were not meeting standards. Participant 4 stated that students learned better when they received reading strategies that catered to their individual needs, and when phonetic skills were included. Training students to use projecting, word identification, connecting word association, clarifying, and metacognitive approaches were beneficial for this cohort of students. Participant 4 said, "Teachers must take every opportunity to read with their students and expand their minds."

Participants believed that effective reading practices to build reading fluency using technology to design an instructional reading practice plan would help students who did not meet standards. Participant 5 explained what influence did the lack of

practice has on students reading skills. Participant 5 noted that "Due to technology usage, students no longer need to read, thus, limiting their abilities to learn." Participant 5 believed that the lack of instructional reading practices was attributable to why students did not meet standards. Participants believed that using a variety of instructional reading practices, such as small-groups, would help students to read at grade level. Participant 6 explained how reading specialists provided school-centered activities to help each student by forming an individual group to support all students. Participant 6 stated, "Yes, because it is critical to implement reading strategies for all students to succeed because teacher involvement is critical to help students succeed."

Participant 8 believed that once teachers read with their students daily, these students became successful readers. Participant 8 stated, "Teachers must connect with their students to help them develop a love for reading to become good readers." Participants believed that instructional reading strategies were essential and supported students who did not meet standards.

Theme 3: Students who did not meet standards. In Theme 3, the participating teachers emphasized the importance of helping students who did not meet standards. In Theme 3, when asked what approach they use to help students who did not meet standards. Participant 1 explained what teaching methodology did they use to teach reading comprehension. Participants believed that students should have a positive learning environment. Participant 1 also noted that it is important to make sure all students "have a quiet, non-stimulating learning environment using diagnostic screeners and running record information…to teach reading comprehension to students who seem

to lack reading skills." Reading is fundamental and requires teachers to be organized. When teachers are organized, their students tend to be organized as well. Participant 3 said that it is important that teachers give their students opportunities to do well in and out of their classroom setting. Participant 3 stated:

> I have privacy folders to help students remain calm. I use the following various teaching practices using the whole group, and only a few are groups. It is the teachers' role to help each student to complete their classroom work by instilling discipline by assisting them daily with their classroom assignments.

Participants believed that when students had a positive educational environment, they did well. Participant 5 explained how educators should determine students' comprehension level to detect the timeline that will be needed to reach the next level. Participant 5 stated that designing analytical and comprehension questions to assign reading strategies might improve and increase expectations to tailor reading curriculum plans for each student. Participant 5 stated, "We had moved away from the basics, we no longer sound out words, and we no longer use rote memory. Lack of practice due to technology usage; students no longer need to read, thus, limiting their abilities to learn." Participants believed that teachers using unsatisfactory teaching strategies were due to the lack of adequate instructional reading practices.

Participants explained how they differentiated their approach to teaching reading comprehension to students who lack reading skills. Participant 6 explained that inadequate instructional reading practices were a major contributing factor to students failing their daily classwork. Participant 6 noted that teachers must build a relationship

with the students to help this cohort of students to grow and prosper educationally.

Participant 6 stated, "Our school has student-centered projects for students by providing

reading specialists to provide individual group support. Teachers' involvement is critical

for students to succeed." Participants believed that when teachers use higher-order

thinking skills to challenge students thinking, intellectual, and academic proficiencies,

students were able to read at grade level. Participant 7 explained how higher-order

thinking questions were used as a teaching practice to challenge students who were

thinking about their reading. Participant 7 noted that "Several factors may contribute to

why students are failing their classwork." Participants believed that they might be able to

help students who did not meet standards because teacher involvement was essential for

students to succeed.

Theme 4: Satisfactory instructional reading practices. In Theme 4, the

participating teachers emphasized the importance of using satisfactory instructional

reading practices to help a proportion of students who did not meet standards. In Theme

4, participants believed that satisfactory instructional reading practices helped students

remember what their teachers taught them. Participant 1 believed students must meet

standards to do well throughout their educational tenure. That is why using diverse

instructional reading strategies is key to help students who do not read at grade level.

Participant 1 stated, "By making sure, my students have a quiet, non-stimulating; groups.

Use diagnostic screeners and running record information…differentiate approach

teaching reading comprehension to students that seem to lack reading skills."

Participant 2 explained what challenges or obstacles did they encounter concerning teaching reading comprehension to students who did not meet standards. Participant 2 stated, "The challenges that teachers face in teaching reading comprehension are numerous." Participants believed that when teachers use instructional reading practices to enhance students' daily classwork, these practices were not problematic for this cohort of students.

Participant 3 stated, "I used whole group activities for my students' daily for classwork assignments." Participant 3 explained that they used groups for students who did not meet standards. Participant 3 further noted that whole group reading was a better fit for this cohort of students because this cohort of students worked better in group settings. Participants believed that when students failed to complete their daily classwork activities, these students also had problems with their reading skills.

Participants believed that it is important for teachers to determine students' comprehension level to promote academic success, at which point positive social changes emerged. Participant 5 stated, "Sometimes I used group settings, and sometimes I used large group settings." Participant 5 explained which curriculum plan was used to cater to students' reading abilities. Participants believed that teachers' expectations were extremely high to make sure all students would be able to improve their academic skills. Participant 5 stated, "Teachers must find out students' comprehension skills to determine the timeline to reach the next level. Designing comprehension and analytical questions for assigned reading to increase and improve one's expectations to tailor curriculum plans for learners."

Participants believed that instructional reading practices catered to all students, especially students who did not meet standards. Participant 6 explained that repetitiveness was fundamental for students to comprehend what they have learned. Participant 6 believed that using a variety of reading strategies in-group instruction to prepare students for daily classwork to help students succeed. Participant 6 believed that guided reading was a teaching approach that shapes students' aptitude skills. Participant 6 stated, "Inadequate instructional teaching practices are a major contributing factor to students failing their daily classwork. Teachers must build a connection with the Teachers to help the students grow and prosper educationally." Participants believed that teachers should reinforce what students have learned by using satisfactory instructional reading practices to help a proportion of students who did not meet standards. Participant 7 explained how teachers prepared their students. Participant 7 stated that a classwork container with their students' classwork booklets was available for each student to access daily. Participant 7 believed teachers should use higher-order thinking as a strategy to help students who did not meet standards to read at grade level. Participant 7 stated, "I used higher-order thinking questions as my teaching practice to challenge the students thinking about their reading. Several factors may contribute to why students are failing their classwork. One perception is the lack of teacher support." Participants believed that teachers should be held accountable for making sure students received their daily classwork. These challenges have been problematic for students who did not meet standards at this elementary school.

Participants believed changing the curriculum plan might trigger an actual need to implement a stringent curriculum plan to help all students to read at grade level. Participant 7 explained how reading curriculum plans differentiated from current instructional teaching practices. Participant 7 believed that instructing whole groups was important for teachers to change the group sizes by creating smaller groups. Participant 7 also believed that their students had opportunities to work within their classroom groups, which might create a positive connection between teachers and students, as well as students and their peers. Participants believed that teachers usually find out students did not meet standards comprehension level using recalling (also known as) chunking, which is a strategy that teachers used to help students with daily classroom activities.

Participant 8 explained how recalling what students just read was a successful teaching practice, which is also known as 'chunking' information. Participant 8 believed that this strategy did help students because 'chunking' allowed students to become acquainted with words that they see daily. Participant 8 also believed multiple factors contributed to students who did not meet standards because they did not complete or do well on their daily classwork. Participant 8 stated, "Recalling what students just read is called "chunking" information as one effective reading strategy. This strategy helped students to become familiar with words that they see all the time." Participants believed that using satisfactory instructional reading practices might help students who did not meet standards because teacher involvement is essential for students to succeed.

Theme 5: Support from elementary school leaders. In Theme 5, the participating teachers emphasized the importance of getting support from elementary

school leaders to help a proportion of students who did not meet standards. In Theme 5, participants believed that elementary school leaders supported instructional reading practices, which included phonics, phonemic recognition, development of vocabulary, reading fluency, including oral reading proficiencies, and teaching practices to help students not meeting standards. Participants at this elementary school explained what approach teachers used to administer teaching practices. Participant 2 believed that elementary school leaders should support teachers when instructional reading practices are used. Participant 2 stated, "Unfortunately, the environment in some classrooms is not conducive to success by the student because of crowded classrooms and lack of classroom control. This problem also affected how hands-on the administration of instructional teaching practices." Participant 2 believed that leaders should reinforce networking, collaboration, instructional-training, and learning interactions to help teachers help students who did not meet standards at the elementary school under study.

Participant 4 believed teachers should be allowed to use satisfactory instructional teaching practices to help a proportion of students to read at grade level. According to Participant 4, "Instructional teaching practices are significant for students who are not on their correct reading skills due to a lack of phonetic skills. Teaching students at their learning ability using word identification, projecting, connecting, clarifying, summarization, evaluation, and metacognitive strategies." Participants explained how teaching practices were major factors why students did not meet standards. Participants believed that instructional reading practices used were specific core curriculum and instruction practice that teachers use to help students not meeting standards.

Participant 5 believed that all factors might influence reading comprehension attributable to the lack of music, quiet time, and diverse individuals reacting contrary to reveal their educational, environmental experience, and expectations. Participant 5 believed that it is important for leaders to support teachers by helping students who did not meet standards. Participant 5 believed that teachers must be knowledgeable and well trained to produce appropriate instructional reading practices to produce paradigms to motivate students to read at grade level. Participant 5 believed it was important that teachers create a quiet educational environment to help students who did not meet standards succeed. Participant 5 stated: "Finding a suitable quiet environment, lighting, groups, for all factors that may influence reading comprehension (i.e., music or the lack of music, silence, and different people react differently to exposure of their educational, environmental exposure, experience, and expectations)." Participants explained how they, as educators, observed students in their classroom, portray stressful behavioral conduct because their students did not believe they had value. Participant 7 believed that boosting their students' cognitive skills daily in their classroom environment helped their students to read at grade level. Participant 7 explained how the administration of daily classwork was stressful for students and teachers. According to Participant 7, instructional reading practices were attributable to phonics, phonemic recognition, development of vocabulary, reading fluency, including oral reading proficiencies, and teaching practices. Participant 7 believed teachers should administer classwork daily to help a proportion of students who did not meet standards because these students reading levels are different. The teacher must design different instructional teaching practices to cater to students' specific needs.

Participant 7 stated, "Although administering daily classwork is stressful for students and teachers. Schools tracked data daily to use throughout the year by teachers to teach students to be able to read at grade level."

Participant 8 believed that students' current reading instruction influenced how students learn across elementary school under study. Participant 8 explained how they helped students who struggle with phonics skills. Participant 8 stated, "Students continue to struggle with their reading skills." Participant 8 believed that students spent more time attempting to sound out words, which created a deficiency of students' ability to comprehend words that they read. Participant 8 believed that when schools track students' data throughout the academic school year, students' academics reading skills improved. Participant 8 believed that instructional teaching practices usually include phonics, phonemic recognition, development of vocabulary, reading fluency, including oral reading proficiencies, and teaching practices. That is why it was important for teachers to help students who did not meet standards to read at grade level. Participant 8 stated, "When students struggle in their phonics skills, they will struggle in their reading skills. They will spend more time trying to sound out words, thus creating a lack in their ability to comprehend the words that they are reading." Participants believed that receiving support from elementary school leaders did help students who did not meet standards to be successful.

Theme 6: Quiet, motivating, and positive educational setting. In Theme 6, the participating teachers emphasized the importance of a quiet, motivating, and positive educational setting to help a proportion of students who did not meet standards. In Theme

6, participants believed that a quiet, motivating, and positive educational setting was important. Participant 2 explained how the atmosphere in their classroom environment. Participant 2 believed that when students receive inadequate instructional reading practices having a positive classroom environment was important to help students focus on what was being taught. Teachers helped a proportion of students who did not meet standards to succeed by teaching them to read at grade level. Participant 2 stated, "Cognitive thinking was a big factor for students to be successful with their daily classwork because the lack of adequate motivation creates a lack of focus, which affects students' ability to concentrate on daily classwork."

Participant 4 explained how their classroom environment affected students learning. Participant 4 stated that a quiet location to study with good lighting and adequate temperature settings was important. Participant 4 believed that a socioeconomic, smaller classroom size, non-stimulating, groups, and classroom settings are useful tools that would help all students gain knowledge attributable to the administration of instructional reading practices. Participant 4 also believed it was important for teachers to provide a good study environment to help students perform well with his or her daily classroom assignments. Participant 4 stated, "A quiet location to study with good lighting, adequate temperature settings, socioeconomic, smaller classroom size, non-stimulating, groups and classroom settings, participant knowledge of administering instructional teaching practices." Participant 4 believed that a quiet, properly lighted, adequate temperature, smaller classroom size, and non-stimulating settings were important.

Participant 6 explained how a calm and peaceful classroom environment and a small classroom using screeners for groups. Participant 6 believed that students benefited by completing their daily classwork working group settings. Teachers need to provide a quiet study environment for students to feel comfortable and safe in and out of their classroom setting. When students feel comfortable and safe, they can focus on what is being taught. Participant 6 stated, "A calm and peaceful classroom environment, a small classroom using screeners for groups, and daily classwork administered daily." Participant 6 also believed that teachers tend to become discouraged and disinterested to design additional teaching practices for students who did not meet standards because these students did not read at grade level.

When teachers teach in smaller group settings, students have more one on one time with their teacher. An additional approach that teachers found successful included having their students rotate within their stations. Participant 7 stated, "My curriculum plans differentiated because although I decided to instruct whole groups, I changed the group sizes by creating smaller groups, which allowed my students' opportunities to rotate within their stations." Participant 8 explained how the amount of preparation and classwork that students completed daily played a significant role in their classroom environment. Participant 8 believed that from the teacher's perspective, they felt as though they spent more time teaching and preparing daily classwork for all students.

Attributable to catering to students who did not meet standards, which tend to stress both students and teachers. Participant 8 believed that when teachers spend countless hours preparing instructional teaching practices, and students are unable to

comprehend what is being taught. More often than not, teachers tend to become discouraged and disinterested in helping students who did not meet standards. Participant 8 stated that the "amount of preparation and classwork required amongst today's students plays a significant role in classwork. From the teacher's perspective, they may feel as though they spend more time teaching to daily classwork. Thus, students and teachers are stressing out." Participant 8 discussed the importance of a quiet, motivating, and positive educational setting that might help students who did not meet standards to read at grade level, because teacher involvement is essential for students to succeed. Teachers asked students to rotate within their workstations, which allowed students to engage in a quiet environment actively.

Evidence of Quality of Data Gathered

The findings presented in the data analysis results section of this study are important because the participants' interview process was an instructional reading practice plan, which was in Section 3, the project. I gathered data using a basic qualitative study, which allowed for quality data established through member checking and interview transcriptions. I discovered that conducting a review of the literature, merging data gathered, was valid using a member checking process to code, which was like the coding process for accuracy to use in the qualitative data analysis methodology. Therefore, the informal approach I used to synthesize literature to facilitate the data analysis process to be straightforward and user-friendly. I began to appreciate the significance of distributing the results of the study to make sure other elementary school leaders benefit from, elaborate on, or systematically analyze the research.

Discrepant Cases

There were eight participants in this study with two discrepant cases. In Theme 3, the majority of participants believed that using satisfactory instructional reading practices might decrease the number of students who do not read at grade level. However, there were two participants in Theme 3, who believed that students did not meet standards due to inadequate training for teachers. These discrepant cases were significant and should be discussed because there is evidence that the inconsistencies and challenges that teachers encountered daily hindered students from reading at grade level.

Discussion of Research Question, Interview Questions, and Coding Process

The research question asked what were teachers' perspectives on the instructional teaching practices used to help students read at grade level at the elementary school under study, which framed the eight interview questions (see Appendix B). The following six themes emerged after data were collected and reviewed using the findings of the interview and coding process: (1) innovative instructional teaching practices; (2) a general 9-week curriculum plan for teaching; (3) students who did not meet standards; (4) instructional teaching practices; (5) support from elementary school leaders; and (6) quiet, motivating, and positive educational setting (see Table 4). The research question was important to determine how teachers' perspectives on the instructional teaching practices were used at the elementary school under study to help a proportion of students not meeting standards. According to three of these participants, there were several negative effects of teaching instruction that emerged as a result of unsatisfactory instructional teaching practices.

Summary

In Section 2, I introduced and focused on the methodology, participant information, data collection procedures, data analysis, data analysis results, and the research design and approach, which is a basic qualitative study. I further discussed the concerns of my bias, as well as my role as a researcher. The findings presented in the data analysis results were six themes from the 35 codes.

Discussion of the Findings

The purpose of this basic qualitative exploratory study was to examine teachers' perspectives on how instructional teaching practices were used to help students read at grade level at the elementary school under study. I used a basic qualitative study because this approach allowed me opportunities to understand teachers' perspectives on the instructional teaching practices at the elementary school under study.

I collected data by interviewing eight elementary school teachers who were responsible for helping students who did not meet standards. I was able to conduct data via interviews of eight participants to the point that I reached saturation. I determined that I reached saturation when no new data or perceptions supported the research question. Following are discussions of the findings for Themes 1 through 6:

Theme 1: Innovative instructional teaching practices. Theme 1 supports the importance of using innovative instructional teaching practices to help a proportion of students who did not meet standards promoted positive social changes. When teachers use innovative instructional teaching practices, they can help students be successful. Teachers must play a significant role in helping their students with their daily classroom

work by presenting a curriculum to fit students who did not meet standards. It is the teacher's responsibility to make sure their students receive adequate instructional reading practices daily. Teachers' support usually gives students the confidence they need to do well throughout their educational tenure. Teachers must provide innovative instructional teaching practices to help students who did not meet standards. In Theme 1, teachers reported using innovative instructional teaching practices to help a proportion of students who did not meet standards because teacher involvement was essential for students to succeed. Teacher's use of innovative instructional teaching practices reinforced what students knew and what they needed to know. That is why teachers must know that there is no substitute for adequate instructional teaching practices to help all students with their daily classroom activities.

Theme 2: A general 9-week curriculum plan for teaching. Theme 2 supports the importance of using a general 9-week curriculum plan for teaching to help a proportion of students who did not meet standards. In Theme 2, teachers reported that a general 9-week curriculum plan would help a proportion of students who did not meet standards. Reading is important and requires that teachers encourage their students to read. Teachers must give their students opportunities to do well in and out of their classroom setting. Rote memory used daily will help students who did not meet standards to read at grade level because when students use repetition. This strategy helps students read at grade level. That is why teachers need to recognize the importance of using a general 9-week curriculum plan for teaching to help a proportion of students who did not meet standards. Reading and rereading what they have read is one of the best approaches

to help students retain what they read. Teachers must recognize the importance of using a general 9-week curriculum plan for teaching a proportion of students who did not meet standards for students to read and reread what they have read. Teaching instruction must cater to students who did not meet standards.

      Theme 3: Students who did not meet standards. Theme 3 reflected the views of four of the eight participants who recognized the importance of helping students who did not meet standards. Using diverse instructional reading strategies was vital to help students who did not meet standards to read at grade level. Unsatisfactory instructional teaching strategies might cause students who did not meet standards to do poorly throughout their educational tenure. Teachers should design instructional teaching strategies for students who did not meet standards to help students improve their reading skills. Meeting standards was critical for students to do well throughout their educational tenure. The use of diverse instructional reading strategies was significant to help students who did not meet standards. Teachers should design instructional teaching strategies for students who did not meet standards. Teachers should use higher-order thinking as a strategy to help students who did not meet standards to do well on daily classwork.

      Theme 4: Satisfactory instructional teaching practices. Theme 4 supports the importance of using satisfactory instructional teaching practices to help a proportion of students who did not meet standards. Although teachers encounter daily challenges, the most difficult challenge was that teachers did not receive satisfactory instructional teaching practices. This challenge caused a gap between students who did not meet standards and students who did. Therefore, it was important for teachers to use rote

memory as a strategy to help students succeed in and out of their educational setting. That is why teachers used recalling in daily classroom activities to find out what each student who did not meet standards comprehension levels to help their students.

Theme 5: Support from elementary school leaders. Theme 5 supports the importance of receiving support from elementary school leaders to help a proportion of students who did not meet standards. Teachers must create a quiet educational environment to help students who did not meet standards succeed. Teachers must design different instructional teaching practices to cater to students' specific needs. That is why it was important for teachers to help students who did not meet standards to have a safe classroom environment for their students to promote student success. Instructional teaching practices included phonics, phonemic recognition, development of vocabulary, reading fluency, including oral reading proficiencies, and teaching practices. Teachers created a quiet educational environment to help students who did not meet standards to succeed. Teachers administering classwork daily to help a proportion of students who did not meet standards might be stressful because these students reading levels might be different. The teacher would be required to use different instructional teaching practices to cater to students' specific needs.

Theme 6: Quiet, motivating, and positive educational setting. Theme 6 supports the importance of a quiet, motivating, and positive educational setting to help a proportion of students who did not meet standards. In Theme 6, information regarding the importance of elementary schools to provide a quiet, motivating, and positive educational setting for students to do well with their classroom assignments. When teachers teach in

small group settings, students have more one on one time with their teacher. Teachers would provide a quiet classroom environment for students to feel comfortable and safe to read in their classroom setting.

Conclusion

This study allowed me opportunities to draw various conclusions regarding how teachers' perspectives on the instructional teaching practices were used at the elementary school under study. The conceptual framework was suitable to justify the project's success or failure because when teachers work in cooperation to refine the characteristics of a circumstance exhibited a moral purpose. Teachers tend to become discouraged and disinterested in designing additional teaching practices for students who did not meet standards. When teachers spend countless hours preparing instructional teaching practices, and students are unable to comprehend the curriculum taught, teachers tend to lose interest. A possible contributor to the problem was that teachers used unsatisfactory instructional teaching practices for those who did not meet standards at the elementary school under study. Teachers tend to become discouraged and disinterested in designing additional teaching practices for students who did not meet standards. Therefore, I decided to examine this problem, specifically, because according to the schools' data interaction report for the elementary school under study 376 of the 985 students 2015-2016 school term and 436 of the 1,201 students 2018-2019 school terms who did not pass their reading test.

Availability of participants. Throughout this elementary school under study, several participants selected was due to their diverse backgrounds. Several of these

participants collaboratively worked as a group to help students who did not meet standards. I used the instructional reading practice plans for teaching reading to examine teachers' perspectives on how the instructional teaching practices contributed to all students, regardless of their ethnic background, to read at grade level. Additionally, the data indicated that participants from this elementary school deficiently lacked the continuance for teachers to help students with poor reading skills. Therefore, the limiting factors would be to develop an instructional teaching practice approach to prompt insight and understanding practices caused another elementary school to require their teachers to help attend at least two instructional teaching practice plans annually.

Elementary school leaders and teacher training. A local elementary school should provide adequate information for their leaders to be able to help their teachers help students who did not meet standards to read at grade level. Elementary school leaders would offer instructional teaching practices for teachers to make sure a system-wide approach would help all students regardless of their ethnic background. I would also suggest that elementary school faculty receive a small amount of instruction training to support students who did not meet standards. As I reviewed my interview documents, I found that none of the participants considered the significance of examining teachers' perspectives on the instructional reading practices at the elementary school.

Recommendations

Data gathered from the interview process of my study helped me to identify that there was a gap between the proportion of students who did not meet standards and those who do meet standards. Therefore, I recommended that standard reading practices be

used as a paradigm to help close the widening gap between students who did not meet standards and those who do. I used this project as a model and recommendation to create an instructional reading practice plan exclusively for teachers to help all students. I will define the essential curriculum plan phases by gathering data about participants' expertise in an instructional reading practice plan for teachers. In addition to presenting a prospective curriculum plan requirement for Grades 2 through 6, I recommend that teachers present paradigms of best practices to organize this curriculum plan to return with suggestions and recommendations for the entire group to discuss.

Suggestions for a Future Project

Teachers would work collaboratively to provide, assess, and develop instructional teaching strategies for teaching instruction possibilities for faculty and staff throughout elementary schools. The curriculum plan would be a design consisting of reading practices using sight words daily for one to two minutes to keep track of strategies that worked and strategies that did not. I would suggest an instructional reading practice plan for a future project to be implemented. This curriculum plan would be a reading practice using sight words daily for two to three minutes to keep track of approaches that worked and approaches that did not.

In conclusion, I used Section 3 to explain the project. After reviewing the four basic genres of a project to choose from (evaluation report [for an evaluation study], curriculum plan, professional development, and policy recommendations with detail [position paper]). I decided that an instructional reading practice plan was a better fit for my project. To examine what teachers' perspectives on the instructional teaching

practices were used to help students read at grade level at the elementary school under

study to help all students read at grade level.

Section 3: The Project

Introduction

In Section 3, I present this project as a detailed curriculum plan for teaching reading at the elementary school under study, including the rationale for the category and design of the project and a literature review that guided the development of this project. The purpose of this project is to present a 9-week curriculum plan for teaching reading that school leaders can give to teachers to use in their classrooms to help all students to read at grade level. Teachers at the project site will receive a detailed curriculum plan for teaching reading. In Section 3, I describe potential instructional reading practices for this project. Section 3 will also include a discussion of the execution of this 9-week curriculum plan and an analysis of the barriers that might impede the application of this project. In the section, I describe the project based on the study findings. The entire project is included in Appendix A.

Rationale

After reflecting on data to be collected and analyzed throughout this research study, I will use a 9-week curriculum plan as my project to encourage leaders to provide a curriculum plan for teachers. The project will focus on the problem at a local elementary school under study to help students in Grades 2 through 6 to read at grade level. I will present this curriculum plan to elementary school leaders to give to teachers in helping their students with adequate teaching instruction (see Appendix A).

Review of the Literature

To locate literature for this review, I used the following electronic databases: the

Educational Resources Information Center, Education Research Complete, Education (a

SAGE full-text database), Google Scholar, ProQuest Central, and the Teacher Reference

Center. These databases were used to review additional data regarding the general 9-

week curriculum plan. The following keyword search terms were used to locate literature

for this review: *barriers, curriculum plan, curriculum and instruction, instructional*

reading practices, reliability, learner-centered, school leaders, standards, student

success, struggling readers, and *the teacher-student relationship.*

The 9-Week Curriculum Plan

Elementary schools should use a general 9-week curriculum plan to establish the

details of what they expect their teachers to teach students and understand what students

know already as well as what students should know to do well in each subject at all grade

levels (Meo, 2008). In using a general 9-week curriculum plan, schools might highlight

students' strengths and weaknesses by developing a fundamental core curriculum to help

students do well throughout their academic tenure (Baron et al., 2015). Elementary

schools use a general 9-week curriculum plan to promote a learner-driven curriculum

in real-life occurrences, assisting all students by developing profound academic support

(Baustien-Siuty, Leko, & Knackstedt, 2016).

A general 9-week curriculum plan will also prepare students for all academic

challenges in and outside of their educational arena (see Harris & Graham, 2018;

Ormond, 2016). Studies have shown that a 9-week plan can be used as a curriculum and

instruction approach to help all students, using mathematics, English language arts, social studies, and science as subject matters to align with elementary schools policies and procedures (Burkhauser & Lesaux, 2015; Chen & Wei, 2015; Debarger et al., 2016; Fenty & Brydon, 2017; Fogo et al., 2019).

Effects of 9-Week Curriculum Plan. Gilfeather (2018) identified five ways to help all students to read at grade level and build reading fluency as core-instructional teaching practices in following a 9-week curriculum plan. Gilfeather's five ways did not meet standards; instead, they focused on "(a) modeling fluent reading, (b) conducting student read-aloud, (c) previewing key vocabulary, (d) hosting a readers theatre, and (e) complimenting students when they read fluently" (p. 1). Teachers should advocate changing instructional teaching practices to help all students to read at grade level. An instructional teaching practice plan is an appropriate project because it targets using teaching practices for students who have not met standards (see Gilfeather, 2018). The national reading panel documented that, "There is insufficient support from empirical research to suggest that independent, silent reading can be used to help students improve their fluency" (Hasbrouck, 2006, p. 1).

Designing curriculum. School leaders should present a curriculum plan for teachers to help all students to read at grade level; moreover, it is important to facilitate all student reading by suggesting alternative approaches, such as adjusting operative standards to either use traditional teaching practices or creating innovative teaching practices to help students reach their reading goals (Brown, 2014; Martin & Allen, 2016). In this project, the objective would be to present a general 9-week curriculum plan for

school leaders to present teachers in helping all students to read at grade level. van den

Broek (2012) based a curriculum plan on Linn's (2006) call to integrate the perspectives

on learning and instruction and proposed the following four approaches focused on how

innovative, research-based teaching and learning strategies promoted integrated

knowledge to aid teachers to help students read at grade level:

- Teaching instruction should make instruction more available;

- Teaching should make thinking visible;

- Teaching should enable students to learn from others; and

- Teaching should promote autonomy and lifelong learning by engaging
  students in complex projects in which they practice analyzing, comparing,
  revising, rethinking, and reviewing their ideas (p. 14).

Zaslow (2014) noted that the implementation of effective teaching instruction requires

basing the curriculum plan on a preliminary understanding of *integration studies*, an

approach used in van den Broek's plan. Additionally, school leaders can use instructional

reading instruction as an approach to help all students to read at grade level.

Pedagogical Instruction

Pedagogy comprises the traditions and theories of students' education (Shawer,

2017). Linn (2006) presented pedagogy that included instructional teaching practices that

sequentially support individuals who conduct and design student learning, thereby

assisting them to design new successful learning processes. The relevance of pedagogy

within the prospective project's 9-week curriculum plan for teachers focused on Linn's

explanations of four pedagogical philosophies, ideologies, and beliefs. The following

teaching practices were used in the project to differentiate among teachers who used, modified practices, and constructed their traditional instructional reading practices:

- Some students *hypothesize* how they started with a comprehensive scope of philosophies but promptly focused on normative instructional teaching practices. Typically, these students avoid the resources of their initial point of view and swiftly accept conceptual philosophies from instructional teaching practices (Linn, 2006; Shawer, 2017).

- Some students *analyze* how they changed their (various) theories and assessment in diverse frameworks, combining "both normative and non-normative ideas" (Linn, 2006, p. 13). These frameworks clarified that these examinations identified standard instructional teaching practices. These students must pay close attention to challenging perspectives (Linn, 2006; Shawer, 2017).

- Some students *systematize* how they detached the school's view from other angles and aspired to do well with marginal attempts, frequently depending on limited knowledge in addition to attempting to understand approaches to respond to questions that might be on their exam (Linn, 2006; Shawer, 2017).

- Some students *conceptualize* philosophies that they analyze each concept in limited detailed frameworks as opposed to looking for relationships (Linn, 2006; Shawer, 2017).

Students who Struggle to Meet Standards

A 9-week curriculum plan will supply elementary school leaders with instructional options to help students receive adequate reading instructional practices for reading at grade level (see Meo, 2008). Teachers will be able to use context clues to help students recognize and describe conflict and genre (see Price-Mohr & Price, 2020). Gilfeather (2018) documented that students should be able to: (a) differentiate between main ideas and details by recognizing the main ideas in a text; (b) recognize the importance of supporting details and examples through an informational text; (c) understand that they should pay close attention to word choice to understand the text; (d) understand how to interpret words and phrases as used in the text; and (e) define vocabulary-building words by the context of who, what, when, where, why, and how as well as true and false, cause and effect, main idea, and characters in the story.

Reliability of Effective Learner-Centered Curriculum Plan

Instructional teaching practices designed for teachers are twofold (Lindsay & Yandell, 2019). First, instructional teaching practices reinforce teachers' ability to help students with poor reading skills to read at grade level (Lindsay & Yandell, 2019). Second, teachers design their instructional teaching practices by offering their perspectives on how instructional teaching practices will be used at elementary schools (Lindsay & Yandell, 2019).

Level of Support from School Leaders

Elementary school leaders must support teachers by making sure the general curriculum is available for all students (DuFour & Marzano, 2015). Implementing a

general curriculum for teaching reading saves leaders time and effort because teachers

spend much time diagnosing and assessing whether all students read at grade level (Balu

et al., 2015). A general 9-week curriculum plan will be needed to help educators supply

information far beyond the terminology that all students need to read at grade level

(Uccelli et al., 2015). Combining other motivational indicators, such as the association

among the reading deficiencies of students from Grades 2 through 6 and the students'

daily attendance, exposed compelling perspectives that contributed to student failure (see

Tawfik et al., 2015).

Project Description

Using the results of the study, I developed a curriculum plan as my project. The

project is titled the 9-week curriculum plan (see Appendix A). The implementation of this

9-week curriculum plan should take place in the summer of the upcoming school year.

The goal of this project will be to design a curriculum plan for elementary school leaders

to present to teachers to help students who did not meet standards.

Design of the Project

I used the design of the project to recommend a foundation for teachers

concerning the significance of offering a continual curriculum plan at the elementary

school under study. I designed a curriculum plan to present to leaders to help teachers

work with students who have not met reading standards. School leaders should offer

teachers a general 9-week curriculum plan that includes (a) instructional teaching

practices that focus on reading; (b) cooperative practices; (c) recommending reading

skills; (d) scholarly academic achievement; (e) implementation to change; (f) teacher

support; (g) organizational structure; (h) remaining in compliance with regulations; (i) in compliance with organizational culture; and (j) pedagogical instruction, by focusing on a (k) curriculum plan to promote learning in the classroom (see Appendix A).

Implementation of a 9-Week Curriculum Plan

This project is a 9-week curriculum plan for teachers to use to apply instructional reading practices for students who did not meet standards (see Appendix A; Baron et al., 2015). This 9-week curriculum plan will be a resource for elementary school leaders to use as a paradigm for best practice designs. This curriculum plan should be used primarily for teachers to help students who have not met standards (see Gilfeather, 2018). Leaders at the elementary school under study will be able to use the curriculum model as a framework using the self-perception theory of instructional quality in reading to collaborate and develop a curriculum plan for teachers to teach reading to all students, especially for students who do not meet standards. At the end of the 9-week curriculum plan, the elementary school leaders will have implemented a protocol for teachers to help students read at grade level.

Existing Supports and Resources

The results from the interview process were used as proof that this project could be used to help leaders prepare their teachers to help students who did not meet standards. Although local teaching instruction currently exists at this local elementary school, the current instruction does not cater to this cohort of students. A 9-week curriculum plan would be used to cater to all students, especially those who did not meet standards.

Potential Barriers

It is important to identify and understand which barriers pose a potential challenge to designing an effective learner-centered and teacher-driven curriculum plan (see Appendix A). The first barrier might be that elementary school leaders might lack a clear understanding and shared vision for students who did not meet standards. In this particular case, this might become problematic because leaders might be unable to help this cohort of students read at grade level. The second barrier might be that leaders at the elementary school did not prepare their teachers to help students who do not read at grade level; therefore, this barrier might pose a problem for teachers to properly prepare all students, especially those who do not meet standards.

Potential Solutions to Barriers

A potential solution to the first barrier might be that elementary school leaders would provide clarity to make sure teachers understand what their leaders' visions consist of by helping students who did not meet standards. A potential solution to the second barrier might be that teachers are offered and use the curriculum that leaders provide to them. For example, providing an adequate core curriculum for leaders and teachers to help students who did not meet standards will promote positive social change.

Project Timeline for a Future Curriculum Plan

To prepare to design a curriculum plan, I created a project timeline for a future curriculum plan. In Table 6, I present the timeline to plan a future curriculum plan for leaders. The implementation of the project timeline for the future curriculum plan for teachers (presented in Table 6) will be important to design an instructional teaching

practice plan. This instructional teaching practice would function as a blueprint to support

its application to manage students with poor reading skills. The following 12 action steps

will be used for a project timeline (see Table 6), in addition to describing the project

timeline.

Table 6

Project Timeline for a Future 9-Week Curriculum Plan

Task Number	Task Description	Duration in weeks	Start Date	End Date
1	Review elementary school leader's itinerary for conflicts	1	09/07/20	09/11/20
2	Schedule dates to present curriculum plan to leaders	1	09/14/20	09/18/20
3	Create invitation letters to leaders	1	09/21/20	09/25/20
4	Submit e-mails with dates & time of submission to leaders	1	09/28/20	10/02/20
5	Regulate the cost of a curriculum plan for leaders	1	10/05/20	10/09/20
6	Ask teachers to use a project timeline	1	10/12/20	10/16/20
7	Ask teachers to use a curriculum plan as a paradigm	1	10/19/20	10/23/20
8	Ask leaders to use a curriculum plan school-wide	1	10/26/20	10/30/20
9	Ask teachers to participate in future curriculum plans	1	11/02/20	11/06/20
10	Direct policymaking processes and procedures for leaders and teachers	2	11/09/20	11/20/20
11	Teachers implement the curriculum plan	9	11/23/20	01/29/21
12	Post project assessment	1	02/01/21	02/05/21

First, I will create a project timeline (see Table 6) to define the essential

curriculum plan phases. Second, there will be 12 action steps used as a guide to

implementing the project (see Table 6), which will describe the essential steps required to

design a curriculum plan. Third, the total time to implement this project will be 21 weeks

(see Table 6).

Project Evaluation Plan

The effectiveness of a 9-week curriculum plan will be examined by gathering data

to show if the plan will support all students. Thus, the assessment of the core-curriculum

will involve the application stage (a 9-week curriculum plan), and by the end of the initial

year, the application of a collective review will be used to help students who did not meet standards. This project review plan will be directed toward teachers in helping students who did not meet standards. A hands-on approach will be used to adapted evaluation was also pertinent to examine the success of the 9-week curriculum plan. A hands-on-adapted evaluation might influence teachers who might be more affected by the project (a 9-week curriculum plan), attributable to receiving instructional reading practices from elementary school leaders.

A Curriculum Auditing Process

The use of a curriculum auditing process would be beneficial to examine if an existing curriculum used by elementary school leaders and teachers will help students who do not meet standards. If a curriculum auditing process is *not* successful, this process might help to improve student achievement (see Figure 1), at which point positive social change might emerge.
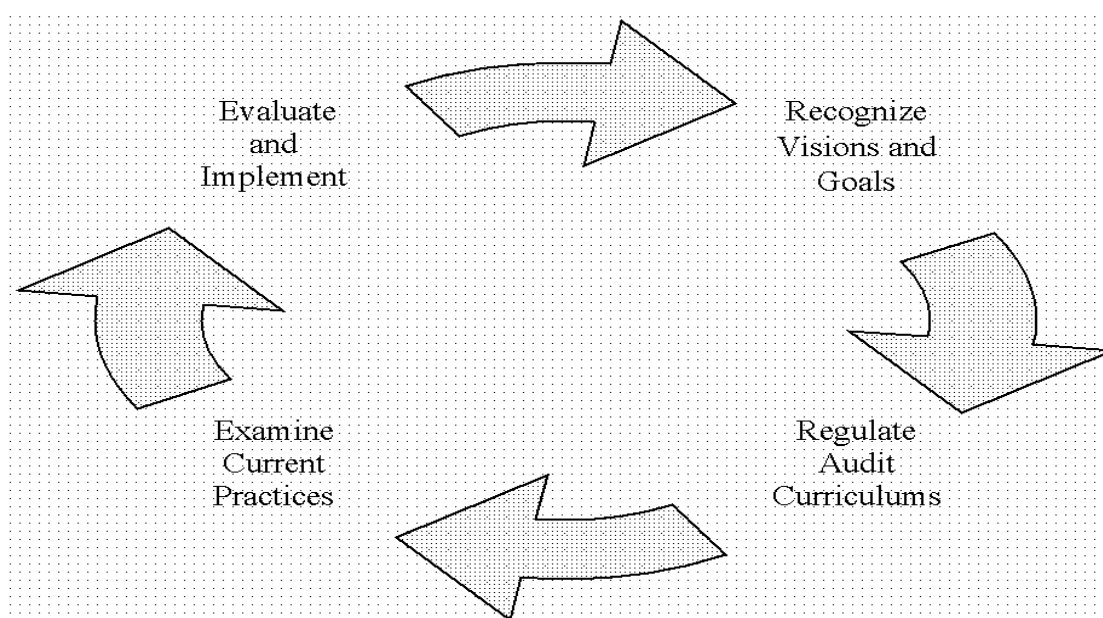
Figure 1. A continual curriculum auditing process

In a practical curriculum auditing process (see Figure 1), the participants might be involved with the application of the instructional teaching plan to gather and analyze data. A foundational curriculum auditing process will be used at each preliminary stage of the curriculum plan for teaching reading at the elementary school, at which point, a hands-on-adapted evaluation process might emerge.

Curriculum Audit Checklist

The usage of a curriculum audit checklist (see Table 7) to complete a curriculum auditing process, can be a useful resource to create curriculum plans (Armstrong, Stahl, & Kantner, 2015; English, 1988; Sork, 1982). Therefore, to make sure a curriculum audit is effective, there must be a clear understanding regarding the school district and elementary schools' visions and goals, which might include their outcomes, central focus, and a mission statement (Sork, 1982). Thus, I will compose a curriculum audit checklist using Sork's (1982) model as an example. A curriculum auditing checklist might be part of a future project assessment. The curriculum audit checklist as an instrument allows for a general count regarding whether written activities emerged in the classroom setting (see Table 7; Armstrong et al., 2015), and also in finding out who instructed with them (student or teacher), as well as recognizing how often activities emerged (Armstrong et al., 2015). I used a curriculum auditing checklist (see Table 7) as a guide to creating the applicable curriculum auditing process.

Table 7

A Curriculum Audit Checklist

Course Title: _____   **Length:** _____

Training Approaches: _____

Assessment: ☐ **Continue**   ☐ **Revise**   ☐ **Cancel**

	Yes	No
I. Reading Curriculum Plan	Yes	No
1. Is reading associated with an elementary school's objective?	☐	☐
2. Can it analyze a subject matter deficiency?	☐	☐
3. Is this course mandated?	☐	☐
4. Can it analyze an innovative proposal, employment, treatment, etc.?	☐	☐
II. Influence	Yes	No
5. Did the class receive constructive responses from students?	☐	☐
6. Did it create predictable educational outcomes?	☐	☐
7. Did it improve students' performance levels?	☐	☐
8. Did it produce measurable outcomes for school districts?	☐	☐
III. Subject Matter	Yes	No
9. Was the subject matter content performance-based (relevant for students)?	☐	☐
10. Was the theme state-of-the-art?	☐	☐
11. Was the length of the curriculum appropriate?	☐	☐
12. Were materials state-of-the-art?	☐	☐
IV. Delivery	Yes	No
13. Was the teaching preparation strategy (i.e., training approach) applicable?	☐	☐
14. Was the requirement for the class aligned with expectancies?	☐	☐
15. Was class attendance aligned with expectancies?	☐	☐
16. Did the class continue as planned (i.e., minimum withdrawals)?	☐	☐
V. Budget	Yes	No
17. Were overall training expenses reasonable?	☐	☐
18. Were class implementation/training expenses reasonable?	☐	☐
19. Were class maintenance expenses reasonable?	☐	☐
20. Were technology expenses reasonable (if relevant)?	☐	☐

Project Implications

The purpose of the project will be to use a 9-week curriculum plan for teachers to

strengthen this elementary school's current instructional teaching practice plan capacities

and abilities to help students who did not meet standards. This project will present

possibilities for teachers to create positive social change by using a 9-week curriculum

plan for teaching reading at an elementary school under study. The plan will be presented

to leaders, thus allowing teachers opportunities to use for a proportion of students who

did not meet standards. This project will have the potential to promote positive social

change for elementary school leaders and teachers. The prospective measurable results

will include instructional teaching practices by using diverse approaches to help all

students to read at grade level, as well as shared visions for teachers and students who did

not meet standards.

At a local level, this project will support and encourage teachers to help students

who did not meet standards. Therefore, a successful application and acceptance may

empower other elementary schools to use a 9-week curriculum plan to reduce the number

of students who did not meet standards. In the broader societal perspective, outside the

elementary school realm, a likely area for progression would be to support the inclusion

of instructional teaching practices that allow teachers opportunities to help students meet

standards.

Conclusion

In Section 3, I defined the treatment of the results of this study by developing the

project. In Section 3, I clarified the intent of this project by examining the problem that

required the execution of this project, presented in Appendix A. In Section 3, I discussed:

(a) essential barriers, the timeframe for elementary school leaders using the curriculum

plan for teaching reading at an elementary school under study for leaders to give to

teachers to use to help all students to read at grade level; (b) the roles and responsibilities that I followed in preparing a 9-week curriculum plan for teaching reading at an elementary school; (c) the use of my project as a 9-week curriculum plan for teaching reading at an elementary school under study for leaders to give to teachers for helping all students to read at grade level, which delivered adequate implications, including positive social changes for the local community by presenting a valid conclusion; and (d) concluded with the supposition defining the references to positive social change.

In Section 4, I present a demonstration of the doctoral research study voyage, notably, an examination of the limitations and successes of the project, a presentation regarding individual growth due to completing this extensive amount of work, and the reflection of this study's opportunities to promote positive academic achievement. In Section 4, I conclude my study and project by abridging this comprehensive methodological process. Teachers should be responsible for helping students to become skilled readers within the educational population. Teachers should also fully integrate instruction within the elementary schools, both across and within each theme. In Section 4, I also present recommendations for alternative approaches in the following: scholarship, project development, evaluation, leadership, and change; reflection on the importance of the work; implications, applications, and directions for future research. These latter are presented in Section 4, highlighting the project's strengths and limitations of the project.

Section 4: Reflections and Conclusions

Project Strengths and Limitations

The purpose of this basic qualitative exploratory study was to examine teachers'

perspectives on how instructional teaching practices were used to help students read at

grade level at the elementary school under study. Data were gathered from the participant

interviews. After collecting and analyzing data, the results revealed a gap in teaching

practices (see Wiles & Bondi, 2014). This gap led to the development of a 9-week

curriculum plan for teachers to help students read at grade level. The limitations of the

study included that a deficiency appeared in continuing an instructional teaching practice

plan for teachers to help the proportion of students not meeting standards.

In Section 4, I present and reflect on the study and project regarding the

limitations and successes of this study. Section 4 also contains proposed alternative

project practices that might function as supplementary approaches for this study. In

Section 4, I examine my professional growth and personal learning, as well as provide

insights into the importance of this study to promote students' academic success. Section

4 includes future research recommendations and the 9-week curriculum plan project.

This project was important because the results of this study drove the application

of the instructional teaching practice plan. For the final project, I created a 9-week

curriculum plan for teachers at the elementary school under study to help students who

did not meet standards. The curriculum plan potentially enhances elementary school

teachers' content knowledge (see Meo, 2008). I was able to focus on projected actions

that brought about the establishment of relevant and meaningful policies that can lead to

improving the best practice results of teachers' instructional reading practices. I used A'yun's (2020) work as a lens through which to consider the teachers' perspectives on instructional reading practices. The 9-week curriculum plan project focuses on the requirements of teachers and the discrepancies in their instructional reading practices at the elementary school under study.

The results indicated a lack of a constant instructional teaching practice plan and a deficiency concerning a reliable approach to help students not meeting standards. An additional strong point of a 9-week curriculum plan was its support for teachers at the elementary school under study. An effective curriculum plan can be used for teachers to adopt an elementary school reading plan to incorporate teaching students who do not read at grade level. This curriculum plan focuses on instructional teaching practices to meet the study participants' needs. Modifications to the instructional teaching plan might emerge to help meet the individual needs of other elementary schools.

The results of the basic qualitative study showed that teachers could provide students with a quiet, motivating, and positive educational setting, which might contribute to positive social change by helping students read at grade level. The strength of the project at the elementary school level was that teachers wanted to examine the problems of students who continuously struggle to read as well as to reduce the usage of unsatisfactory core-instructional teaching practices. The curriculum plan can help teachers who use satisfactory instructional teaching practices find other practices for addressing students who do not read at grade level.

Recommendations for Alternative Approaches

An alternative plan to this project might be a professional development or training curriculum and materials, which includes the purpose, goals, learning outcomes and target audience, activities, outlines each component, a timeline, module formats, implementation plan, and evaluation plan in addition to designing a detailed hour-by-hour, 3-day training program. A second alternative plan is a policy recommendation with detail (i.e., a position paper), including the background of existing policies or problems, a summary of analysis and findings that offers evidence from research and literature, an outline of recommendations affiliated with the evidence that relates to the audience, and a description of the goals of the proposed project. Both alternative approaches provide opportunities for elementary school leaders and teachers from other elementary schools to recognize the gap between students who meet standards and those who do not meet them. Developing an elementary school-reading plan as an approach might also present insight and understanding of how a universal framework can benefit other elementary schools.

Scholarship, Project Development, Evaluation, Leadership, and Change

As a scholar, I especially enjoyed reading, interpreting, and synthesizing the research gathered regarding instructional teaching practices. An opportunity was presented for me to conduct a basic qualitative research study, so I decided to use qualitative research approaches in this study. Therefore, I focused on how participants' personal and professional experiences presented opportunities for understanding the influence of how individual experiences shaped their project.

Scholarship

In this study, I focused on Theme 3, students who did not meet standards because I wanted to present instructional reading designs for leaders to present to teachers to help students read at grade level. The ideas and facts discussed by participants supported my professional growth with the understanding, insight, and acquisition of diverse methods to help teach these students. This study also helped to expand my repertoire of the strategies and skills essential to helping each student who exhibits reading deficiencies. Even as a self-disciplined novice, it proved easier than I had thought to design a blueprint to complete each stage of the research process; yet, sometimes, the issue was complicated, so it was easier to underestimate the time spent on each phase used in my research approach. My sustaining objective regarding the approach taken was to learn as opposed to speeding through the reading activity. Carefully reading each assignment was critical to stay focused on the end goal.

Although challenging, I had to limit the focal points of my study and realize when enough sources were gathered, and data saturation of literature was reached, so I could synthesize and examine relevant academic peer-reviewed literature (see Fusch & Ness, 2015). The process supported my leadership ability. During the investigation, I reflected daily on instructional teaching practices, which developed into an analytical factor of my roles as a researcher and educator. I additionally found comfort in using other teachers' suggestions concerning instructional teaching practices. I began advocating for more effective approaches to help students who exhibit poor reading skills in addition to

discovering successful approaches to decrease the number of students with poor reading

skills in the context of an elementary school.

Project Improvement and Evaluation

The challenge of aligning this project to meet the needs of teachers could be an

additional barrier to creating a suitable evaluation approach for this project; however, the

result of this project might not be an academic plan, but a unique instructional teaching

practice that might be developed outside an instructional reading practice plan.

Huddleston and Rockwell (2015) provided an assessment of a larger population of

students not meeting standards, showing a historical critique of high-stakes testing in

reading.

A 9-week curriculum plan was the most suitable design for the project in this

study. It became quite clear that the project would need to address the obstacles hindering

a proportion of students not meeting standards. The 9-week curriculum plan can be used

to help teachers aid existing and future readers to succeed academically. The purpose of

this project was to provide opportunities for the continuance of a 9-week curriculum plan

for teachers, centered on improving student performance and helping students read at

grade level through the use of a reading plan.

Leadership and Change

The instructional teaching practices process broadened my leadership abilities and

allowed me to use enhanced instructional teaching practices as a teacher. Engaging with

the teachers who participated as interviewees in this study permitted me to pay attention

to usable paradigms of best practices and individual stories. I used my own success story

here to help teachers at the elementary school to design instructional teaching practices for leaders to present to teachers to help students who do not meet standards.

I also gained knowledge from teachers at other elementary schools, which guided my reforming educational success recommendation processes and procedures and improving my expertise in helping teachers help students. The results of this study, from the systemization of participants' data to the substantial literature review, suggest that others in a similar position can also boost their leadership abilities and upgrade their current instructional teaching practices. The data gathered indicated that, in theory, using existing preparation plans caused a deficiency in teaching and managing a proportion of students not meeting standards; however, teaching and managing limits take a great deal of the teacher's time.

Analysis of self as a scholar. The largest challenge I encountered throughout this process was in managing patience and trust. Throughout the study, I welcomed the input, positive feedback, recommendations, and guidance of Walden's faculty as a driving force of this project; yet, I also respected the participants, scholars, and teachers as knowing precisely how structuring the focal point of this study would be beneficial. Cooperation played a significant role in designing a critical study.

My work as a researcher was isolated, except for contact via Blackboard classroom in addition to the interactions with my committee chair, second committee member, and University Research Review member, which were quite rewarding. Although progress was a bit slow, it became obvious that taking an equal number of breaks in the research process was essential to allow me opportunities to reflect and

determine precisely how to move forward. The most significant component of my progress as a researcher lay in having the ability to expand on my current field of study by synthesizing and examining a wide selection of data gathered.

Analysis of self as a practitioner. As a novice practitioner, I discovered the significance of staying up to date on best practices for refining student knowledge and that such individual best practices included more than my academic field of study. There are also general practices to improve student knowledge and skill levels that focus on enhancing learning for students with poor reading skills and present an elementary school reading plan for insight and understanding, which remain essential. Disclosing philosophies, knowledge, skills, and methods to help a proportion of students, not meeting standards, might help teachers improve their effectiveness in administering instructional teaching practices. Much of a teacher's day involves assisting a proportion of students not meeting standards. The application of effective approaches for helping students who did not meet standards to read at grade level might also provide teachers with more time to organize additional instructional teaching practice assignments.

Analysis of self as a project developer. Designing a plan to provide a suitable treatment of results can be too large of an expectation; however, collecting data and using the results to guide the path of the project produced a more reliable instructional teaching practice plan project. The study findings forced me to go far beyond my comfort area and look for a project that would meet the study participants' needs. My preference was to use hands-on approaches for personal and professional knowledge; therefore, to design a 9-week curriculum plan for teachers was not an outcome or activity. It was a projected

response to the results of the study. The process of creating the plan proved that through studying, reviewing, and examining data gathered, the results would propel the project. There were times when I believed the project might become an administrative summation of my study findings, using an effective instructional teaching practice plan for study participants to help students who did not read at grade level.

This project might demand supplementary provisions, which would include an adequate background of the literature review and a summation of the results supporting the treatment of a 9-week curriculum plan for teachers. Exclusive of data gathered, the instructional teaching practice plan would be deficient in credibility and strength designed for its application. With the level of details that integrated examples of best practices and background data, it was apparent that the instructional teaching practice plan would not benefit or support the application of the project. In gathering knowledge during this examination, the data collected were the driving force used to develop this project, which benefitted me as an educator.

The 9-week curriculum plan that stemmed from my study's results could produce positive social changes, those designed for teachers to use in elementary schools (Harris & Graham, 2018). The application of a 9-week curriculum plan for the teachers uses an approach to provide documentation to support elementary school teachers in focusing on the gap that has formed within instructional teaching practices (Beriswill et al., 2016; Sandberg & Norling, 2020).

The application of an instruction teaching practice plan for the elementary school under study established that teachers would have the sponsorship required to meet the

needs of each student. The application of instruction was attributable to building a positive school atmosphere that would be both emotionally and physically beneficial for students to become skilled readers (Cooper et al., 2015; Tawfik et al., 2015). The instructional teaching practice plan derived from the findings of the study supports meeting teachers' needs using instructional teaching practices to help a proportion of students not meeting standards (Bergqvist & Bergqvist, 2017). The curriculum plan provides a solid foundation to support the need to examine the problem of how to help students read at grade level (Harris & Graham, 2018). The possible influence of this project could be pertinent to the elementary school, in terms of the general 9-week curriculum plan (VanTassel-Baska & Baska, 2019). For this project to include the largest possible influence on the cohort of students not meeting standards, it is critical to publish the results of this study, carry over their importance past the end of this study.

Reflection on the Importance of the Work

As the researcher, I used interviews to examine teachers' perspectives on how the instructional teaching practices contributed to helping the proportion of students not meeting reading level standards. Based on those findings, I developed a curriculum plan as a project. The project was significant in several different ways. First, throughout the instructional teaching practice, teachers would obtain information, such as a reading strategy, to reduce their stress regarding instructional teaching practices. Moreover, the curriculum plan's sequential approach to reducing the number of students who continuously did not meet standards might thus intensify the teachers' desire and motivation to teach. Second, teachers received effective instructional teaching practices

to encourage them to become more inspired and resourceful in helping students who had not met standards.

Finally, in the instructional teaching practice cooperative approach, educators gain knowledge from other educators who effectively use a variety of teaching approaches in their classroom. Teachers could discuss their innovative philosophies with other teachers, using their analytical skills for choosing instructional teaching practices that helped students who had not met standards. In using the instructional teaching practice, with responses from their peers' classrooms and personal experiences, teachers could also help assess which approaches students preferred, proving successful in promoting students' academic success. For example, when the school year began, teachers were compelled to use instructional teaching practices presented to them at their summer instruction. Later they could also evaluate the success of incorporating diverse instructional teaching practices to determine if these practices fit each student's needs.

Implications, Applications, and Directions for Future Research

The study results indicated that teachers spent a substantial amount of their preparation time helping students who exhibit poor reading skills. Teachers participated in minor changes in instructional teaching practices to enhance their competencies in helping this cohort of students to read at grade level. The results of this study also demonstrate that elementary school leaders should consider increasing their support for teachers in helping this cohort of students. Elementary school leader support might appear in the form of continuing a 9-week curriculum plan for teachers using the instructional teaching practice paradigm. The results could propel education to a higher

level using the reading plan to help as a teaching approach. The project showed that a 9-week curriculum plan for teachers allows them opportunities to problem-solve and discuss current needs for their students. Teachers can use the project that I designed to help improve the student's reading skills. The design will be an insightful approach that can be distributed throughout the elementary school under study to help all students, especially those not meeting reading standards.

Future research might further expand the range of this study's results and implications. A potential study might be conducted at a considerably larger location, perhaps a metropolitan school, and in sites with substantial levels of cultural and socioeconomic differences. Future research case studies might be used to examine if a statewide need exists for teachers to use a 9-week curriculum plan at an elementary school. Consequently, replicating this study on a larger scale or at a school with a more diverse student population could offer different results. The results from this project present a paradigm of best practices regarding insight and understanding to help the cohort of students not meeting standards. A list of patterns and paradigms of best practices will guide potential researchers to investigate if there is a need for teachers to look for diverse approaches, and to defend instructional practices that help students to become productive and successful individuals.

Conclusion

I began this study because of both personal and professional interests to reduce the rejection rate of students whose reading fails to meet standards, thus, to help teachers to reduce the number of students with poor reading skills. In conducting this basic

qualitative study, I detected a gap in teaching instructional practices at the local

elementary school that participated. The results of the study suggested that the

application of a 9-week curriculum plan for teachers could reduce the number of students

not meeting standards at the elementary school. The project also focused on the needs of

participants at the study site; thus, modifying the instructional teaching practice plan

might also help other elementary schools to decrease the number of students not meeting

standards. Additionally, publishing the results of the study will provide a continuing

curriculum plan for teachers in helping students not meeting reading standards by using

instructional teaching practices and an elementary school reading plan. This project also

functions to validate and reinforce my own and other teacher's needs to help advocate for

better instructional teaching practices for students not reading at grade level.

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Appendix A

The Project: A 9-Week Curriculum Plan

Prepared by Dr. Brenda Heslip, Doctoral Candidate

August 2020

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A 9-Week Curriculum Plan for Teaching Reading at an Elementary School

Administrative Summation

The purpose of my project was to present a 9-week curriculum plan for teaching reading at an elementary school under study for leaders to give to teachers to use for students who did not meet standards. Typically, a 9-week curriculum plan is a guide designed for teachers to instruct in subjects and skills. Some 9-week curriculum plan s are conventional road maps that provide daily instruction (see Figure A2). The objective of my project is to present a thorough explanation of an elementary school leader regarding the importance of helping students who did not meet standards. The goal is to provide an elementary school leader with a 9-week curriculum plan to present to their teachers throughout the elementary school calendar school year.

Figure A2

Road map of a 9-week curriculum plan
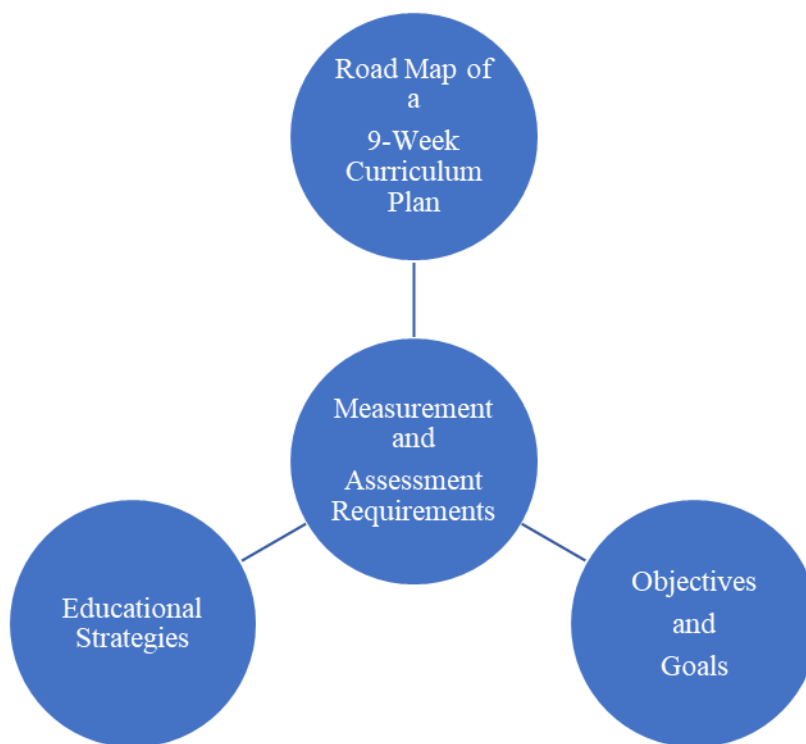
This 9-week curriculum plan is a road map (see Figure A2) that presents measurement and assessment requirements, objectives and goals, and educational strategies, which is a continuous summation to determine what elementary school teachers have taught and what they need to teach.

Learning Outcomes

- Teachers will be able to understand the importance of using instructional reading practices for students who did not meet standards. Reading literacy is a fundamental approach used by an elementary school to help students become skilled readers.

- Learning outcomes for this 9-week curriculum plan for teaching reading at an elementary school under study will provide teachers with opportunities to understand the difference between teaching instruction and the administration of instructional reading practices, to decrease the number of students who did not meet standards.

Overview of the Project

The project, a 9-week curriculum plan for teaching reading, will offer an elementary school leader's options for teachers to teach their students to read. A 9-week curriculum plan for teaching reading will include a curriculum for teachers. This 9-week curriculum plan for teaching reading at an elementary school under study will give leaders approaches to offer instructional teaching practices for teachers to use to help students who did not meet standards. An elementary school leader will allow teachers to use teachers' instructional reading practices as a 9-week curriculum plan for teaching

reading at an elementary school under study for leaders to give to teachers to use for students who did not meet standards. An elementary school leader will give teachers instructional reading practices to enhance their transformational leadership skills as elementary teachers to promote student success. Teachers will use reading practices to determine the effectiveness of helping students to read at grade level.

Project Purpose

The purpose of this 9-week curriculum plan for teaching reading at an elementary school under study is to provide teachers with instructional reading strategies to close the achievement gap between students who read at grade level versus students who not. This 9-week curriculum plan will allow teachers to explore what instructional reading practices teachers should use to improve students' reading levels. Also, allowing teachers to critically analyze helping students who read below grade level to read at grade level using a 9-week curriculum plan for teaching reading at an elementary school under study to close this ever-growing reading gap.

Meritorious

A 9-week curriculum plan for teaching reading at an elementary school under study will give leaders options for teachers to use to teach new instructional reading practices. This 9-week curriculum plan will help students who did not meet standards to read at grade level. Potential barriers are impediments that might discourage students from wanting to read (Crossman, 2019). Teachers look at diverse ways to help students strengthen their current reading skills. All principals and teachers were aware that a core

reading 9-week curriculum plan was essential at local and state levels to close this ever-growing achievement gap.

Design of the Project

A 9-week curriculum plan for teaching reading at an elementary school under study will provide leaders with (a) instructional teaching practices that focus on reading, (b) cooperative practices, (c) recommended reading skills, (d) scholarly academic achievement, (e) implementation to change. In addition to, (f) teacher support, (g) organizational structure, (h) compliance and regulations, (i) organizational culture, (j) pedagogical instruction, and (k) a 9-week curriculum plan to promote learning in the classroom.

Elementary School Leader and Teacher Relationship

An elementary school leader expects teachers to be able to: (a) place students into groups to complete prompts to present to larger groups. Also, (b) reporting the positive and negative effects of current teaching strategies, (c) asking students who have difficulty reading if they feel comfortable with their instructional reading practices. Also, (d) preparing students to learn in a positive classroom environment.

Teacher-Student Relationship

Teachers will (a) motivate students, (b) inspire action, (c) create a shared vision for students in pursuit of this elementary school's goals and mission statements, (d) transform instructional reading practices. Also, (e) frequently use technology for daily activities, (f) support classroom learning, (g) promote student engagement. Students will (a) participate in all class activities, (b) be eager to complete and turn in all homework

and class assignments promptly. In addition to, (c) being polite in and out of the classroom to keep the school environment safe and friendly (d) only use technology for daily class activities and do not surf for information that is not appropriate for a school environment. Through (e) advocating for and supporting group activities to collaborate with peers in their classroom setting, and (f) being eager to ask their teacher for assistance when needed in addition to helping their peers who need additional support.

Five Best Practices to Build Fluency among Students who did not meet standards

In 2018, Gilfeather introduced five best practices to build fluency among students who did not meet standards. Modeling students' balanced reading. Students are more likely to help achieve fluency if they have a strong understanding of what constitutes reading fluency using student read-aloud. Reading fluency is most measured by listening to children read aloud. When readers lack fluency, their oral reading sounds choppy or hesitant, lacking the accuracy, rhythm, and flow that presents a confident understanding of the text.

According to Gilfeather (2018), the following five approaches will help students who did not meet standards by building reading fluency to the following: (1) Host a reader's theatre because a reader's theatre will be a place where students can perform a play for their peers, which will be a fun twist on reading aloud. This strategy works well with stories broken down into parts or characters. (2) Compliment students when they read fluently. It was helpful to point out students who did not meet standards gently, so they know what to work on, it is also beneficial to help acknowledge when they are reading fluently. (3) Reading fluently for students who did not meet standards is

challenging work. Therefore, it is essential to encourage students to learn by recognizing and rewarding them for putting forth an effort to read at grade level. (4) Previewing essential vocabulary when introducing a text by finding new or potentially challenging words will allow students who did not meet standards to read at grade level. (5) Read and reread the text, practice the words in isolation outside of the book by teaching the correct meaning and pronunciation of the words.

A 9-Week Curriculum Plan used to Promote Learning in the Classroom

The project, a 9-week curriculum plan, will be used to provide an elementary school leader with reading practices to present to teachers using a project timeline (see Table 6) to create future curriculum plans for elementary school leaders and teachers. Teachers use a 9-week curriculum plan to (a) promote classroom instruction plan, (b) encourage learning as pedagogy to promote student-centered learning. To (c) help students gain the knowledge and skills needed to read at grade level, (d) use critical-thinking skills to help students read at grade level, (e) use reading practices to promote learning skills to help students build on current knowledge and skills. As well as (f) help students work in cooperative groups to improve their reading abilities.

A 9-Week Curriculum Plan for Teaching Reading at an Elementary School

I will use a 9-week curriculum plan for teaching reading to an elementary school leader to present to their teachers. The 9-week curriculum plan will be a teaching approach to use sight words daily for one to two minutes to keep track of strategies that worked and strategy that did not. A 9-week curriculum plan will supply an elementary

school leader with options to focus on making sure students will receive satisfactory

instructional reading practices to read at grade level. Students will be able to (SWBAT):

- Use context clues to recognize and describe conflict and genre

- Differentiate between main ideas and details in text as well as identify main

  ideas in a text

- Recognize supporting details and examples in an informational text

- Understand good readers read cautiously by paying close attention to word

  choices to understand the text

- Understand good readers understand words and phrases as used in the text

- Define vocabulary-building words by context who/what/when/where/why/

  how, true & false, cause & effect main idea characters reading stories

I present the following example of a 9-week curriculum plan for an elementary

school leader to present to their teachers within the elementary school's calendar school

year using a project timeline (see Table 6) to design future curriculum plans: The 9-week

curriculum plan package will be used to train teachers to help students read at grade level.

Teachers will be able to help students. Therefore, students will be able to (SWBAT): (a)

answer questions about short passages using textual evidence. (b) use context clues to

describe and identify conflict and genre; (c) differentiate between main ideas and details

in text as well as identify main ideas in a text; (d) identify supporting details and

examples in an informational text. (e) understand good readers read closely and pay

attention to word choice to understand the text. (f) understand good readers interpret

words and phrases as used in the text. (g) define vocabulary-building words by context

who/what/when/where/why/how; true & false; cause & effect; main idea characters; and reading stories. Teachers will be able to use the following 9-week curriculum plan to help students read at grade level.

Week 1: Curriculum Plan: Grades 2 through 6: Guided Reading

Book Title: Nate the Great

Instructional Focus: Students were able to answer questions about short passages using textual evidence. Students were able to use context clues to identify and describe conflict and genre. Students were able to differentiate between main ideas and details in text as well as identify main ideas in a text. Students will identify supporting details and examples in an informational text. Students were able to understand good readers read closely and pay attention to word choice to understand the text. Students were able to understand good readers interpret words and phrases as used in the text. The student will be able to define vocabulary-building words by context who/what/when/where/why/how; true & false; cause & effect; main idea characters; and reading stories.

Before Reading

Sight Word Review (optional after Level D) (1 minute)

Humorous chalk   Watercolor spots   Sludge Delighting

Book Introduction (3–4 minutes)

This book is about Nate the Great, who has a new case. His friend Annie lost her picture, and she wanted Nate to find the picture.

Book Introduction (1 minute)

Briefly reviewed reading and invite students to continue reading the text from the previous school day

During Reading

Text Reading With Prompting (5–8 minutes) Prompt for self-monitoring, decoding, fluency, vocabulary, and comprehension as needed.

Self-Monitoring

• Something did not make sense, did it? What can you do?

• Are you right? Does that make sense and look right?

• Read that sentence again, think about the story, and what would make sense.;

• I noticed that you self-corrected. That is what readers do!

• Think about the story and try something that looks right;

• You figured out that tricky word by yourself. How did you figure that out?

Decoding

• Cover the ending. Is there a part you know? Try that again and think, "What would make sense?"

• Do you know another word that looks like this one?

• Break the word into parts and think about what would make sense.

• Think about the two words that make up that contraction.

• Can you think of a word that has the same part in it?

Vocabulary

• Look at the picture/text feature to help you understand that word.

(a) Fluency

• Reread that sentence the way the character might say it.

• Put these words together, so it sounds smooth.

Comprehension

• Tell me about what you just read. What happened at the beginning?

• How does the character feel now?

• Why do you think that character did that?

• What might the character do next?

After Reading

Teaching Points (1–2 minutes) from your quick observations, select a decoding, self-monitoring, fluency, vocabulary, or comprehension strategy to demonstrate and teach quickly. Retell or Comprehension Conversation (1–2 minutes)

Retell

• Can you retell the story or recount important facts that you learned?

• Beginning-Middle-End (B-M-E)

• Somebody-Wanted-But-So-Finally (S-W-B-S)

• Five-Finger Retell

Comprehension Conversation

• What are you thinking? What did you notice? Do you have any questions about what you have read?

• What was your opinion of that book? Does anyone have a different opinion?

• What kind of text is this? Have you read any other texts like this?

• How are books different from books?

• How do you think (character) feels about that?

• What was the big idea/central message/lesson/moral? Why do you think that?

Teach Sight Word (1–2 minutes) (optional after Level E) Word Study (choose one; 5–7 minutes) • Picture sorts • Sound boxes • Making words • Analogy charts: Guided Writing (8–10 minutes): Levels D: Dictated or open-ended sentence: Levels D: Beginning-Middle-End, or Somebody-Wanted-But-So.

Week 2: Curriculum Plan: Grades 2 through 6: Guided Reading

Book Title: The Invention of Hugo Cabret

Instructional Focus: Students were able to answer questions about short passages using textual evidence. Students were able to use context clues to identify and describe conflict and genre. Students were able to differentiate between main ideas and details in text as well as identify main ideas in a text. Students will identify supporting details and examples in an informational text. Students were able to understand good readers read closely and pay attention to word choice to understand the text. Students were able to understand good readers interpret words and phrases as used in the text. The student will be able to define vocabulary-building words by context who/what/when/where/why/ how; true & false; cause & effect; main idea characters; and reading stories.

Before Reading

Sight Word Review (optional after Level E) (1 minute)

Orphan Clock Keeper   Thief

Book Introduction (3–4 minutes)

This book is about Hugo living in the walls of a busy Paris train station, where his survival depends on secrets and anonymity

Book Introduction (1 minute)

Briefly reviewed reading and invite students to continue reading the text from the previous school day

<div align="center">*During Reading*</div>

Text Reading With Prompting (5–8 minutes) Prompt for self-monitoring, decoding, fluency, vocabulary, and comprehension as needed.

Self-Monitoring

• Something did not make sense, did it? What can you do?

• Are you right? Does that make sense and look right?

• Read that sentence again, think about the story, and what would make sense.;

• I noticed that you self-corrected. That is what readers do!

• Think about the story and try something that looks right;

• You figured out that tricky word by yourself. How did you figure that out?

Decoding

• Cover the ending. Is there a part you know? Try that again and think, "What would make sense?"

• Do you know another word that looks like this one?

• Break the word into parts and think about what would make sense.

• Think about the two words that make up that contraction.

• Can you think of a word that has the same part in it?

Vocabulary

• Look at the picture/text feature to help you understand that word.

Fluency

• Reread that sentence the way the character might say it.

• Put these words together, so it sounds smooth.

Comprehension

• Tell me about what you just read. What happened at the beginning?

• How does the character feel now?

• Why do you think that character did that?

• What might the character do next?

After Reading

Teaching Points (1–2 minutes) from your quick observations, select a decoding, self-monitoring, fluency, vocabulary, or comprehension strategy to demonstrate and teach quickly. Retell or Comprehension Conversation (1–2 minutes)

Retell

• Can you retell the story or recount important facts that you learned?

• Beginning-Middle-End (B-M-E)

• Somebody-Wanted-But-So-Finally (S-W-B-S)

• Five-Finger Retell

Comprehension Conversation

• What are you thinking? What did you notice? Do you have any questions about what you have read?

• What was your opinion of that book? Does anyone have a different opinion?

• What kind of text is this? Have you read any other texts like this?

• How are books different from books?

• How do you think (character) feels about that?

• What was the big idea/central message/lesson/moral? Why do you think that?

Teach Sight Word (1–2 minutes) (optional after Level E) Word Study (choose one; 5–7 minutes) • Picture sorts • Sound boxes • Making words • Analogy charts: Guided Writing (8–10 minutes): Levels D: Dictated or open-ended sentence: Levels D: Beginning-Middle-End, or Somebody-Wanted-But-So.

Week 3: Curriculum Plan: Grades 2 through 6: Guided Reading

Book Title: Bone #1: Out from Boneville

Instructional Focus: Students were able to answer questions about short passages using textual evidence. Students were able to use context clues to identify and describe conflict and genre. Students were able to differentiate between main ideas and details in text as well as identify main ideas in a text. Students will identify supporting details and examples in an informational text. Students were able to understand good readers read closely and pay attention to word choice to understand the text. Students were able to understand good readers interpret words and phrases as used in the text. The student will be able to define vocabulary-building words by who/what/when/where/why/ how; true & false; cause & effect; main idea characters; and reading stories.

Before Reading

Sight Word Review (optional after Level F) (1 minute)

Three Bone cousins: Fone Bone, Phoney Bone, and Smiley Bone

Book Introduction (3–4 minutes)

This book is about the three Bone cousins, Fone Bone, Phoney Bone, and Smiley Bone, are run out of Boneville. They become separated and find themselves alone in the uncharted desert, and each manages to make their way into a forest inhabited by strange creatures

Book Introduction (1 minute)

Briefly reviewed reading and invite students to continue reading the text from the previous school day

During Reading

Text Reading With Prompting (5–8 minutes) Prompt for self-monitoring, decoding, fluency, vocabulary, and comprehension as needed.

Self-Monitoring

• Something did not make sense, did it? What can you do?

• Are you right? Does that make sense and look right?

• Read that sentence again, think about the story, and what would make sense.;

• I noticed that you self-corrected. That is what readers do!

• Think about the story and try something that looks right.;

• You figured out that tricky word by yourself. How did you figure that out?

Decoding

• Cover the ending. Is there a part you know? Try that again and think, "What would make sense?"

• Do you know another word that looks like this one?

• Break the word into parts and think about what would make sense.

• Think about the two words that make up that contraction.

• Can you think of a word that has the same part in it?

Vocabulary

• Look at the picture/text feature to help you understand that word.

Fluency

• Reread that sentence the way the character might say it.

• Put these words together, so it sounds smooth.

Comprehension

• Tell me about what you just read. What happened at the beginning?

• How does the character feel now?

• Why do you think that character did that?

• What might the character do next?

After Reading

Teaching Points (1–2 minutes) from your quick observations, select a decoding, self-monitoring, fluency, vocabulary, or comprehension strategy to demonstrate and teach quickly. Retell or Comprehension Conversation (1–2 minutes)

Retell

• Can you retell the story or recount important facts that you learned?

• Beginning-Middle-End (B-M-E)

• Somebody-Wanted-But-So-Finally (S-W-B-S)

• Five-Finger Retell

Comprehension Conversation

• What are you thinking? What did you notice? Do you have any questions about what you have read?

• What was your opinion of that book? Does anyone have a different opinion?

• What kind of text is this? Have you read any other texts like this?

• How are books different from books?

• How do you think (character) feels about that?

• What was the big idea/central message/lesson/moral? Why do you think that?

Teach Sight Word (1–2 minutes) (optional after Level E) Word Study (choose one; 5–7 minutes) • Picture sorts • Sound boxes • Making words • Analogy charts: Guided Writing (8–10 minutes): Levels D: Dictated or open-ended sentence: Levels D: Beginning-Middle-End, or Somebody-Wanted-But-So.

Week 4: Curriculum Plan: Grades 2 through 6: Guided Reading

Book Title: Dear Dumb Diary #1: Let's Pretend This Never Happened

Instructional Focus: Students were able to answer questions about short passages using textual evidence. Students were able to use context clues to identify and describe conflict and genre. Students were able to differentiate between main ideas and details in text as well as identify main ideas in a text. Students will identify supporting details and examples in an informational text. Students were able to understand good readers read closely and pay attention to word choice to understand the text. Students were able to understand good readers interpret words and phrases as used in the text. The student will

be able to define vocabulary-building words by who/what/when/where/why/ how; true & false; cause & effect; main idea characters; and reading stories.

Before Reading

Sight Word Review (optional after Level G) (1 minute)

Impending visit   Troll-like little cousin   Mom's nasty casserole

Book Introduction (3–4 minutes)

This book is about Jamie Kelly stating that everything in her diary is true Jamie contends with Angeline, the school's prettiest, most popular girl (who Jamie thinks is good!) and the impending visit of her troll-like little cousin

Book Introduction (1 minute)

Briefly reviewed reading and invite students to continue reading the text from the previous school day

During Reading

Text Reading With Prompting (5–8 minutes) Prompt for self-monitoring, decoding, fluency, vocabulary, and comprehension as needed.

Self-Monitoring

• Something did not make sense, did it? What can you do;

• Are you right? Does that make sense and look right?

• Read that sentence again, think about the story, and what would make sense.;

• I noticed that you self-corrected. That is what readers do;

• Think about the story and try something that looks right;

• You figured out that tricky word by yourself. How did you figure that out?

Decoding

• Cover the ending. Is there a part you know? Try that again and think, "What would make sense?"

• Do you know another word that looks like this one?

• Break the word into parts and think about what would make sense.

• Think about the two words that make up that contraction.

• Can you think of a word that has the same part in it?

Vocabulary

• Look at the picture/text feature to help you understand that word.

Fluency

• Reread that sentence the way the character might say it.• Put these words together, so it sounds smooth.

Comprehension

• Tell me about what you just read. What happened at the beginning?

• How does the character feel now?

• Why do you think that character did that?

• What might the character do next?

After Reading

Teaching Points (1–2 minutes) from your quick observations, select a decoding, self-monitoring, fluency, vocabulary, or comprehension strategy to demonstrate and teach quickly. Retell or Comprehension Conversation (1–2 minutes)

Retell

• Can you retell the story or recount important facts that you learned?

• Beginning-Middle-End (B-M-E)

• Somebody-Wanted-But-So-Finally (S-W-B-S)

• Five-Finger Retell

Comprehension Conversation

• What are you thinking? What did you notice? Do you have any questions about what you have read?

• What was your opinion of that book? Does anyone have a different opinion?

• What kind of text is this? Have you read any other texts like this?

• How are books different from books?

• How do you think (character) feels about that?

• What was the big idea/central message/lesson/moral? Why do you think that?

Teach Sight Word (1–2 minutes) (optional after Level E) Word Study (choose one; 5–7 minutes) • Picture sorts • Sound boxes • Making words • Analogy charts: Guided Writing (8–10 minutes): Levels D: Dictated or open-ended sentence: Levels D: Beginning-Middle-End, or Somebody-Wanted-But-So.

Week 5: Curriculum Plan: Grades 2 through 6: Guided Reading

Book Title: Number of Stars

Instructional Focus: Students were able to answer questions about short passages using textual evidence. Students were able to use context clues to identify and describe conflict and genre. Students were able to differentiate between main ideas and details in text as well as identify main ideas in a text. Students will identify supporting details and

examples in an informational text. Students were able to understand good readers read closely and pay attention to word choice to understand the text. Students were able to understand good readers interpret words and phrases as used in the text. The student will be able to define vocabulary-building words by who/what/when/where/why/ how; true & false; cause & effect; main idea characters; and reading stories.

Before Reading

Sight Word Review (optional after Level H) (1 minute)

Annemarie's eyes   Danish Resistance smuggle   Jewish population   across the sea to Sweden

Book Introduction (3–4 minutes)

This book is about a tale of an entire nation's heroism that reminds us there were pride and human decency in the world even during a time of terror and war

Book Introduction (1 minute)

Briefly reviewed reading and invite students to continue reading the text from the previous school day

During Reading

Text Reading With Prompting (5–8 minutes) Prompt for self-monitoring, decoding, fluency, vocabulary, and comprehension as needed.

Self-Monitoring

• Something did not make sense, did it? What can you do?

• Are you right? Does that make sense and look right?

• Read that sentence again, think about the story, and what would make sense.;

• I noticed that you self-corrected. That is what readers do!

• Think about the story and try something that looks right;

• You figured out that tricky word by yourself. How did you figure that out?

Decoding

• Cover the ending. Is there a part you know? Try that again and think, "What would make sense?"

• Do you know another word that looks like this one?

• Break the word into parts and think about what would make sense.

• Think about the two words that make up that contraction.

• Can you think of a word that has the same part in it?

Vocabulary

• Look at the picture/text feature to help you understand that word.

Fluency

• Reread that sentence the way the character might say it.

• Put these words together, so it sounds smooth.

Comprehension

• Tell me about what you just read. What happened at the beginning?

• How does the character feel now?

• Why do you think that character did that?

• What might the character do next?

After Reading

Teaching Points (1–2 minutes) from your quick observations, select a decoding, self-monitoring, fluency, vocabulary, or comprehension strategy to demonstrate and teach quickly. Retell or Comprehension Conversation (1–2 minutes)

Retell

• Can you retell the story or recount important facts that you learned?

• Beginning-Middle-End (B-M-E)

• Somebody-Wanted-But-So-Finally (S-W-B-S)

• Five-Finger Retell

Comprehension Conversation

• What are you thinking? What did you notice? Do you have any questions about what you have read?

• What was your opinion of that book? Does anyone have a different opinion?

• What kind of text is this? Have you read any other texts like this?

• How are books different from books?

• How do you think (character) feels about that?

• What was the big idea/central message/lesson/moral? Why do you think that?

Teach Sight Word (1–2 minutes) (optional after Level E) Word Study (choose one; 5–7 minutes) • Picture sorts • Sound boxes • Making words • Analogy charts: Guided Writing (8–10 minutes): Levels D: Dictated or open-ended sentence: Levels D: Beginning-Middle-End, or Somebody-Wanted-But-So.

Week 6: Curriculum Plan: Grades 2 through 6: Guided Reading

Book Title: How to Babysit a Grandma

Instructional Focus: Students were able to answer questions about short passages using textual evidence. Students were able to use context clues to identify and describe conflict and genre. Students were able to differentiate between main ideas and details in text as well as identify main ideas in a text. Students will identify supporting details and examples in an informational text. Students were able to understand good readers read closely and pay attention to word choice to understand the text. Students were able to understand good readers interpret words and phrases as used in the text. The student will be able to define vocabulary-building words by who/what/when/where/why/ how; true & false; cause & effect; main idea characters; and reading stories.

Before Reading

Sight Word Review (optional after Level H) (1 minute)

Annemarie's eyes   Danish Resistance smuggle   Jewish population   across the sea to Sweden

Book Introduction (3–4 minutes)

This book is about a little girl who provides information to appropriately babysit her grandmother by taking trips to sing duets and picnics at the park.

Book Introduction (1 minute)

Briefly reviewed reading and invite students to continue reading the text from the previous school day

During Reading

Text Reading With Prompting (5–8 minutes) Prompt for self-monitoring, decoding, fluency, vocabulary, and comprehension as needed.

Self-Monitoring

• Something did not make sense, did it? What can you do?

• Are you right? Does that make sense and look right?

• Read that sentence again, think about the story, and what would make sense.;

• I noticed that you self-corrected. That is what readers do!

• Think about the story and try something that looks right;

• You figured out that tricky word by yourself. How did you figure that out?

Decoding

• Cover the ending. Is there a part you know? Try that again and think, "What would make sense?"

• Do you know another word that looks like this one?

• Break the word into parts and think about what would make sense.

• Think about the two words that make up that contraction.

• Can you think of a word that has the same part in it?

Vocabulary

• Look at the picture/text feature to help you understand that word.

Fluency

• Reread that sentence the way the character might say it.

• Put these words together, so it sounds smooth.

Comprehension

• Tell me about what you just read. What happened at the beginning?

• How does the character feel now?

• Why do you think that character did that?

• What might the character do next?

After Reading

Teaching Points (1–2 minutes) from your quick observations, select a decoding, self-

monitoring, fluency, vocabulary, or comprehension strategy to demonstrate and teach

quickly. Retell or Comprehension Conversation (1–2 minutes)

Retell

• Can you retell the story or recount important facts that you learned?

• Beginning-Middle-End (B-M-E)

• Somebody-Wanted-But-So-Finally (S-W-B-S)

• Five-Finger Retell

Comprehension Conversation

• What are you thinking? What did you notice? Do you have any questions about what

you have read?

• What was your opinion of that book? Does anyone have a different opinion?

• What kind of text is this? Have you read any other texts like this?

• How are books different from books?

• How do you think (character) feels about that?

• What was the big idea/central message/lesson/moral? Why do you think that?

Teach Sight Word (1–2 minutes) (optional after Level E) Word Study (choose one; 5–7 minutes) • Picture sorts • Sound boxes • Making words • Analogy charts: Guided Writing (8–10 minutes): Levels D: Dictated or open-ended sentence: Levels D: Beginning-Middle-End, or Somebody-Wanted-But-So.

Week 7: Curriculum Plan: Grades 2 through 6: Guided Reading

Book Title: A Perfect Day

Instructional Focus: Students were able to answer questions about short passages using textual evidence. Students were able to use context clues to identify and describe conflict and genre. Students were able to differentiate between main ideas and details in text as well as identify main ideas in a text. Students will identify supporting details and examples in an informational text. Students were able to understand good readers read closely and pay attention to word choice to understand the text. Students were able to understand good readers interpret words and phrases as used in the text. The student will be able to define vocabulary-building words by who/what/when/where/why/ how; true & false; cause & effect; main idea characters; and reading stories.

Before Reading

Sight Word Review (optional after Level H) (1 minute)

Annemarie's eyes   Danish Resistance smuggle   Jewish population   across the sea to Sweden

Book Introduction (3–4 minutes)

This book is about a group of animal friends who were having a fun and pleasant day until their day was interrupted by a trouble-making bear

Book Introduction (1 minute)

Briefly reviewed reading and invite students to continue reading the text from the

previous school day

<div align="center">During Reading</div>

Text Reading With Prompting (5–8 minutes) Prompt for self-monitoring, decoding,

fluency, vocabulary, and comprehension as needed.

Self-Monitoring

• Something did not make sense, did it? What can you do?

• Are you right? Does that make sense and look right?

• Read that sentence again, think about the story, and what would make sense.;

• I noticed that you self-corrected. That is what readers do!

• Think about the story and try something that looks right;

• You figured out that tricky word by yourself. How did you figure that out?

Decoding

• Cover the ending. Is there a part you know? Try that again and think, "What would

make sense?"

• Do you know another word that looks like this one?

• Break the word into parts and think about what would make sense.

• Think about the two words that make up that contraction.

• Can you think of a word that has the same part in it?

Vocabulary

• Look at the picture/text feature to help you understand that word.

Fluency

• Reread that sentence the way the character might say it.

• Put these words together, so it sounds smooth.

Comprehension

• Tell me about what you just read. What happened at the beginning?

• How does the character feel now?

• Why do you think that character did that?

• What might the character do next?

After Reading

Teaching Points (1–2 minutes) from your quick observations, select a decoding, self-monitoring, fluency, vocabulary, or comprehension strategy to demonstrate and teach quickly. Retell or Comprehension Conversation (1–2 minutes)

Retell

• Can you retell the story or recount important facts that you learned?

• Beginning-Middle-End (B-M-E)

• Somebody-Wanted-But-So-Finally (S-W-B-S)

• Five-Finger Retell

Comprehension Conversation

• What are you thinking? What did you notice? Do you have any questions about what you have read?

• What was your opinion of that book? Does anyone have a different opinion?

• What kind of text is this? Have you read any other texts like this?

• How are books different from books?

• How do you think (character) feels about that?

• What was the big idea/central message/lesson/moral? Why do you think that?

Teach Sight Word (1–2 minutes) (optional after Level E) Word Study (choose one; 5–7 minutes) • Picture sorts • Sound boxes • Making words • Analogy charts: Guided Writing (8–10 minutes): Levels D: Dictated or open-ended sentence: Levels D: Beginning-Middle-End, or Somebody-Wanted-But-So.

Week 8: Curriculum Plan: Grades 2 through 6: Guided Reading

Book Title: The Most Magnificent Thing

Instructional Focus: Students were able to answer questions about short passages using textual evidence. Students were able to use context clues to identify and describe conflict and genre. Students were able to differentiate between main ideas and details in text as well as identify main ideas in a text. Students will identify supporting details and examples in an informational text. Students were able to understand good readers read closely and pay attention to word choice to understand the text. Students were able to understand good readers interpret words and phrases as used in the text. The student will be able to define vocabulary-building words by who/what/when/where/why/how; true & false; cause & effect; main idea characters; and reading stories.

Before Reading

Sight Word Review (optional after Level H) (1 minute)

Annemarie's eyes   Danish Resistance smuggle   Jewish population   across the sea to Sweden

Book Introduction (3–4 minutes)

This book is about a little girl and her canine assistant who set out to make the most

magnificent thing. However, after quite a bit of hard work, things did not go how the

little girl imagined. The little girl became frustrated; therefore, she decided to quit.

However, her assistant suggested taking a long walk, so they began to walk quite a long

distance, at which point things became clearer for the little girl. She knew what she

needed to do to succeed.

Book Introduction (1 minute)

Briefly reviewed reading and invite students to continue reading the text from the

previous school day

During Reading

Text Reading With Prompting (5–8 minutes) Prompt for self-monitoring, decoding,

fluency, vocabulary, and comprehension as needed.

Self-Monitoring

• Something did not make sense, did it? What can you do?

• Are you right? Does that make sense and look right?

• Read that sentence again, think about the story, and what would make sense.;

• I noticed that you self-corrected. That is what readers do!

• Think about the story and try something that looks right;

• You figured out that tricky word by yourself. How did you figure that out?

Decoding

• Cover the ending. Is there a part you know? Try that again and think, "What would make sense?"

• Do you know another word that looks like this one?

• Break the word into parts and think about what would make sense.

• Think about the two words that make up that contraction.

• Can you think of a word that has the same part in it?

Vocabulary

• Look at the picture/text feature to help you understand that word.

Fluency

• Reread that sentence the way the character might say it.

• Put these words together, so it sounds smooth.

Comprehension

• Tell me about what you just read. What happened at the beginning?

• How does the character feel now?

• Why do you think that character did that?

• What might the character do next?

After Reading

Teaching Points (1–2 minutes) from your quick observations, select a decoding, self-monitoring, fluency, vocabulary, or comprehension strategy to demonstrate and teach quickly. Retell or Comprehension Conversation (1–2 minutes)

Retell

• Can you retell the story or recount important facts that you learned?

• Beginning-Middle-End (B-M-E)

• Somebody-Wanted-But-So-Finally (S-W-B-S)

• Five-Finger Retell

Comprehension Conversation

• What are you thinking? What did you notice? Do you have any questions about what you have read?

• What was your opinion of that book? Does anyone have a different opinion?

• What kind of text is this? Have you read any other texts like this?

• How are books different from books?

• How do you think (character) feels about that?

• What was the big idea/central message/lesson/moral? Why do you think that?

Teach Sight Word (1–2 minutes) (optional after Level E) Word Study (choose one; 5–7 minutes) • Picture sorts • Sound boxes • Making words • Analogy charts: Guided Writing (8–10 minutes): Levels D: Dictated or open-ended sentence: Levels D: Beginning-Middle-End, or Somebody-Wanted-But-So.

Week 9: Curriculum Plan: Grades 2 through 6: Guided Reading

Book Title: Diary of a 6th Grade Ninja

Instructional Focus: Students were able to answer questions about short passages using textual evidence. Students were able to use context clues to identify and describe conflict and genre. Students were able to differentiate between main ideas and details in text as well as identify main ideas in a text. Students will identify supporting details and

examples in an informational text. Students were able to understand good readers read closely and pay attention to word choice to understand the text. Students were able to understand good readers interpret words and phrases as used in the text. The student will be able to define vocabulary-building words by who/what/when/where/why/ how; true & false; cause & effect; main idea characters; and reading stories.

Before Reading

Sight Word Review (optional after Level H) (1 minute)

Annemarie's eyes   Danish Resistance smuggle   Jewish population   across the sea to Sweden

Book Introduction (3–4 minutes)

This book is about a sixth-grade ninja who discusses his first day at a different school. The sixth-grader notes that the only person he is familiar with is his cousin, Zoe. The sixth-grade ninja described himself as a 'just another scrawny kid until a group of ninjas him into their clan.' He also described the group as being a 'world of trouble that he was not prepared for,' this was the reason he decided to keep a diary as a warning to make sure other children would not fall into a dangerous trap of becoming a ninja. Diary of a 6th Grade Ninja was a hilarious thriller that was meant to entertain children, middle school students, as well as adults.

Book Introduction (1 minute)

Briefly reviewed reading and invite students to continue reading the text from the previous school day

During Reading

Text Reading With Prompting (5–8 minutes) Prompt for self-monitoring, decoding, fluency, vocabulary, and comprehension as needed.

Self-Monitoring

• Something did not make sense, did it? What can you do?

• Are you right? Does that make sense and look right?

• Read that sentence again, think about the story, and what would make sense.;

• I noticed that you self-corrected. That is what readers do!

• Think about the story and try something that looks right;

• You figured out that tricky word by yourself. How did you figure that out?

Decoding

• Cover the ending. Is there a part you know? Try that again and think, "What would make sense?"

• Do you know another word that looks like this one?

• Break the word into parts and think about what would make sense.

• Think about the two words that make up that contraction.

• Can you think of a word that has the same part in it?

Vocabulary

• Look at the picture/text feature to help you understand that word.

Fluency

• Reread that sentence the way the character might say it.

• Put these words together, so it sounds smooth.

Comprehension

• Tell me about what you just read. What happened at the beginning?

• How does the character feel now?

• Why do you think that character did that?

• What might the character do next?

After Reading

Teaching Points (1–2 minutes) from your quick observations, select a decoding, self-

monitoring, fluency, vocabulary, or comprehension strategy to demonstrate and teach

quickly. Retell or Comprehension Conversation (1–2 minutes)

Retell

• Can you retell the story or recount important facts that you learned?

• Beginning-Middle-End (B-M-E)

• Somebody-Wanted-But-So-Finally (S-W-B-S)

• Five-Finger Retell

Comprehension Conversation

• What are you thinking? What did you notice? Do you have any questions about what

you have read?

• What was your opinion of that book? Does anyone have a different opinion?

• What kind of text is this? Have you read any other texts like this?

• How are books different from books?

• How do you think (character) feels about that?

• What was the big idea/central message/lesson/moral? Why do you think that?

Teach Sight Word (1–2 minutes) (optional after Level E) Word Study (choose one; 5–7 minutes) • Picture sorts • Sound boxes • Making words • Analogy charts: Guided Writing (8–10 minutes): Levels D: Dictated or open-ended sentence: Levels D: Beginning-Middle-End, or Somebody-Wanted-But-So.

Presentation Measurement and Assessment of the Project

The presentation measurement and assessment of the project's performance administration allowed teachers opportunities to receive instructional reading practices (see Table 6). These reading practices will help teachers help students who did not meet standards to read at grade level. This belief allowed educators opportunities to use a 9-week curriculum plan to cater to each students' individual needs. This school used philosophies, values, beliefs, strategies, practices, and procedures to drive academic excellence that helped students to read at grade level. I present the following 9-week curriculum plan is to help educators to supply information far-beyond students who did not meet standards.

A presentation of measurement and assessment would improve the delivery and management of a 9-week curriculum plan for elementary school leaders to help teachers enhance their teacher-student communication relationships. Explaining the need for this 9-week curriculum plan, the cost, the flexibility of elementary school leaders and teachers' own time, and establish the responsibility of the elementary school's sources. Measurements will establish that the best practices of a performance measurement approach will consist of several strategies that measure the performance of the elementary school. A 9-week curriculum plan will balance and support methods to use as

performance measurement that sets and evaluate elementary school's return to target

current local and statewide standards. Assessments used will meet performance

incentives and measures. The evaluation of past and contemporary presentations

increased the probability of a compelling future performance agreement.

Appendix B

Research Question and Eight Open-Ended Interview Questions

In alignment with the focal phenomenon, teachers' perspectives on instructional teaching practices, the research question, and the following interview questions will guide this study. This basic qualitative exploratory study explored teachers' perspectives on the instructional teaching practices used at the elementary school. I used the following eight open-ended interview questions resultant to question one for the interview results of my research study:

Research Question

RQ1: What were teachers' perspectives on the instructional teaching practices used to help students read at grade level at the elementary school under study?

Eight Open-ended Interview Questions:

1. What is the environment like where teaching practices are administered?

2. How did you administer teaching practices?

3. What day of the week do read activities occur?

4. What challenges or obstacles did you encounter concerning teaching reading comprehension?

5. How might a typical reading-comprehension instructional teaching practice address specific reading difficulty?

6. How do you differentiate your approach to teach reading comprehension to students that seem to lack reading skills?

7. What specific teaching practices do you use in your teaching?

8. What teaching methodology do you use to teach reading comprehension?

Conclusion

- Interview questions:

- Would you like to help add additional information to your responses?

Interview Probes

I used Crossman (2019) recommendations, to focus on participants' response to each interview question, I will make sure that I listen attentively to their answers and take this opportunity to search for supplementary data using one or more of the following probing questions:

- Could you please expound on what you mean?

- To make sure I understand your response, could you please reiterate your statement?

- Could you please explain what transpired next?

- Could you please restate and explain what your thoughts were at that time?

- Could you please give me an example?

- Could you please, tell me about your professional and personal experiences as a veteran educator?