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Promote Comprehension in the Reading Classroom

Antoine Kevin Flanigan
Walden University

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Antoine Flanigan

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2016

Abstract

Promote Comprehension in the Reading Classroom

by

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Master of Science, University of Tennessee at Chattanooga, 1998

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Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

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Walden University

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Abstract

Students at 3 elementary schools in the southern region of the United States struggled with or failed to meet grade-level expectations in reading comprehension. School district leaders had little understanding regarding the perceptions of educators, care givers, and community supporters on the strategies to increase reading comprehension. To address that gap, the purpose of this study was to explore participants' perceptions regarding reading strategies and comprehension instruction practices in the local setting. The conceptual framework was based on the elements of Fisher's and Frey's work: (a) effective teaching in reading strategies, (b) reading instructional comprehension practices, (c) effective caregiver involvement, and (d) strong community partnerships. The guiding questions examined reading instructional practices that the educator, caregivers, and other stakeholders perceived as the building blocks for supportive collaboration to improve reading comprehension. Using a narrative design, data were collected from 12 educators, 8 caregivers, and 2 community supporters via face-to-face surveys (26 questions) and personal interviews. The data were analyzed using open coding and iterative categorization to identify emerging patterns and themes. The findings suggested a need for improved training and openly communicative collaborative practices between all stakeholders. The implication for social change is that improved collaboration in reading comprehension instruction between educator, caregiver, and community supporter will help improve reading comprehension skills and will position the educator to better instruct struggling learners.

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Dedication

I want to take a moment to dedicate this research to all the students I have taught and parents I have collaborated with during my 20 years of teaching experience in the classroom setting. Thank you.

Acknowledgments

I want to take this moment to thank my creator and provider. Without his presence, I believe I would not be able to accomplish my goals. He is my strength. In addition, I would also like to thank my wife. She is amazing and my support and the air of encouragement beneath my wings. I would also like to acknowledge my daughters and my grandson. They are my motivation to teach and support every child I mentor. Yolanda, Dominique, Destiny, and Braylin are heaven-sent.

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Section 1: Introduction to the Study

Introduction

Educators in elementary settings encounter the challenge of improving the academic performance of students from one year to the next. At the beginning of each school year, during pre-planning, educators are given a set of expectations to meet for the current year (Staff meeting, personal communication, September 2009). Educators review the previous year's test results in every subject area. One of the key areas is reading comprehension instruction. It connects to every subject and thus makes it among the most scrutinized (Staff meeting, personal communication, September 2009). The reading comprehension and achievement goals may consist of helping the learner improve his or her phonemic awareness, context clues, sentence structure, vocabulary, reading fluency, and ability to read a variety of genres (Santos-Dobbs, 2012). These students work below grade-level in reading comprehension and reading achievement. Students who struggle with reading inevitably struggle with all academic course work and those who begin school behind their peers rarely catch up without significant intervention (Jacob, Smith, & Willard, 2014).

The National Committee for Citizens in Education published annotated bibliographies that examined over 75 studies documenting the effectiveness of parent involvement in improving student achievement (Dorn, 2011). The study concluded that caregivers, who were involved in their child's learning, affected the child's motivation to perform better in the classroom as well as the home setting; it also appeared to improve the child's school attendance rate. Caregivers who were actively involved in their child's learning saw higher graduation rates in secondary education and greater enrollment in higher education (Dorn, 2011).

There is some consensus about what constitutes caregiver involvement and what forms of involvement are most effective in promoting learning (Kochanski, Wan, Wright, Nylon, & Rodriguez, 2011). Studies indicate that children perform better and have higher achievement when caregivers read to their children (Esposito & Weaver, 2011), monitor homework (Harris, 2014), use technology (Harris, 2014), participate in school activities (Esposito & Weaver, 2011; Pittman & Honchell, 2014) and have high aspirations for, and expectations of, their children (Esposito & Weaver, 2011).

Problem Statement

Educators and students at all levels of the educational process spend a significant amount of instructional time on reading comprehension skills (Pittman & Honchell, 2014). Many students struggle to read at grade level and as a result, are not prepared to meet set standards in reading comprehension instruction in the 3rd, 4th or 5th grades. Many educators in the southern region of the United States spend large segments of their literacy blocks conducting guided reading sessions with their students, only to find that some students, particularly English-language learners, minorities or underprivileged students, make minimal progress over the course of the year (Wall, 2014). This narrative research study examined the perceptions and opinions of educators, caregivers, and community supporters who worked with the students in their instructional environment at the selected research sites. The implication for social change is that improved collaboration between educator, caregiver, and community supporter will help improve reading comprehension skills for struggling learners.

Educators and students need strategies in place that support great performance and academic success (Esposito & Weaver, 2011; Pittman & Honchell, 2014). Student accomplishments are the motivating strength in the wake of student learning, which serve as a

marker for closing the achievement gap. This is one reason for the use of testing results by state-supported school systems: They influence educators and school leaders. State-supported curricula and benchmarks are meant to support a common understanding of subject matter and to increase academic achievement each year (Kochanski, Wan, Wright, Nylon, & Rodriguez, 2011). However, meeting the needs of diverse learners is very difficult. These challenges can become overwhelming for educators, particularly when learners enter the classroom academically unprepared, unwilling to learn, and unable to understand the instruction being offered in both the classroom and home environment.

Many adult Americans do not devote enough time to reading (Straubhaar, 2013). In fact, the total percentage of adults who devote time to reading is just 20% of the populace (Drayton & Prins, 2011; Straubhaar, 2013). Teenagers who leave high school early do not spend enough time reading during their adult years. Sixty percent of young adults who graduate from high school are less likely than their counterparts to read any manuscript, and less than 40% will read one book annually (Drayton & Prins, 2011). Reading habits and literacy levels are lower in the United States compared to most European countries not only for adult populations, but also for young students (Martins & Marques, 2010). Building reading comprehension skills in the upper-elementary grades are critical for continuing academic success in both the classroom and home setting (Wang, 2013). One way to increase them is to ensure that educators have the knowledge and skills they need to reach all of the students in their classrooms (Thomas, 2010; Wang, 2013). While close to 90% of all students have the academic potential to be successful in developing these skills, research shows that in many school districts across the country about 40% of students fail in developing them (Allington, 2011).

Dorn (2011) found that 75% of students who were poor readers in 3rd grade continued to struggle with reading in their high school years (Dorn, 2011). The National Research Council reported a predictor of successful graduation from high school is the development of strong, reading comprehension skills in the upper-elementary classroom (Dorn, 2011). At least one out of five students has significant difficulty in reading comprehension acquisition (Konza, 2014). Reading comprehension is an important skill, and many children struggle with this skill (Konza, 2014). According to a recent study, 40% of fourth graders did not have the skills or knowledge to perform the necessary grade-level work (Konza, 2014). Similarly, 59% of fourth-grade students performed below a basic literacy level on standardized reading tests; 31% of boys and 21% of girls in eighth-grade did not reach a basic literacy level when given a standardized test (Konza, 2014).

Caregivers who have low income seem to be less active in supporting educators than middle-class parents (Carver, Lewis, & Tice, 2010). Moreover, studies have shown that many educators view parent involvement as undermining, rather than supporting, the work they do in their classrooms (Farrell & Colloer, 2010). Caregivers should establish high expectations that will encourage their child to perform well in both the classroom and home settings. Caregiver support in the classroom and the home atmosphere is crucial (Carver, Lewis, & Tice, 2010; Esposto & Weaver, 2011; Harris, 2014). Students who cannot master reading comprehension skills may not be prepared to meet the rising demands of literacy instruction in the elementary classroom setting.

Nature of the Study

In this narrative research study, I assessed three different schools in the southern region of the United States. The focus was on reading strategies and on reading comprehension

instructional practices taught to upper-elementary grade students. This study examined practices that help to develop collaborative relationships between educators, caregivers and community supporters as they assist student learning in the classroom and home setting. This involved the analysis of a collection of perceptions, opinions, and stories based on 26 survey questions, answered by 12 educators, 8 caregivers and 2 community supporters.

This narrative study examined the perceptions and options of educators, caregivers, and community supporters about reading instruction and comprehension strategies used in the elementary school setting. Measures and instrumentation for the narrative research study are presented in Appendices A and B. The three guiding questions used for this study were:

GQ1: What strategies or practices build supportive collaboration between educators, caregivers and community supporters as they work together to improve the reading comprehension and achievement of students in grades 3, 4, and 5?

GQ2: What reading instructional strategies or practices do educators, caregivers and community supporters implement to improve the reading comprehension and achievement of students in grades 3, 4, and 5?

GQ3: What reading instructional strategies and practices should educators, caregivers, and community supporters implement to improve the reading achievement of students in grades 3, 4 and 5 in the Cyber School online classroom environment?

Purpose of the Study

The purpose of this survey was to examine participants' perceptions and options regarding reading strategies and comprehension instruction practices in the elementary school setting. The three guiding questions provided an outline for examining perceptions and strategic options that appeared to be effective in building supportive collaboration and improving reading

comprehension and achievement. All participants were educators, caregivers, and community supporters, sourced from three research sites located in the southern region of the United States. A protocol was developed to collect narrative information through in-depth surveys and to identify themes.

Conceptual Framework

The conceptual framework of the study was based on four factors: effective teaching, engagement learning, effective caregiver involvement, and strengthening partnerships. Effective teaching in reading instruction is a significant dynamic of student achievement. Fisher and Frey (2013) suggested that learning occurs through interactions with others; when these interactions are intentional, specific learning occurs (p. 3). The elementary years are important for reading comprehension (Davis, 2010). Engagement learning includes a deeper connection between the learner, the individual teaching the subject matter, and the material. The student develops an interest in the topic and retains learning beyond short-term experiences (Ribarsky, 2013). Engagement learning can help educators, caregivers, and community supports. Four strategies have been found to help struggling readers become successful, fluent readers: how students learn to read, strategies that work in reading comprehension instruction, real-time teaching practices, and how caregivers help students in reading comprehension instruction in the home environment. Strategies that affect student achievement and reading comprehension instruction include the following practices: comparing similarities and differences (Konza, 2014), summarizing and note-taking (Esposito & Weaver, 2011; Ko, Sammona, & Bakkum, 2013), cooperative learning (Pittman & Honchell, 2014), and home and practice (Esposito & Weaver, 2011; Ko, Sammona, & Bakkum, 2013).

Caregivers are the educators in the home environment. Good parenting addresses the student's attitude, while building the ability to think critically (Kochanek, Wan, Wraight, Nylén, & Rodriguez, 2011; Sukbbaatar, 2014). Research suggests that caregiver involvement influences the acquisition of reading skills (Ko, Sammons, & Bakkum, 2013; Kochanek, Wan, Wraight, Nylén, & Rodriguez, 2011). This influence involves reading instruction. Caregivers should encourage and inspire their children to read regularly. Konza (2014, p. 155) wrote that, "Caregivers should share reading, oral language, phonological awareness, vocabulary skill development and fluency experiences with their children." From the moment of birth, children should be immersed in an environment that will have an impact on their long-term literacy outcomes (Konza, 2014).

Konza (2014) cited the impact of the early years of language development based on a longitudinal study that tracked the language growth of 42 children from 7 to 9 months of age up to 3 years. There were enormous differences in the quantity and quality of words children heard in the home; some children were exposed to over 30,000,000 more words than others. The rates of growth in children's vocabulary and measures of IQ at age 3 and later were directly related to the frequency with which caregivers spoke to their children. Nine years later, 29 of the 42 children were tracked to study their academic performance in grades 3 and 4 (p. 55). Konza's study stresses the importance of collaboration between educators, caregivers, and community support groups in relation to reading strategies and instructional comprehension practices.

Operational Definitions

A list of definitions, in alphabetical order, is provided for the terms used in this study. *Caregiver:*

Caregivers are parents or any adult who takes care of the student in the home setting. Research suggested that caregiver support in the classroom and home atmosphere was crucial (Carver, Lewis, & Tice, 2010; Esposito & Weaver, 2011; Harris, 2014).

Collaboration: Collaboration is working together with colleagues and outside groups that support the goal of the organization to enhance teaching and learning. Ensuring achievement for all students also means that team members work interdependently toward a common goal (Kochanek, Wan, Wraight, Nylén, & Rodríguez, 2011).

Community supporter: Community supporters are organizations, groups or individuals who volunteer in the school setting to support instructional activities during school hours (House, 2011).

Effective Schools: Effective schools have been found to develop and promote strong common missions and visions, fostered by focused school leaders who demand high expectations for the success of all students. Effective schools have found that the implementation of high expectations influence educators' professional commitment, willingness to reflect on their own practices, and a tendency to tailor instruction to students' individual needs (Tomlinson & Jarvis, 2014).

Parental involvement: Parental involvement includes three categories: active engagement, parent support activities at school and home, and communication. Active involvement includes attending conferences, participating in school activities, seeking information regarding school, participating in school decisions, understanding the curriculum and caregivers working with other caregivers. Parent support activities at school and home include helping the child with homework, making sure homework is completed, creating an environment at home to complete homework, promoting the importance of education, and

developing a partnership with the school and teacher. Communication is a two-way street between the educator and parent. Parent communication should be active and open to the needs and desires of their children and their child's teacher (Young, Austin, & Growe, 2013).

Assumptions, Limitations, Scope and Delimitations

Assumptions

Based on the nature of this study, it was assumed that the educators, caregivers, and community supporters who were interviewed and asked to complete a survey would (a) agree willingly to participate; (b) answer the questions honestly, frankly, and to the best of their knowledge; and (c) have had sufficient time to adopt the philosophy and tenets of small learning community high schools. These assumptions were based on the intended high level of professionalism, passion for learning, and enthusiasm among the participants who volunteered for this study.

Limitations

There were three limitations in the study. First, a limited number of studies were found that reviewed educators, caregivers, and community-supported collaboration as they related to acquisition of reading comprehension skills for young children in their formative years (Clark & Picton, 2012). Due to the number of studies available for examination, it was not possible to determine whether particular types of intervention approaches might be effective for children who struggle with reading comprehension (Esposito & Weaver, 2011). Reading fluency builds upon a wide range of skills and grows from one level of understanding to another (Esposito & Weaver, 2011). Every student moves through each stage of reading development at a different pace (Brown, 2014). Second, the research did not clarify the most effective way to train caregivers in teaching their children reading comprehension skills and reading practices (Esposito

& Weaver, 2011; Kochanek, Wan, Wraight, Nylén, & Rodríguez, 2011). Third, the research did not clarify the best designed interventions that match the school curriculum (Kochanek, Wan, Wraight, Nylén, & Rodríguez, 2011).

Scope and Delimitations

The research for this narrative study was carried out in three elementary schools in the southern region in the United States. The goal was to improve reading comprehension achievement for students who struggle across all academic areas related to the improvement of reading comprehension skills. The delimitation of this narrative research study was to examine reading strategies and reading comprehension instructional practices by participants at the three research sites. The following practices were examined because they were perceived to build supportive, collaborative relationships, alongside the reading strategies implemented by educators, caregivers, and community supporters

Significance of the Study

This narrative study was designed to explore the perceptions and the options of educators, caregivers and community supporters with respect to reading strategies and comprehension instruction practices carried out by these stakeholders in three research sites in the southern region of the United States. This study was important because it gathered information about significant factors associated with effective reading instruction as carried out by educators, caregivers, and community supporters. Its findings can be applied to the local problem through models of effective teaching instruction that help struggling young students become confident readers. This study can also be applied to the local problem through models of effective parenting because both relate to the classroom and the home setting. Support from educators, caregivers, and the community is critical because these are the driving forces for building expectations and motivation for success across all academic areas. Ensuring accomplishment for all students by having explicit approaches designed for those who need extra support is indispensable to the success of students who struggle in reading comprehension (Ko, Sammons,

& Bakkum, 2013; Sukbbaatar, 2014). As educators, the task is to defy the limitations of students who struggle in reading comprehension skills and to apply reading comprehension tactics that are active, appealing, and engaging (Kochanek, Wan, Wraight, Nylén, & Rodríguez, 2011; Sukbbaatar, 2014). Caregivers of struggling students in the elementary grades could help by working with the educator in partnership in order to impart explicit skills to their children (Kochanek, Wan, Wraight, Nylén, & Rodríguez, 2011; Sukbbaatar, 2014). Educators, caregivers, and community supporters who partner to improve reading comprehension acquisition for students can help promote social change. This goal required a change in belief, that is, *all* children can learn to read.

Constructivist learning involves engagement learning, a deeper connection between the student and the material (Ribarsky, 2013). The theory behind this engagement is called social exchange theory. Students understand by making personal connections with their learning. The student develops an interest in the topic and retains learning beyond short-term experiences (Ribarsky, 2013). When student-learners are engaged through social exchange theory, they began to make choices as to whether to enter, continue, or terminate any personal connections (Ribarsky, 2013).

Educators are the most critical component of the learning process (Ko, Sammons, & Bakkum, 2013). However, along with educator involvement, there are five other areas of importance: practice curriculum, planned instructional strategies, instruction, assessment, and record keeping (Ko, Sammons, & Bakkum, 2013). Change starts with four essential components that can improve the quality of the learning experience: organization of knowledge, nurturance of creativity, novelty, and a variety of tasks (Ko, Sammons, & Bakkum, 2013).

The implication of this study is found in terms of social change that can impact the achievement of struggling readers. Educators, caregivers and community supports can build supportive relationships that assist young learners in becoming successful fluent readers by 3rd, 4th and 5th grades. When educators, caregivers, and community supporters work together to build an instructional relationship in the acquisition of reading comprehension skills, the end result can be improved student success in reading comprehension, and the closing of the student achievement gap across some academic areas (Ko, Sammons, & Bakkum, 2013).

Summary

This narrative study examined reading comprehension instruction practices and relevant skill development of students at three research sites. The surveys and instrumentations are presented in Appendixes A and B (Bell, 2011; Caduri, 2013; Gilmore & Miller, 2013). This study examined (a) practices that build supportive, collaborative relationships as well as (b) reading strategies implemented by educators and the three stakeholders in support of student learning.

The next section presents relevant, scholarly, professional literature. The third section will present the design of the study. The fourth section will present the findings of the study. The last section will present conclusions and the implications for positive social change.

Section 2: Literature Review

Introduction

In this study I examined the applicable literature from the last five years associated with reading comprehension instruction, stakeholder support, student performance and academic achievement in reading comprehension instruction. The review provided information on five factors related to reading comprehension instruction, stakeholder support, student performance, and how it affects academic achievement in reading comprehension instruction. The first subsection focused on effective teaching and educational change; it also discussed the characteristics of a highly qualified teacher. The second subsection addressed reading comprehension instruction, which was followed by a section on teacher professionalism. The fourth subsection discussed effective parent involvement by providing models of caregiver support for children and strategies related to improving reading. The fifth subsection addressed strengthening partnerships and their importance in society.

Literature from this section was found through scholarly books and peer-reviewed journal articles obtained from the Walden University Library. I selected articles related to educator, caregiver and community support collaboration, reading comprehension instruction and strategies that helped struggling students succeed in reading achievement. Bibliographic and reference listings found through other online search engines were used as additional sources. The web-based links and documents provided literature reviews for the purpose of analyzing empirical studies regarding reading comprehension strategies for students in the elementary classroom.

Effective Teaching and Educational Change

Effective teaching in reading instruction is a significant dynamic of student achievement. The four main factors in teacher effectiveness will be covered in the review: (a) development of quality lesson plans, (b) effective quality teaching, (c) need for a safe school environment, and (d) establishment of educator professionalism (Womack, Pepper, Hanna, & Bell, 2015).

Quality lesson plans are a reflection of educators thinking about how a lesson should be taught, how class lessons are developed, and how student learning objectives are made (Ding & Carlson, 2013). Effective teaching means deciding what to teach, how to represent it, how to question students about it, and how to deal goals of student achievement across the school's curriculum (Ding & Carlson, 2013). The single most important factor in student achievement is the presence of quality instructional lesson planning in the classroom setting (Kinne, Hasenbank, & Coffey, 2014). Effective instructional lesson planning is comprised of the educator's identity, knowledge and skills, practice in content, and practice in theory (Ding & Carlson, 2013). Effective quality teaching depends on the ability to personalize learning, supportive classroom, implement a relevant curriculum, and monitor and evaluate the performance of students in a classroom setting (Kinne, Hasenbank, & Coffey, 2014).

Having a safe school environment is an important factor in the success of student learning in the classroom setting (Biegel & Kuehl, 2010; Bradley, 2014). There has been a lot of progress as it relates to school safety. Research clearly states that the continual efforts to resolve peer on peer relations as it concerns bullying is important (Bradley, 2014). The implication of research in peer on peer relations reflects the need to understand teacher likelihood and strategies in becoming involved in the identification, intervention, and prevention of student bullying (Bradley, 2014). Research suggests the need for a greater understanding of bullying from the

perspective of students. It is also necessary to ascertain the validity of prevention programs to understand better practices in student-to-student bullying identification, intervention, and prevention in elementary schools (Biegel & Kuehl, 2010; Bradley, 2014).

The main factors in which educators who commit to teacher professionalism: (a) encourage greater educational change (Ko, Sammons & Bakkum, 2013), (b) promote highly engaging classrooms (Ko, Sammons, & Bakkum, 2013), (c) use instructional modeling and guiding practices (Kochanek, Wan, Wraight, Nylén, & Rodríguez, 2011), (d) provide time for caregivers and student partnerships (Pittman & Honchell, 2014) and, (e) exhibit leadership in multiple ways (Pittman & Honchell, 2014). Educational change starts with committed, qualified academic instruction, and educators who plan to exhibit progress year to year in the areas of teacher professionalism. Effective professional development enables educators to initiate actively and carry out research in their schools and classrooms through practice and self-reflection.

Reading Comprehension Instruction

The elementary years are important in the area of reading comprehension (Ciampa, 2012). Best practices for reading comprehension instruction can contribute to helping educators, caregivers, and community supporters. There are four strategies found to help struggling readers become successful, fluent readers. These strategies include: how students learn to read, strategies that work in reading comprehension instruction, real time teaching practices, and how caregivers assist students in reading comprehension instruction in the home environment. Educators are the most powerful component of the instructional process that can prepare students to succeed academically. They engage students with a variety of strategies using novelty, meaning, or emotion (Fisher & Frey, 2013). A best practice tells us that vocabulary should be first learned by the student from the instructor (Konza, 2014). It seems when students receive some support or

encouragement early on in reading comprehension instruction; they are more successful in the classroom. Systematic reading comprehension instruction includes the components of phonics, phonological awareness, comprehension, fluency and vocabulary. In addition to the components of systematic reading comprehension instruction, there are strategies that can play a supportive role in helping struggling readers become successful, fluent readers.

Research studies have pointed out several strategies that affect student achievement. Studies have identified reading strategies such as use of comparing similarities and differences (Konza, 2014), summarizing and note taking (Esposito & Weaver, 2011; Ko, Sammons, & Bakkum, 2013), cooperative learning (Pittman & Honchell, 2014), and home and practice (Esposito & Weaver, 2011; Ko, Sammons, & Bakkum, 2013). A third component of reading comprehension instruction that can help struggling students in becoming successful fluent learners is a successful real-time teaching component. Educators who address the needs of students model the instruction process that will include introducing the subject matter, modeling the subject matter, practicing what has been modeled and allowing the student to practice what has been modeled.

Educators, caregivers, and community supporters should follow 12 essential components of research-based program for beginning reading instruction. Students in any reading research based program should be provided these 12 influences. Students can expand their use and appreciation of oral language (Konza, 2014). Students can expand their use and appreciation of printed language (Konza, 2014). Students can hear good stories and informational books read aloud daily (Ciampa, 2012). Students can understand and manipulate the building blocks of spoken language (Konza, 2014). Students can learn about and manipulate the building blocks of written language (Konza, 2014). Students can learn the relationship between the sounds of

spoken language and the letters of written language (Harvey, 2011). Students can learn decoding strategies (Konza, 2014). Students can write and relate writing to spelling and reading (Davis, 2010). Students can practice accurate and fluent reading in decodable stories (Konza, 2014). Students can develop and comprehend new vocabulary through reading and direct vocabulary instruction (Harvey, 2011). Students can learn and apply reading comprehension instructional practices as they reflect upon and think critically about what was read (Ciampa, 2012). Effective reading comprehension instruction includes providing rich and varied language, teaching individual words, teaching word strategies, fostering word awareness and active learning and group building activities (Esposito & Weaver, 2011; Pittman & Honchell, 2014).

Caregiver Support in the Elementary Grades

Caregivers are the educators in the home environment. They are the leaders and the greatest influential strengths in the home setting (Subbaatar, 2014). Good parenting addresses the student's attitude, while building the ability to think critically (Subbaatar, 2014). Caregivers can teach the student in their household to accept and overcome challenges (Subbaatar, 2014). Caregivers can help develop the student's self-discipline (Kochanek, Wan, Wraight, Nylén, & Rodriguez, 2011; Subbaatar, 2014). Research suggested that parent involvement influences reading acquisition (Kochanek, Wan, Wraight, Nylén, & Rodriguez, 2011). This influence involves three areas of reading instruction. The first level is reading to your child. Caregivers should encourage and inspire their children to read regularly. In addition, caregivers should listen to their child read (Drayton & Prins, 2011; Straubhaar, 2012). The third area involves teaching literacy skills and practices including teaching alphabets, reading words and practicing reading comprehension skills with their children (Straubhaar, 2012). When students receive some

support early on in reading comprehension instruction, they are more successful in the classroom setting (Drayton & Prins, 2011; Straubhaar, 2012).

Parental involvement in education can take many forms. For example, communication with the school may involve caregivers volunteering at school, participating in school decision-making, or they can support learning at home. Research suggests that collaboration with educators, caregivers, and students should follow a participatory model. The participatory models are described as a process in which the educator, the caregiver, and the student collaborate with each other to facilitate cultural change and student achievement (Clinton & Amesty, 2010). The three phases of the participatory process are design, implementation and evaluation. The participatory design identified goals and planning strategies that involve effective collaboration with educators, caregivers, and students (Clinton & Amesty, 2010). The second participatory design also identified implementation of modifications to the collaboration between educators, caregivers and students that served to improve relevance (Clinton & Amesty, 2010). The third phase of the participatory design identified evaluation of modifications in collaboration with educators, caregivers, and students in addition to the assessment of change across time (Clinton & Amesty, 2010).

Parent Empowerment and Teacher Professionalism

Educator, caregiver, and community support relationships in the school setting are dynamic and differ depending on the school environment and student needs. The relationships included: (a) educators, who are experts in child-rearing, assisting caregivers in building their child-rearing knowledge and skills, (b) educators who need to improve communication with caregivers related to improving student comprehension and achievement. In addition, families who need to communicate more with the school and the student in the classroom setting, (c)

caregivers who become volunteer participants in the school setting, (d) educators encouraging caregivers to assist and support the student in the home setting, and (e) caregivers should be involved in school decision-making (Kochanek, Wan, Wraight, Nylén, & Rodríguez, 2011).

Educator and caregiver relationships are built by choice. This relationship theory is developed between people in real-world circumstances. Students are successful when they have mastered knowledge taught in the home and classroom setting. Multiple studies found that collaboration between caregivers and schools is important. These collaborations include: (a) integration of family involvement with the curriculum (Hedeén, Moses, & Peter, 2011), (b) connection of family involvement (Kochanek, Wan, Wraight, Nylén, & Rodríguez, 2011), and (c) teacher awareness of attitudes and values related to family involvement (Hedeén, Moses, & Peter, 2011). Research has shown that caregivers need to be empowered (Hedeén, Moses, & Peter, 2011).

Empowerment refers to the subjective state of mind that gives a person a sense of competence, mastery and strength, hence leading to a sense of control and agency. In parent education, empowerment is the outcome as well as the process of learning to perform one's parental role with a sense of increased control (Clark & Picton, 2012). Empowerment practice shows up within individuals. They are the strengths and capabilities that develop competence (Clark & Picton, 2012). Parent education is empowering if it activates caregivers' strengths and capabilities such that they begin to appreciate the possibilities of changes. Caregivers who work with classroom educators and staff support, have a great impact on student attendance, grades and enrollment in advanced classes, as well as leading to the improvement of high school graduation rates (Hedeén, Moses, & Peter, 2011). Empowerment refers to the subjective state of mind that gives a person a sense of competence, mastery and strength and hence, a sense of

control and agency. In caregiver education, empowerment is the outcome as well as the process of learning to perform one's parental role with a sense of increased control (Hedeem, Moses, & Peter, 2011). Caregiver education is empowering if it activates caregivers' strengths and capabilities such that they begin to appreciate the possibilities of change. Caregivers who feel empowered feel that they are being treated as active students and competent caregivers striving to provide their children with quality care and a family experience that encourages positive child development (Hedeem, Moses, & Peter, 2011). Empowerment enables caregivers to achieve desired outcomes for their family and their students both in the classroom and the home setting.

The Importance of Collaboration and Strengthening Partnerships

Collaboration between educators, caregivers and community support groups, as it relates to reading comprehension instruction and how educators can develop individual skills in the area of collegial interactions, is critical. Rubinstein (2011) suggested four common themes. The common themes included; motivation for initiating collaboration, strategic priorities for improvement, supportive system infrastructures, and sustaining characteristics (p.2). The first step to establishing collaboration is to make a choice to change the relationship to a positive partnership. In order to establish a collaborative partnership, all participants must make a choice to work together (Rubinstein, 2011). The second step is to establish a system of improvement and a plan for success (Rubinstein, 2011). The third step is to build a culture of collaboration. In this culture of collaboration, both parties work together (Rubinstein, 2011). The last step is building sustaining relationships. Long-term leadership plays an important role in continuing stability for all partnerships and also allows for effective working relationships to be formed directly (Rubinstein, 2011).

Research suggests that educators should talk with one another, with the student's caregivers and other community supporters about reading comprehension instruction, in the interest of reading comprehension improvement for students in the classroom setting (Kochanek, Wan, Wraight, Nylén, & Rodríguez, 2011). As educators, caregivers, and community supports talk with one another and with students about the kind of achievement they expect, students who struggle as independent readers can improve in the essential approaches to support improvement in reading strategies and comprehension instructional practices (Kochanek, Wan, Wraight, Nylén, & Rodríguez, 2011). Researchers have observed the emergence of six themes in regard to the critical components of educator, caregiver, and community support collaboration. These include the importance of collaboration between all stakeholders, the school climate, educator preparation and contextual issues related to collaboration between educators, caregivers and community supporters (Farrell & Collier, 2010). Farrell & Collier (2010, p. 245) found that collaboration between educators, caregivers and community supporters seems to be critical in inspiring student performance and student success. Furthermore, research found five necessary skills, behaviors and contextual factors that are essential components of communication. The findings included: the educator's knowledge, availability, empathy, communication skills and leadership (Farrell & Collier, 2010).

Research based on common practices have found that schools who tend to have a high degree of engagement between administrators and educators in developing and selecting instructional materials assessments and pedagogical approaches, have embedded time in the work week for collaboration between the educator, caregiver, and community supporter in order to improve instruction, have an openness among educators to being observed and advised, as well as being closely monitored by administrators, other educators and personnel who dedicate

time to extensive outreach to caregivers and coordination with community groups and social service providers (Anrig, 2015).

Summary

Highly effective educators are exceptional because they build relationships with the caregiver and community supporters within the school climate. They are an important part in initiating action to achieve whole classroom success (Ko, Sammons, & Bakkum, 2013).

Educators working together with caregivers and community supporters are a key component of helping struggling students acquire success in reading comprehension instruction. Students play a major part in shaping their own understanding. The more they practice together, the more they begin to understand the instructional task. Educators who provide assistance to their students are more likely to impact the student. Student performance is the catalyst of school performance.

Educator performance is the support system that encourages great performance by the student.

Student achievement is a valued part of school success. It will take all educators, caregivers, and community supporters to make sure student learning happens. In the next section will discuss the research methods for the study. The following topics will be discussed design, guiding questions, context, role of the researcher, data collection and data analysis.

Section 3: Research Method

Introduction

This section describes the instrumentation, research design, and approach used in this study. The instrumentation involved a combination of in-depth interviews and survey questions. The interview protocol established the ground rules of the investigator, allowed scheduling the interview sessions, and making accommodations for the participants. Reflective journaling was used as the final phase of the collection process.

This study used a narrative approach, whereby perceptions or interpretations are recorded from in-depth interviews from the participants in this study (Bell, 2011; Caduri, 2013; Gilmore & Miller, 2013). This methodology used face-to-face interviews, e-mails, and interview notes from educators, caregivers, and community supporters who work with the students in their instructional environment at the selected research sites (Caduri, 2013; Gilmore & Miller, 2013).

Design

To achieve the goal, a narrative study was used to examine perceptions and options of the educators, caregivers, and community supporters who work with the students in their instructional environment at the selected research sites. The narrative method allowed participants to give their perceptions and options on a wide range of strategies used in the classroom setting and to provide content validity. The narrative study allowed: (a) the use of face-to-face interviews with the participants, (b) opportunities for the participants to provide more in-depth input to the study, and (c) provided reflective journaling, which supplied in-depth information concerning the fundamental perceptions of the participants in this narrative study. The caregiver survey is given in Appendixes A and B, and the educator survey is given in Appendixes C and D.

Research Questions

The focus of this narrative study examined reading comprehension instruction practices involved in teaching reading comprehension skills to students in the elementary setting. The study took place at three research sites in the southern region of the United States. Measures and instrumentation are presented in Appendixes A and B. The following three guiding questions used:

- GQ1. What strategies or practices build supportive collaboration between educators, caregivers and community supporters, as they work together to improve the reading comprehension and achievement of students in grades 3, 4, and 5?
- GQ2. What reading instructional strategies or practices do educators, caregivers and community supporters implement to improve the reading comprehension and reading achievement of students in grades 3, 4, and 5?
- GQ3. What reading instructional strategies and practices should educators, caregivers, and community supporters implement to improve the reading achievement of students in grades 3, 4, and in the Cyber School online classroom environment? (The third research site was a Cyber School, where all of the courses were internet-based.)

The administration of each research site was contacted and provided with an overview of the purpose and methodology of the study. The researcher was advised not to seek the consent of educators, caregivers, or community supporters in the potential research study, but just to inform the administration about the study and its purpose. A letter of acknowledgment was obtained from the administrators of all three school sites, stating that the leadership of the school has been informed about the study and its purposes. An invitation to participate was provided for the study. Face-to-face contact was made with the participants to conduct individual interviews.

During this meeting, the researcher informed the participants about the study. The researchers sought informed consent to meet with the individual participants as well as a scheduled time to interview and complete the survey. Educators, caregivers, and community supporters were provided with the opportunity to participate in a face-to-face interview or mail-in survey. Educators, caregivers, and community supporters completed both the survey and a narrative reflection during the face-to-face interview. NVivo was used to collect and organize the research information during the interview and reflection process. Through NVivo, all the information was documented using Word documents and spreadsheets (Appendixes A, B, C and D).

Context

The three school organizations selected for this research study were located in the Southern United States. Two of the research sites were traditional school buildings. The third one was a cyber-school, where all of the courses were Internet-based. Two of the research sites were traditional school organizations. Both traditional school organizations were fully accredited providers of high-quality schooling for the students in grades K-5. The population from which the sample was drawn for both traditional schools included educators, caregivers, and community supporters. Students were not surveyed participants in this study. The sampled participants remained unnamed as suggested by Caduri (2013) and Bell (2011). All educators, caregivers, and community supporters of grades 3, 4 and 5 at the research sites were given the opportunity to participate in this study. The third research site was the cyber-school organization. The Cyber School was known as a leading, fully accredited provider of high-quality schooling for the students in grades K-12. The Cyber School was known to deliver superior and personalized education for the students, with freedom and flexibility to experience an online learning community. Multiple data sources and information collection strategies were used to

collect information. The staff from the research sites included educators with multiple years of teaching experience, as well as those who were new to the profession. Strong parental support and consistent community support systems were also available at the research site. The demographic information provided included all three sites in this study. This information is given in the next paragraph.

In the first traditional school research site, 1150 students were enrolled in grades-kindergarten to 5th grade. A total of 96% of the student population was qualified for free or reduced price lunch; 83% of the student body was African-American; 12% was of Hispanic origin, 3% was of Asian descent, and 2% was White. All students had the opportunity to use public transportation to and from school. The enrollment of the second traditional school research site had 1800 students in kindergarten to 5th grade. A total of 98% of the student population was qualified for free and reduced lunch; a total of 96% of the student body was African-American; 3% was Hispanic, and the remaining one percent was a combination of Asian and White students. All students had the opportunity to use public transportation to and from school. Student enrollment at the Cyber School research site provided a home education program to over 200,000 students in kindergarten to grade 12. This school was internet-based, meaning that there was no information available on the population in terms of who was qualified for free and reduced lunch, as this information was irrelevant to this particular site.

All of the participants were recruited from the total population of educators, caregivers and community supporters associated with the three research sites. The participants were teachers in the third, fourth and fifth grades; the caregivers of the students were assigned to the teachers and community supporters who volunteered at the three research sites. An invitation was provided to the administrative offices of all three research sites to inform them of the study.

Once approved, educators, caregivers, and community supporters who assisted the 3rd, 4th, and 5th grades were invited to participate in the narrative research study. Both of the school building sites and the cyber-school site were individual research sites. I met with each participant to discuss my research. We discussed collaboration in reading instruction. I then asked them if they would like to participate in the research as a participant. I talked with each individual on each grade level at each research site. All the educators, caregivers, and community supporters working with grades 3, 4 and 5 at the research sites were given the opportunity to participate. The caregivers in this study were provided with the opportunity to provide their input through mail-in-surveys and face-to-face interviews. The identities of all the participants remained confidential as recommended by Caduri (2013) and Bell (2011). The research sites used in the study were both the former or current work site and school district of the researcher.

Role of the Researcher

The researcher's role was to work with the participating educators, caregivers and community supporters by surveying and interviewing them on questions concerning reading instruction and comprehension of underachieving students. Information was collected relating to instruction in reading comprehension and other reading acquisition skills taught in grades 3, 4, and 5. Multiple data sources and information collection strategies, such as interviews and documents, were also implemented. An open-ended questioning format was used for the interviews, as well as a survey with in-depth questioning in order to collect information about participants in the study and to document participant perceptions as these are related to reading instruction and the collaboration of educators, caregivers and community supporters in their assistance of students in both the classroom and home settings. Practices were also examined, that help build collaborative relationships between the educators, caregivers, and community

supporters. There were no biases to this study. The only interest of the researcher was examining links to educator-parent collaboration in the classroom setting.

Data Collection

Data Collection Procedures

The administration of each research site was contacted and provided with an overview of the purpose and methodology of the study. The researcher was advised not to seek the consent of educators, caregivers, or community supporters in the potential research study, but just to inform the administration about the study and its purpose. A letter of acknowledgment was obtained from the administrators of all three school sites, stating that the leadership of the school has been informed about the study and its purposes. An invitation to participate was provided for the study.

Face-to-face contact was made with the participants to conduct individual interviews. During this meeting, the researcher informed the participants about the study. The researchers sought informed consent to meet with the individual participants as well as a scheduled time to interview and complete the survey. Educators, caregivers and community supporters were provided with the opportunity to participate in a face-to-face interview or mail-in survey. Educators, caregivers and community supporters completed both the survey and a narrative reflection during the face-to-face interview.

Open-Ended Questions

An open-ended questioning format was used during the face-to face interviews. The interview questions addressed practices that build supportive collaboration and practices that improved reading comprehension and reading achievement between the educators, caregivers, and community supporters (Appendix A, C, B, and D). The interviews were confidential, and

were conducted face-to-face. Information was collected from the surveys, interviews, and reflective journals dealing with the educators, caregivers and community supporters. This model was used to determine whether there is any collaboration between the educators, caregivers, and community supporters in implementing reading strategies in the classroom and home setting. The face-to-face interviews were both recorded on audiotape and by note-taking during the interview process. For this study, the three types of documentation used were open-ended surveys, face-to-face interviews, and reflective journals. Strengths of this type of data collection are that it can be reviewed over time. The survey research method identified attributes of the larger population from the smaller group of individuals involved in the study. Information was collected through open ended questioning. This narrative research study examined the perceptions and options of the educators, caregivers, and community supporters as these are related to reading instruction and reading comprehension strategies. The perceptions and options were collected with 26 survey questions (Appendix A, B, C and D).

This study included the organization and preparation of information for analysis that involved transcribing interviews, optically scanning materials, typing up field notes, sorting the information, interview perceptions, and journal reflections (Bell, 2011; Caduri, 2013). An open-ended survey for the caregivers and educators can be found in Appendices B and D. Data obtained from the surveys were kept confidential. On the confirmation of the study sites, the administrations of the three research sites were contacted and provided an overview of the intent of the study. After obtaining consent from the school administrations, face-to-face interviews were conducted to gain the participation of the educators, caregivers, and community support volunteers. A letter of cooperation was provided by the school authorities for the purpose of approving the use of staff to conduct the study. Face-to-face contact was made to confirm

participation for this study. Follow-up e-mail correspondence was continued throughout the study to maintain a high level of informed progress.

Data Analysis

Qualitative Coding and Analysis

The data analysis included qualitative coding. The data from this study was identified and coding themes were addressed. Open coding was used to identify themes found in the data. The first level of coding includes looking for similar concepts or categories in the data, which will form that basic unit of this analysis. During the open coding, focus was primarily on text to define concepts or categories, represent interview responses and explore how the concepts and categories are related. Data reduction and analysis occurred throughout the narrative research study.

The researcher was the primary instrument for gathering and analyzing interview data (Bell, 2011; Caduri, 2013). Preparation was thorough in order to ensure the validity of the study as suggested by Bell (2011) and Caduri (2013). An open-ended survey was administered to the educators, caregivers, and community support volunteers. The survey provided focused on information regarding the development of the educators, caregivers, and community volunteers through collaboration for reading comprehension instruction for the students in the elementary setting. The survey was completed by the participants within a ten-minute period and was conducted either before or after school. Those who completed the survey had the opportunity to participate in a face-to-face interview. After the data was collected through the interview process, the responses were analysis through open coding by looking at similar concepts and categories found in the data. Key concepts found in the data included the use of quality lesson

planning, extended time on tasks in both the classroom and home setting, and better teacher-parent collaboration training.

The method of coding included looking at each question and participant response. As the researcher, similar concepts were explored in each participant response from each question. The first question was about what the views on reading instruction are. The analysis of the data concluded that better quality lesson plan and more time on a task was valued. The second question was about the views on reading instruction and support in the home setting. The analysis of the data concluded that better quality lesson planning and more time on a given task is needed. The third question was what the participants' interest in reading instruction is. The analysis of the data concluded that the use of main idea and supporting details was first and foremost. The fourth question was about what reading strategies are practiced at home or in school that help children become successful readers. The analysis of the data concluded that rigor should be improved in reading homework practice.

The surveys and other interview materials were locked in a safety case and kept until the end of the research process. The survey information was used for selecting participants during the interview process. Identities of the participants in the research study remained confidential. This was a narrative research study that utilized an open-ended survey format. All of the participants were interviewed and surveyed (see appendix A, B, C, and D).

The objective of this study was to describe, through qualitative observations, the reading strategies implemented by the educators, and the reading comprehension skills development of upper elementary students attending the research sites. This research examined practices that build supportive collaborative relationship between the educators, caregivers, and community volunteers who support student learning. A strong relationship between the educators, caregivers,

and other community supporters can help students become better readers. Teacher training and development can help the educators and their stakeholders create the language-rich environment needed to improve the reading achievement of students who struggle in reading comprehension skills. Reflective journaling was the final phase of data collection. This was intended to provide in-depth information about the purpose of this narrative research study, which was to examine reading strategies and instructional reading comprehension practices taught by the educators, caregivers, and community supporters at the three research sites.

Pilot Study

A pilot study was conducted on the first of the three research sites prior to the actual on-site research study at the school. The pilot study consisted of four educators (one male and three females) and one caregiver participant. These participants included one third-grade educator, two fourth-grade educators, one fifth-grade educator and one caregiver of a student, in an upper elementary classroom. There was only one female caregiver participant in the pilot study. The entire participant pool in the pilot study was African-American. The pilot study was used to refine information collection plans and to determine how the survey process was to be conducted with respect to the procedures of the study (Whannell & Allen, 2014). Feedback was encouraged by the participants concerning the clarity of the interview questions, the structure of the interviews and the skill of the interviewer. Information that was obtained from the pilot study was assessed, and adjustments were made. The feedback from the pilot study indicated that changes needed to be made to research questions two and three. These changes were necessary because each question needed to collect information on practices building supportive collaboration that improve reading comprehension and reading achievement. The third question

was required for the collection of information that helped improve reading comprehension and reading achievement, specifically for the internet-based classroom environments.

Study with the Research Questions

This narrative research study examined the perceptions and options of the educators, caregivers, and community supporters as these are related to reading instruction and comprehension strategies used in the elementary school setting. The narrative research study took place at three sites in the Southern region of the United States. Measures and instrumentation for the narrative research study are presented in Appendices A and B. The three research questions used for this study were:

GQ1: What strategies or practices build supportive collaboration between educators, caregivers, and community supporters as they work together to improve the reading comprehension and achievement of students in grades 3, 4 and 5?

GQ2: What reading instructional strategies or practices do educators, caregivers, and community supporters implement to improve the reading comprehension and achievement of students in grades 3, 4 and 5?

GQ3: What reading instructional strategies and practices should educators, caregivers, and community supporters implement to improve the reading achievement of students in grades 3, 4, and 5? in the Cyber School online classroom environment? (The third research site was a cyber-school where all of the courses were internet-based.) With these guiding questions of the study, interviews were conducted with the participants. The study also focused on examination of reading strategies and comprehension-based instructional practices.

Reliability and Validity

In order to ensure reliability and validity, the narrative research study process included an open-ended questioning format. The survey was completed by the 22 participants within a 10 minute period and was conducted either before or after school. This study led to emerging themes identified from perceptions made by the participants. The qualitative strategy selected for this study used a narrative research design. This model was characterized by narrative information collection and analysis, in which the researcher studied the lives of individuals and asked one or more individuals to provide perceptions about strategies used to improve reading comprehension for struggling readers (Bell, 2011; Caduri, 2013). The findings of the qualitative models were then integrated during the interpretation of the collected information, following the procedures of Gilmore and Miller (2013). NVivo was used for collecting and organizing information during the interview process. It stored all the information using Word documents, tables, spreadsheets, and audio files.

Ethical Protection of Participants

The facilities in the study sites were not identified. All third, fourth and fifth-grade educators at the study sites were provided with the opportunity to participate in the study. The identity of the participants in this research study remained confidential. There were no identifying characteristics or identifying information related to the participants in the survey. This narrative study included open-ended questions and face-to-face interview responses.

Informed Consent. An invitation to participate was given to all three school sites. I invited the staff, caregivers, and community supporters to be part of the study. A letter of acknowledgement was obtained from the school administration for the study. An informed consent agreement was obtained from the educators, and a separate informed consent agreement

was obtained from the caregivers. Face-to-face contacts were made with the educators, caregivers, and community supporters in order to confirm their participation in the study.

Confidentiality. The identities of the participants, as well as the information collected in the study, remain confidential. This confidentiality was maintained by keeping all information and identities in a secure safety case. Each participant, in each portion of the study, was assured and repeatedly reminded that all measures of confidentiality would be observed.

Summary

Section 3 provided an overall explanation of how this study was used to examine reading strategies and instructional comprehension practices. Included in this study was the examination of the participant perceptions of educators, caregivers, and community supporters, as these are related to improving student learning in both the classroom and home setting. This section described the research methods that were utilized. The description of the population included the sample and the methods used to collect the information. This narrative research study included face-to-face interviews with the participants as well as the use of other forms of documentation such as e-mails and note-taking. The three school organizations selected for this research study were located in the South. All of the participants in the study were selected through purposeful sampling based on survey perceptions made during face-to-face meetings with the participants. They were selected from the total population of educators, caregivers, and community supporters associated with the three research sites. All participants remained anonymous. The study included an examination of participant perceptions through 26 survey questions from 12 educators, eight caregivers, and two community supporters. In section four, we will discuss the findings, the guiding questions and the summary.

Section 4: Results and Findings

Introduction

The objective of the study was to describe the methods used by the educators, caregivers, and community supporters to implement reading strategies related to the development of reading comprehension skills in upper elementary classrooms. It used narrative observations and open-ended survey techniques to examine practices that build supportive, collaborative relationships between educators and caregivers, as well as the community support staff who provide specialised instruction to the students struggling with reading comprehension.

Coding was used to analyze the narrative data in this study. A code in qualitative inquiry is most often a word or short phrase that symbolizes a summative attribute for a portion of language-based or visual data. The data can consist of interview transcripts, participant observation field notes, journals, documents, drawings, artifacts, photographs, video, and e-mails (Saldana, 2013). In terms of instruction in reading comprehension, the implication of this study is as follows. When strong collaborative relationships are developed between all stakeholders, the students who struggle with reading comprehension can benefit, allowing them to become successful readers.

This section outlines the details relating to the population and to the sample and methods that were used to collect information in the course of this research. The study followed a narrative research design. It focused on reading instruction techniques and the development of reading comprehension skills. Practices were also examined that build supportive, collaborative relationships. An investigation was further carried out on the reading strategies implemented by the educators, caregivers, and community supporters. At the beginning of the section, demographic details are collected; then the narrative information is presented. To analyze the

data collected, the information was encoded using NVivo (Version 10). Survey information was gathered from all 22 study participants.

The following demographic information was gathered from each participant: (a) gender, (b) age, (c) educational level, (d) years of teaching, and (e) role in the school. This information was used only for identification of the sample. Responses regarding reading collaboration were collected from all participants, with respect to the following statements: (a) The schools' reading program is helpful for the reading success of the struggling readers; (b) I am helpful and knowledgeable in teaching students how to read; (c) I feel welcomed in the school; (d) I want to be more informed about reading instruction; (e) I want to support the reading program at the school; (f) I like reading at home; (g) I enjoy reading with my child; (h) I believe my child understands what they read; (i) I think I can be helpful in assisting learning in the classroom setting; and (j) circle any items that you do with your child before, during or after reading: make predictions, retell or summarize, relate what you are reading to other experiences, discuss real and make-believe, compare and contrast, find the main ideas and details and identify characters. Confidentiality was maintained by keeping all information and identities in a locked file cabinet one to which I have the key. Participants were assured and reminded that all measures of confidentiality would be observed.

Among the participants, there were six (27%) males and 16 (73%) females. Among these, two participants (nine percent) were between the ages of 20 to 24; in the 25 to 29 age group, there were five participants (23%); there were 10 participants (45%) in the 30 to 49 age group; and five participants (23%) were over age 50. Of the participant sample, six participants (27%) had less than four years of educational experience; there were two participants (nine percent) with four years of educational experience and eight (36%) with five years of educational

experience. A total of three of the educator participants (14%) worked for five or more years in the teaching profession, and there were three educator participants (14%) with less than four years of teaching experience.

Findings

Coding design was used to analyze the narrative data in this study. Coding procedures and coding chart findings are included in this section. A coding qualitative inquiry is a word or short phrase that assigns a summative, attribute for a portion of language-based or visual data (Saldana, 2013). The findings indicate that 99% of the participants were in agreement that the school's reading program supported reading success of struggling students; the same number agreed that they were helpful and knowledgeable in teaching students how to read. All participants strongly felt welcomed in their school; they all indicated a need to be better informed about the reading instruction implemented at their site. All participants indicated a desire to support the reading program at the school, enjoyed reading at home, and experienced enjoyment when reading with their own child. Ninety-four percent were confident that their child understood what they read. All participants saw themselves as having potential to be helpful in assisting learning in the classroom setting. The results of the participant responses to the research questions are indicated below:

Guiding Question 1. The first research question served as a means to examine the reading instructional strategies or practices commonly implemented by educators, caregivers, and community supporters in order to improve the reading comprehension and achievement of students in grades 3, 4, and 5. The purpose of the research question was to give the participants the opportunity to express their perceptions on which practices support the collaboration between stakeholders in the education of elementary students. An informed consent agreement was

obtained from the educators, caregivers, and community supporters. Face-to-face contact was made with the educators, caregivers, and community supporters to confirm their participation in the study. Twenty-two participants were interviewed individually. The perceptions of collaboration-friendly practices sighted from the responses to the first survey question included the following: better use of instructional lesson-planning; better communication between the educators, caregivers, and community supporters; better use of high quality implementation of reading comprehension skills in the early years; more reading support; use of more time, implementation of consistent practice in reading instruction and teacher-caregiver collaboration training (Appendix C and Appendix D). The following chart shows the results of the study of GQ1.

What are your views on reading instruction in schools?	Codes	Sub codes	Categories	Concepts
reading instruction needed to be clear and student should be able to have a good (CP1) I believe that reading instruction across all curriculum area is an essential part of a schools reading program (CP2) More time should be devoted to reading better use of instructional lesson planning (CP3) students seem to have different levels of reading and there is a need for text practices, reading enrichment practices, as well as the use of organized (TP1) there is a need for text practices, reading enrichment practices, use of organized structured lesson plan as well as proper training and support material that assist student learning can	Students need to understand instruction/ reading instruction needed to be clear Reading instruction is essential across all curriculum More time should be devoted to better use of reading instructional lesson planning Instructional planning organization Instructional planning organization	Reading instruction needed to be understood Reading Instruction is essential Reading Lesson Planning Planning Organization Planning organization	Reading Instruction Reading Instructional Planning Planning Organizational Organization	High Quality Reading Instructional Planning Reading Instructional Planning is Essentials Lesson Planning High Quality Reading Instructional Planning High Quality Reading Instructional Planning

use to increase reading comprehension skills (TP2) an effective strategy is to use of small group instruction, high quality lesson planning, and spend more time on reading instruction (TP3) better use of instructional lesson planning	small group instruction, high quality lesson planning,	Quality Lesson Planning,	Planning	High Quality Reading Instructional Planning
allowing more time for students to practice and mastering the standards and elements in the classroom setting (TP4) not enough time spent on authentic reading (CP4) an effective strategy is to use of small group instruction, high quality lesson planning, and spend more time on reading instruction (TP5) better use of instructional lesson planning	Better use of Instructional lesson planning Not enough time Better use of Instructional lesson planning instruction, high quality lesson	Allowing more time for students to practice Time high quality lesson	Planning for more time Planning Lesson Planning	High Quality Reading Instructional Planning High Quality Reading Instructional Planning High Quality Reading Instruction
there is not enough time spent on authentic reading				
allowing more time for students to practice and mastering the standards and elements in the classroom setting (TP6) An effective strategy is to use of small group instruction, high quality lesson planning, and spend more time on reading instruction	Instructional lesson planning instruction, high quality lesson	planning, not enough time	Time	High Quality Reading Instruction
Courses covered reading comprehension, analysis, composition, vocabulary, grammar, usage, and mechanics, including sentence analysis and diagramming (TP7) should collaborate through planning	Instructional lesson planning instruction, high quality lesson Collaborate through planning	High Quality Lesson Planning Planning	Planning Collaboration	High Quality Reading Instructional Planning Collaboration

activities related to reading comprehension instruction which includes practice in main idea,(CP5)

What are your views on reading instruction and support at home?

I believe that it should be the same as in school to be consistent

Students should read daily in class and at home (CP1)
 mall reading instruction that assist student learning at the student level of understanding (CP2)
 Reading use of small reading instruction that assist student learning at the student level of understanding (CP3)
 School instruction and support at home goes hand in hand. It is like a machine: one cannot be successful without the support of the other (TP1)
 reading instruction that assist student learning at the student level of understanding (TP2)

use of small reading instruction that assist student learning at the student level of understanding (TP3)
 small reading instruction that assist student learning at the student level of understanding (TP4)
 of small reading instruction that assist student learning at the student level of understanding (CP4)
 Not enough training for caregivers

better communication between the educator

use of small reading instruction that assist

Codes

Sub codes

Categories

Concepts

should read daily in class and at home

Read daily

Read practice

Reading instruction

Reading instruction that assist student learning

Reading instruction

Read practice

Reading instruction

Small reading instruction that assist student learning

Reading instruction

Read practice

Reading instruction

Instruction and support at home

Instruction

Reading instruction

Reading instruction

Reading instruction

Instruction

Reading instruction

Reading instruction

Small reading instruction

Instruction

Reading instruction

Reading instruction

Reading instruction that assist student learning

Instruction

Reading instruction

Reading instruction

Small reading instruction

Instruction

Reading instruction

Reading instruction

Training, communication

Training

Collaboration

Collaboration

student learning at the student level of understanding (TP5) Not enough training for caregivers				
better communication between the educator (TP6) Not enough training for caregivers	Training for caregivers	Training	Collaboration	Collaboration
better communication between the educator (TP7)	Training, communication	Training	Collaboration	Collaboration
understanding printed text could not be done entirely at school (CP5)	Lessons	Planning	Lesson planning	Reading instruction
use of small reading instruction that assist student (CP6)	reading instruction	reading instruction	Collaboration	Collaboration
teaching areas still not understood in the classroom setting (CP7)	reading instruction	reading instruction	collaboration	Collaboration
allowed more time for students to reflect on their growth and most (CP8)	Time	Time	Time	Time
instruction that assist student learning at the student level of understanding				
their needs to be enough time for learning in the classroom setting (TP8)	learning in the classroom setting	Learning	Reading practice	Reading instruction
there must be more time spent on reading short passages				
support in the home environment				
students must be allowed more time for students to reflect (TP9)	support in the home	support in the home	Reading practice	Reading instruction
instruction that assist student learning at the student level of understanding				
placed a strong emphasis is on classic literature (TP10)	learning at the student level	Learning	Reading practice	Reading instruction
What is your interest in reading instruction?	Codes	Sub codes	Categories	Concepts
importance of building	importance of building	Reading instruction	Reading instruction	Instruction

skills in identifying similarities and differences, summarizing and note taking, and the use of advanced organizers as it(CP1)	skills in identifying			
Children should read daily/ not enough(CP2)	Children should read daily	Reading instruction	Reading instruction	Instruction
importance of building skills in identifying similarities and differences, summarizing (CP3)	Instruction	Reading instruction	Reading instruction	Instruction
importance of building skills in identifying similarities and differences, summarizing and note taking, and the use of advanced organizers as it relates to homework practices(TP1)	Instruction	Reading instruction	Reading instruction	Instruction
child read before he or she enters school (TP2)	child read	Reading instruction	Reading instruction	High Quality Reading Instructional Planning
Learning about all different genres of literature better use of instructional lesson planning (TP3)	Learning about all different	Reading instruction	Reading instruction	High Quality Reading Instructional Planning
importance of building skills in identifying similarities and differences, summarizing and note taking, and the use of advanced organizers as it relates to homework practices (TP4)	importance of	Reading instruction	Reading instruction	High Quality Reading Instructional Planning
quality implementation of support data in the area of reading comprehension (CP4)	quality implementation of support data	Reading instruction	Reading instruction	Instruction
quality implementation of support data in the area of reading comprehension (TP5)	quality implementation of support data in the area of	Reading instruction	Reading instruction	Instruction
quality implementation of support data in the area of reading comprehension (TP6)	quality implementation of support data in the area of	Reading instruction	Reading instruction	Instruction
support data in the area of reading comprehension (TP7)	support data in the area of	Reading instruction	Reading instruction	Instruction
quality implementation of support data in the area of reading comprehension (CP5)	quality implementation of support data in the area of	Reading instruction	Reading instruction	Instruction
quality implementation of support data in the area of reading comprehension (CP6)	quality implementation of support data in the area of	Reading instruction	Reading instruction	Instruction

quality implementation of support data in the area of reading (CP7)	quality implementation of support data in the area of	Reading instruction	Reading instruction	Instruction
support data in the area of reading comprehension (CP8)	support data in the area of	Reading instruction	Reading instruction	Instruction
quality implementation of support data in the area of reading comprehension (TP8)	quality implementation of support data in the area of	Reading instruction	Reading instruction	Instruction
quality implementation of support data in the area of reading comprehension (TP9)	quality implementation of support data in the area of	Reading instruction	Reading instruction	Instruction
quality implementation of support data in the area of reading comprehension (TP10)	quality implementation of support data in the area of	Reading instruction	Reading instruction	Instruction
What reading strategies do you practice at home or in school that helps children become successful readers?	Codes	Sub codes	Categories	Concepts
practice daily reading (CP1)	practice daily	Reading instruction	Reading instruction	Instruction
read at home(CP2)	read at home	Reading instruction	Reading instruction	Instruction
read daily(CP3)	read daily	Reading instruction	Reading instruction	Instruction
short passages and questions(TP1)	short passages	Reading instruction	Reading instruction	Instruction
use of short passages and questions (TP2)	short passages and	Reading instruction	Reading instruction	Instruction
Reread(TP3)	Reread	Reading instruction	Reading instruction	Instruction
Reading needs to be practiced(TP4)	Reading needs	Reading instruction	Reading instruction	Instruction
Read not being culturally(CP4)	Read not being	Reading instruction	Reading instruction	Instruction
Practice with child at least 30 minutes a night(TP5)	Practice with child at least 30	Reading instruction	Reading instruction	Instruction

Teacher participants in this study stated that the reading levels of students varied, and there was a need for practice in terms of text and reading enrichment, as well as the use of organized high quality instructional planning and lesson planning. They also stated that there was a further need for training and support materials that assist student learners in improving their reading comprehension skills. Educators and caregivers seemed to support the use of targeted, small-group, levelled reading instruction. Many of the participants stressed the importance of building skills in identifying similarities and differences, summarizing and note taking, and the use of advanced organizers, as these are related to homework practices. Caregiver participants

stated that reading instruction needed to be clear and give the student a firm understanding before engaging them in any class-based activity. Participants mentioned that the educators and caregivers should work collaboratively to plan reading comprehension activities, ensuring that their discussions include summarizing and practicing of the main ideas, as well as comparing and contrasting the activities. Caregiver Participants in this study stated that reading instruction in the public school system already included the components essential for student success, including: phonics, fluency, reading comprehension, and writing. The results of this study found that the home environment often failed to support students in their development of reading comprehension skills. Teacher Participants in this study mentioned the effectiveness of small-group instruction, high quality reading instructional planning, and extended time spent on reading instruction. Participants in this study saw reading as a critical life skill for their students. Caregiver Participant Eight stressed that resources should be user-friendly and maintains student interest. The findings of this research indicated the need for improved instruction and support in the home environment. Many of the participants in this study stressed improved instruction support can be achieved through a more consistent, collaborations, instructional planning and high quality reading instruction by teacher, the caregiver and community supporters (Appendix C and Appendix D). The findings also indicate that all students should receive support in reading instruction; some students who do not struggle in reading comprehension need to be challenged, and other students who struggle in reading comprehension require supportive assistance (Phillips, 2014).

Teacher Participant Four stated the need for assistance in improving available resources, and ensuring that those resources are aligned with state standards. This will help to develop structured mini lesson plans and tutors that are able to push for more support with small groups;

the teacher also mentioned that all in-class learning must also be reinforced at home, and that exposure to printed material should be consistent and monitored to ensure that students are able to successfully learn to read the text correctly. Caregiver Participants in this study stated that students should read daily, both in class and at home; the caregiver also mentioned that students were unable to spend sufficient time to fully grasp the required concepts; the caregiver also held the view that educators and caregivers needed to collaborate well to ensure fluency of learning between school and home (Appendix C and Appendix D).

Phillips (2014, p. 65), identified the importance of consistent adherence to mini lesson plans, high quality implementation, consistent practice and scaffolding, with a focus on individual student needs in reading comprehension. Many of the participants indicated that students' experiences of high quality and consistent classroom practice in the teaching of reading comprehension had a substantial impact on the development of reading, oral language, and reading comprehension skills.

Guiding Question 2. The second research question provided a more in-depth view of the perceptions relating to the reading instructional strategies or practices implemented by educators, caregivers and community supporters for the improvement of reading comprehension skills in students in grades 3, 4, and 5? The purpose of the research question was to allow the educators, caregivers, and community supporters to express their views in regards to the improvement of reading comprehension in the elementary classroom setting. An informed consent agreement was obtained from the educators, caregivers, and community supporters. Face-to-face contact was made with all stakeholders to confirm their participation in the study. The researcher interviewed all participants individually. The following chart shows the results of the study of GQ2.

**What are your views
on reading
instruction and**

Codes	Sub codes	Categories	Concepts
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support at home?

All parties must be consistent in seeing that the students. effective strategies used in the educational setting were strategies that allow students practice asking questions and allow students to practice strategies that build on support answers by connecting prior knowledge with information found in, and inferred from, the text (CP1)

All parties must be consistent in seeing that the students. better communication between the educator(CP2)

Effective strategies used in the educational setting were strategies that allow students practice asking questions and allow students to practice(CP3)

Effective strategies used in the educational setting were strategies that allow students practice asking questions and allow students to practice (TP1)

Collaboration, use of conferences, PTA meeting. Homework with s students(TP2)

Collaboration, use of conferences, PTA meeting. Homework with student-learner(TP3)

Effective strategies used in the Educational setting were strategies that allow students practice asking questions and allow

All parties must be consistent in seeing that the students. effective strategies used in the educational

All parties must be consistent in seeing that the students. effective strategies used in the educational

All parties must be consistent in seeing that the students. effective strategies used in the educational

All parties must be consistent in seeing that the students. effective strategies used in the educational

All parties must be consistent in seeing that the students. effective strategies used in the educational

All parties must be consistent in seeing that the students. effective strategies used in the educational

All parties must be consistent in seeing that the students. effective strategies used in the educational

Instructional training

Instructional training

Instructional training

Instructional training

Instructional training

Instructional training

Instructional training

Better communication

Better communication

Better communication

Better communication

Better communication

Better communication

Better communication

Training

Training

Training

Training

Training

Training

Training

students to practice strategies that build on support answers by connecting prior knowledge with information found in, and inferred from, the text(TP4)
Collaboration, use of conferences, PTA meeting. Homework with student-learner

Improved instruction and support in the home environment through a more

consistent collaborative effort(CP4)
Setting objectives for remediation, and acceleration were key factors in reading success(TP5)
Setting objectives for remediation, and acceleration were key factors in reading success(TP6)
Setting objectives for remediation, and acceleration were key factors in reading success(TP7)
Setting objectives for remediation, and acceleration were key factors in reading success(CP5)
Setting objectives for remediation, and acceleration were key factors in reading success(CP6)

Improved instruction and support in the home

Setting objectives for remediation, and acceleration

Setting objectives for remediation, and acceleration

Setting objectives for remediation, and acceleration

Setting objectives for remediation, and acceleration

Setting objectives for remediation, and acceleration

instruction and support in the home

Setting objectives

Setting objectives

Setting objectives

Setting objectives

Setting objectives

Setting objectives

Setting objectives

Setting objectives

Setting objectives

Setting objectives

Setting objectives

Collaboration

Lesson planning

Lesson planning

Lesson planning

Lesson planning

Lesson planning

The reading instruction strategies implemented by the respondents included use of more time, use of small groups, use of reflection strategies, educator, and caregiver training, setting high expectations and setting goals and objectives for learning. Teacher participants in this study recommended allowing more time for students to practice challenging skills through reading a variety of short passages, followed by some written questions, which the students would need to

answer. In addition to this, teacher participants stated that students required more time to reflect on their growth and to focus on the success criteria relating to the relevant standards; practices requiring expansion were identified as: reflection, student commentary, and areas identified for re-teaching that have not been understood the first time. Teacher participants also stated the importance of adult participation in in-depth, small-group activities in the classroom setting (Appendix C and Appendix D).

Teacher Participant seven indicated that time to practice and master the standards and elements required of students, should be increased; according to the teacher, students require additional time to reflect on their growth; additionally, most students are unsuccessful because no link has been made to prior knowledge; this participant advocated for the expansion of the following practices: reflection, student commentary and re-teaching of the areas not understood the first time they were taught. Teacher participants in this study stated that support staff needs to participate in in-depth small-group activities in the classroom setting; this participant also believed that more rigor and focus was necessary, both during homework practice and in the implementation of enrichment activities. According to the teacher, improved mini lessons would help in small-group instruction, and additional time spent practicing would allow students to master the skills being taught. The teacher participants also stated that students must be allowed more time to reflect. The majority of participants indicated that there was a need for instructional training in reading comprehension, both for the educators, and caregivers. Caregiver Participant four cited concerns about the state of reading instruction being received by elementary students; this participant saw limitations for struggling students being manifested in the lack of training for the educators, the lack of continued support in the classroom setting, and the lack of resourcing and time for tasks. In the research, it is found that instructional training is an important strategy

for building collaboration in reading instruction between all stakeholders in a student's learning. Many of the participants suggested the need for better use of support data in the areas of reading comprehension and vocabulary support strategies. Caregiver Participant Six stated that collaboration regarding the use of vocabulary and inferences used in instructional support could help in student reading improvement; according to the participant, the collaboration of reading instruction between the classroom and home is critical. Many of the participants suggested that the educators and caregivers needed to be more actively involved in supporting collaboration in reading instruction. Findings from the data showed that improvements need to be made to the instruction and support in the home environment, through a more consistent, collaborative effort.

This study found the major factors affecting the improvement of reading comprehension for struggling learners, to be: teacher and caregiver expectations, classroom time management and the effective use of homework support. Teacher Participant Seven stated that students only read for testing and grading, but not for pleasure or a hunger for knowledge. The majority of the participants suggested that setting objectives for remediation and acceleration were key factors in reading success. The participants in the study consistently suggested that students needed more opportunities to expand their use and appreciation of oral and printed language (Appendix C and Appendix D).

Guiding Question 3. The third research question served as a means to explore more in-depth views related to the reading instructional strategies and practices that should be implemented by educators, caregivers, and community supporters, in order to improve student reading achievement in the cyber school online environment? The third research site was a cyber-school, where all of the courses were internet-based.

The following chart shows the results of the study of GQ3.

What reading instructional strategies and practices do educators; support staff, caregivers and community supporters implement that support student learning in the Cyber School online environment in order to improve the reading achievement of students in grades 3, 4, and 5?

	Codes	Sub codes	Categories	Concepts
Effective strategies used in the educational setting were strategies that allow students practice asking questions and allow students to practice strategies that build on support answers by connecting prior knowledge with information found in, and inferred from, the text(CP1)	Effective strategies used in the educational setting were strategies that allow students	effective strategies used in the educational setting	Planning	Lesson Planning
Effective strategies used in the educational setting were strategies that allow students practice asking questions and allow students to practice strategies that build on support answers by connecting prior knowledge with information found in, and inferred from, the text(CP2)	Effective strategies used in the educational setting were strategies that allow students	effective strategies used in the educational setting	Planning	Lesson Planning
Clear and precise (CP3)	Clear and precise	effective strategies used in the educational setting	Planning	Lesson Planning
Allow engaging conversations between the stakeholders and the students. Students like adults want to feel that them and others care about what they think (TP1)	Allow engaging conversations between the stakeholders and the students.	Instructional training	better communication	Training
effective strategies used in the educational setting were strategies that allow students	effective strategies used in the educational setting were strategies	effective strategies used in the educational setting	planning	Lesson Planning

practice asking questions and allow students to practice strategies that build on support answers by connecting prior knowledge with information found in, and inferred from, the text(TP2)	Effective strategies used in the educational setting were strategies that allow students practice asking questions and allow students to practice strategies that build on support answers by connecting prior knowledge with information found in, and inferred from, the text(TP3)	effective strategies used in the educational setting were strategies Improved instruction and support	effective strategies used in the educational setting	Planning	Lesson Planning
Improved instruction and support in the home environment through a more consistent collaborative effort(TP4)	Improved instruction and support in the home environment through a more consistent collaborative effort(CP4)	Improved instruction and support	effective strategies used in the educational setting	Planning	Lesson Planning
Educators can implement strategies related to flexible grouping in order to improve reading achievement and the use of various reading comprehension projects that support the reading achievement (TP5)	Educators can implement strategies related to flexible grouping	Educators can implement strategies related to flexible grouping	effective strategies used in the educational setting	Planning	Lesson Planning

The purpose of the research question was to highlight the perceptions of the educators, caregivers and community supporters, regarding the online strategies that support the improvement of reading comprehension in an internet classroom environment. An informed consent agreement was obtained from the educators, caregivers, and community supporters.

Face-to-face contact was made with the all stakeholders in order to confirm their participation in the study. The researcher interviewed all participants individually. The following findings were obtained:

It was found that within the cyber school organization, the reading strategies used were similar to those of the regular education sites. The reading courses covered reading comprehension, vocabulary, analysis, composition, grammar, usage, and mechanics, sentence analysis and diagramming. Cyber lessons that focused on reading comprehension were found to hone in on vocabulary development, reading comprehension skills, and other skills that could help to develop more independent readers. Cyber school educators placed a strong emphasis on classical literature. The student reading list included four novels from a list of classical novels and non-fiction texts. Cyber school programming included a test preparation program aimed at preparing students for standardized tests and practice in the language skills related to grammar, composition, usage and mechanics, vocabulary and spelling. These were reinforced in the cyber school program through the following practices: writing practice (from subject planning to editing) involved the skill of composition, in a range of genres; grammar, usage, and mechanics were evident through instruction on parts of speech, sentence structure, capitalization, and punctuation. They also practiced sentence analysis and diagramming vocabulary. Workshop programming helped enrich students' vocabulary and develop word analysis skills. Small-group workshops also prepared them for the standardized tests and gave them a strong understanding of sound-symbol relationships and spelling patterns. These also gave students the ability to identify base words within longer words to distinguish meaning. Responses to the survey overwhelmingly suggested that the most effective strategies used in the educational setting were

those that encouraged students to question the content and build on prior knowledge (Appendix C and Appendix D).

The majority of the educators and caregivers interviewed emphasized the importance of being able to recognize author intent, identify the narrator or speaker in selected texts, understand cause and effect, make comparisons across selections and genres, draw conclusions and make inferences, recognize the problems and their solutions, distinguish between facts and opinions, understand the main idea and supporting details of a paragraph or a selection and recognize the story elements including character, setting, plot, and theme. Teacher Participant Five stated the need for support staff to participate in in-depth, small-group activities in the classroom setting; according to this participant, there was a need for more rigor and focus, particularly during homework practice; this participant believed that improved pacing on mini lessons would help in small-group instruction. This participant also stressed the need for students to have additional time to develop independent reading skills; according to the participant, the students must be allowed more time to reflect. Caregiver Participant Two stated that educators could implement flexible grouping strategies to facilitate better use of various reading comprehension projects in order to improve reading achievement. All the educators and caregivers stressed the importance of linking reading with personal experiences, allowing students the opportunity to recollect major points described in the texts, as well as make and modify predictions and summarize readings. Caregiver Participant Four suggested that all stakeholders should be trained in questioning skills relating to reading comprehension. This would allow for engaging discussions between the stakeholders and the students. Structured lessons on spelling would enable the students to recognize the roots of words, further strengthening their comprehension (Appendix C and Appendix D).

Based on the perceptions of the participants in the study, the students needed more practice building skills using titles, tables of contents, chapter headings, indexes and glossaries; to locate information in texts, diagrams, charts, captions, maps, photos and illustrations; and follow multiple-step written instructions. Many of the participants in this study suggested that students should be taught to recognize different genres, such as a script, biography, legend, fiction, historical fiction, non-fiction, and poetry; use examples from the text; describe characters and character development within a story; and compare and contrast tales from different cultures. Participants mentioned the importance of paraphrasing the words of the narrator, reading poetry and prose aloud with rhythm and fluency, and building on prior experiences, generating ideas, and giving insight to the ideas of a speaker, as a means of encouraging success in reading comprehension instruction (Appendix C and Appendix D).

Section Four presented and discussed the findings of the study. This section also focused on the research methods used. The study provided a description of the population, the sample and the methods used to collect the information. Data was collected regarding the three research questions, based on responses from the interviews and surveys. The interviews were conducted through face-to-face meeting with the educators, caregivers, and other supporters and stakeholders. This study included an examination of participant perceptions through 26 survey questions presented to 12 educators, eight caregivers and two community supporters. Face-to-face contact was made with the caregivers of third to fifth-grade students. This meeting was used to inform the participants about the study, and consent was given for the researcher to negotiate survey times with participants. Caregivers of the students in the third to fifth-grade classroom setting were also provided with an opportunity to participate via e-mail or mail-in survey, or face-to-face interviews. Educator participants working with this age group also met with the

researcher for individual interviews. The educators completed surveys during the interviews, as well as a summary assessment (Appendix C and Appendix D).

This narrative research study utilized narrative research design. It examined reading instruction techniques and the reading comprehension skill development of students attending two of the research sites. This narrative research examined strategies that build supportive collaborative relationships relating to the reading strategies implemented by educators, caregivers, and community supporters. The information obtained by the study was analyzed, and the emerging themes identified, based on participant perceptions portrayed in the interviews. Communication between stakeholders became an emerging theme, with participants finding that communication was essential for the success of students both in the classroom and in the home setting. Findings revealed a need to improve instructional strategies in developing main ideas, summarizing, comparing and contrasting; as well as strategies for small group instruction, differential instruction, reading enrichment practice, text practice, and producing organized lesson plans. Amongst educators and caregivers, it became clear that there was also a need for professional training and support materials in order to improve reading instruction, increase time spent on authentic reading, facilitate the use of support data in the classroom setting, and ensures the effective use of homework and remediation to support reading achievement.

The relationship between home and school is an important one, thus being the focus of this research. This research has sought to confirm that the benefits of school-home collaboration are undeniable (Hedeen, Moses, & Peter, 2011). Despite there being many reasons for the desired outcomes in developing partnerships between school and home, the main purpose of that relationship is to help children achieve success in school and beyond school life (Hedeen, Moses, & Peter, 2011). Section Three provided the overall methods of narrative research design that

supported the implementation of this study. The narrative research design used an interview and survey format. Section 4 discussed the findings of the research and presented the situation assessment, key factors and events. Findings and discussions were presented based on all the information collected, the assessment of the interviews and surveys of all participants. Section five will provide a discussion the interpretation of findings, implication for social change and recommendation for future actions.

Section 5: Discussion, Conclusions, and Recommendations

Introduction

The purpose of this narrative research study was to examine the reading instruction techniques and the development of reading comprehension skills of the students attending the three search sites. The researcher examined practices that build supportive collaborative relationships, and also examined the reading strategies implemented by the educators, caregivers, and community supporters in provision for student learning. The target audience consisted of educators, caregivers, and community stakeholders. Face-to-face interviews were made with the participants and documentation was collected from them in the form of e-mail, images, and various artifacts from the participating educators, caregivers, and community supporters. This section includes a summary of the study, discussions of the findings, conclusions, the implications of the results, and recommendations for future research.

This study examined the literature associated with reading comprehension instruction, stakeholder support, student performance, and academic achievement in reading comprehension instruction. The study gathered information on six main factors relating to reading comprehension instruction: stakeholder support, student performance, and how these have an impact on academic achievement in reading comprehension. The factors included effective teaching and educational change, caregiver support in the upper elementary grades, parent empowerment and teacher professionalism, partnership between stakeholders, and reading comprehension instruction. The candidates who were identified were contacted by the researcher to explain the research study and to request their participation. They were assured that their names would not be disclosed. Participants completed face-to-face interviews, during which a

survey was conducted. The responses to the open-ended questions were analyzed using NVivo. NVivo handled all the following sources of data: Word documents, PDFs, pictures, database tables, spreadsheets, and audio files. Coding was used to analyze the narrative data in this study. A code in qualitative inquiry is most often a word or short phrase that symbolically assigns a summative, attribute for a portion of language-based or visual data. The data can consist of interview transcripts, participant observation field notes, journals, documents, drawings, artifacts, photographs, video, and emails (Saldana, 2013).

Interpretation of Findings

The data were based on 26 survey questions that were completed by educators, caregivers, and community supporters face-to-face. I met with the participants to conduct individual interviews. During this meeting, I informed the participants about the study. I was given consent to meet the participants to schedule a time and complete the survey. Caregivers of the students in the third to fifth-grade classroom setting were also provided with an opportunity to participate via email or a mail-in survey, or face-to-face interviews. The educators completed the surveys during the interviews, and they also completed a summary assessment along with the survey.

The participants in the study preferred instructional strategies that supported collaboration between stakeholders, better communication with educators, better use of instructional lesson planning, better use of high quality implementation of supporting data in the area of reading comprehension skills, implementation of vocabulary support strategies, and consistent practice in reading instruction. They also preferred strategies that focused on the implementation of reading instruction in the classroom as well as in the home environment. Additionally, the participants in this study preferred the reading strategies that are important for

student success relating to reading comprehension. The educators, caregivers, and community supporters all cited that the most effective reading strategies were retelling stories, paraphrasing text, explaining what a speaker has said, reading prose and poetry aloud with fluency, the use of rhythm strategies, the use of expression practices, and the use of prior experiences and insight. The majority of the participants suggested that more reading support through repeated reading, oral reading, paired reading, choral reading, recorded reading, and practicing vocabulary skills, as well as engagement that includes novelty and meaning with text, could be helpful and effective in the classroom and home setting.

Open-Ended Questions for Educators and Caregivers

The narrative survey questions were related to reading instruction in both the school and home environments. Reading strategies that collaborative stakeholders implement in order to improve reading comprehension and achievement for the students in grades 3, 4, and 5? Most of the educators who participated in this study cited similar strategies for both the classroom and home settings. These strategies included graphic organizers, allowing more time for practice, small group activities, and use of more rigor in reading instruction and in homework practices. Participants suggested that students should have opportunities to expand their use and appreciation of both oral language and printed language. They should also be able to hear good stories and to understand the building blocks of spoken language. All participants suggested that students should have more reading opportunities and the opportunities to learn decoding strategies, and that they must have access to libraries in the school that contain a large number of varied book collections to encourage the development of fluency in reading, help them to be engaged in both classroom and home discussions, and the use of comprehension strategies. Reading strategies that collaborative stakeholders implement in order to improve reading

comprehension and reading achievement for the students in grades 3, 4, and 5 include open and honest collaborative communication between the educators and the caregivers.

The conclusions of this narrative research study were arranged on the basis of the three research questions. Each of the research questions has been addressed. The first question asked, *what strategies or practices build supportive collaboration between educators, caregivers, and community supporters as they work together to improve the reading comprehension and achievement of students in grades 3, 4 and 5?* The participants suggested that the high expectations of the teacher and caregiver, improved classroom time management, consistent teacher and peer evaluation, effective use of homework support, and educator-caregiver training were the main factors in building supportive collaborative relationships in reading comprehension and achievement among the learners struggling in reading.

The second question asked, *what reading instructional strategies or practices do educators, caregivers, and community supporters implement in order to improve the reading comprehension and reading achievement of students in grades 3, 4, and 5?* Many of the educators who participated in the study stated that the best strategies to use in the classroom and home setting included: graphic organizers, use of short passages and questions, allowing more time, reflection, appreciation of oral and printed language, in-depth small-group activities, re-teaching, learning the building blocks of spoken and written language, and more rigor in reading instruction, as well as instructional and homework practices. Educators emphasized the importance of allowing more time for the students to concentrate on enhancing their skill by reading different types of short passages, in which they could read and answer questions and then quickly assess their understanding. Setting objectives for remediation, acceleration, and teacher and student feedback were also factors in reading success.

The third question asked, *What reading instructional strategies and practices do educators, caregivers and community supporters implement in order to improve the reading achievement of students in grades 3, 4 and 5 in the Cyber School online classroom environment?*

The conclusions of this study focused on the strategies used in the Cyber School, which were similar to those used in the regular education sites. The reading courses covered reading comprehension, analysis, composition, vocabulary, grammar, usage, sentence analysis, mechanics, and diagramming. Designed lessons on spelling enabled the students to recognize base words and roots in related words. Lessons were designed to develop capability of reading comprehension, increase vocabulary, and help the students become more independent readers. Most of the participants suggested the use of graphic organizers, use of short passages and questions, allowing more time, reflection and re-teaching. Educators emphasized the importance of allowing more time for the students to enhance their skill through reading a variety of short passages, in which they could read and answer questions and then quickly assess their understanding. The participants referred to the use of classical literature and non-fiction and the use of practiced language skills which included composition, grammar, usage, mechanics, vocabulary and spelling practices.

Implications for Social Change

The following implications were offered to policy makers and school administrators, for instituting school practices to improve reading instruction techniques and development of comprehension skills for the students who struggle in both the classroom and home settings. Many suggestions were based upon the data collected in this study from both current and former educators, caregivers and stakeholders. Other suggestions were based upon the personal

experience of the researcher. Although one particular strategy may be well-suited for one learner, it may not work for another.

Educators, as well as caregivers, need to assess the strengths of their students and build on their weaknesses. Strategies must be systemically introduced with the students who are new to strategy instruction; the number of strategies might be introduced one to two at a time, and gradually increased. The educators teaching the strategies should integrate their strategy instruction into their ongoing teaching. The research suggests that there are three strategies for building word recognition, developing fluency and understanding comprehension instruction. Firstly, it is imperative that reading comprehension instruction is engaging and explicit. Secondly, the strategies must be modeled by skillful readers, including educators and peers. Finally, the strategies must be integrated, scaffolded and repeated by the educators and caregivers through reading instruction, until the students gain the confidence to successfully use those strategies in reading independently (Harris, 2014; Esposito & Weaver, 2011). Efficiency is essential in teaching students who are struggling with the reading comprehension. This can be successfully achieved by placing students in an instructional group with others who are at their instructional reading level.

The struggling students in reading comprehension should receive extra instructional reading time daily, and the duration of time will depend on the grade level. The implication for social change is seen in the increased abilities of students to become better readers. The implication for social change in this study is that strong relationships with the educator, caregiver, and other community support systems can work together to help students become better readers. Another implication for positive social change for this study may include restructuring in comprehension in the reading classroom and used in the district to better support

teaching strategies in alignment with improvement of students instruction. If elementary learners can understand and comprehend what they read, they can become better citizens in society as they advance through their academic careers.

Recommendations for Action

The participants in the study suggested that the following interventions and practices could benefit the students who struggle in reading comprehension. In terms of interventions, the caregivers, and educators should follow the strategies regarding best practices in the reading recovery model; students should be assigned to small groups three times each day during the 60-minute duration allotted for literacy stations; one group should meet with the teacher assistant and one group with the teacher, and the groups should rotate through independent literacy stations. The literacy stations should have different types of activities that allow the students to practice the skills they have been taught earlier, or to work on vocabulary for the week. The students should have the opportunity to form a partnership with good readers and to use assistance to help improve skills of reading comprehension; they should review vocabulary and reread texts; they must have the focus on writing strategy with the students in the classroom setting and write a lesson plan with the support staff. The last interventions are that the educators and caregivers should plan through the use of guided reading, teaching the strategies through a unit of study by spending a few days on one strategy and using scaffolded instructional techniques. They should help the students by observing them as readers, and in this way they can identify which of the strategies is most beneficial to them; these strategies can be used in their “fix-it” menu. It is important to include some reflection and introspection after the independent work time is over, so that the children can share their findings between themselves as readers. They must include how the strategy has enhanced the comprehension.

Recommendations for Future Study

The sample in this study consisted of educators, caregivers, and other community supporters in the elementary school setting. The study results might have an impact on the educators in middle schools and secondary schools. Future researchers can focus on the importance of these factors of relationships between the educators, caregivers, and other community supporters in middle schools and secondary schools.

It is necessary for the educators to build their teaching practices in the classroom. Effective interventions need to start immediately to increase reading comprehension skills for the struggling and vulnerable readers. Teaching struggling and vulnerable students is an area of concern for many educators. This area needs to be studied further so that all students can have the opportunity to be developed.

The ability to read and understand text is an essential thing for social and economic advancement in American society. There are a significant number of young learners in the upper elementary setting, who cannot read effectively enough to understand the meaning of the text. Many of the students have insufficient skills in phonics, speed of reading, vocabulary, and comprehension. Consequently, they cannot acquire the standards set for literacy instruction in the upper elementary grades. By strengthening the environments that are part of the everyday school experiences of the students from English-speaking, non-English-speaking or low-income groups, the educators can support the learners to develop the knowledge-based competencies that are needed to gain access to academic texts through reading, vocabulary and comprehension understanding. The objective of this study was to describe, through qualitative observations, the reading strategies implemented by the educators and the development of reading comprehension skills of upper elementary students attending the research sites. This research examined practices

that build supportive collaborative relationship between the educators, caregivers and community supporters who have an influence on student learning.

The implication of this study is that a strong relationship between the educators, caregivers, and other community supporters can help students become better readers. Educators and caregivers should give greater attention to consistent and continued comprehensive instruction as well as practice in the classroom and within the home environment. To achieve maximum success, the effort to improve the learning environment should encompass instruction and foundational school and classroom processes. Studies should identify the types of training and development that can help the educators create the language-rich environment needed to improve the reading qualities of the students who struggle in reading comprehension skills. The sample in this study consisted of educators, caregivers, and other community supporters in the elementary school setting. The study results also have an impact on the educators in middle schools and secondary schools. It is recommended that future researchers focus on the importance of the factors influencing the educators, caregivers and other community supporters in middle schools and secondary schools.

Summary

It is necessary for the educators to have their teaching strategies refined as new best practices in reading comprehension instructions are developed and researched. Using multiple strategies and activities, interventions need to be started as soon as possible with a view to increasing the reading comprehension skills for the struggling and vulnerable readers. In reading education strategies, best practices suggest that reading comprehension education needs to be learner-specific. For many educators, teaching the struggling and vulnerable students has been an

area of concern. This area needs to be researched further in order to have all students being developed equally. Educators need to work together by sharing their research results.

The ability to read and understand text is an essential thing for social and economic advancement in American society. There are a significant number of young learners in the upper elementary level who cannot read effectively enough to understand the meaning of the text. Many of the students do not have sufficient skills in phonics, speed of reading, vocabulary and comprehension. Consequently, they do not acquire the standards set for literacy instructions in the upper elementary grades. By strengthening the language environments that are part of the everyday school experiences of students from English-speaking, non-English-speaking or low-income groups, educators can support the learners as they enhance the knowledge-based competencies that are needed to access academic texts through vocabulary, reading, and comprehension.

The objective of this study was to describe, through qualitative observations, the reading strategies developed and implemented by the educators, and reading comprehension skill development of upper elementary students attending the research sites. This research examined practices that build supportive collaborative relationships between the educators, caregivers and community supporters who support student learning. A strong relationship with the educators, caregivers, and other community supporters can help students become better readers. Teacher training and development can help the educators and their stakeholders create the language-rich environment that is needed to improve reading qualities of the students who struggle in reading comprehension skills. The implication of social change for this study is that strong relationships with the educator, caregiver, and other community support system can work together to help

students become better readers. If elementary learners can understand and comprehend what they read, they can become better citizens in society as they advance through their academic careers.

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Appendix A: Caregiver Survey

Reading Collaboration (*The descriptive part of the survey only identified the sample.*)

1. The schools reading program supports student reading success for struggling readers.

Circle One

Strongly Agree

Agree

Disagree

Strongly Disagree

2. I am helpful and knowledgeable in teaching students how to read.

Circle One

Strongly Agree

Agree

Disagree

Strongly Disagree

3. I feel welcomed in the school.

Circle One

Strongly Agree

Agree

Disagree

Strongly Disagree

4. I want to be more informed about reading instruction.

Circle One

Strongly Agree

Agree

Disagree

Strongly Disagree

5. I want to support the reading program at the school.

Circle One

Strongly Agree

Agree

Disagree

Strongly Disagree

6. I like reading at home.

Circle One

Strongly Agree

Agree

Disagree

Strongly Disagree

7. I enjoy reading with my child.

Circle One

Strongly Agree

Agree

Disagree

Strongly Disagree

8. I believe my child understands what they read.

Circle One

Strongly Agree

Agree

Disagree

Strongly Disagree

9. I think I can be helpful in assisting learning in the classroom setting.

Circle One

Strongly Agree

Agree

Disagree

Strongly Disagree

10. Circle any items that you do with your child before, during or after reading.

Make predictions

Retell or Summarize

Relate what you are reading to other experiencing

Discuss real and make believe

Compare and contrast

Find the main ideas and details

Identify Characters. Settings, plot, problems and solutions

setting, plot, problems and solutions

Appendix B: Educator Survey

1. The schools reading program supports student reading success for struggling readers.

Circle One

Strongly Agree

Agree

Disagree

Strongly Disagree

2. I am helpful and knowledgeable in teaching students how to read.

Circle One

Strongly Agree

Agree

Disagree

Strongly Disagree

3. I feel welcomed in the school and environment.

Circle One

Strongly Agree

Agree

Disagree

Strongly Disagree

4. I want to be more informed about reading instruction.

Circle One

Strongly Agree

Agree

Disagree

Strongly Disagree

5. I want to support the reading program at the school and in the home of the caregiver.

Circle One

Strongly Agree

Agree

Disagree

Strongly Disagree

6. I like reading at home.

Circle One

Strongly Agree

Agree

Disagree

Strongly Disagree

7. I enjoy reading with my child or students.

Circle One

Strongly Agree

Agree

Disagree

Strongly Disagree

8. I believe my child or my students understand what they read.

Circle One

Strongly Agree

Agree

Disagree

Strongly Disagree

9. I think I can be helpful in assisting learning in the home setting.

Circle One

Strongly Agree

Agree

Disagree

Strongly Disagree

10. Circle any items that you do with your child before, during or after reading.

Make predictions

Retell or Summarize

Relate what you are reading to other experiencing

Discuss real and make believe

Compare and contrast

Find the main ideas and details

Identify Characters. Settings, plot, problems and solutions

setting, plot, problems and solution

Promote Comprehension in the Reading Classroom Teacher and Caregiver Survey Results

Participants	The schools reading program supports student reading success for struggling readers.	I am helpful and knowledgeable in teaching students how to read.	I feel welcomed in the school.	I want to be more informed about reading instruction.
Caregiver Participant 1	Agree	Disagree	Agree	Agree
Caregiver Participant 2	Agree	Agree	Agree	Agree
Caregiver Participant 3	Strongly agree	Agree	Agree	Agree
Caregiver Participant 4	Strongly agree	Agree	Agree	Agree
Caregiver Participant 5	Agree	Agree	Agree	Agree
Caregiver Participant 6	Strongly agree	Agree	Agree	Agree
Caregiver Participant 7	Agree	Agree	Agree	Agree
Caregiver Participant 8	Agree	Agree	Agree	Agree
Caregiver Participant 9	Agree	Agree	Agree	Agree
Caregiver Participant 10	Agree	Agree	Agree	Agree
Caregiver Participant %	30% of the participants strongly agree 70% agreed	90% of the participants agreed 10% disagree	100% of the participants agree	100% of the participants agree
Participants	The schools reading program supports student reading success for struggling readers.	I am helpful and knowledgeable in teaching students how to read.	I feel welcomed in the school.	I want to be more informed about reading instruction.
Teacher Participant 1	Strongly agree	Strongly agree	Agree	Agree
Teacher Participant 2	Strongly agree	Strongly agree	Agree	Agree
Teacher Participant 3	Strongly agree	Strongly agree	Agree	Agree
Teacher Participant 4	Strongly agree	Strongly agree	Agree	Agree
Teacher Participant 5	Strongly agree	Strongly agree	Agree	Agree
Teacher Participant 6	Strongly agree	Strongly agree	Agree	Agree
Teacher Participant 7	Strongly agree	Strongly agree	Agree	Agree
Teacher Participant 8	Strongly agree	Agree	Agree	Agree
Teacher Participant 9	Strongly agree	Agree	Agree	Agree
Teacher Participant 10	agree	Agree	Agree	Agree
Teacher Participant 11	agree	Agree	Agree	Agree
Teacher Participant 12	Strongly agree	Agree	Agree	Agree
Caregiver Participant %	83% of the participants strongly agree 17% agreed	59% of the participants strongly agreed 41% agree	100% of the participants agree	100% of the participants agree
Participants	I want to support the reading program at the school.	I like reading at home.	I enjoy reading with my child.	I believe my child understands what they read.
Caregiver Participant 1	Strongly agree	Disagree	Agree	Agree
Caregiver Participant 2	Strongly agree	Agree	Agree	Agree
Caregiver Participant 3	Strongly agree	Agree	Agree	Agree
Caregiver Participant 4	Strongly agree	Agree	Agree	Agree
Caregiver Participant 5	Strongly agree	Agree	Agree	Agree
Caregiver Participant 6	Strongly agree	Agree	Agree	Agree
Caregiver Participant 7	Strongly agree	Agree	Agree	Agree
Caregiver Participant 8	Strongly agree	Agree	Agree	Agree
Caregiver Participant 9	Strongly agree	Agree	Agree	Agree
Caregiver Participant 10	Strongly agree	Agree	Agree	Agree
Caregiver Participant %	100% of the participants strongly agree	90% of the participants agreed 10% disagree	100% of the participants agree	100% of the participants agree
Teacher Participant 1	Strongly agree	Strongly agree	Strongly agree	Strongly agree
Teacher Participant 2	Strongly agree	Strongly agree	Strongly agree	Strongly agree
Teacher Participant 3	Strongly agree	Strongly agree	Strongly agree	Strongly agree
Teacher Participant 4	Strongly agree	Strongly agree	Strongly agree	Strongly agree
Teacher Participant 5	Strongly agree	Strongly agree	Strongly agree	Strongly agree
Teacher Participant 6	Strongly agree	Strongly agree	Strongly agree	Strongly agree
Teacher Participant 7	Strongly agree	Strongly agree	Strongly agree	Strongly agree
Teacher Participant 8	Strongly agree	Strongly agree	Strongly agree	Strongly agree
Teacher Participant 9	Strongly agree	Strongly agree	Strongly agree	Strongly agree
Teacher Participant 10	Strongly agree	Strongly agree	Strongly agree	Strongly agree
Teacher Participant 11	Strongly agree	Strongly agree	Strongly agree	Strongly agree
Teacher Participant 12	Strongly agree	Strongly agree	Strongly agree	Strongly agree
Teacher Participant %	100% of the participants strongly agree	100% of the participants strongly agree	100% of the participants strongly agree	100% of the participants strongly agree

Participants	I think I can be helpful in assisting learning in the classroom setting	Items that you do with your child before, during or after reading.
Caregiver Participant 1	agree	Make predictions
Caregiver Participant 2	agree	Retell or Summarize
Caregiver Participant 3	agree	Discuss real and make believe
Caregiver Participant 4	agree	Compare and contrast
Caregiver Participant 5	agree	Find the main ideas and details
Caregiver Participant 6	agree	Make predictions
Caregiver Participant 7	agree	Retell or Summarize
Caregiver Participant 8	agree	Make predictions
Caregiver Participant 9	agree	Retell or Summarize
Caregiver Participant 10	agree	Discuss real and make believe
Caregiver participant %	100% of the participants Strongly agree	Compare and contrast Make predictions Retell or Summarize Discuss real and make believe Compare and contrast Find the main ideas and details Identify Characters. Settings, plot, problems and solutions
Teacher Participant 1	Strongly agree	Make predictions Retell or Summarize Discuss real and make believe Compare and contrast Find the main ideas and details Identify Characters. Settings, plot, problems and solutions
Teacher Participant 2	Strongly agree	Make predictions Retell or Summarize Discuss real and make believe Compare and contrast Find the main ideas and details Identify Characters. Settings, plot, problems and solutions
Teacher Participant 3	Strongly agree	Make predictions Retell or Summarize Discuss real and make believe Compare and contrast Find the main ideas and details Identify Characters. Settings, plot, problems and solutions
Teacher Participant 4	Strongly agree	Make predictions Retell or Summarize Discuss real and make believe Compare and contrast Find the main ideas and details Identify Characters. Settings, plot, problems and solutions
Teacher Participant 5	Strongly agree	Make predictions Retell or Summarize Discuss real and make believe Compare and contrast Find the main ideas and details
Teacher Participant 6	Strongly agree	Make predictions Retell or Summarize Find the main ideas and details Identify Characters. Settings, plot, problems and solutions
Teacher Participant 7	Strongly agree	Make predictions Retell or Summarize
Teacher Participant 8		

		Discuss real and make believe Compare and contrast Find the main ideas and details Identify Characters. Settings, plot, problems and solutions
Teacher Participant 9	Strongly agree	Make predictions Retell or Summarize Discuss real and make believe Compare and contrast Find the main ideas and details Identify Characters. Settings, plot, problems and solutions
Teacher Participant 10	Strongly agree Strongly agree	Make predictions Retell or Summarize Discuss real and make believe Compare and contrast Find the main ideas and details Identify Characters. Settings, plot, problems and solutions
Teacher Participant 11	Strongly agree	Make predictions Retell or Summarize Discuss real and make believe Compare and contrast Find the main ideas and details Identify Characters. Settings, plot, problems and solutions
Teacher Participant 12		
Teacher Participant %	100% of the participants	

Appendix C: Open-Ended Question for Caregivers

Interview Guide **(The descriptive part of the survey only identified the sample)**

The following is a list of questions to be utilized during an educator interview.

1. What are your views on reading instruction in schools?
2. What are your views on reading instruction and support in home environment
3. What are your interests in reading instruction?
4. What reading strategies do you practice at home or in school that help child or become successful readers?
5. What concerns do you have about the state of reading instruction for students or your child at your school or at your home?
6. What are the challenges of reading instruction?
7. What does collaboration mean to you?
8. What practices build supportive collaborative relationships among educators, caregivers, students, and community supporters as they endeavor to improve the reading achievement of students in grades 3, 4, and 5?
9. What reading strategies can educators, caregivers, students, and community supporters implement in order to improve the reading achievement of students in grades 3, 4, and 5?
10. What reading strategies support student learning in the Cyber School online environment in order to improve the reading achievement of students in grades 3, 4, and 5?

Appendix D: Open-Ended Question for Educators

Interview Guide (*The descriptive part of the survey only identified the sample.*)

The following is a list of questions to be utilized during an educator interview.

What are your views on reading instruction in schools?

What are your views on reading instruction and support in home environment?

What are your interests in reading instruction?

What reading strategies do you practice at home or in school that help child or become successful readers?

What concerns do you have about the state of reading instruction for students or your child at your school or at your home?

What are the challenges of reading instruction?

What does collaboration mean to you?

What strategies or practices build supportive collaboration between educators, caregivers and community supporters as they work together to improve the reading comprehension and reading achievement of students in grades 3, 4, and 5?

What reading instructional strategies or practices do educators, caregivers and community supporters implement in order to improve the reading comprehension and reading achievement of students in grades 3, 4, and 5?

What reading instructional strategies and practices do educators, caregivers and community supporters implement that support student learning in the Cyber School online environment in order to improve the reading achievement of students in grades 3, 4, and 5?

Results of Appendix C and Appendix D

Demographics of Participants (number of participants, age of participants, Education of participants)

Female Participants	Male Participants	Age of Participants	Educational Experience
16 or 73%	Six or 27%	20 to 24 there were only Two or nine Percent	Six or 27% had less than Four Years of Education Experience
		25 to 29 there were only Five or 23%	Two or nine percent had Four years of Educational Experience
		30 to 39 there were only ten or 45%	eight or 36% had Five Years of Educational Experience
		50 there were five or 23%	three of the Teacher Participants or 14% of the Teachers Worked Five or More Years in the Teaching Profession

Note. Based on Reading Comprehension and Collaboration Research Paper.

In terms of the educational level, six participants (27%) had less than four years of education experience; there were two participants (nine percent) with four years of educational experience and eight (36%) with five years of educational experience. A total of three of the educator participants (14%) worked for five or more years in the teaching profession, and there were three educator participants (14%) with less than four years of teaching experience.

Table 1

Open Ended Question for Educators and Caregivers

Participants	What are your views on reading instruction?	What are your views or reading instruction and support at home?	What is your interest in reading instruction?	What reading strategies do you practice at home or in school that helps children become successful readers?
			What is the expected outcome?	
Caregiver Participant 1	Be careful and precise reading instruction needed to be clear and student should be able to have a good understanding before they complete any activity during a class lesson	I believe that it should be the same as in school to be consistent Students should read daily in class and at home Parents should encourage reading use of small reading instruction that assist student learning at the student level of understanding	importance of building skills in identifying similarities and differences, summarizing and note taking, and the use of advanced organizers as it relates to homework practices	I practice daily reading at least 30 minutes at home. graphic organizers, use of short passages and questions, Child should read at home also graphic organizers, use of short passages and questions,
Caregiver Participant 2	Student should read everyday	Take some time with the child to make sure they understand what they are reading use of small reading instruction that assist student learning at the student level of understanding	Children should read daily/ not enough Make sure they are parented clearly	Ask them to read daily than ask questions over the assignment graphic organizers, use of short passages and questions, Asking students questions that extend beyond the typical yes and no answers. Questions that students will have to think and decide which strategy they will need to use in order to answer the question.
Caregiver Participant 3	They should be clear and precise	School instruction and support at home goes hand in hand. It is like a machine: one cannot be successful without the support of the other	importance of building skills in identifying similarities and differences, summarizing and note taking, and the use of advanced organizers as it relates to homework practices	graphic organizers, use of short passages and questions, I am interested in providing students with the necessary strategies needed to become successful readers I would like a clear and deep direction and
Caregiver Participant 4	I believe that reading instruction across all curriculum area is an essential part of a schools reading program	use of small reading instruction that assist student learning at the student level of understanding		graphic organizers, use of short passages and questions,
Caregiver Participant 5	They are very well instructed	Not enough support from home		Reread

		use of small reading instruction that assist student learning at the student level of understanding	understanding better use of instructional lesson planning	reflection, in-depth small group activities
		Parents need to be more involved better communication between the educator	It is important that kids know how to read	
Caregiver Participant 6	It needs to be alone	use of small reading instruction that assist student learning at the student level of understanding Reading uses of phonics	importance of building skills in identifying similarities and differences, summarizing and note taking, and the use of advanced organizers as it relates to homework practices	Reading needs to be practiced and more time with longer stories reflection, in-depth small group activities
Caregiver Participant 7	More time should be devoted to reading better use of instructional lesson planning Be clear precise	use of small reading instruction that assist student learning at the student level of understanding Not enough training for caregivers	Parents needs to have the child read before he or she enters school	Very important subjects. Parent helping at home Practice with child at least 30 minutes a night implementation consistent practice in reading instruction
Caregiver Participant 8	collaboration in the use of vocabulary and inference instructional support can help in student reading improvement	use of small reading instruction that assist student learning at the student level of understanding	Learning about all different genres of literature better use of instructional lesson planning Read what interest you	reflection, in-depth small group activities
		That the material be user friendly	importance of building skills in identifying similarities and differences, summarizing and note taking, and the use of advanced organizers as it relates to homework practices Learning about all different genres of literature	
Caregiver Participant 9	It is critical life skills better use of instructional lesson planning	educators, caregivers, need to be more involved with building collaboration support in reading instruction Not enough training for caregivers		Read not being culturally bias
		better communication between the educator	importance of building skills in identifying similarities and differences, summarizing and note taking, and the use of advanced organizers as it relates to homework practices	Practice with child at least 30 minutes a night implementation consistent practice in reading instruction
Caregiver Participant 10	It is critical life skills. Be clear better use of instructional lesson planning stated that students seem to have different levels of reading and there is a need for text	use of small reading instruction that assist student learning at the student level of understanding Not enough training for caregivers	quality implementation of support data in the area of reading comprehension	reflection, in-depth small group activities implementation consistent practice in reading instruction
Teacher Participant 1	practices, reading	better communication between the educator		more rigor in reading

Teacher Participant 2	<p>enrichment practices, as well as the use of organized structured lesson plan</p> <p>that there is a need for text practices, reading enrichment practices, use of organized structured lesson plan as well as proper training and support material that assist student learning can use to increase reading comprehension skills</p> <p>better use of instructional lesson planning</p>	<p>Not enough training for caregivers</p> <p>better communication between the educator</p>	<p>quality implementation of support data in the area of reading comprehension</p> <p>quality implementation of support data in the area of reading comprehension</p>	<p>instruction, instructional and homework practices</p> <p>implementation consistent practice in reading instruction</p> <p>more rigor in reading instruction, instructional and homework practices</p> <p>implementation consistent practice in reading instruction</p>
Teacher Participant 3	<p>courses covered reading comprehension, analysis, composition, vocabulary, grammar, usage, and mechanics, including sentence analysis and diagramming</p>	<p>use of small reading instruction that assist student learning at the student level of understanding</p> <p>use of small reading instruction that assist student learning at the student level of understanding</p>	<p>quality implementation of support data in the area of reading comprehension</p>	<p>more rigor in reading instruction, instructional and homework practices</p> <p>implementation consistent practice in reading instruction</p>
Teacher Participant 4	<p>Reading instruction should be taught at an early age, teaching students to understand printed text and understand the language of the text. an effective strategy is to use of small group instruction, high quality lesson planning, and spend more time on reading instruction</p>	<p>understanding printed text could not be done entirely at school</p> <p>use of small reading instruction that assist student learning at the student level of understanding</p>	<p>use of accelerated enrichment groups and knowledge based homework assignments</p> <p>quality implementation of support data in the area of reading comprehension</p>	<p>the struggling students on the class roll seem to struggle in the same areas</p> <p>more rigor in reading instruction, instructional and homework practices</p> <p>implementation consistent practice in reading instruction</p>
Teacher Participant 5	<p>better use of instructional lesson planning</p> <p>allowing more time for students to practice their difficult skill through reading a variety of short passages where students can read and answer questions and then quickly assess on understanding</p>	<p>use of small reading instruction that assist student learning at the student level of understanding</p> <p>practices that need to be expanded are reflection, student commentary, and re-teaching areas still not understood in the classroom setting</p>	<p>quality implementation of support data in the area of reading comprehension</p>	<p>reflection, in-depth small group activities</p>
Teacher Participant 6				

	<p>better use of instructional lesson planning</p> <p>allowing more time for students to practice and mastering the standards and elements in the classroom setting</p> <p>courses covered reading comprehension, analysis, composition, vocabulary, grammar, usage, and mechanics, including sentence analysis and diagramming</p>	<p>use of small reading instruction that assist student learning at the student level of understanding</p> <p>stated students must be allowed more time for students to reflect on their growth and most students do not experience success because the standards and element are not connected to prior information</p>	<p>quality implementation of support data in the area of reading comprehension</p> <p>stated practices that need to be expanded are reflection, student commentary, and re-teaching areas still not understood in the classroom setting</p>	<p>implementation consistent practice in reading instruction</p>
Teacher Participant 7	<p>not enough time spent on authentic reading</p>	<p>there must be more time spent on reading short passages and answering questions related to the story passage</p>	<p>quality implementation of support data in the area of reading comprehension</p>	<p>implementation consistent practice in reading instruction</p>
Teacher Participant 8	<p>an effective strategy is to use of small group instruction, high quality lesson planning, and spend more time on reading instruction</p> <p>reading instruction is a critical life skills students should learn</p>	<p>use of small reading instruction that assist student learning at the student level of understanding</p> <p>their needs to be enough time for learning in the classroom setting</p>	<p>quality implementation of support data in the area of reading comprehension</p>	
Teacher Participant 9	<p>better use of instructional lesson planning</p> <p>there is not enough time spent on authentic reading</p> <p>allowing more time for students to practice and mastering the standards and elements in the classroom setting</p>	<p>placed a strong emphasis is on classic literature</p> <p>use of small reading instruction that assist student learning at the student level of understanding</p> <p>there must be more time spent on reading short passages</p> <p>support in the home environment</p> <p>students must be allowed more time for students to reflect</p>	<p>quality implementation of support data in the area of reading comprehension</p> <p>that reading instruction in the public school setting has all of the components for students to become successful readers. Those components include: phonics, fluency, reading comprehension and writing</p> <p>improved mini lesson will help in small group instruction</p>	<p>reflection, in-depth small group activities implementation consistent practice in reading instruction</p> <p>needed with more center resources, and more help with integrating across subject areas</p> <p>more rigor and focus needs to be applied during accelerated and enrichment activities</p> <p>more rigor and focus needs to be applied during homework practices</p>
Teacher Participant 10	<p>An effective strategy is to use of small group</p>	<p>use of small reading instruction that assist</p>	<p>quality implementation of support data in the</p>	<p>implementation consistent practice in</p>
Teacher Participant 11				

instruction, high quality lesson planning, and spend more time on reading instruction

Courses covered reading comprehension, analysis, composition, vocabulary, grammar, usage, and mechanics, including sentence analysis and diagramming

Teachers and caregivers should collaborate through planning activities related to reading comprehension instruction which includes practice in main idea, summarizing, as well as compare and contrast activities.

student learning at the student level of understanding

placed a strong emphasis is on classic literature

use of small reading instruction that assist student learning at the student level of understanding

placed a strong emphasis is on classic literature

area of reading comprehension

quality implementation of support data in the area of reading comprehension

reading instruction

more rigor in reading instruction, instructional and homework practices

implementation consistent practice in reading instruction

More rigor in reading instruction, instructional and homework practices

Teacher Participant 12

Summary Notes: Better or high quality lesson plans and planning. /More time on task

More time on task/ High quality instruction in reading/ Main idea supporting details/reading daily practice building instructional lesson plans/ Reading practice/use of rigor in reading practices in school and home setting.

Based on Reading Comprehension and Collaboration Research Paper.

Table 2

Participants	What concerns do you have about the state of reading instruction for students or your child at your school or at your home?	What are the challenges of reading instruction?
	Is that there are not enough reading materials for every child	
Caregiver Participant 1 Caregiver Participant 2 Caregiver Participant 3	not to be enough time for student- learner to master what they need No concerns: to learn together Just make sure the child understands	Not enough detailed, outline or consistent instruction No concerns: to learn together Getting the child to actually read
Caregiver Participant 4 Caregiver Participant 5	My concerns about the state of reading instruction would be: the lack of training for teachers and continued support in the classroom, resources for classrooms, time on task, in working with struggling students who do not meet certain guidelines for extra support. Need more spelling practice Don't think they are getting enough instruction in school	Challenges of reading instruction range from: Providing individualized instruction for struggling students who do not meet certain guidelines for extra support, Using the assistance of a second person in the classroom, while individualized support is occurring. Some school districts do not provide an assistant in classrooms. Not enough understanding of comprehension
Caregiver Participant 6 Caregiver Participant 7	Dictionary practice use of unfamiliar words	Learning how to do everything at once Time limited, lack of good material, training Learning how to sound out words at first
Caregiver Participant 8 Caregiver Participant 9 Caregiver Participant 10	Not enough training for caregivers Not enough training for caregivers Not enough training for caregivers	collaboration in reading in both the classroom and the home environment is critical Not enough time
Teacher Participant 1	Don't think they are getting enough instruction in school	Not enough time Not enough time
Teacher Participant 2	Don't think they are getting enough instruction in school	Not enough time
Teacher Participant 3 Teacher Participant 4	My concerns about the state of reading instruction would be: the lack of training for teachers and continued support in the classroom, resources for classrooms, time on task, in working with struggling students who do not meet certain guidelines for extra support. Need more spelling practice Don't think they are getting enough instruction in school	Challenges of reading instruction range from: Providing individualized instruction for struggling students who do not meet certain guidelines for extra support, Using the assistance of a second person in the classroom, while individualized support is occurring. Some school districts do not provide an assistant in classrooms. Not enough understanding of comprehension
Teacher Participant 5		Learning how to do everything at once
Teacher Participant 6 Teacher Participant 7	My concerns about the state of reading instruction would be: the lack of training for teachers and continued support in the classroom, resources for classrooms, time on task, in working with struggling students who do not meet certain guidelines for extra support.	Challenges of reading instruction range from: Providing individualized instruction for struggling students who do not meet certain guidelines for extra support, Using the assistance of a second person in the classroom, while individualized support is occurring. Some school districts do not provide an assistant in classrooms.
Teacher Participant 8	Students struggle in the same areas Students on her class roll seem to struggle because they do not have enough time in their	to struggle with describing text structure of events, ideas, and concepts in text, demonstrating command of the conventions of standard English capitalization, punctuation, and

	reading lesson because of time demands for other instructional learning activities	spelling when writing; phonics and word recognition; foundational skills; determine a theme of a story, drama, or poem in the text; craft and structure; and key ideas and details
Teacher Participant 9	<p>that most of the participant's student- learners struggle in the same areas</p> <p>the student- learners on her class roll seem to struggle because they do not have enough time in their reading lesson because of time demands for other instructional learning activities</p>	<p>struggle with use of punctuation to separate items in a series; spell grade appropriate words correctly, consulting references; use relationships between particular words; know and apply grade level phonics and word analysis skills in decoding words; describing text structure of events, ideas, and concepts in text; demonstrating command of the conventions of standard English capitalization, punctuation, and spelling when writing; phonics and word recognition; foundational skills; determine a theme of a story, drama, or poem in the text; craft and structure; and key ideas and details</p>
Teacher Participant 10	needs to participate with in-depth small group activities in the classroom setting	
Teacher Participant 11	needs to participate with in-depth small group activities in the classroom setting	No response
Teacher Participant 12	support staff needs to participate with in-depth small group activities in the classroom setting	No response

Summary Note: Not enough time on task-better training for caregiver and teacher/ Not enough time on task/ more practice/collaboration training for teachers and caregivers

Based on Reading Comprehension and Collaboration Research Paper.

Table 3

Participants	What are your views on reading instruction?	What are your views or reading instruction and support at home?	What is your interest in reading instruction?	What reading strategies do you practice at home or in school that helps children become successful readers?
Participants	<p>What does collaboration mean to you?</p>	<p>What strategies or practices build supportive collaboration between educators, support staff, caregivers and community supporters as they work together to improve the reading comprehension and reading achievement of students in grades 3, 4, and 5?</p>	<p>What reading instructional strategies or practices do educators, support staff, caregivers and community supporters implement in order to improve the reading comprehension and reading achievement of students in grades 3, 4, and 5?</p>	<p>What reading instructional strategies and practices do educators; support staff, caregivers and community supporters implement that support student learning in the Cyber School online environment in order to improve the reading achievement of students in grades 3, 4, and 5?</p>
Caregiver Participant 1	<p>Collaboration to me means an equal amount of support between the schools and homes.</p> <p>Instructional training in reading comprehension for the educator, caregiver and support staff within the classroom and home environment are needed</p>	<p>All parties must be consistent in seeing that the students, effective strategies used in the educational setting were strategies that allow students practice asking questions and allow students to practice strategies that build on support answers by connecting prior knowledge with information found in, and inferred from, the text</p>	<p>To ensure that children are on their level and have the materials they need to be successful</p>	<p>Effective strategies used in the educational setting were strategies that allow students practice asking questions and allow students to practice strategies that build on support answers by connecting prior knowledge with information found in, and inferred from, the text</p>
Caregiver Participant 2	<p>Working together with others</p> <p>Instructional training in reading comprehension for the educator, caregiver and support staff within the classroom and home environment are needed</p>	<p>All parties must be consistent in seeing that the students, better communication between the educator</p>	<p>To ensure that children are on their level and have the materials they need to be successful</p>	<p>Effective strategies used in the educational setting were strategies that allow students practice asking questions and allow students to practice strategies that build on support answers by connecting prior knowledge with information found in, and inferred from, the text</p>
Caregiver Participant 3	<p>Doing something together better communication between the educator</p>	<p>Effective strategies used in the educational setting were strategies that allow students practice asking questions and allow</p>	<p>As long as the instructions are clear and precise</p>	<p>Clear and precise</p>

		students to practice strategies that build on support answers by connecting prior knowledge with information found in, and inferred from, the text		
	Means all stakeholders must invest time and support for students. This includes the state level on down to local communities.	Effective strategies used in the educational setting were strategies that allow students practice asking questions and allow students to practice strategies that build on support answers by connecting prior knowledge with information found in, and inferred from, the text	Again train all stakeholders on how to ask questions that will allow students to use critical thinking skills and to choose the necessary strategy. This would allow engaging conversations between the stakeholders and the students. Students like adults want to feel that there are others who care about what they think	No response
Caregiver Participant 4	Better communication between the educator			
	When teacher have input and work together Learning how to do everything at once	Collaboration, use of conferences, PTA meeting. Homework with s students	Asking questions about their children's work	No response
	Instructional training in reading comprehension for the educator, caregiver and support staff within the classroom and home environment are needed	Collaboration, use of conferences, PTA meeting. Homework with student-learner	Again train all stakeholders on how to ask questions that will allow students to use critical thinking skills and to choose the necessary strategy.	Allow engaging conversations between the stakeholders and the students. Students like adults want to feel that them and others care about what they think
Caregiver Participant 6	Working together	Good material, training, and practice better communication between the educator		
	Teacher and caregivers need to work together in the interest of Student learning in the classroom and home setting	Effective strategies used in the Educational setting were strategies that allow students practice asking questions and allow students to practice strategies that build on support answers by connecting prior knowledge with information found in, and inferred from, the text		effective strategies used in the educational setting were strategies that allow students practice asking questions and allow students to practice strategies that build on support answers by connecting prior knowledge with information found in, and inferred from, the text
	The lack of training for teachers, the lack of continued support in the classroom setting, the lack of resources and the lack of time for task that causes limitation for the struggling students		Phonics, variety of materials, practice, drill and skill	
Caregiver Participant 7	Joining together for a	Everyone works	Take time a focus	Effective strategies
Caregiver Participant 8				

	<p>common goal</p> <p>Instructional training in reading comprehension for the educator, caregiver and support staff within the classroom and home environment are needed effective strategies used in the educational setting were strategies that allow students practice asking questions and allow students to practice strategies that build on support answers by connecting prior knowledge with information found in, and inferred from, the text</p>	<p>together as a whole</p>		<p>used in the educational setting were strategies that allow students practice asking questions and allow students to practice strategies that build on support answers by connecting prior knowledge with information found in, and inferred from, the text</p>
Caregiver Participant 9	<p>Working together</p> <p>Instructional training in reading comprehension for the educator, caregiver and support staff within the classroom and home environment are needed</p> <p>Means all stakeholders must invest time and support for students. This includes the state level on down to local communities</p>	<p>Collaboration, use of conferences, PTA meeting. Homework with student-learner</p> <p>Improved instruction and support in the home environment through a more consistent collaborative effort</p>	<p>Train all stakeholders on how to ask questions that will allow students to use critical thinking skills and to choose the necessary strategy.</p>	<p>Improved instruction and support in the home environment through a more consistent collaborative effort</p>
Caregiver Participant 10	<p>Instructional Training in reading comprehension for the educator, caregiver and support staff within the classroom and home environment are needed</p>	<p>Everyone works together as a whole</p>	<p>Train all stakeholders on how to ask questions that will allow students to use critical thinking skills and to choose the necessary strategy.</p> <p>Train all stakeholders on how to ask questions that will allow students to use critical thinking skills and to choose the necessary strategy.</p>	<p>Improved instruction and support in the home environment through a more consistent collaborative effort</p>
Teacher Participant 1	<p>Better communication between the educator</p>	<p>Setting objectives for remediation, and acceleration were key factors in reading success</p>	<p>Train all stakeholders on how to ask questions that will allow students to use critical thinking skills and to choose the necessary strategy.</p>	<p>No response</p>
Teacher Participant 2	<p>Instructional training in reading comprehension for the educator, caregiver and</p>	<p>Setting objectives for remediation, and acceleration were key factors in reading</p>	<p>Train all stakeholders on how to ask questions that will allow students to use</p>	<p>No response</p>

	support staff within the classroom and home environment are needed	success	critical thinking skills and to choose the necessary strategy.	
Teacher Participant 3	Better communication between the educator	Setting objectives for remediation, and acceleration were key factors in reading success	Train all stakeholders on how to ask questions that will allow students to use critical thinking skills and to choose the necessary strategy. Vocabulary support strategies	No response
	Better communication between the educator is learned in the classroom setting must also be reinforced at home and that exposure to printed material should be consistent and monitored so that students know they are correctly pronouncing and understanding the text	Setting objectives for remediation, and acceleration were key factors in reading success	Train all stakeholders on how to ask questions that will allow students to use critical thinking skills and to choose the necessary strategy.	
Teacher Participant 4			Vocabulary support strategies	No response
	Better communication between the educator	Setting objectives for remediation, and acceleration were key factors in reading success	Train all stakeholders on how to ask questions that will allow students to use critical thinking skills and to choose the necessary strategy. Vocabulary support strategies	No response
Teacher Participant 5			Train all stakeholders on how to ask questions that will allow students to use critical thinking skills and to choose the necessary strategy. Vocabulary support strategies	
Teacher Participant 6	Teacher, support staff and caregivers need to participate with in-depth small group activities in the classroom setting	Setting objectives for remediation, and acceleration were key factors in reading success	Train all stakeholders on how to ask questions that will allow students to use critical thinking skills and to choose the necessary strategy. Vocabulary support strategies	No response
Teacher Participant 7	Instructional training in reading comprehension for The educator, caregiver and support staff within the classroom and home environment are needed	Setting objectives for remediation, and acceleration were key factors in reading success	Train all stakeholders on how to ask questions that will allow students to use critical thinking skills and to choose the necessary strategy. Vocabulary support strategies	No response
Teacher Participant 8	Instructional training in reading comprehension for the educator, caregiver and support staff within the classroom and home	Support is needed from support staff, and more use of reading centers	Train all stakeholders on how to ask questions that will	No response

	environment are needed		allow students to use critical thinking skills and to choose the necessary strategy. Vocabulary support strategies	
Teacher Participant 9	Instructional training in reading comprehension for the educator, caregiver and support staff within the classroom and home environment are needed	Setting objectives for remediation, and acceleration were key factors in reading success Setting objectives for remediation, and acceleration were key factors in reading success	Train all stakeholders on how to ask questions that will allow students to use critical thinking skills and to choose the necessary strategy. Vocabulary support strategies	No response
Teacher Participant 10	Instructional training in reading comprehension for the educator, caregiver and support staff within the classroom and home environment are needed	Educators can implement strategies related to flexible grouping in order to improve reading achievement and the use of various reading projects that support the reading achievement	Train all stakeholders on how to ask questions that will allow students to use critical thinking skills and to choose the necessary strategy. Vocabulary support strategies	Educators can implement strategies related to flexible grouping in order to improve reading achievement and the use of various reading comprehension projects that support the reading achievement
Teacher Participant 11	Instructional training in reading comprehension for the educator, caregiver and support staff within the classroom and home environment are needed Students only read for testing and grading not for pleasure and the hunger for knowledge.	Setting objectives for remediation, and acceleration were key factors in reading success	Train all stakeholders on how to ask questions that will allow students to use critical thinking skills and to choose the necessary strategy. Students need more opportunities to expand their use and appreciation of oral and printed language. Vocabulary support strategies	No Response
Teacher Participant 12	Instructional training in reading comprehension for the educator, caregiver and support staff within the classroom and home environment are needed	Setting objectives for remediation, and acceleration were key factors in reading success	Train all stakeholders on how to ask questions that will allow students to use critical thinking skills and to choose the necessary strategy. Students need more opportunities to expand their use and appreciation of oral and printed language.	No response

Summary Notes: Collaboration and training/Instructional training/effective strategy training.

Collaboration with stakeholders/ implement strategies

Based on Reading Comprehension and Collaboration Research Paper.

Raw Data

What are your views on reading instruction?

	Codes	Sub codes	Categories	Concepts
reading instruction needed to be clear and student should be able to have a good I believe that reading instruction across all curriculum area is an essential part of a schools reading program	Students need to understand instruction	Instruction	Reading Instruction	Reading teaching and support
More time should be devoted to reading better use of instructional lesson planning	Reading instruction is essential	Instruction is essential	Reading essentials	Instructional essentials
students seem to have different levels of reading and there is a need for text practices, reading enrichment practices, as well as the use of organized there is a need for text practices, reading enrichment practices, use of organized structured lesson plan as well as proper training and support material that assist student learning can use to increase reading comprehension skills an effective strategy is to use of small group instruction, high quality lesson planning, and spend more time on reading instruction better use of instructional lesson planning	devoted to reading instructional lesson planning	lesson planning	Planning	Lesson Planning
allowing more time for students to practice and mastering the standards and elements in the classroom setting not enough time spent	Instructional planning organization	planning organization	Organizational	Instructional planning
	Instructional planning organization	planning organization	Organization	Instructional planning
	small group instruction, high quality lesson planning,	quality lesson planning,	Planning	Instructional planning
	instructional lesson planning not enough time	lesson planning time	Planning Planning	Instructional planning Instructional planning

on authentic reading
 an effective strategy is
 to use of small group
 instruction, high
 quality lesson
 planning, and spend
 more time on reading
 instruction
 better use of
 instructional lesson
 planning

small group
 instruction, high
 quality lesson

high quality lesson

Lesson Planning

Instructional planning

there is not enough
 time spent on authentic
 reading

allowing more time for
 students to practice and
 mastering the standards
 and elements in the
 classroom setting
 An effective strategy is
 to use of small group
 instruction, high
 quality lesson
 planning, and spend
 more time on reading
 instruction

instructional lesson
 planning, not enough
 time

planning, not enough
 time

Time

Instructional planning

Courses covered
 reading
 comprehension,
 analysis, composition,
 vocabulary, grammar,
 usage, and mechanics,
 including sentence
 analysis and
 diagramming
 should collaborate
 through planning
 activities related to
 reading comprehension
 instruction which
 includes practice in
 main idea,

small group
 instruction, high
 quality lesson planning

high quality lesson
 planning

Planning

Instructional planning

collaborate through
 planning

planning

Collaboration

Collaboration

**What are your views
 or reading instruction
 and support at home?**
 I believe that it should
 be the same as in
 school to be consistent

Codes

Sub codes

Categories

Concepts

Students should read
 daily in class and at
 home
 mall reading
 instruction that assist
 student learning at the
 student level of
 understanding
 Reading

should read daily in
 class and at home

Read daily

Read practice

Reading instruction

reading instruction that
 assist student learning
 small reading

Reading instruction
 Reading instruction

Read practice
 Read practice

Reading instruction
 Reading instruction

use of small reading instruction that assist student learning at the student level of understanding School instruction and support at home goes hand in hand. It is like a machine: one cannot be successful without the support of the other reading instruction that assist student learning at the student level of understanding	instruction that assist student learning				
	instruction and support at home	Instruction	Reading instruction	Reading instruction	
	reading instruction	Instruction	Reading instruction	Reading instruction	
use of small reading instruction that assist student learning at the student level of understanding small reading instruction that assist student learning at the student level of understanding instruction that assist student learning at the student level of understanding of small reading instruction that assist student learning at the student level of understanding Not enough training for caregivers	small reading instruction	Instruction	Reading instruction	Reading instruction	
	reading instruction that assist student learning	Instruction	Reading instruction	Reading instruction	
	small reading instruction	Instruction	Reading instruction	Reading instruction	
better communication between the educator					
use of small reading instruction that assist student learning at the student level of understanding Not enough training for caregivers	Training, communication	Training	Collaboration	Collaboration	
better communication between the educator Not enough training for caregivers	Training for caregivers	Training	Collaboration	Collaboration	
better communication between the educator understanding printed text could not be done entirely at school use of small reading instruction that assist student teaching areas still not understood in the classroom setting allowed more time for	Training, communication	Training	Collaboration	Collaboration	
	Lessons	planning	Lesson planning	Reading instruction	
	reading instruction	reading instruction	Collaboration	Collaboration	
	reading instruction Time	reading instruction time	collaboration time	Collaboration Time	

students to reflect on their growth and most instruction that assist student learning at the student level of understanding

their needs to be enough time for learning in the classroom setting there must be more time spent on reading short passages

support in the home environment

students must be allowed more time for students to reflect instruction that assist student learning at the student level of understanding

placed a strong emphasis is on classic literature

What is your interest in reading instruction?

importance of building skills in identifying similarities and differences, summarizing and note taking, and the use of advanced organizers as it Children should read daily/ not enough importance of building skills in identifying similarities and differences, summarizing

importance of building skills in identifying similarities and differences, summarizing and note taking, and the use of advanced organizers as it relates to homework practices child read before he or she enters school

Learning about all different genres of literature better use of

learning in the classroom setting

support in the home

learning at the student level

Codes

importance of building skills in identifying Children should read daily

Instruction

Instruction

child read

Learning about all different

learning

support in the home

learning

Sub codes

Reading instruction

Reading instruction

Reading instruction

Reading instruction

Reading instruction

Reading instruction

Reading practice

Reading practice

Reading practice

Categories

Reading instruction

Reading instruction

Reading instruction

Reading instruction

Reading instruction

Reading instruction

Reading instruction

Reading instruction

Reading instruction

Concepts

Instruction

Instruction

Instruction

Instruction

Instruction

Instruction

instructional lesson planning importance of building skills in identifying similarities and differences, summarizing and note taking, and the use of advanced organizers as it relates to homework practices	importance of	Reading instruction	Reading instruction	Instruction
quality implementation of support data in the area of reading comprehension	quality implementation of support data	Reading instruction	Reading instruction	Instruction
quality implementation of support data in the area of reading comprehension	quality implementation of support data in the area of	Reading instruction	Reading instruction	Instruction
quality implementation of support data in the area of reading comprehension	quality implementation of support data in the area of	Reading instruction	Reading instruction	Instruction
support data in the area of reading comprehension	support data in the area of	Reading instruction	Reading instruction	Instruction
quality implementation of support data in the area of reading comprehension	quality implementation of support data in the area of	Reading instruction	Reading instruction	Instruction
quality implementation of support data in the area of reading comprehension	quality implementation of support data in the area of	Reading instruction	Reading instruction	Instruction
quality implementation of support data in the area of reading comprehension	quality implementation of support data in the area of	Reading instruction	Reading instruction	Instruction
support data in the area of reading comprehension	support data in the area of	Reading instruction	Reading instruction	Instruction
quality implementation of support data in the area of reading comprehension	quality implementation of support data in the area of	Reading instruction	Reading instruction	Instruction
quality implementation of support data in the area of reading comprehension	quality implementation of support data in the area of	Reading instruction	Reading instruction	Instruction
quality implementation of support data in the area of reading comprehension	quality implementation of support data in the area of	Reading instruction	Reading instruction	Instruction
What reading strategies do you practice at home or in school that helps children become successful readers?	Codes	Sub codes	Categories	Concepts
practice daily reading	practice daily	Reading instruction	Reading instruction	Instruction
read at home	read at home	Reading instruction	Reading instruction	Instruction
read daily	read daily	Reading instruction	Reading instruction	Instruction
short passages and	short passages	Reading instruction	Reading instruction	Instruction

questions				
use of short passages and questions	short passages and Reread	Reading instruction	Reading instruction	Instruction
Reread		Reading instruction	Reading instruction	Instruction
Reading needs to be practiced	Reading needs	Reading instruction	Reading instruction	Instruction
Read not being culturally	Read not being	Reading instruction	Reading instruction	Instruction
Practice with child at least 30 minutes a night	Practice with child at least 30	Reading instruction	Reading instruction	Instruction
What concerns do you have about the state of reading instruction for students or your child at your school or at your home?	Codes	Sub codes	Categories	Concepts
not to be enough time for student- learner to master what they need	not to be enough	Reading instruction	Reading instruction	Instruction training
My concerns about the state of reading instruction would be: the lack of training for teachers and continued support in the classroom, resources for classrooms, time on task, in working with struggling students who do not meet certain guidelines for extra support.	reading instruction would be: the lack of training for	Reading instruction	Reading instruction	Instruction training
Not enough training for caregivers	Not enough training for	Reading instruction	Reading instruction	Instruction
Not enough training for caregivers	Not enough training for	Reading instruction	Reading instruction	Instruction
Not enough training for caregivers at most of the participant's student-learners struggle in the same areas	Not enough training	Reading instruction	Reading instruction	Instruction training
the student- learners on her class roll seem to struggle because they do not have enough time in their reading lesson because of time demands for other instructional learning activities				
needs to participate with in-depth small group activities in the classroom setting	student- learners struggle in the same areas	Reading instruction	Reading instruction	Instruction training
needs to participate with in-depth small group activities in the	depth small group activities	Reading instruction	Reading instruction	Instruction training

classroom setting
needs to participate
with in-depth small
group activities in the
classroom setting

**What are the
challenges of reading
instruction?**

Not enough detailed,
outline or consistent
instruction

Challenges of reading
instruction range from:

Providing
individualized
instruction for
struggling students
who do not meet
certain guidelines for
extra support, Using
the assistance of a
second person in the
classroom, while
individualized support
is occurring. Some
school districts do not
provide an assistant in
classrooms.

Not enough time

Not enough time

Not enough time

Not enough time

Challenges of reading
instruction range from:

Providing
individualized
instruction for
struggling students
who do not meet
certain guidelines for
extra support, Using
the assistance of a
second person in the
classroom, while
individualized support
is occurring. Some
school districts do not
provide an assistant in
classrooms.

to struggle with
describing text
structure of events,
ideas, and concepts in
text; demonstrating
command of the
conventions of
standard English
struggle with use of
punctuation to separate
items in a series; spell
grade appropriate
words correctly,

depth small group
activities

Codes

consistent instruction

Providing
individualized
instruction for
struggling students
time
time
time
time

Providing
individualized
instruction for
struggling students

demonstrating
command of the
conventions of
standard English

struggle with use of
punctuation to separate
items in a series

Reading instruction

Sub codes

consistent instruction

depth small group
activities
time
time
time
time

depth small group
activities

practice

Reading instruction

Reading instruction

Categories

consistent instruction

Reading instruction
time
time
time
time

Reading instruction

planning

Reading instruction

Instruction training

Concepts

consistent instruction

Reading instruction
Time
Time
Time
Time

Reading instruction

Planning

Instruction training

consulting references;
use relationships
between particular
**What are your views
on reading
instruction?**

Collaboration to me
means an equal amount
of support between the
schools and homes.

Instructional training in
reading comprehension
for the educator,
caregiver and support
staff within the
classroom and home
environment are
needed
Working together with
others

Instructional training in
reading comprehension
for the educator,
caregiver and support
staff within the
classroom and home
environment are
needed
Doing something
together better
communication

between the educator
Means all stakeholders
must invest time and
support for students.
This includes the state
level on down to local
communities.

Better communication
between the educator
When teacher have
input and work
together
Learning how to do
everything at once

Instructional training in
reading comprehension
for the educator,
caregiver and support
staff within the
classroom and home
environment are
needed
Working together
The lack of training for
teachers, the lack of
continued support in
the classroom setting,

	Codes	Sub codes	Categories	Concepts
	Collaboration to me means an equal amount/ Instructional training in reading	Instructional training	instructional training	Training
	Working together with others/ Instructional training	Working together/ training	Instructional training	Training
	Collaboration	better communication	Instructional training	Collaboration
	Means all stakeholders must invest time and support for students.	invest time and support for students	Instructional training	Training
	work together	Collaboration	better communication	Training
	Learning how to do/ Instructional training work together	Collaboration Collaboration	Instructional training better communication	Training Training
	The lack of training for teachers, the lack of continued support in the classroom setting	Collaboration	better communication	Training

the lack of resources and the lack of time for task that causes limitation for the struggling students Instructional training in reading comprehension for the educator, caregiver and support staff within the classroom and home environment are needed effective strategies used in the educational setting were strategies that allow students practice asking questions and allow students to practice strategies that build on support answers by connecting prior knowledge with information found in, and inferred from, the text

effective strategies used in the educational setting were strategies that allow students practice

Collaboration

better communication

training

Instructional training in reading comprehension for the educator, caregiver and support staff within the classroom and home environment are needed

Instructional training in reading comprehension

Instructional training

better communication

Training

Instructional Training in reading comprehension for the educator, caregiver and support staff within the classroom and home

Instructional training in reading comprehension

Instructional training

better communication

Training

Instructional training in reading comprehension for the educator, caregiver and support staff within the classroom and home environment are needed

Instructional training in reading comprehension

Instructional training

better communication

Training

Better communication between the educator Better communication between the educator is learned in the classroom setting must also be reinforced at home and that exposure to printed material should be consistent and monitored so that students know they are correctly pronouncing

Better communication

collaboration

better communication

Training

and Instructional training in reading comprehension for The educator, caregiver and support staff within the classroom and home environment are needed	Instructional training in reading comprehension	Instructional training	better communication	Training
Instructional training in reading comprehension for the educator, caregiver and support staff within the classroom and home environment are needed	Instructional training in reading comprehension	Instructional training	better communication	training
Instructional training in reading comprehension for the educator, caregiver and support staff within the classroom and home environment are needed	Instructional training in reading comprehension	Instructional training	better communication	Training
Instructional training in reading comprehension for the educator, caregiver and support staff within the classroom and home environment are needed	Instructional training in reading comprehension	Instructional training	better communication	Training
Instructional training in reading comprehension for the educator, caregiver and support staff within the classroom and home environment are needed	Instructional training in reading comprehension	Instructional training	better communication	Training
Students only read for testing and grading not for pleasure and the hunger for knowledge. Instructional training in reading comprehension for the educator, caregiver and support staff within the classroom and home environment are needed	Instructional training in reading comprehension	Instructional training	better communication	Training
Instructional training in reading comprehension for the educator, caregiver and support staff within the classroom and home environment are needed	Instructional training in reading comprehension	Instructional training	better communication	Training
What are your views or reading instruction and support at home?	Codes	Sub codes	Categories	Concepts
All parties must be consistent in seeing that the students. effective strategies used in the educational	All parties must be consistent in seeing that the students. effective strategies used in the educational	Instructional training	better communication	training

setting were strategies that allow students practice asking questions and allow students to practice strategies that build on support answers by connecting prior knowledge with information found in, and inferred from, the text

All parties must be consistent in seeing that the students. better communication between the educator Effective strategies used in the educational

All parties must be consistent in seeing that the students. effective strategies used in the educational

Instructional training

better communication

Training

setting were strategies that allow students practice asking questions and allow students to practice Effective strategies used in the educational

All parties must be consistent in seeing that the students. effective strategies used in the educational

Instructional training

better communication

Training

setting were strategies that allow students practice asking questions and allow students to practice

All parties must be consistent in seeing that the students. effective strategies used in the educational

Instructional training

better communication

Training

Collaboration, use of conferences, PTA meeting. Homework with s students

All parties must be consistent in seeing that the students. effective strategies used in the educational

Instructional training

better communication

Training

Collaboration, use of conferences, PTA meeting. Homework with student-learner Effective strategies used in the Educational

All parties must be consistent in seeing that the students. effective strategies used in the educational

Instructional training

better communication

Training

setting were strategies that allow students practice asking questions and allow students to practice strategies that build on support answers by connecting prior knowledge with information found in, and inferred from, the text

All parties must be consistent in seeing that the students. effective strategies used in the educational

Instructional training

better communication

Training

Collaboration, use of conferences, PTA meeting. Homework with student-learner

Improved instruction and support in the home

instruction and support in the home

Setting objectives

collaboration

home environment through a more consistent collaborative effort					
Setting objectives for remediation, and acceleration were key factors in reading success	Setting objectives for remediation, and acceleration	Setting objectives	Setting objectives	Lesson planning	
Setting objectives for remediation, and acceleration were key factors in reading success	Setting objectives for remediation, and acceleration	Setting objectives	Setting objectives	Lesson planning	
Setting objectives for remediation, and acceleration were key factors in reading success	Setting objectives for remediation, and acceleration	Setting objectives	Setting objectives	Lesson planning	
Setting objectives for remediation, and acceleration were key factors in reading success	Setting objectives for remediation, and acceleration	Setting objectives	Setting objectives	Lesson planning	
Setting objectives for remediation, and acceleration were key factors in reading success	Setting objectives for remediation, and acceleration	Setting objectives	Setting objectives	Lesson planning	
Setting objectives for remediation, and acceleration were key factors in reading success	Setting objectives for remediation, and acceleration	Setting objectives	Setting objectives	Lesson planning	
Setting objectives for remediation, and acceleration were key factors in reading success	Setting objectives for remediation, and acceleration	Setting objectives	Setting objectives	Lesson planning	
Setting objectives for remediation, and acceleration were key factors in reading success	Setting objectives for remediation, and acceleration	Setting objectives	Setting objectives	Lesson planning	
Setting objectives for remediation, and acceleration were key factors in reading success	Setting objectives for remediation, and acceleration	Setting objectives	Setting objectives	Lesson planning	
Setting objectives for remediation, and acceleration were key factors in reading success	Setting objectives for remediation, and acceleration	Setting objectives	Setting objectives	Lesson planning	
Setting objectives for remediation, and acceleration were key factors in reading success	Setting objectives for remediation, and acceleration	Setting objectives	Setting objectives	Lesson planning	
Setting objectives for remediation, and acceleration were key factors in reading success	Setting objectives for remediation, and acceleration	Setting objectives	Setting objectives	Lesson planning	
Setting objectives for remediation, and acceleration were key factors in reading success	Setting objectives for remediation, and acceleration	Setting objectives	Setting objectives	Lesson planning	
Educators can implement strategies related to flexible grouping in order to improve reading achievement and the use of various reading comprehension projects that support the reading achievement	Educators can implement strategies related to flexible grouping	Setting objectives	Setting objectives	Lesson planning	
What reading instructional strategies or practices do educators, support staff, caregivers and community supporters implement in order to improve the reading comprehension and reading achievement of students in grades	Codes	Sub codes	Categories	Concepts	

3, 4, and 5?

To ensure that children are on their level and have the materials they need to be successful	To ensure that children are on their level and have the materials	planning	Setting objectives	Lesson planning
To ensure that children are on their level and have the materials they need to be successful	To ensure that children are on their level and have the materials	planning	Setting objectives	Lesson planning
As long as the instructions are clear and precise	instructions are clear and precise	planning	Setting objectives	Lesson planning
Again train all stakeholders on how to ask questions that will allow students to use critical thinking skills and to choose the necessary strategy. This would allow engaging conversations between the stakeholders and the students. Students like adults want to feel that there are others who care about what they think	allow engaging conversations between the stakeholders and the students.	Instructional training	better communication	Training
Asking questions about their children's work	allow engaging conversations between the stakeholders and the students.	Instructional training	better communication	Training
Again train all stakeholders on how to ask questions that will allow students to use critical thinking skills and to choose the necessary strategy.	allow engaging conversations between the stakeholders and the students.	Instructional training	better communication	Training
To ensure that children are on their level and have the materials they need to be successful	To ensure that children are on their level and have the materials	planning	Setting objectives	Lesson planning
To ensure that children are on their level and have the materials they need to be successful	To ensure that children are on their level and have the materials	planning	Setting objectives	Lesson planning
As long as the instructions are clear and precise	instructions are clear and precise	planning	Setting objectives	Lesson planning
Again train all stakeholders on how to ask questions that will allow students to use critical thinking skills and to choose the necessary strategy. This would allow engaging conversations between the stakeholders and the students. Students like	allow engaging conversations between the stakeholders and the students.	Instructional training	better communication	Training

adults want to feel that there are others who care about what they think

<p>Asking questions about their children's work Again train all stakeholders on how to ask questions that will allow students to use critical thinking skills and to choose the necessary strategy. To ensure that children are on their level and have the materials they need to be successful To ensure that children are on their level and have the materials they need to be successful As long as the instructions are clear and precise Again train all stakeholders on how to ask questions that will allow students to use critical thinking skills and to choose the necessary strategy. This would allow engaging conversations between the stakeholders and the students. Students like adults want to feel that there are others who care about what they think Asking questions about their children's work Again train all stakeholders on how to ask questions that will allow students to use critical thinking skills and to choose the necessary strategy. To ensure that children are on their level and have the materials they need to be successful To ensure that children are on their level and have the materials they need to be successful As long as the instructions are clear and precise</p>	<p>allow engaging conversations between the stakeholders and the students.</p> <p>allow engaging conversations between the stakeholders and the students.</p> <p>allow engaging conversations between the stakeholders and the students.</p> <p>To ensure that children are on their level and have the materials</p> <p>instructions are clear and precise</p> <p>allow engaging conversations between the stakeholders and the students.</p> <p>Asking questions about their children's work</p> <p>allow engaging conversations between the stakeholders and the students.</p> <p>To ensure that children are on their level and have the materials</p> <p>To ensure that children are on their level and have the materials</p> <p>instructions are clear and precise</p>	<p>Instructional training</p> <p>Instructional training</p> <p>Instructional training</p> <p>planning</p> <p>planning</p> <p>Instructional training</p> <p>Instructional training</p> <p>Instructional training</p> <p>planning</p> <p>planning</p> <p>planning</p>	<p>better communication</p> <p>better communication</p> <p>better communication</p> <p>Setting objectives</p> <p>Setting objectives</p> <p>better communication</p> <p>better communication</p> <p>better communication</p> <p>Setting objectives</p> <p>Setting objectives</p> <p>Setting objectives</p>	<p>Training</p> <p>Training</p> <p>Training</p> <p>Lesson planning</p> <p>Lesson planning</p> <p>training</p> <p>Training</p> <p>Training</p> <p>Lesson planning</p> <p>Lesson planning</p> <p>Lesson planning</p>
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Again train all stakeholders on how to ask questions that will allow students to use critical thinking skills and to choose the necessary strategy.

This would allow engaging conversations between the stakeholders and the students. Students like adults want to feel that there are others who care about what they think

Asking questions about their children's work

Again train all stakeholders on how to ask questions that will allow students to use critical thinking skills and to choose the necessary strategy.

What reading instructional strategies and practices do educators; support staff, caregivers and community supporters implement that support student learning in the Cyber School online environment in order to improve the reading achievement of students in grades 3, 4, and 5?

Effective strategies used in the educational setting were strategies that allow students practice asking questions and allow students to practice strategies that build on support answers by connecting prior knowledge with information found in, and inferred from, the text

Effective strategies used in the educational setting were strategies that allow students practice asking questions and allow students to practice

allow engaging conversations between the stakeholders and the students.

instructions

allow engaging conversations between the stakeholders and the students.

Codes

Effective strategies used in the educational setting were strategies that allow students

Effective strategies used in the educational setting were strategies that allow students

Instructional training

planning

Instructional training

Sub codes

planning

planning

better communication

Setting objectives

better communication

Categories

Setting objectives

Setting objectives

Training

Lesson planning

Training

Concepts

Lesson planning

Lesson planning

strategies that build on support answers by connecting prior knowledge with information found in, and inferred from, the text				
Clear and precise	Clear and precise	planning	Setting objectives	Lesson planning
No response	No response	No response	No response	No response
No response	No response	No response	No response	No response
Allow engaging conversations between the stakeholders and the students. Students like adults want to feel that them and others care about what they think	Allow engaging conversations between the stakeholders and the students. Students like adults	Instructional training	better communication	training
effective strategies used in the educational setting were strategies that allow students practice asking questions and allow students to practice strategies that build on support answers by connecting prior knowledge with information found in, and inferred from, the text	effective strategies used in the educational setting were strategies that allow students practice	effective strategies used in the educational setting	planning	Lesson Planning
Effective strategies used in the educational setting were strategies that allow students practice asking questions and allow students to practice strategies that build on support answers by connecting prior knowledge with information found in, and inferred from, the text	effective strategies used in the educational setting were strategies that allow students practice	effective strategies used in the educational setting	planning	Lesson Planning
Improved instruction and support in the home environment through a more consistent collaborative effort	Improved instruction and support in the home	effective strategies used in the educational setting	planning	Lesson Planning
Improved instruction and support in the home environment through a more consistent collaborative effort	Improved instruction and support in the home	effective strategies used in the educational setting	planning	Lesson Planning
No response	No response	No response	No response	No response
No response	No response	No response	No response	No response

No response	No response	No response	No response	No response
No response	No response	No response	No response	No response
No response	No response	No response	No response	No response
No response	No response	No response	No response	No response
No response	No response	No response	No response	No response
No response	No response	No response	No response	No response
No response	No response	No response	No response	No response
Educators can implement strategies related to flexible grouping in order to improve reading achievement and the use of various reading comprehension projects that support the reading achievement	Educators can implement strategies related to flexible grouping in order to improve reading achievement and the use of various reading	effective strategies used in the educational setting	planning	Lesson Planning
No Response	No response	No response	No response	No response
No response	No response	No response	No response	No response
What reading instructional strategies and practices do educators; support staff, caregivers and community supporters implement that support student learning in the Cyber School online environment in order to improve the reading achievement of students in grades 3, 4, and 5?	Codes	Sub codes	Categories	Concepts
Effective strategies used in the educational setting were strategies that allow students practice asking questions and allow students to practice strategies that build on support answers by connecting prior knowledge with information found in, and inferred from, the text	Effective strategies used in the educational setting were strategies that allow students	effective strategies used in the educational setting	planning	Lesson Planning
Effective strategies used in the educational setting were strategies that allow students practice asking questions and allow students to practice strategies that build on support answers by connecting prior knowledge with information found in,	Effective strategies used in the educational setting were strategies that allow students	effective strategies used in the educational setting	planning	Lesson Planning

and inferred from, the text

Clear and precise
No response
No response
Allow engaging conversations between the stakeholders and the students. Students like adults want to feel that them and others care about what they think
effective strategies used in the educational setting were strategies that allow students practice asking questions and allow students to practice strategies that build on support answers by connecting prior knowledge with information found in, and inferred from, the text

Effective strategies used in the educational setting were strategies that allow students practice asking questions and allow students to practice strategies that build on support answers by connecting prior knowledge with information found in, and inferred from, the text

Improved instruction and support in the home environment through a more consistent collaborative effort
Improved instruction and support in the home environment through a more consistent collaborative effort

No response
No response
No response
No response
No response

Clear and precise
No response
No response
Allow engaging conversations between the stakeholders and the students.

effective strategies used in the educational setting were strategies

effective strategies used in the educational setting were strategies
Improved instruction and support

Improved instruction and support

No response
No response
No response
No response
No response

effective strategies used in the educational setting
No response
No response

Instructional training

effective strategies used in the educational setting

effective strategies used in the educational setting

effective strategies used in the educational setting

effective strategies used in the educational setting

No response
No response
No response
No response
No response

planning
No response
No response

better communication

planning

planning

planning

planning

No response
No response
No response
No response
No response

Lesson Planning
No response
No response

training

Lesson Planning

Lesson Planning

Lesson Planning

Lesson Planning

No response
No response
No response
No response
No response

No response	No response	No response	No response	No response
No response	No response	No response	No response	No response
No response	No response	No response	No response	No response
No response	No response	No response	No response	No response
Educators can implement strategies related to flexible grouping in order to improve reading achievement and the use of various reading comprehension projects that support the reading achievement	Educators can implement strategies related to flexible grouping	effective strategies used in the educational setting	planning	Lesson Planning
No Response	No response	No response	No response	No response
No response	No response	No response	No response	No response
What reading instructional strategies and practices do educators; support staff, caregivers and community supporters implement that support student learning in the Cyber School online environment in order to improve the reading achievement of students in grades 3, 4, and 5?				
Effective strategies used in the educational setting were strategies that allow students practice asking questions and allow students to practice strategies that build on support answers by connecting prior knowledge with information found in, and inferred from, the text	Codes	Sub codes	Categories	Concepts
Effective strategies used in the educational setting were strategies that allow students practice asking questions and allow students to practice strategies that build on support answers by connecting prior knowledge with information found in, and inferred from, the text	Effective strategies used in the educational setting were strategies that allow students	effective strategies used in the educational setting	planning	Lesson Planning
Effective strategies used in the educational setting were strategies that allow students practice asking questions and allow students to practice strategies that build on support answers by connecting prior knowledge with information found in, and inferred from, the text	Effective strategies used in the educational setting were strategies that allow students	effective strategies used in the educational setting	planning	Lesson Planning
Clear and precise	Clear and precise	effective strategies	planning	Lesson Planning
		effective strategies	planning	Lesson Planning

No response
 Educators can implement strategies related to flexible grouping in order to improve reading achievement and the use of various reading comprehension projects that support the reading achievement
 No Response
 No response

Educators can implement strategies related to flexible grouping
 No response
 No response

effective strategies used in the educational setting
 No response
 No response

planning
 No response
 No response

Lesson Planning
 No response
 No response

What reading instructional strategies and practices do educators; support staff, caregivers and community supporters implement that support student learning in the Cyber School online environment in order to improve the reading achievement of students in grades 3, 4, and 5??

Codes

Sub codes

Categories

Concepts

Effective strategies used in the educational setting were strategies that allow students practice asking questions and allow students to practice strategies that build on support answers by connecting prior knowledge with information found in, and inferred from, the text

Effective strategies used in the educational setting were strategies

effective strategies used in the educational setting

planning

Lesson Planning

Effective strategies used in the educational setting were strategies that allow students practice asking questions and allow students to practice strategies that build on support answers by connecting prior knowledge with information found in, and inferred from, the text

Effective strategies used in the educational setting were strategies

effective strategies used in the educational setting

planning

Lesson Planning

Clear and precise

No response

No response

Allow engaging

No response

No response

Allow engaging

No response

No response

Instructional training

No response

No response

better communication

No response

No response

Training

conversations between the stakeholders and the students. Students like adults want to feel that them and others care about what they think
 effective strategies used in the educational setting were strategies that allow students practice asking questions and allow students to practice strategies that build on support answers by connecting prior knowledge with information found in, and inferred from, the text

conversations between the stakeholders and the students.

Effective strategies used in the educational setting were strategies

effective strategies used in the educational setting

planning

Lesson Planning

Effective strategies used in the educational setting were strategies that allow students practice asking questions and allow students to practice strategies that build on support answers by connecting prior knowledge with information found in, and inferred from, the text

Effective strategies used in the educational setting were strategies

effective strategies used in the educational setting

planning

Lesson Planning

Improved instruction and support in the home environment through a more consistent collaborative effort
 Improved instruction and support in the home environment through a more consistent collaborative effort

Improved instruction and support in the home

effective strategies used in the educational setting

planning

Lesson Planning

Improved instruction and support in the home

effective strategies used in the educational setting

planning

Lesson Planning

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