INSTRUCTIONAL APPROACHES AND CHILDREN'S PICTUREBOOKS FOR DISCIPLINARY LITERACY LEARNING IN THE ELEMENTARY CLASSROOM: A DESIGN-BASED PROFESSIONAL LEARNING WORKSHOP

by

TORI GOLDEN HUGHES

(Under the Direction of Jennifer Graff)

ABSTRACT

This design-based research (DBR) study investigates how a professional learning workshop (PLW) focused on developing teacher participants' disciplinary literacy instructional capabilities through the integration of instructional approaches and children's picturebooks can support disciplinary literacy in the disciplinary of history in the elementary classroom. This study examines which components of the designed PLW contributed to teachers' disciplinary literacy learning and how teachers experienced the process of applying the PLW content in their instructional practice. Grounded in a multi-phase, iterative DBR framework, this study included the development, implementation, and refinement of the PLW over two cycles. Data sources included focus group interviews, classroom observation-reflection cycles, classroom documents, student artifacts, and unsolicited comments from teacher participants. Findings indicate the PLW supported teachers in deepening their understanding of disciplinary literacy and intentionally using picturebooks to design and implement related lessons. Teachers

benefited from collaborative learning, time to analyze picturebooks, opportunities to apply instructional approaches, and space for reflection. Despite experiencing both successes and challenges, teachers' reflections and instructional artifacts showed growing confidence and instructional shifts that centered disciplinary literacy through picturebooks.

The findings emphasize the importance of learning opportunities that are directly connected to teachers' everyday classroom practice and that blend theory, practice, and collaboration. The study offers insights into how carefully designed professional learning can help elementary school teachers develop their disciplinary literacy instructional capabilities in the discipline of history through implementing children's literature and developmentally appropriate instructional approaches. It also contributes to research on how DBR can support the iterative improvement of professional learning experiences and offers implications for literacy researchers, teacher educators, and elementary school teachers.

INDEX WORDS: Design-based Intervention, Children's Literature, Disciplinary Literacy, Instructional Approaches, Elementary School, Professional Learning

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DEDICATION

For my husband, daughter, and family. You have been my support system throughout this process. I love you all, endlessly.

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CHAPTER 1

INTRODUCTION

In today's diverse and global world, the importance of disciplinary literacy is rapidly increasing as students approach more rigorous content across disciplines to prepare them for life after graduation and in the 21st century (Altieri, 2011; Colwell, 2019; Isidro, 2021). As a former third-grade teacher, I saw this firsthand in my own classroom. In the Fall of 2019, I sat on the carpet in my third-grade classroom surrounded by twenty-three curious faces gazing up at me as we immersed ourselves in the reading of the award-winning poetic nonfiction picturebook, *Locomotive* by Brian Floca. As I read aloud, I noticed that my students were able to answer comprehension questions writ large, but not necessarily engage in the practices that reflect how historians think and engage in their discipline. We hadn't had any discussions that prompted students to generate their own knowledge and interpretations about the historical event about which we were learning: Westward Expansion. Students also struggled to consider the context in which the development of the transcontinental railroad in the United States. In addition, students struggled to corroborate information from previous lessons and picturebooks related to the industrial revolution. Lastly, students were unable to source or analyze information in the text or images to consider accuracy.

This experience led me to question whether such advanced thinking is developmentally appropriate for 8- or 9-year-olds, or if it reflects a lack of awareness about disciplinary literacy,

hindering my own ability to guide young children to engage in this sort of thinking. As I further reflected on this lesson, I considered how my own limited knowledge of disciplinary literacy as a beginning teacher impacted the ways in which I invited my students to engage in disciplinary literacy, specifically reading and thinking like historians in my third-grade classroom. Thus, I began thinking that perhaps elementary teachers should consider ways to incorporate disciplinary literacy into their daily instruction (Hughes, 2022).

At present, elementary school teachers face the challenge of answering the current call of the National Curriculum Standards for Social Studies put forth by the National Council for the Social Studies (NCSS) as well as the Reading Literature and Reading Informational Standards put forth by the Common Core State Standards (CCSS). These standards reflect a shift from the retention of facts to a more collective, humanistic approach that examines the reader, ethics, and the global world (Adler et al., 2010; National Council for the Social Studies [NCSS], 2021). To meet the call of the NCSS and CCSS, history instruction in the K-2 classroom must not focus exclusively on facts within nonfiction texts (Hughes, 2022). Rather, research suggests that elementary school teachers should consider implementing a wide array of children's literature and instructional approaches into their history curriculum to engage students in disciplinary literacy learning (Beck & McKeown, 2013; Brock et al., 2014; Demoiny & Ferraras-Stone, 2018; Hughes, 2021; Hughes, 2022; Kesler et al., 2020; Muetteries & Darolla, 2020; Popp & Hoard, 2018; Shanahan & Shanahan, 2016). To shed light on these possibilities, as informed by my own experience, I decided to explore how professional learning could support elementary

school teachers in developing their disciplinary literacy instructional capabilities in the discipline of history.

Statement of Problem

Over the last decade, disciplinary literacy has become a critical component of instruction in both middle school and high school settings because the Common Core State Standards (CCSS) established disciplinary reading goals for grades 6–12 to engage students within the disciplines by such as creating, communicating, and applying knowledge in the field (Shanahan & Shanahan, 2012). However, disciplinary literacy has yet to become a critical component of instruction in most elementary classrooms as it challenges the outdated "learn-to-read, then read-to-learn" model, which limits young students' access to disciplinary thinking and texts (Duke et al., 2003; Gee, 2015; Welsh et al., 2020). This limitation has contributed to much of the research surrounding disciplinary literacy to be focused on secondary Burke & Kennedy, 2024; Hughes 2021; Moje, 2007; Wilson-Lopez & Gregory, 2015). As a result of the limited amount of research exploring disciplinary literacy in the early elementary grades (Håland, 2017; Moje, 2007), disciplinary literacy still needs more discussion, exploration, and "concretizing" when it comes to its place in the early elementary grades (Burke & Kennedy, 2024; Isidro, 2021).

Although literature reviews on perspectives of disciplinary literacy (Moje, 2007) and how disciplinary literacy applies to each discipline (Hillman, 2014) are available, the research literature lacks focus on what professional development or learning has been given to teachers to support their implementation of disciplinary literacy at any grade level (Howell et al., 2021). This problem must be addressed, as Howell et al. (2021) explains, "professional development is

a necessary part of disciplinary literacy in order for teachers to understand how to integrate content and literacy" (p. 12). Building on this need for teacher preparation, recent scholarship has shown a growing interest in disciplinary literacy at the elementary level (Britt & Ming, 2017; Colewell, 2019; Håland, 2016; Hughes, 2021; Hughes, 2022; Isidro, 2021; Popp & Hoard, 2018; Welsh et al., 2020; Wright & Gotwals, 2017), and a comprehensive literature review by Herrera et al. (2021) emphasizes the importance of nurturing these skills even in K–2 students. Therefore, it is time to explore how K–2 teachers are prepared to meet the literacy demands of the disciplines—especially since, when done in developmentally appropriate ways such as scaffolded classroom discussions, early socialization into academic language has shown clear benefits as early as kindergarten (Gallagher, 2016).

The Need for Disciplinary Literacy in K-2 Classrooms

Disciplinary literacy can support educators in building a foundational ladder of skills and dispositions for students across disciplines (Lee, 2010). Disciplinary literacy is also needed to prepare critical thinkers who are capable of comprehending, critiquing, and composing academic texts in content area learning and disciplinary socialization (Fang & Coatoam, 2013; Moje 2007; 2010). An elementary level focus on foundational reading skills that includes print concepts, phonological and phonemic awareness, phonics, and fluency can be expanded to include engaging experiences connected to nonfiction texts and vocabulary. Such expansion can increase opportunities for success as students approach more rigorous content in those disciplines (Alliance for Excellent Education, 2011). More specifically, when reading, writing, speaking, listening and critical thinking are integrated into each discipline across grade levels, students

gradually build knowledge and skills toward college and career readiness (Goldman et al., 2016; Lee, 2010).

Professional Learning and Disciplinary Literacy

Research exploring the professional learning received by both pre- and in-service teachers specific to delivering disciplinary literacy instruction remains limited (Howell et al., 2021). Supporting elementary teachers to be well prepared and engaged in ongoing learning is critical given the limited research on disciplinary literacy for elementary teachers and the recognition that these teachers are the primary teachers of the disciplines (Brock et al., 2014). The challenge is that many teacher preparation programs do not provide this type of training, as disciplinary literacy is not considered to be a foundational literacy skill but rather an advanced literacy skill (Brock et al., 2014; Siffrinn & Lew, 2018). These programs provide courses focused on content area literacy which promotes the use of general, cross-curricular strategies for reading and writing, such as using the well-known K-W-L chart (Siffrinn & Lew, 2018). However, many courses do not emphasize disciplinary literacy as the distinct ways of knowing, doing, and communicating used by scientists, historians, literary critics, and other disciplinary experts to construct knowledge and make meaning in their respective fields (Fang & Coatoam, 2013; Shanahan & Shanahan, 2012).

After college graduation or becoming initially certified to teach, teachers continue learning and growing as professionals (Philippakos & Reinking, 2021). Teachers are expected to acquire best practices and engage in research-based pedagogical approaches (Philippakos & Reinking, 2021). This continuous learning and growth often take place through professional

learning in which teachers attend workshops or conferences focused on enhancing their knowledge of "what works" to better prepare students for college, career, and citizenship (Philippakos & Reinking, 2021). This sort of professional learning differs from professional development as professional development is often associated with one-time workshops, seminars, or lectures, and is typically a one-size-fits-all approach (Nash 2010; Stewart, 2014).

In contrast, professional learning, when designed well, is typically interactive, sustained, and customized to meet teachers' needs. It encourages teachers to take responsibility for their own learning and to practice what they are learning in their own teaching contexts (Stewart, 2014). According to Nash (2010) an effective professional learning workshop, 1) is tied to specific content and standards; 2) incorporates active learning; 3) is job-embedded; 4) is collaborative; 5) provides models; and 6) includes coaching.

Over the past decade, research has increasingly called for supporting youth disciplinary literacies; however, teachers in K-12 schools struggle to contend with the implications for teaching practice (Alvermann et al., 2011; Wilder et al., 2021). According to Wilder et al. (2021), student improvement in disciplinary literacy practice hinges on the ability to design responsive and impactful professional learning for teachers. It is imperative that professional learning connects teacher learning with disciplinary experts and tools while being as responsive as possible to administrative restrictions, cultural norms, and educational goals. Howell et al. (2021) suggests "it is not enough to identify and deliver discipline specific strategies to teachers" and "professional learning should also focus on teachers' goals for students' literacy learning and how their enactment of strategies may differ depending upon these goals" (p. 13). In addition,

professional learning that incorporates collaboration is especially important to help teachers and literacy coaches integrate disciplinary literacy and overcome the lagging self-efficacy needed to integrate content and pedagogical knowledge (Howell et al., 2021). As a result, professional learning focused on disciplinary literacy will support or improve teachers' disciplinary instruction while also meeting the disciplinary literacy needs of their students (Wilder, et al., 2021).

To shed light on these possibilities, this dissertation study provided three elementary school teacher participants with professional learning focused on developing their disciplinary literacy instructional capabilities through integrating instructional approaches and children's picturebooks to support disciplinary literacy for young learners in the discipline of history.

Research Goal and Questions

The goal of my dissertation is to design and implement a professional learning workshop (PLW) focused on developing teachers' disciplinary literacy instructional capabilities that integrates instructional approaches and children's picturebooks to support disciplinary literacy for young learners in the discipline of history. As the designed intervention, the PLW provided three elementary school teachers with professional learning focused on integrating instructional approaches and children's literature to support disciplinary literacy. Specifically, the PLW involved the teacher participants' collaborative analysis of children's picturebooks featuring historical accounts and events and the subsequent design of history lessons that integrated developmentally appropriate instructional approaches (e.g. interactive read alouds, annotating, vocabulary instruction, argumentative writing, synthesizing, paired texts, and classroom talk and

discussion) to apprentice elementary students in historians' disciplinary literacy practices (e.g. sourcing, corroborating, contextualizing, analyzing images, and close reading). The present dissertation study addressed the following research questions:

Overarching Question: How can a Professional Learning Workshop (PLW) help elementary school teachers develop their disciplinary literacy instructional capabilities in the discipline of history?

1. What PLW components contribute to the teachers' understanding and application of the instructional approaches and children's picturebooks to support disciplinary literacy learning in K-2 classrooms and why?
2. What PLW content is translatable to the participants' classroom practice?
3. What successes or challenges occurred as the teacher participants experienced the PLW and applied or implemented the PLW content into their instructional practice? How were these challenges overcome, if they were?

Overview of Methods

Design-based research was selected as the methodological approach for this study, because it is well suited to the overall aim of this investigation. Specifically, design-based research investigates how promising interventions can be implemented to achieve valued pedagogical goals that are often problematic or that intend to transform instructional orientations and practices (Reinking & Bradley, 2008). Design-based research seeks to align research and practice by designing interventions in authentic contexts.

Consistent with those purposes, I designed an intervention (the PLW) in this dissertation to understand how PLW components and contents contributed to elementary school teachers' understanding and application of the instructional approaches and children's picturebooks to support disciplinary literacy learning in K-2 classrooms while also considering the development of teachers' disciplinary literacy instructional capabilities in the discipline of history. Thus, I investigated how the designed PLW might effectively be integrated into two first-grade and one-second grade classrooms. This study was also informed by research that indicates a need for professional learning focused on disciplinary literacy and an even greater need for professional learning among elementary pre-service and in-service teachers (Brock et al., 2014; Howell et al., 2021; Siffrinn & Lew, 2018) suggesting that further research is needed to determine how effective professional learning might be designed and facilitated to meet these needs.

Multiple sources of qualitative data were collected and analyzed sequentially in three phases to determine the PLW components contributed to the elementary school teachers' understanding and application of the instructional approaches and children's picturebooks to support disciplinary literacy learning in K-2 classrooms and the how the content of the PLW was applied or implemented in the teacher participants' instructional practice. After the intervention was complete, I analyzed the data more holistically using what Gravemeijer and Cobb (2006) refer to as retrospective analysis to determine overall themes. The retrospective analysis indicated four assertions I discuss in my concluding chapter along with implications for classroom practice, elementary school teachers, teacher educators, and researchers within the field of language and literacy education.

Definition of Terms

The following terms are organized in alphabetical order. The accompanying definitions represent my own personal exploration of these terms informed by prominent scholarship within the fields of language and literacy education and the discipline of history.

History

It is important to note that the National Council for Social Studies defines *history* as the study of past events, social sciences, and humanities to promote civic competence (National Council for the Social Studies, 2021). History is closely related to social studies, in which their primary purpose is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world (National Council for the Social Studies, 2021). On the other hand, social studies tend to study groups of people rather than individuals, and it looks to draw generalizations and identify trends or themes over time. History treats the events of the past as a story–the story of human beings individually and in society (National Council for the Social Studies, 2021).

Professional Learning

I define *professional learning* as well-designed, interactive, and sustained, learning and growing opportunities that have been customized to teachers' needs. Professional learning encourages teachers to take responsibility for their own learning and to practice what they are learning in their own teaching contexts. In contrast, professional development "happens to" teachers and is often associated with one-time workshops, seminars, or lectures, and is typically

a one-size-fits-all approach. Professional learning requires teachers to hold themselves accountable for their own learning and the implementation of their learning into their classroom instruction (Colwell & Hutchison, 2018; Ippolito et al., 2021).

Organization of the Dissertation

In the next chapter, Chapter 2, I present a literature review that outlines previously published scholarship that explores the key tenets of the present dissertation study. Chapter 3 then describes the research design and methodology that guided and grounded this research. In Chapter 4, I describe the findings of this DBR study. Finally, as shared above, Chapter 5 includes discussion, implications, and conclusions for these findings and directions for future research.

CHAPTER 2

LITERATURE REVIEW

Reviewing research on the instructional approaches and children's picturebooks to support disciplinary literacy for young learners in the discipline of history it is crucial to first understand disciplinary literacy, how it is conceptualized for young learners, and what it looks like in the discipline of history. I begin this literature review by sharing how disciplinary literacy has been operationalized in research and schools. I then explore how instructional strategies and children's literature can support the development of disciplinary literacy in history for young learners. This exploration not only enables us to confirm what we know and what has happened but also enables us to create professional learning workshops (as an intervention) informed by empirical research.

What is Disciplinary Literacy?

Disciplinary literacy focuses on the aspects of reading and writing that are specific to each academic discipline such as history, science, mathematics, and English literature (Fisher & Frey, 2015). Each discipline has its own unique way of using text to create and communicate meaning (Shanahan & Shanahan, 2014). Disciplinary literacy focuses on reading to learn and understand discipline specific concepts by engraving the specialized ways of reading, understanding, and thinking in each academic discipline into teaching and learning (Shanahan & Shanahan, 2014). As Shanahan and Shanahan (2014) articulated, "disciplinary literacy matters

because general reading skills can only take students so far" (p. 637). Students can learn to identify main ideas and key details or use a graphic organizer to enable acquisition of content and those can improve comprehension of content area texts, but not to the same extent that more disciplinary approaches would (Moje 2007; Shanahan & Shanahan, 2014; Welsh et al., 2020). Disciplinary literacy encourages students to move beyond reading, writing, listening, and thinking solely for high stakes standardized academic achievement performances such as completing homework or passing tests (Hamilton & Stolle, 2016). Instead, instruction centered around disciplinary literacy illustrates the authentic ways to engage within the disciplines such as creating, communicating, and applying knowledge in the field so that all students gradually build knowledge and skills toward college and career readiness (Shanahan & Shanahan, 2012).

How is Disciplinary Literacy Conceptualized for Young Learners?

Disciplinary literacy stands in contrast to a long-standing "learn-to-read and then read-to-learn" dichotomy still evident in elementary schools today (Welsh et al., 2020, p.725). According to this dichotomy, teachers in the primary grades of K–3 should teach students to learn-to-read, and starting in fourth grade, teachers should shift their focus to teach students to read-to-learn (Duke et al., 2003). Not only is this approach contrary to literacy research (Duke et al., 2003; Levstik & Barton, 2005; Stahl, 2011), but it also deprives elementary students of opportunities to engage in the specialized ways of the disciplines while using discipline-specific texts in the primary grades (Gee, 2015). Surprisingly, as students focus on foundational literacy skills and integrated content, they are less likely to develop the very knowledge that supports all aspects of literacy development (Adams, 2011; Cervetti & Hiebert, 2015; Sell & Griffin, 2017). The

teaching of disciplinary literacy skills aligns with more holistic views of literacy that emphasize meaning making in a variety of modes and for a variety of purposes (Burke & Welsch, 2018). It is important to note that discipline-specific practices are not beyond the capabilities of elementary school teachers and students as Levstik and Barton (2005) state:

> Today's educators expect that even the youngest learners learn about the diverse world in which they live—its history, geography, government, and economic realities—while they meet the challenges of becoming fluent and effective readers. (p. 6)

Disciplinary literacy foundations built in elementary grades are critical to the successful use of literacy to foster disciplinary learning in upper grades (National Council of Teachers of English, 2011). The foundations of disciplinary literacy instruction include: 1) Introducing disciplinary approaches; 2) Exploring multiple texts of the discipline; 3) Developing discipline-specific vocabulary; and 4) Writing for discipline-specific purposes (Shanahan, 2016).

However, there is no doubt that some elementary students still need intensive instruction in basic reading skills and generic strategies to help them develop reading fluency and "focus their attention on looking for coherence in the passage and integrating the text with what they know about the topic" (Catts, 2009, p. 180). This does not mean that these students should wait to receive disciplinary literacy instruction until they have fully mastered these skills and strategies (Brock et al., 2014; Shanahan & Shanahan, 2012; 2014). Even struggling readers/writers, and their peers, are capable of learning (and can benefit from) discipline-specific skills and strategies while developing, refining, and expanding basic skills and generic strategies (Brock et al., 2014; Shanahan & Shanahan, 2012; Shanahan & Shanahan, 2014).

Disciplinary Literacy in History

The present dissertation focuses solely on the discipline of history, based on my own teaching experiences. As a former third grade teacher, I understand the how difficult it is to find an appropriate amount of time to dedicate to each discipline including English language arts, mathematics, science, and history, while also sustaining a balanced literacy block that focuses on foundational reading skills. In my own experience, this lack of time often resulted in minimal instruction in history which did not include opportunities for students to deepen their historical knowledge or use discipline specific skills to transfer their learning from the classroom to real world situations.

To maximize students' learning across the disciplines, it is helpful to understand the specific ways in which each discipline operates (Cappiello & Dawes, 2021). Adopting a disciplinary literacy approach to history challenges students to move beyond reading a historical text solely for information to identifying and considering the perspective, bias, message, and the source of the historical texts they consume (Hamilton & Stolle, 2016). Disciplinary literacy in the discipline of history also promotes critical thinking by guiding students to challenge assumptions, assess evidence, and form conclusions through careful analysis of historical sources (Wineburg & Reisman, 2015). Furthermore, disciplinary literacy in history "reaffirms a reader's agency" (p. 636) by positioning them as a critic of authors' credentials and agendas (Wineburg & Reisman, 2015). In doing so, students have opportunities to critically analyze and assess how they consume texts to construct meaning and form interpretations of the diverse and global world

in which they live (Hamilton & Stolle, 2016). Students are also provided with opportunities to understand how historians create texts based on their perspectives (Hamilton & Stolle, 2016).

Wineburg's (1991) influential work in disciplinary approaches to the study of history explains how studying history entails sourcing, contextualization, and corroboration. For example, when historians read a historical document while studying a historical event, they consider the origin and author of the document (i.e., sourcing), the context and circumstances under which the document was produced (i.e., contextualization), and then compare that document with other sources of information relevant to the event (i.e., corroboration) to answer a question about history (Colwell, 2016). I describe these specialized actions historians take when reading a text in more detail below.

Sourcing

Sourcing as the act of considering the text or document's author, origin, and purpose can support students in attending to where information comes from and if it is accurate or not (Learned, 2018). Sourcing can change the two-way relationship between text and reader by enjoining the reader to engage authors, querying them about their credentials, their interest in the story they are telling, and their position on the event or era they narrate (Moje, 2007; Wineburg & Reisman, 2015). To support students in sourcing in the discipline of history, teachers can pose questions such as "who wrote this?", "what is the author's perspective", or "when, where, and why was it written?" (Stanford History Education Group, 2022). For younger students, teachers might pose questions such as "who wrote/created this? How do you know?", or "what does the

author think or believe about this?", or "when and where was this made, and why did the author write it?".

Contextualization

The act of placing events in a proper context related to the text or document under analysis can provide teachers with opportunities to weave rich, dynamic portraits of a historical period for their students (Reisman & Wineburg, 2008). To support students in contextualizing in the discipline of history, teachers can design and prepare guiding questions that point students toward valuable information that will allow them to generate their own knowledge and interpretations about the historical context of an event or era (Reisman & Wineburg, 2008). Contextualizing also prompts students to read closely and think deeply about the text's attributes to situate or anchor the events it reports in place and time (Reisman & Wineburg, 2008).

For example, when reading aloud a historical fiction picturebook, teachers might ask students questions such as "look closely at the images, how can we tell this event/account did not happen in recent years?" or "what do I know about this historical event/account?", or "what else was happening in history during this time period?" (Stanford History Education Group, 2022). For younger students, teachers might pose questions such as "look carefully at the pictures—how can you tell this happened a long time ago?", "what do I already know about this event from the past?", or "what other important things were going on in history at the same time?".

Corroboration

The act of reading and comparing several texts or documents against each other can be thought of as supporting students in verifying important information or details against each other before accepting them as plausible, true, or likely (Wineburg, 1991). Historians use careful reasoning and critical judgment as they corroborate many pieces of evidence and then cross-check their conclusions against those of other experts in the field and consider disconfirming evidence (Hughes, 2021). To support students in corroborating in the discipline of history, teachers can prompt students to brainstorm answers to questions raised by the text and identify the evidence needed from other sources to find the answers (Hughes, 2021).

For example, teachers might prompt students by asking questions such as "what do other sources say about this historical event or account?", "do these sources agree?" or "are these sources reliable, how do you know?" (Stanford History Education Group, 2022). For younger students, teachers might pose questions such as "what do other books or people say happened?", or "do the other texts or sources say the same thing or something different?", or "can you trust what these sources say? What makes you think that?".

Analyzing Images

The act of analyzing images can heighten students' awareness of the important interplay between text and image (Guo et al., 2018; Sipe, 2008; Youngs, 2012). In the early grades, as students develop print literacy, visual materials—such as images and primary source photographs—tap into a wider range of historical information than activities based solely on oral or written language (Barton, 2001).

To support students in analyzing images in the discipline of history, teachers can pose questions such as “what language, images, or symbols does the author use to try to get the readers to agree with an idea?”, or “how do the images indicate the illustrator's perspective?”, or “how do the images indicate an interpretation of the author's words?” (Stanford History Education Group, 2022). For younger students, teachers could pose questions such as “what words or pictures does the author use to try to make you believe their idea?”, “what do the pictures show about what the illustrator thinks or feels?”, or “what do the pictures show about how the illustrator understands the author’s words?”.

Close Reading

The act of close reading is referred to as “engaging with a text of sufficient complexity directly and examining meaning thoroughly and methodically...” according to the Partnership for Academic Readiness for College and Careers (PARCC) (2011, p. 7). This broad definition allows for the application of close reading to almost any disciplinary text (Paul, 2018). According to Beers and Probst (2016), readers are responsible for critically questioning both the text and own their beliefs and assumptions as they determine what is true or not true within the text. In the discipline of history, close reading can help students evaluate sources and analyze rhetoric. Close reading in the discipline of history is distinctive among the other components such as sourcing, contextualizing, and corroborating, because close reading asks students to consider how the document connects to their own views or perspectives (Stanford History Education Group, 2022).

To support students in close reading in the discipline of history, teachers can pose questions such as “what claims does the author make?”, “what evidence does the author use?”, “how does the document's language indicate the author's perspective?”, or “how is this perspective similar or different to your own?” (Stanford History Education Group, 2022). For younger students, teachers might pose questions such as, “what is the author trying to say or prove?”, or “what facts or examples does the author use to support their ideas?”, “what words or phrases show what the author thinks or feels?”, or “how is the author’s opinion like or unlike your own?”.

Instructional Approaches to support Disciplinary Literacy for Young Learners in History

Elementary teachers should implement effective instructional approaches and practices that reflect the various types of meaning-making processes required to support students in developing disciplinary literacy skills and learning (Brock et al., 2014). These approaches (interactive read-alouds, vocabulary instruction, classroom talk and discussion) and practices, , (annotating, synthesizing, argumentative writing, and paired texts) are commonly used across K-2 classrooms. When tailored purposely to meet the discipline-specific demands in the field of history, these instructional approaches can provide students with authentic learning experiences and support their disciplinary literacy learning (Brock et al., 2014). Below I discuss each instructional approach within the context of disciplinary literacy.

Interactive Read-Alouds

Interactive read-alouds are frequently used in elementary classrooms to teach various literacy skills and support students’ conceptual knowledge about the world (Wright, 2019).

Interactive read-alouds provide teachers with opportunities to explicitly model comprehension strategies and demonstrate reading behaviors students will be able to use when they read and create disciplinary texts independently (McClure & Fullerton, 2017; Pardo, 2004). In addition to more traditional approaches to interactive read-alouds, teachers may integrate them with disciplinary learning among elementary students (Kesler et al., 2020; Muetteries & Darolla, 2020) by providing teachers with a learning context in which they can model the specialized ways of reading and thinking that aligns with the discipline under investigation (Hughes, 2022).

For example, when reading aloud the historical fiction picturebook, *Let the Children March* (Clark-Robinson & Morrison, 2018), the teacher could pause at opening 15 in the middle of the picturebook to display the images of African American children with scraped and torn clothing, hugging their family with sad and solemn faces, beneath a confederate flag flying in the background. After reading the text on this opening "I'm so proud of you baby girl. Your march made them see" (Clark-Robinson & Morrison, 2018, p. 15), the teacher could begin by asking students, "how does the text and image on this page help us know what was happening in the Southern part of the United States at this time in history?". This question supports students in engaging in the discipline specific practices of contextualizing and analyzing images. By modeling their own thinking, teachers can facilitate discipline-specific discussions that invite students to share ideas and actively listen to the ideas of others (McClure & Fullerton, 2017).

Annotating

Annotating refers to making notes while reading, in which students use symbols to reflect their thinking and understanding. For example, readers may use exclamation points in parts of

the text that were surprising to them, question marks to indicate points of confusion, and stars to indicate important information (Brock et al., 2014). This strategy, often used in close reading, recognizes how experts across disciplines monitor their reading resulting from the understanding that meaning is constructed during reading and is an interactive process between the reader, the text, and the context (Zywica & Gomez, 2008). Annotating provides students with opportunities to connect their reading to their personal experiences and reactions, and those inform their understanding of what they have read (Brown, 2007). If this work is done in groups, students can discuss content and their interpretations simultaneously (Zywica & Gomez, 2008).

In the discipline of history, students can annotate primary and secondary sources to construct their own evidence-based interpretations or to note information to corroborate, while focusing on their literacy skills and developing dispositions to read critically (Popp & Hoard, 2018). In the elementary classroom, Hughes (2022) suggests students use a variety of annotation marks to indicate their interpretations or perspectives while reading a historical text. For example, a question mark could indicate when the reader has a question or is confused, speech bubbles could indicate when the reader makes a prediction, a star could indicate when the reader is excited or interested, or an eyeball could be used to indicate when the reader visualizes (Hughes, 2022).

Synthesizing

Synthesizing refers to “the process through which readers bring together their background knowledge and their evolving understanding of the text to create a complete and original understanding” (Miller, 2002, p. 117). Teachers can use synthesizing to introduce and

guide the reading of multiple texts on the same topic to prepare students for disciplinary reading (Shanahan & Shanahan, 2014). Synthesizing can provide students with opportunities to interact with multiple texts in various contexts as they actively make connections with the texts (Yang et al., 2020). As students synthesize their historical reading, they are presented with opportunities to make connections by calling upon their previous experiences with related text, their background and conceptual knowledge, and their personal attitudes and perspectives (Hughes, 2022). By making these connections, students will construct meaning and form their own interpretations supported by the text (Brozo, 1988).

For younger readers, teachers might model how to synthesize information across sources by integrating multiple texts on the same topic into an interactive read aloud. For example, a teacher might select the biography, *Follow Chester* by Gloria Respress-Churchwell and illustrated by Laura Freeman and the historical fiction picturebook *Let the Children March* by Monica Clark-Robinson and illustrated by Frank Morrison to model how to synthesize across texts. The teacher could model synthesizing by stating, “as we analyze our materials, we will need to keep the following questions in mind: How can I combine information from multiple sources into one piece of information?” (Hughes, et al., 2021, p. 22) before pointing out explicit examples from the text on Opening 2 in *Let the Children March* ("I couldn't play on the same playground as the white kids, I couldn't go to their schools, I couldn't drink from their water fountains, there were so many things I couldn't do.") and the text on Opening 9 in *Follow Chester* ("restroom sign that reads "whites only"). After modeling, the teacher might indicate that both texts explain that African Americans did not have the same freedoms as others prior to the

Civil Rights Movement in the 1960s. To support students in beginning to synthesize, teachers might first consider how to help them document shifts in their understanding or substantiate their thinking. This can be facilitated by using sentence frames such as, "I used to think _____, but now I think _____", or "My perspective is _____, because _____."

Vocabulary Instruction

Elementary teachers can teach vocabulary not only from fictional stories, but also from scientific, historical, or even mathematical texts (Shanahan & Shanahan, 2016). The discipline of history uses terminology that may be ideological in nature. For instance, historical terms such as the *civil rights* or *segregation* that are used in the historical fiction picturebook *Let the Children March* name more than events; they convey a political position on these events (Shanahan & Shanahan, 2016). It is not enough that students learn the meanings of such words. Students need to understand how and why such words are used, and these distinctions can be taught as soon as they become evident in the texts being read (Shanahan & Shanahan, 2014). Elementary school teachers can provide vocabulary instruction to support disciplinary literacy through interactive read-alouds, sketching and drawing activities, and oral and written language activities (Beck & McKeown, 2013; Shanahan & Shanahan, 2016).

Paired Texts

A paired text refers to two texts that are conceptually linked and purposefully combined to facilitate instructional objectives and enhance the learning process (Harste et al., 1988). For example, the texts may focus on the same topic, theme, or genre (Harste et. al., 1988). Paired text can be two literary texts, two nonfiction texts, or two texts—one fiction and one nonfiction, one

with text and one wordless, and so forth (Bintz, 2015). Intentionally paired texts have the potential for disciplinary teaching and learning (Bintz, 2015). For example, Demoiny and Ferraras-Stone (2018) demonstrates how paired texts, one predominant narrative and one counter narrative, can be used to enhance the history curriculum in elementary schools by encouraging critical thinking, deeper understanding, and empathy. More specifically, Demoiny and Ferraras-Stone (2018), used carefully selected pairings of historical fiction and nonfiction picturebooks that offered students with counter narratives of the Indian Removal Act of 1830. The paired text was used to teach historical content from multiple perspectives, which is an essential component of close reading in the discipline of history (Stanford History Education Group, 2022). Thus, paired texts can develop disciplinary literacy in the elementary history curriculum (Demoiny & Ferraras-Stone, 2018; Stanford History Education Group, 2022).

Argumentative Writing

Argumentative writing can play an important role in student's development of knowledge in the disciplines, but only if the writing instruction and practice is appropriate for the specific discipline being studied (Shanahan, 2016). In the discipline of history, argumentative writing requires students to first gather information, form an opinion, state a claim, and then support that claim with evidence (Monte-Sano et al., 2014). Further, argumentative writing requires students to employ the specialized historical reading practices of the discipline (e.g. sourcing, contextualization, and corroboration) (Monte-Sano et al., 2014). In the elementary classroom, teachers will need to support students in recognizing authors and their perspectives (sourcing), situating texts in the time and place of their creation (contextualization), and comparing texts

(corroboration) to find points of agreement or disagreement as they construct their own writing (Monte-Sano et al., 2014).

When engaged in argumentative writing, students are writing to an audience beyond themselves, whether it be another student, a teacher, or someone outside the classroom (Colonnese et al., 2018). Malloy et al. (2020) suggests the use of argumentative writing in history, in which elementary students have opportunities to interrogate historical accounts and use historical evidence to support claims, can indeed support students' disciplinary literacy learning. Argumentative writing instruction in the discipline of history should explicitly model synthesizing information across multiple sources, using evidence to support claims, organizing ideas clearly and concisely, and citing sources properly (Brock et al., 2014). For example, Burke and Kennedy (2024) demonstrate how upper elementary students (5th and 6th graders) were able to draw upon multiple sources (including oral interviews with family members alive during the moon landing) to build their understanding of the first moon landing of 1965. This was done before being explicitly taught by their teacher to write a related argument. After the explicit instruction occurred, students were able to use and cite the information previously gathered to provide evidence to support claims included in their essays.

Classroom Talk and Discussion

Within the discipline of history, a focus on classroom talk is particularly important for understanding difficult vocabulary, developing conceptual knowledge, and learning to read, write, and think in discipline-specific ways (Brock et al., 2014). Classroom talk and discussion is

a critical component of disciplinary literacy learning because much of what students learn, they learn through speaking and listening (Brock et al., 2014).

This type of classroom talk can occur before, during, or after an interactive read aloud (Brock et al., 2014). Brock et al. (2014) suggests the following instructional framework for implementing talk into history curriculum: 1) Talk plays a central role in learning and should mimic discipline-specific talk; 2) Classrooms have meaningful and engaging talks among teachers and students in multiple settings (whole-group, small-group, or in pairs); 3) Norms for talk must draw on a range of artifacts to craft well-reasoned arguments and evidence must be provided to support assertions and interpretations of the historical event; and 4) Assessment should reflect how students use talk to construct meaning about the discipline. For example, Hughes (2022) suggests integrating classroom talk and discussion into interactive read-alouds, enabling teachers to model and engage students in discipline-specific talk while also providing students with opportunities to participate in pair, small group, and whole group discussions.

Children's Literature to Support Disciplinary Literacy for Young Learners in History

To teach with a disciplinary lens in history at the elementary level is to invite students into this conversation about source material and the process of interpretation, giving them introductory access to multiple sources, and engaging in conversations about how primary and secondary sources are constructed and composed (Cappiello & Dawes, 2021). Linda Levstik (1993) suggests that when creating a history curriculum, teachers must explore "how young learners use literary texts to build historical understanding, how the texts themselves structure history, and how teachers mediate among children, texts, and history" (p. 67).

Selecting texts for history instruction must not be to simply cover basic skills, but to apprentice students in the discipline of history, to give them tools to understand the past and its impact on the present, and to develop solutions for the future (Cappiello & Dawes, 2021). Multiple genres of children's literature (e.g. biographies, historical fiction, and nonfiction) have the potential to provide elementary school teachers and students with these opportunities.

Children's Literature in History Instruction

Researchers affirm that quality children's literature has the potential to allow students to make personal connections to the historical topics being studied (Almerico, 2013; Demoiny & Ferraras-Stone, 2018; Vacca & Vacca, 2005). Further, children's literature can provide authentic opportunities for readers or listeners to find themselves in the historical figures they meet and the situations that unfold before them (Demoiny & Ferraras-Stone, 2018). Historical information found within the pages of a quality picturebook, fiction or nonfiction, can transport readers or listeners to another time, place, or situation (Almerico, 2013). Thus, supporting the development of young readers' perspectives and interpretations of the historical topics addressed (Almerico, 2013; Demoiny & Ferraras-Stone, 2018; Vacca & Vacca, 2005). Carefully selected quality children's literature can also elicit unique emotions and responses to historical accounts which may offer insights into factual counternarratives (Demoiny & Ferraras-Stone, 2018).

Additionally, children's literature has the potential to function as a magnifying glass that enlarges and enhances the reader's personal interactions with a subject" (Vacca & Vacca, 2005, p. 161). This connection between the reader and the historical figures they read about in children's literature are especially important when analyzing issues of power or perspective,

because it de-neutralizes the text by placing the reader within the context of the story (Demoiny & Ferraras-Stone, 2018). In the instance of reading or listening to counter narratives, or stories that detail the experiences and perspectives of those who are historically oppressed, this connection can help readers understand the oppression felt by those whose voices have often been silenced or marginalized (Demoiny & Ferraras-Stone, 2018). Thus, history learning can be enhanced through using and discussing carefully selected children's literature (Almerico, 2013; Demoiny & Ferraras-Stone, 2018).

Multimodality of Picturebooks

Children's picturebooks are a form of multimodal ensemble or representation that consists of more than one mode, brought together to create interrelated meaning that encompasses many genres and literary styles providing readers with a unique literary experience, in which meaning is constructed simultaneously as the reader unfolds the written language, visual images, and overall design (Youngs, 2012). Each textual, visual, and design element enhances the other without revealing meaning potentials of the narrative by itself (Shimek, 2019; Youngs, 2012). When reading picturebooks focused on historical events, it is important for students to understand that historical images carry the visual narrative, and that individual images and icons embedded within the full illustration also contain meaning (Youngs, 2009). As O'Neil (2011) states, visual imagery in picturebooks, even at a cursory glance, conveys the context or time and place of historical events with more description than is often attended to in picturebooks.

To capitalize on the synergistic relationship between text and images in picturebooks, Rowsell et al. (2012) and Shimek (2019) recommends teachers pose the following questions: 1) What is the relationship between the image and text? 2) What information is in the image that is not in the text? and 3) What information is in the text that is not in the image? Students should attend to these components to critically read and understand the historical content and the author and/or illustrator's perspective (Youngs, 2009). Accordingly, careful inspection of both text and image yields a greater understanding of the whole of the whole than either could do independently as text and images metaphorically "dance" together (Sipe, 2008). The careful inspection of the interplay between text and images may also support students in sourcing, contextualizing, corroborating, and close reading as they develop the specialized ways of reading, writing, and thinking in the discipline of history (Hughes, & Graff, 2022).

Children's Literature: For Discipline Specific Purposes

There are multiple genres of children's literature that can be used to support disciplinary literacy for young learners in history (Cappiello & Dawes, 2021; Hughes, 2021). These genres include historical fiction, nonfiction, and biographies (Cappiello & Dawes, 2021; Demoiny & Ferraras-Stone, 2018; Keifer et al., 2007; Wrenn & Gallagher, 2021). Within these genres, there are key elements to consider ensuring they function effectively as resources that foster disciplinary literacy in history. These key elements include the portrayal of historical events or accounts and various images and text that present opportunities to engage in the disciplinary literacy practices of historians.

Historical Fiction

Historical fiction has been defined as realistic stories set in the past (Hancock 2008; Keifer et al., 2007; Tunnell & Jacobs, 2008) in which an author and illustrator creatively and imaginatively intertwine a story around historical fact (Keifer et al., 2007). Historical fiction: 1) offers readers a vicarious experience of the past; 2) encourages elementary students to think about the past as well as to feel and empathize with characters including real people featured in historical events and accounts; 3) helps elementary students understand human challenges and relationships; 4) offers a way for elementary students to compare issues from the past and present; 5) helps elementary students understand the human capacity for good and evil; and 6) helps elementary students understand that there are a variety of possible truths (Cai, 1992; Keifer et al., 2007). Historical fiction can be integrated into the elementary school history curriculum to promote and develop historical thinking and understanding (Hughes, 2021).

For example, Hughes (2021) reports in his case study conducted in a third-grade classroom, that historical fiction was used to emphasize how authors sourced information to examine multiple historical sources to get historical knowledge embedded in their accounts. In addition, Hughes reports the comparison of two historical fiction picturebooks to support students in corroborating as they compared the same historical account across both picturebooks to form their own evidence-based interpretation. Thus, integrating historical fiction into elementary school history curriculum can provide teachers with opportunities to engage students in disciplinary literacy practices.

Nonfiction

Nonfiction children's literature provides an in-depth exploration of an event, topic, or individual. Teachers must seek out nonfiction children's literature that make the process of "doing history" visible (Cappiello & Dawes, 2021). To do so, it is essential to look for nonfiction children's literature that includes robust author and illustrator notes that explain their research and sense-making processes (Cappiello & Dawes, 2021). In addition, these texts must be carefully vetted for their accuracy, ensuring that appropriate back matter demonstrates research on the part of the author and illustrator (Cappiello & Dawes, 2021). As Issacs (2011) notes:

> Whether they are chronicling their own investigations, using primary sources, or recasting information from titles published for adults, authors of books for elementary students now take the time to describe their research. They note choices they've made and areas where information is contradictory (p. 15).

Therefore, the conversation about the process of doing history that happens in author and illustrator notes is often as powerful of a teaching tool as the running text of the book (Cappiello & Dawes, 2021).

Biography

In children's literature, a biography, as a type of narrative nonfiction, tells the life story of a real person, emphasizing information and often incorporating narrative text structures to share accounts of their experiences (Popp & Hoard, 2018). Biographies are often considered and discussed separately than nonfiction children's literature as nonfiction children's literature is

associated with following a more organized format using traditional expository structures (Wrenn & Gallagher, 2021).

To support disciplinary literacy from a critical thinking perspective, teachers must seek out biographies that reflect the experiences of underrepresented and marginalized populations to bring their voices into historical conversation (Cappiello & Dawes, 2021). In reading these biographies, students can consider and source the identities of the authors and illustrators to see whether they are a part of the cultures reflected in the picturebooks and, if not, who vetted their manuscripts (Cappiello & Dawes, 2021; Colewell, 2019; Popp & Hoard, 2018). Generally, as teachers consider various titles, they must also consider who has power and agency within the books, and determine how the information confirms, extends, or challenges the information found elsewhere (Cappiello & Dawes, 2021). If there are conflicts or challenges present, teachers can engage students in the act of corroborating information across multiple sources to form an interpretation (Cappiello & Dawes, 2021).

For example, Wrenn and Gallagher (2021) carefully chose to integrate the high quality picturebook biography about a historical figure, Carter G. Woodson, to explore the life story of the scholar and historian whose dedication to celebrating the historic contributions of Black people led to the establishment of Black History Month. This picturebook was chosen because it emphasized the community learning practices that supported Woodson's contributions in history and because it provided opportunities for students to understand the contributions of historical figures did not happen in a vacuum but were impacted by the communities in which the historical figures were situated (Wrenn & Gallagher, 2021).

Considerations for using Children's Literature for Disciplinary Literacy in History

There are several aspects to consider when utilizing children's literature to support disciplinary literacy in elementary history instruction (Brock et al., 2014; Youngs, 2009). First, it can be difficult and time-consuming to carefully select high-quality children's literature focused on historical content (Demoiny & Ferraras-Stone, 2018). Selecting high-quality children's literature focused on historical content requires additional planning and research in an already packed teacher agenda (Colwell, 2019). It also requires a comprehensive understanding of what constitutes a text in the specific discipline being studied (Colwell, 2019). Adhering to each of these considerations can be difficult to do in elementary classrooms that are often bound to a strict schedule (Youngs, 2009).

Secondly, the complexity of children's literature can present itself as an obstacle for elementary teachers (Youngs, 2009). To utilize picturebooks, teachers must first understand how picturebooks work and they must have knowledge on visual design elements as well as historical content knowledge (Youngs, 2009). In addition, historical fiction picturebooks require a multifaceted approach to teaching that includes attention to visual, literary, and historical thinking (Keifer et al., 2007). For example, historical fiction picturebooks are often complex and as such there needs to be sufficient time for the students to explore and interact with the text (Keifer et al., 2007). From a disciplinary standpoint, the use of historical fiction in elementary schools can be a double-edged sword (Hughes, 2021). While these narratives often promote engagement and spark interest in the past, they can also present a singular, seemingly authoritative version of history that young readers may readily accept as absolute truth. This

perceived certainty can discourage critical questioning or deeper inquiry, potentially overshadowing young readers' ability or inclination to evaluate the accuracy, perspective, or potential bias within the historical account (Levstik & Barton, 2005)

Summary

This chapter provided a comprehensive review of the relevant literature and offered commonly accepted definitions pertaining to disciplinary literacy in history, professional learning aimed at supporting disciplinary literacy, and the use of instructional approaches children's literature to support of disciplinary literacy. The literature reviewed supports the value and importance of the pedagogical goals of the present study. It also points to a general absence of instructional interventions that instantiate the concept of disciplinary literacy in authentic educational contexts and the specific benefits that might accrue to developing such interventions for the elementary school classroom. The literature reviewed identifies potential opportunities and benefits to designing a PLW focused on developing teachers' disciplinary literacy instructional capabilities that integrates instructional approaches and children's picturebooks to support disciplinary literacy for young learners in the discipline of history. In chapter three, I present a review of how professional learning aligns with DBR to support the methodological framework of this study, which is also detailed in the same chapter.

CHAPTER 3

METHODOLOGY

This chapter outlines the research design and methodological approach adopted to guide the conduct of the study. Constructivism served as this study's theoretical framework as the goal was to work with teachers to "generate knowledge and meaning from an interaction between their experiences and their ideas" (Elliott et al., 2000, p. 80). A Design-based Research (DBR) intervention using a qualitative research-oriented methodology grounded in Constructivism, was used to design and provide three elementary school teachers with a professional learning workshop focused on integrating research-based instructional approaches and children's picturebooks to support disciplinary literacy for young learners in the discipline of history. This methodology, as an ongoing, iterative process, was developed to provide opportunities for teacher learning (Zinger et al., 2017). The following research questions guided this study: Overarching Question: How can a Professional Learning Workshop (PLW) help elementary school teachers develop their disciplinary literacy instructional capabilities in the discipline of history?

1. What PLW components contribute to the teachers' understanding and application of the instructional approaches and children's picturebooks to support disciplinary literacy learning in K-2 classrooms and why?
2. What PLW content is translatable to the participants' classroom practice?

3. What successes or challenges occurred as the teacher participants experienced the PLW and applied or implemented the PLW content into their instructional practice? How were these challenges overcome, if they were?

Theoretical Framework

Constructivism is a theory of knowledge that argues that humans generate knowledge and meaning from an interaction between each other, their experiences, and their ideas (Elliott et al., 2000). More specifically, constructivism is "an approach to learning that focuses on the belief that people actively construct or make their own knowledge, and that reality is determined by the experiences of the learner" (Elliott et al., 2000, p. 79).

As a theory of learning, constructivism can assist researchers in establishing how learners learn and how teachers teach (Adom, Yeboah, & Ankrah, 2016). By focusing on individual, multiple aspects of learning, such as contexts, language, learners' interests and needs, and personal experiences, researchers using a constructivist lens can analyze the relationships between teaching and learning in the environment in which teachers and learners find themselves since learning and cognition are distributed in environments (Mogashoa, 2014; van der Walt, 2020).

Constructivist educators provide learners with opportunities to interact with sensory data through effortful and purposeful activity that provides opportunities for both "hands-on" and "minds-on" learning to develop knowledge structures (Zinger et al., 2017). Thus, constructivism is a theory of learning that likens the acquisition of knowledge to a process of building or constructing in which learners actively participate in the learning processes as knowledge is

constructed (Mogashoa, 2014). Further, learning involves the learner engaging with their given context and extracting meaning from their experiences and is not the passive acceptance of knowledge (Mogashoa, 2014).

Constructivism provides a methodological rationale that guides this study as I find value in its four grounding principles: 1) Knowledge is constructed, meaning that knowledge is built upon other knowledge in which learners take pieces and put them together in their own unique way, building something different than what another learner might build. The learner's prior knowledge, experiences, beliefs, and insights are all important foundations for their learning; 2) Learning is an active process in which learning involves sensory input to construct meaning. For example, the learner needs to do something to learn; it's not a passive activity. Learners need to engage with content, so they are actively involved in their own learning and development; 3) Learning is a social activity in which learning is directly associated with social interactions through conversations, interactions, and group applications support learners in constructing knowledge; and 4) Learning is contextual in which learners do not absorb isolated facts and theories separate from the rest of their lives—they learn in ways connected to prior knowledge and beliefs (Mogashoa, 2014).

These grounding principles of constructivism inform this study's data collection methods to empower each teacher participant to construct and apply knowledge in their own teaching contexts by actively engaging with content, peers, and myself, the PLW facilitator and researcher. In the following sections, I provide an overview of DBR as well as unique understandings and methods used in DBR.

Design-based Research (DBR)

DBR served as the methodological approach for this study, as I explored the ways in which a PLW focused on implementing instructional approaches and children's picturebooks might be integrated to support disciplinary literacy for young learners in the discipline of history. DBR is future oriented, iterative, and is used to better understand and accommodate many complex variables in diverse contexts (Campanella & Penuel, 2021). DBR is grounded in the development of understanding through the pursuit of practical and purposeful educational goals. Because DBR seeks to address learning in a meaningful way, it inherently involves an element of teaching (Reimann, 2011; Reinking & Bradley, 2008).

The goal of DBR is not only to learn about learning, but also to support the development of forms of learning (Reimann, 2011). Consistent with constructivism, DBR blurs the gap between research and practice by treating practitioners as collegial partners, and often as fellow researchers (Porcaro & Reeves, 2013; Reimann, 2011). Further, DBR through a constructivist lens emphasizes creating authentic and contextual learning as DBR views classrooms as being complex ecologies in which any changes or adaptations, large or small, can have cascading effects (Porcaro & Reeves, 2013; Reinking, 2021). Thus, participants in DBR-designed studies are co-learners who collaborate to generate knowledge rather than serving as consumers of knowledge (Porcaro & Reeves, 2013). Participants collaborate with the researchers inside classrooms, to design specific elements of the learning environment such as innovatively curated experiences, tasks, materials, tools, and other elements, including means for sequencing and scaffolding while also employing a wide range of data collection methods (Reimann, 2011).

In DBR, interventions are essential to the iterative process of refining and improving designs to achieve practical and purposeful educational goals. Specifically, DBR involves an iterative process of development and testing, in which researchers gather and analyze data to inform design decisions and refine interventions throughout the research cycle (Reinking & Bradley, 2008). This approach involves a structured, ongoing process where a design solution, often referred to as an *intervention,* is developed, tested, and adjusted based on input from users, expert insights, and data analysis. According to D. Reinking (personal communication, June 18, 2025), there are three types of interventions commonly associated with DBR: 1) an established intervention, 2) a variation of existing intervention, or 3) a new intervention.

Unlike traditional quantitative and mixed methods research, where experiments are typically conducted once, interventions created with a DBR framework are repeated and continuously adapted, enabling ongoing refinement and responsiveness to the specific context (Reinking & Bradley, 2008). In some cases, the researchers directly interact with individual students or take on the teacher's role in a classroom (Reimann, 2011). In other cases, researchers might work with teachers to implement a specific design in classrooms as the collaborative and necessary partnership among the teachers and researchers is an essential component to the intervention (Reimann, 2011).

For the purposes of this research, I took on the role of the latter to collaborate and work alongside each teacher to implement the designed PLW which served as a new intervention (D. Reinking, personal communication, June 18, 2025). Specifically, this DBR study was designed to develop and facilitate a PLW focused on integrating instructional approaches and children's

picturebooks to support disciplinary literacy for young learners. This study incorporated focus group interviews, classroom observation-reflection cycles, and the analysis of classroom documents and student artifacts to help elementary school teachers develop their disciplinary literacy instructional capabilities in the discipline of history.

DBR compared to other Educational Research Approaches

DBR in education is relatively new compared to other research approaches in education (Anderson & Shattuck, 2012). DBR does not fit neatly into other categories of research as it emphasizes understanding how interventions work within specific, real-world settings, unlike traditional research that often isolates variables. (Reinking & Bradley, 2008). For example, DBR interventions are often conducted in real-world educational settings, acknowledging the complexities and context-specific nature of learning (Hoadley & Campos, 2022). DBR has some similarities with other research approaches in education and many of those similarities can lead to some confusion about the essential elements of DBR and how they are different from other and more familiar research methodologies and approaches (Reinking & Bradley, 2008). For example, the iterative and formative nature of DBR often leads to unique, yet sometimes confusing understandings between DBR and formative evaluation (Hoadley & Campos, 2022). In DBR the top priority is improving an intervention through collecting and analyzing data to assess or improve a design; however, DBR is positioned as research first and design second to ensure that designs are informed by research and contribute to the development of new knowledge (Hoadley & Campos, 2022). Because of the distinct goals in these two approaches,

DBR is more often categorized as a “research paradigm” rather than an “evaluation method” (Barab & Squire, 2004; Wang & Hannafin, 2005).

DBR v. Action Research

Two of the most common approaches to research in education are “action research” and “teacher action research” (Bakker & van Eerde, 2015). DBR is similar to these research approaches, as each of these approaches place complex variability in instructional contexts at the center of conducting research (Reinking & Bradley, 2008). Further, DBR and teacher action research address specific instructional goals as a starting point for research projects, and both have a pragmatic orientation to research (Reinking & Bradley, 2008) resulting in research that emphasizes practical application or solutions rather than abstract theories. Another important similarity is that both approaches provide an opportunity for the teacher or teachers involved to also be a researcher (Bakker & van Eerde, 2015).

Differences amongst (teacher) action research and DBR is that (teacher) action research includes a more explicit ideological emphasis focused on matters such as issues of power and research is viewed more as a means of emancipating participants from limitations imposed by race, gender, class, ability, or age (Ahar, et al., 2001; Manfra, 2019; McTaggart, 1994). Another difference is that in (teacher) action research, the researcher is not an observer but an active collaborative partner and/or facilitator whereas in DBR the researcher can be an observer for any duration of the study (Bakker & van Eerde, 2015). Additionally, in DBR, instructional design is a crucial part of each research endeavor, whereas in teacher action research the focus is on action and change, which can but does not always need to involve the instructional design of an

intervention (Bakker & van Eerde, 2015). DBR is more explicitly aimed at pedagogically theorizing how people learn and develop, creating conditions that boost the chance of learning, and improving instruction more so than teacher action research (Bakker & van Eerde, 2015). Although DBR and other educational research approaches (teacher) action research share many similarities, the focus of the present study aligns with DBR as the instructional design of the intervention (the PLW) is at the center of the study.

The Researcher and DBR

To better understand the uniqueness of DBR methods from a constructivist paradigm, it is important to note that there is not a presumption that the researcher is flawless (Barab & Squire, 2004; Hoadley & Campos, 2022). By framing the research approach as an iterative endeavor of progressive refinement rather than a test of a particular intervention when all other variables are controlled, design-based researchers recognize that classrooms are unique at any given time, making it difficult to truly "control" the environment in which an intervention occurs or establish a "control group" that differs only in the features of an intervention (Barab & Squire, 2004). In DBR, the researchers' deep familiarity with the design is essential for maintaining methodological alignment. This involves ensuring that the research methods employed are appropriate for investigating the intended focus of the study, guided by reflective questions such "what did we want to learn?" and "what did we actually learn?" Because of this intimacy, the researcher, 1) collects data broadly to continuously check assumptions and for future retrospective analysis; and 2) reports the data collected and narrates design moves, rationales, and other aspects of the design narrative (Hoadley, 2004; Shavelson, 2003); and 3) keeps not

only the implementation but inferences or generalizations contextualized and localized (Hoadley & Campos, 2022).

The positionality of the researcher in DBR resembles the stance of the qualitative researcher in which the central role of the researcher-as-interpreter is acknowledged (Reinking & Bradley, 2008; van der Walt, 2020). Reinking & Bradley (2008) suggest that DBR necessitates the use of at least some qualitative data collection methods, because qualitative methods enable researchers to examine various, potentially relevant interacting variables and factors such as PLW components and content as well as teachers' instructional decisions that can be difficult to manage only using quantitative methods.

Professional Learning aligned with DBR and Constructivism

DBR offers a useful approach for studying the complex learning environments found in PLWs (Dede et al., 2008). Prior studies in education employing DBR approaches have focused on classroom instruction (Anderson & Shattuck, 2012; Hoadley, & Campos 2022; MacDonald, 2008; Wright & Gotwals, 2017); yet DBR holds promise in the design and implementation of teacher professional learning (Dede et al., 2008). For example, educational studies with DBR approaches for professional learning have demonstrated various benefits that include the refinement of professional learning design and therefore the overall improvement of teacher instruction and student learning (Brown et al., 2016; Sari & Lim, 2012; Wang et al., 2014).

Designing and implementing PLWs that promote teacher learning is a challenging endeavor (Colwell & Hutchison, 2018; Ippolito et al., 2021). These challenges include navigating the delicate balance between teaching teachers the use of tools, content and pedagogy,

and teacher ownership and agency gained through teacher practice and collaboration during professional learning (Colwell & Hutchison, 2018; Ippolito et al., 2021; Polly, 2011). When researchers take a DBR approach to professional learning, the link between responsiveness of professional learning and its instructional affordances for participating teachers can be achieved. That is, in productive design of professional learning, the content and design itself can quickly shift to meet the needs of participants throughout each iteration of the DBR study (Fowler & Leonard, 2024; Peters-Burton, et al., 2023; Zinger et al., 2017).

Research Design

In this DBR study, I collectively used virtual, and in-person focus group interviews, recorded classroom observations of each teacher's mini-lessons that integrated the discussed instructional approaches and children's picturebooks, and classroom documents and student artifacts generated after each mini-lesson. Each of these data sources offer insight into the ways in which a PLW focused on integrating research-based instructional approaches and children's picturebooks to support disciplinary literacy for young learners in the discipline of history.

I wanted the teachers' voices, experiences, expertise, and needs to be guiding forces in this research study; therefore, I designed a study that required knowledge to be built through effortful and purposeful activity. Throughout the PLW, participants actively participated in the learning processes as they collaborated with each other and me to discuss, plan, and apply the contents of the PLW in their classrooms. Further, participant feedback was integral to the designed PLW. Both phase one and phase two of the PLW relied heavily on participant feedback as changes to the design of each phase was made based on feedback collected from focus group

discussions and classroom observation-reflection cycles (MacDonald, 2008; Zinger et al., 2017). Additionally, identifying teacher needs prior to and during the PLW through discussions and classroom observations of each teacher's mini-lessons that integrated the discussed instructional approaches and children's picturebooks provided valuable perspectives for the design of the PLW (Zinger et al., 2017). Classroom documents and student artifacts generated after each mini-lesson also contributed important insights to inform the design.

Setting

The setting of this DBR study included three classrooms (two first-grade classrooms and one second-grade classroom) within the same public elementary school in a rural area within the southeastern region of the United States. This elementary school is a Title 1 school that enrolls over 85% economically disadvantaged students. The student-teacher ratio is 11:1. The student population is made up of 48% female students and 52% male students. This school was selected to be the setting of this study because of pre-existing professional relationships between myself and many of the school administrators and teachers. This elementary school was also selected because they did not currently have a mandated history curriculum, and teachers were able to use a variety of resources in their history instruction. Thus, teachers at this elementary school were likely to be more amenable to integrate children's literature and specific instructional approaches into their history curriculum than teachers in other schools that have a designated or scripted history curriculum. Finally, this school was selected as it was less than 30 miles from my residence to accommodate reasonable research site access.

Participant and Recruitment Procedures

A selection of participants who will yield the best information in all aspects of the study is imperative for rigorous qualitative research (Leedy & Ormond, 2013). Thus, the three participants selected to participate in this study are elementary school teachers interested in becoming more experienced in disciplinary literacy instruction. Each of the three teacher participants teaches either first grade or second grade and has taught for at least six years in the same school. In addition, these teachers teach the subject areas of history and/or literacy, thereby providing multiple opportunities to integrate disciplinary literacy into their existing curriculum.

To recruit the teacher participants, I used convenience sampling (Cresswell, 2007), in which I utilized my own personal connections in a local elementary school. Through my pre-existing relationship with a local elementary school, I created a flier that needed approval from the superintendent. The flier included a brief overview of the study and its goals as well as participant selection criteria and participation expectations. In addition, the flier was used to spark interest in the study by emphasizing the new knowledge that the participants and I could build together. The flier also included information about me, including professional qualifications and contact information. Lastly, all recruitment procedures were approved through the University of Georgia's IRB.

Each of the following teachers expressed an interest in the study and readily volunteered to participate. All names mentioned below are pseudonyms.

Shelly

Shelly is a first-grade teacher who earned her bachelor's degree in elementary education and has been teaching in the K-2 grade level band for a total of 10 years. She is a native to the region in which she teaches. Shelly has taught at her current elementary school for 6 of those 10 years and has worked with another participant, Tama, on the same grade-level team for those 6 years. Currently, Shelly teaches her first-grade students all subject areas including math, science, social studies, and English language arts. Shelly expressed an interest in participating in this study because she has a desire to utilize children's literature in her history instruction.

Mel

Mel is a second-grade teacher, who has been teaching for a total of 7 years, all of which have been at her current elementary school. Mel has taught in the K-2 grade level band for 5 years. She is a native to the region in which she teaches. Mel received a bachelor's degree in elementary education with a minor in special education. Currently, she teaches her second-grade students all subject areas including math, science, social studies, and English language arts. Mel expressed an interest in this study as she had not had any previous experience such as professional learning or coursework with disciplinary literacy.

Tama

Tama is a first-grade teacher, who has been teaching for a total of 6 years, all of which have been in the K-2 grade level band. She has also taught at her current elementary school for those 6 years. She is a native to the region in which she teaches. She received a bachelor's degree in elementary education. Currently, she teaches her first-grade students all subject areas

including math, science, social studies, and English language arts. Tama expressed an interest in this study as she had collaborated with me in the past on a previous project focused on disciplinary literacy and wanted to expand her current knowledge of disciplinary literacy.

Text Set

I decided to use a text set of four picturebooks representing different genres that were part of a larger corpus of children's pictures a colleague and I analyzed for a different study. In that study, a colleague and I employed a multimodal content analysis approach (MMCA; Serafina & Reid, 2023) to understand the disciplinary literacy opportunities within and across these picturebooks. Our analysis supported the claim that children's picturebooks focused on historical accounts and civic ideals and practices can present opportunities to support disciplinary literacy learning for young readers.

I chose to use four of the picturebooks in this study because of how well aligned the picturebooks and their disciplinary literacy affordances were with the initial designed PLW and the curriculum standards for first- and second-grade. This text set served as the central resources throughout the designed PLW because of the following reasons:

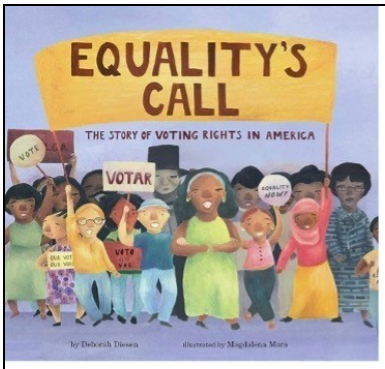
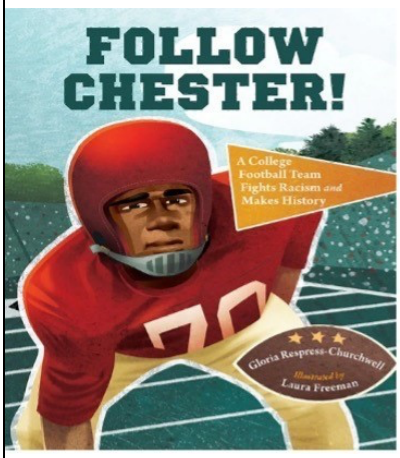
- They present opportunities for students to engage in the disciplinary literacy practices of historians (e.g., analyzing images, close reading, contextualizing, corroborating, and sourcing).
- They were published within the last decade and are recommended by the National Council for Social Studies (NCSS) on their annual Notable Social Studies Trade Books for Young People lists.

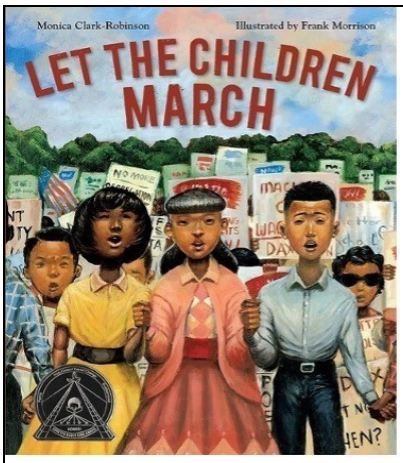
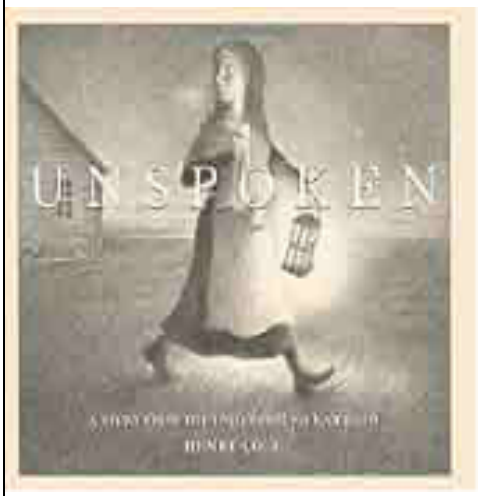
- They focus on both historical events and civic ideals and practices as outlined in NCSS's theme #10: 1) the basic freedoms and rights of citizens in a democracy; 2) the institutions and practices that support and protect these freedoms and rights; 3) the important historical documents that articulate them, and; 4) the efforts to close the gaps in our democratic republic.
- The picturebooks represented the following genres: historical fiction (n= 2); biography (n= 1); nonfiction (n= 1).

Each PLW was designed around understanding and implementing these picturebooks into classroom practice to ultimately help elementary school teachers develop their disciplinary literacy instructional capabilities in the discipline of history. Table 1 offers an overview of each picturebook the disciplinary literacy opportunities within that picturebook. For example, in *Equality's Call* images of literacy tests, ballot boxes, and a large crowd of marchers holding signs for women's rights with the text, "voices of women were mostly omitted, in only some states, was their voting permitted" (Diesen & Magdalena, 2020) presents students with an opportunity to contextualize the time period, source the credibility, and corroborate evidence-based claims regarding voting right in the United States.

Table 1 Text Set used in Professional Learning Workshop

Picturebook Front Cover	**Genre**	**Disciplinary Literacy Practices**	**Example**
	Nonfiction	Sourcing Contextualizing Corroborating	Images of literacy tests, ballot boxes, and a large crowd of marchers holding signs for

 Diesen, D. (2020). Equality's Call: The Story of Voting Rights in America (M. Magdalena, Illus.). Beach Lane Books.		Analyzing Images Close Reading	women's rights with the text, "voices of women were mostly omitted, in only some states, was their voting permitted" presents students with an opportunity to contextualize the time period, source the credibility, and corroborate evidence-based claims regarding voting rights in the United States
 Repress-Churchwell, G. (2019) Follow Chester!: A College Football Team Fights Racism and Makes History (L. Freeman, Illus.). Charlesbridge.	Biography	Sourcing Contextualizing Corroborating Analyzing Images Close Reading	The image of a large sign that indicates separate seating areas for white people and African Americans, the Harvard football schedule, and Chester standing with his football coach with the text, "Harvard knew that the United States was slowly changing" presents students with an opportunity to opportunity to contextualize the time period, source the credibility, and corroborate evidence-based claims regarding civil rights in the United States.
	Historical Fiction	Sourcing Contextualizing Corroborating Analyzing Images	Images of children marching and holding signs, Dr. Martin Luther King Jr., and a timeline Civil Rights events with

 Clark-Robinson, M. (2018) Let the Children March (F. Morrison, Illus.). Clarion Books.		Close Reading	the text “"I couldn't play on the same playground as the white kids, I couldn't go to their schools, I couldn't drink from their water fountains, there were so many things I couldn't do” presents students with an opportunity to contextualize the time period, source the credibility, and corroborate evidence-based claims regarding civil rights in the United States.
 Cole, H. (2012). Unspoken: A story from the Underground Railroad (M. Kostiw, Illus.). Scholastic Press.	Historical Fiction	Sourcing Contextualizing Corroborating Analyzing Images Close Reading	Images of a quilt draped over a fence, reward poster, and civil war soldiers and the text found in the Author's Note shares an oral history and provides details about the author’s life such as where he lived growing up, the Civil War stories he heard from relatives, where he lives now, and further information about the Underground Railroad. This presents students with an opportunity to contextualize the time period, source credibility, and corroborate evidence-based claims regarding the Civil War

			and Underground Railroad.

Data Collection

One of the benefits of qualitative research is its reliance on multiple data collection methods to represent the unique perspectives and experiences of individual participants (Merriam, 2009). Data collection for this study began in July 2024 and concluded in September 2024. The data collection methods for this study included focus group interviews, classroom observation-reflection cycles, unsolicited comments and conversations, and analysis of classroom documents and student artifacts.

Further, this study involved four distinct phases: 1) Establishing teachers' foundational knowledge and experiences with disciplinary literacy individually by questionnaire and collectively via a focus group interview; 2) Implementing sessions 1-3 of the designed PLW; followed by a focus group interview; 3) Implementing sessions 4-6 of the designed PLW; and 4) Collecting reflective commentaries that included the final focus group interview and member checking (See Table 2 for Data Collection Timeline).

Table 2 Data Collection Timeline

Timeline	Research Activities	Artifacts Collected
July 2024 Phase 1: Establishing Foundations (pre-intervention)	• Recruitment of Participants (N=3) • Questionnaire (N = 3) • Focus Group 1 (45 min., audio recorded) (July 16)	Questionnaire Responses (N=3) Focus Group 1 Transcription (N=1)

July-September 2024 *Implementing the Intervention* Phase 2: PLW Phase 1: Sessions 1-3 Phase 3: PLW Phase 2: Sessions 4-6	PLW 1: 30 min. (July 25) PLW 2: 30 min. (August 8) PLW 3: 30 min. (August 13) • Observation 1, Teacher 1 (30 min.) (September 4) Focus Group 2 (September 5) • Participant-Initiated Communication • 45 min., audio recorded, Zoom • *Each teacher must teach lesson #1-#2 before FG#2* PLW 4: 30 min. (September 11, 3:15-3:45) • Observation 2 Teacher 2 (30 min.) (September 12) PLW 5: 30 min. (Week of September 16) • Observation 3 Teacher 3 (30 min.) PLW 6: 30 min. (Week of September 23)	Audio recording of instruction (Classroom observations) (N=3) Researcher Notes (N=3) Class Documents (Lesson plans/Anchor charts/Slides =3) Student Artifacts (N = 3) Focus Group 2 Transcription (N=1) Participant Communication (variable)
September 2024 Phase 4: Reflective Commentaries (post-intervention)	Focus Group 3 (Week of September 30) • 45 min., audio recorded, Zoom • Member-checking • *Each teacher must teach lesson #3-#5 before FG#3*	Focus Group 3 Transcription (N=1)

In the remainder of this section, I describe each phase of the study in more detail. After these descriptions, I include Table 4: PLW Sessions (Phases I and 2) Overview that contains an

overview of the designed PLW, inclusive of a description for each week of the PLW that includes the disciplinary literacy skills, instructional approaches, children's picturebooks, and historical content addressed in that session.

Phase 1: Establishing Foundations (July 16)

After IRB approval and the recruitment and selection of the participants, I distributed the pre-focus group questionnaire via email to each of the teacher participants (see Appendix A). The questions included in the questionnaire focused on gaining an understanding of the teachers' background knowledge and previous experiences with disciplinary literacy and children's literature as well as their professional learning preferences. I reviewed the participants' pre-focus group responses thoroughly in preparation for the focus group and the creation of the PLWs. Based on their responses, two of the three participants had not experienced any previous professional learning or taken a class/course on the topic of disciplinary literacy. The teachers' responses also indicated the types of professional learning experiences they found to be effective based on their previous experiences. These types of professional learning included coaching/mentoring, classroom observations, professional learning communities (PLCs), workshops, online courses (webinars), and lectures in no particular order.

Further, the questionnaire responses provided more specific insight into the teachers' current comfort level with creating or designing history lessons for their first- and second-grade students that integrate disciplinary literacy practices including sourcing, contextualizing, corroborating, analyzing images, and close reading. All three teachers rated their current comfort level as a level "3" on a scale of 0-5, with 5 being "very comfortable" and 0 being "not

comfortable at all". The questionnaire also probed participants' current thoughts about the ways in which children's literature might be used to model specific disciplinary literacy practices. These responses varied from "N/A" to "Children's literature can be used to model these skills in many ways". The questionnaire results are further detailed in my discussion of my findings in chapter four.

Informed by the questionnaire responses, our first focus group centered around establishing foundations in disciplinary literacy and instructional starting points prior to beginning the designed PLW. Focus group one offered data that allowed me to tailor the PLW to meet the professional needs of the participating teachers. The results of focus group one are also detailed in my discussion of my findings in the following chapter.

Phase 2: Implementing the Intervention: PLW Phase 1 (July 25-September 5)

After the first focus group, the study moved into its second phase: Implementing the Intervention: Phase 1. The intervention—a designed PLW—was created to develop elementary school teachers' disciplinary literacy instructional capabilities in the discipline of history.

The design of the intervention was based upon the understanding that effective professional learning to support disciplinary literacy is interactive, collaborative, and customized to meet teachers' needs. This type of professional learning also encourages teachers to take an active role in their learning as they apply the content in their own teaching contexts (Howell et al., 2021; Nash, 2010; Stewart, 2014; Wilder et al., 2021). Although teacher participants assisted in developing the PLW, DBR interventions include essential elements and core features that define the intervention, regardless of its specific focus. The four essential elements that defined

the intervention were: 1) PLW components and content were guided by the concept of disciplinary literacy in the discipline of history and its integration into the elementary school classroom; 2) Teacher participants collaborated to design and teach interactive read aloud mini-lessons that utilize historical children's literature to engage in disciplinary literacy; 3) PLW instruction, activities, and feedback were customized to meet each teacher's specific needs; 4) Disciplinary literacy skills are integrated into instruction using historical children's picturebooks. Throughout the PLW, the researcher defers to teachers in design decisions, provided the essential components of the intervention remain in place.

These defining elements are considered essential, because if their presence cannot be identified, the intervention investigated here no longer exists. The way these elements are implemented is subject to modification, but no modification can remove them entirely. Table 3 identifies the core features of the designed PLW and provides insight into how those features were addressed throughout the intervention.

Table 3 Core Features of the Intervention

Essential Elements	PLW content and components are guided by the concept of disciplinary literacy in the discipline of history and its integration into the elementary school classroom Participants collaborate to design and deliver interactive read aloud mini-lessons that utilize historical children's literature to engage in disciplinary literacy
Interactive and Collaborative Approach	Researcher/teachers work and learn together Hands-on planning through the creation instructional materials (Google slides, anchor charts, and/or lesson plans)

	Hands-on learning through the exploration and implementation of historical children's picturebooks into instruction using the discussed instructional approaches (interactive read aloud, argumentative writing, annotating, synthesizing, paired texts, classroom talk and discussion, and vocabulary instruction)
Customizable to meet Teachers' Needs	PLW instruction and activities created throughout the PLW were customized to meet teachers' needs (not one-size fits all). • Instruction/activities included were based on the needs of students in each teacher's class • Instruction/activities included were based on the interests of students in each teacher's class • Instruction/activities included were developmentally appropriate for students in each teacher's class • The individual teaching styles of each teacher were incorporated into instruction/activities • The preferred technology (Smartboard, Activeboard, Google Suits, etc.) of each teacher were incorporated into instruction/activities Teachers were supported through classroom observation-reflection cycles (feedback informed PLW sessions) Discussion/responses/feedback gained from focus group sessions informed PLW sessions throughout intervention Researcher deferred to practitioner in making design decisions if they did not remove one of the intervention's essential components.
Disciplinary Literacy and Children's Literature Content	Disciplinary literacy skills (sourcing, corroborating, contextualizing, analyzing images, and close reading) were integrated into instruction using historical children's picturebooks • Text set of historical children's picturebooks (see Table 1) was shared with teachers. • Disciplinary literacy resources from the Stanford History Education Group were shared with teachers • Opportunities to engage and apply disciplinary literacy and children's literature content in context were provided

The implementation of the intervention informed by the questionnaire responses and the focus group conversational points began with the first three PLW sessions. The duration of each

PLW session was thirty minutes. The first PLW session enabled the teachers to learn about disciplinary literacy and children's literature for discipline specific purposes. In this session, I provided information, resources, and instructional materials on the following topics: 1) What is Disciplinary Literacy?; 2) Children's Literature to Support Disciplinary Literacy; 3) Synergistic Interplay of Text and Image in Picturebooks; 4) Disciplinary Literacy Skills Overview: Sourcing, Contextualizing, Corroborating, Analyzing Images, and Close Reading; and 5) Civic Ideals & Practices Addressed (CIPA). See Table 4 for the four CIPAs.

After the brief five-minute lecture and subsequent discussion of these topics, the three teachers and I brainstormed how this sort of instruction might look in their first- and second grade-classrooms. For example, we took five minutes to jot down ideas individually on sticky notes and then spent a few moments sharing and discussing these ideas as a whole group. We concluded the first PLW session with an introductory analysis of the children's picturebooks used throughout the PLW. During this introductory analysis, teachers were able to familiarize themselves with the picturebooks while exploring the different genres and considering opportunities to engage in disciplinary literacy practices. Teacher participants were able to identify various opportunities for disciplinary literacy in the picturebooks. This was done after clarifying their understanding as they discussed how the images and text with each other and myself (See Figure 1).

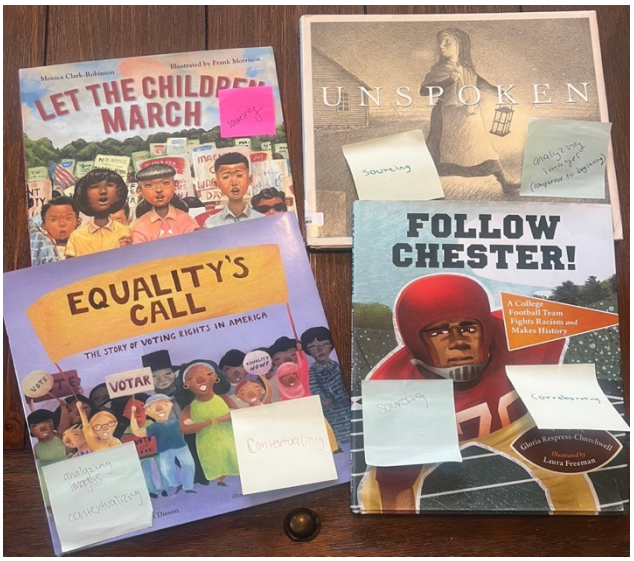


Figure 1 Identified Opportunities to engage in Disciplinary Literacy Practices

Front cover of *Let the Children March* (Clark-Robinson, 2018)

Front cover of *Unspoken* (Cole, 2012)

Front cover of *Equality's Call* (Diesen, 2020)

Front cover of *Follow Chester* (Repress-Churchwell, 2019)

The second PLW session focused on the disciplinary literacy practice of contextualizing to help teacher participants develop their disciplinary literacy instructional capabilities. The disciplinary literacy practice of contextualizing is prominent in each of the picturebooks included in the text set; therefore, I felt it would be beneficial to begin our analysis and planning focused on this practice. In this session, the teachers and I collaboratively planned and designed an interactive read aloud mini-lesson using the historical fiction picturebook, *Let the Children March*, to address the historical event of the Birmingham Children's Crusade of 1963 as well as civic ideals and practices one, two, and four. This interactive read-aloud lesson integrated an

interactive read aloud, classroom talk/discussion, and vocabulary to support students in the discipline specific skill of contextualizing. During this session, we dove into *Let the Children March* to identify opportunities in which teachers could model their own thinking as they engaged in contextualizing. Next, we collaborated to brainstorm possible guiding questions that would support students in contextualizing information as they situate the historical account/event in place and time. Lastly, we discussed essential vocabulary in *Let the Children March* and activities to incorporate to support the historical understanding of these words.

The third PLW session focused on the disciplinary literacy practice of sourcing. In this session I also collaborated with participants to plan and design an interactive read aloud using the wordless historical fiction picturebook, *Unspoken*, to address the historical event of the Civil War (1861-1865) as well as civic ideals and practices one, two, and four. This interactive read-aloud lesson integrated classroom talk and discussion to support students in the discipline-specific skill of sourcing. During this session, the teachers and I discussed the importance of sourcing and how considering the text's author and their purpose can support students in attending to where information comes from and if it is accurate, or not. I also explicitly pointed out opportunities for sourcing can often be found in the peritextual features of a picturebook. Next, I provided various examples of these peritextual features such as the author's note in *Unspoken* (See Figure 2 for front cover) to support teacher participants in analyzing these peritextual features for further opportunities to model and engage students in disciplinary literacy practices. This was the final session of phase one of the intervention.

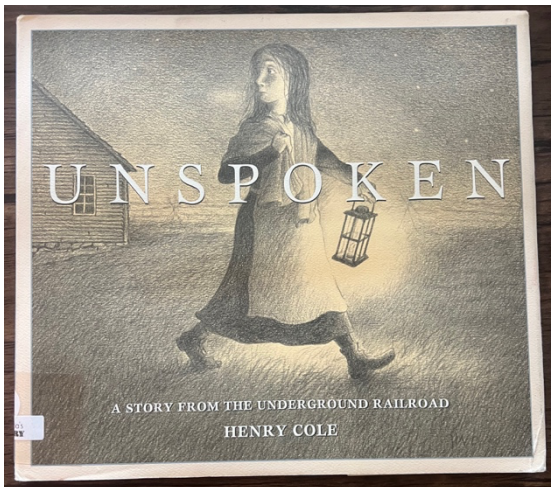


Figure 2 Author's Note to Support Sourcing

Front cover of *Unspoken* (Cole, 2012)

Focus group two was scheduled and conducted prior to beginning phase three of the study and phase two of the designed PLW. Data collected during the second focus group was used to evaluate, adapt, and gather feedback about the first iteration, or phase, of the intervention (Wright & Gotwals, 2017). Focus group two provided participants with an opportunity to discuss the content and components of the PLW, reflect on classroom observations, and consider successes and challenges experienced or overcome in phase one (Wright & Gotwals, 2017). The second focus group protocol is included in Appendix C. The results of the focus groups are discussed in chapter four in conjunction with other data sources.

Phase 3: Implementing the Intervention: PLW Phase 2 (September 11-27)

Phase three of the study included phase two of the intervention: the latter half of PLW sessions, as informed by the second focus group and participant commentary shared during the first three PLW sessions. The fourth session focused on the disciplinary literacy practice of close

reading. In this session I collaborated with participants to design and plan an interactive read aloud using the nonfiction picturebook, *Equality's Call: The Story of Voting Rights in America*, to address the historical content of 19th Amendment (1920) and Voting Rights Act (1965) as well as each of the civic ideals and practices. This interactive read-aloud lesson integrated the classroom talk/discussion, vocabulary, and annotating to support students in developing the discipline specific skill of close reading. In the session, I modeled an interactive read-aloud mini-lesson focused on close reading with the historical fiction picturebook, *Overground Railroad*, as I would if I had been delivering it to elementary school students. This activity was included in the session to further support participants in the process of identifying opportunities to engage in disciplinary literacy as well as the lesson planning process.

The fifth session of the PLW focused on the disciplinary literacy practice of analyzing images. In this session, I collaborated with participants to design and plan an interactive read-aloud using the biography picturebook, *Follow Chester!: A College Football Team Fights Racism and Makes History,* to address the historical content of the Civil Right Movement as well as each of the civic ideals and practices. This interactive read aloud lesson integrated classroom talk/discussion and the previously learned skill of close reading to support students in the discipline specific skill of analyzing images. During this session, I was very intentional to provide examples from *Follow Chester* that included the interplay of text and image (See Figure 3) to support teachers' understanding of such interplay and how it might be helpful when engaging students in analyzing images as historians would. For example, the front cover of *Follow Chester* (See Figure 3) includes the interplay of text and image through the triangular

shaped pendant that enhances the text that overlays the pendant, “A College Football Team Fights Racism and Makes History” (Repress-Churchwell, 2019). Additionally, the pendant serves as a symbol of college affiliation, implying that Chester Pierce, the historical figure, was a significant member of a college football team who contributed to making history.

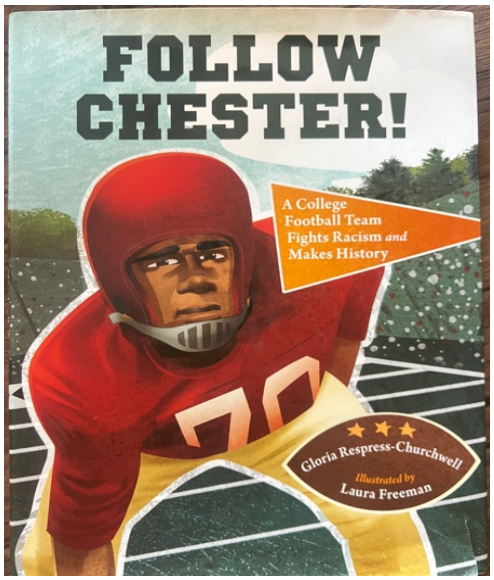


Figure 3 Interplay of Text and Image Example

Front cover of *Follow Chester* (Repress-Churchwell, 2019)

The sixth and final PLW session focused on the disciplinary literacy practice of corroborating. We collaboratively designed an interactive read aloud using each of the previously used picturebooks in a paired text format to address efforts to close the gaps in our democratic republic as well as each of the civic ideals and practices. This interactive read-aloud mini-lesson integrated classroom talk/discussion, synthesizing, and argumentative writing to support students in the discipline specific skill of corroborating. During this session, teachers analyzed the picturebooks to see the ways in which historical accounts or events were portrayed

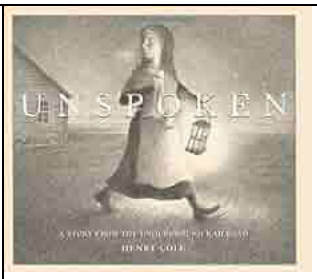
from multiple perspectives. I will discuss the teachers' analysis further in the results section of this dissertation.

Phase 4 Reflective Commentaries (September 30)

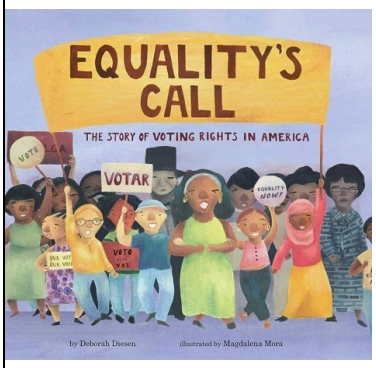
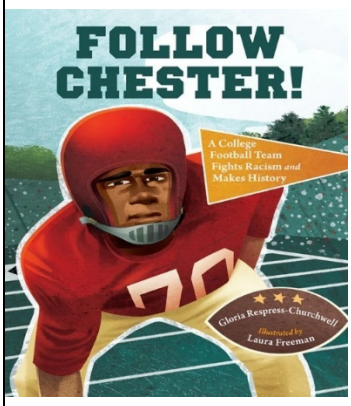
Phase four of the study included the third focus group, which followed the six PLW sessions. Focus group three provided participants with another opportunity to discuss content and components of the PLW, reflect on classroom observations, and consider successes and challenges experienced or overcome in previous phases (Wright & Gotwals, 2017). The third focus group protocol is included in Appendix D. I will further detail the results of focus group three in chapter four.

Table 4 PLW Sessions (Phases I and 2) Overview

Phase 1 of PLW		
Session 1: (30 minutes) Introduction to Disciplinary Literacy & Children's Literature Topics Covered: What is Disciplinary Literacy? Children's Picture books to support Disciplinary Literacy Synergistic Interplay of Text and Image in Picturebooks Disciplinary Literacy Skills Overview: Sourcing, Contextualizing,	Session 2: (30 minutes) Skill: Contextualizing Instructional Approaches: • Interactive Read Aloud • Vocabulary • Talk/Discussion Resources: Clark-Robinson, M. (2018) Let the Children March (F. Morrison, Illus.). Clarion Books.	Session 3: (30 minutes) Skill: Sourcing Instructional Approaches: • Interactive Read Aloud • Talk/Discussion Resources: Cole, H. (2012). Unspoken: A story from the Underground Railroad (M. Kostiw, Illus.). Scholastic Press.

Corroborating, Analyzing Images, and Close Reading Civic Ideals & Practices Addressed (CIPA): The basic freedoms and rights of citizens in a democracy (CIPA #1) The institutions and practices that support and protect these freedoms and rights (CIPA #2) The important historical documents that articulate freedoms and rights (CIPA #3) Efforts to close the gaps in our democratic republic (CIPA #4) Activity: Brainstorming: What might this look like in your classroom?	 Picturebook Genre: Historical Fiction Historical Content Addressed: Birmingham Children's Crusade (1963) Civic Ideals & Practices Addressed: CIPA 1, 2, 4	 Picturebook Genre: Wordless Historical Fiction Historical Content Addressed: Civil War (1861-1865) and The Underground Railroad Civic Ideals & Practices Addressed: CIPA 1, 2, 4

Phase 2 of PLW		
Session 4: (30 minutes) Skill: Close Reading Instructional Approaches: • Interactive Read Aloud • Talk/Discussion • Annotating • Vocabulary Resources:	Session 5: (30 minutes) Skill: Analyzing Images Instructional Approaches: • Interactive Read Aloud • Talk/Discussion Resources: Repress-Churchwell, G.	Session 6: (30 minutes) Skill: Corroborating Instructional Approaches: • Talk/Discussion • Synthesizing • Argumentative Writing Resources: All previously used picturebooks from Session 2-5. *Paired text format.*

Diesen, D. (2020). Equality's Call: The Story of Voting Rights in America (M. Magdalena, Illus.). Beach Lane Books.  Picturebook Genre: Nonfiction Historical Content Addressed: 19th Amendment (1920) and Voting Rights Act (1965) Civic Ideals & Practices Addressed: CIPA 1, 2, 3, 4	(2019) Follow Chester!: A College Football Team Fights Racism and Makes History (L. Freeman, Illus.). Charlesbridge.  Picturebook Genre: Biography Historical Content Addressed: Civil Rights Civic Ideals & Practices Addressed: CIPA 1, 2, 4	Historical Content Addressed: Efforts to close the gaps in our democratic republic Civic Ideals & Practices Addressed: 1, 2, 3, 4

Data Sources

Collectively and individually, focus groups, audio recorded classroom observation-reflection cycles, classroom documents, student artifacts, and unsolicited comments offered the best possibility to produce data to explore the ways in which a PLW can help elementary school teachers develop their disciplinary literacy instructional capabilities in the discipline of history. Specifically, these data sources offered the best possibility to better understand which PLW content were translatable to the classroom, the PLW components that were supportive of such,

what challenges the teachers experienced during and after the PLW sessions, and any other successes or challenges the teachers experienced throughout the process of the study. Each data source and its relevance are explored below.

Focus Groups

The purpose of focus group research is "not to infer but to understand, not to generalize but determine the range, and not to make statements about the population but to provide insights about how people in the groups perceive a situation" (Krueger & Casey, 2009, p. 66). Focus groups that are theoretically grounded in constructivism and culturally responsiveness, "allow participants and researchers to co-create knowledge together within the specific focus group context rather than uncover the one singular truth about a research question" (Rodriguez et al., 2011, p. 402). Thus, a person's way of knowing comes from their own experiences and learning contexts, and, as a result, acknowledging multiple realities is essential in the interaction between the researcher and participants (Rodriguez, et al., 2011). This not only requires a small number of participants so that issues or topics can be explored in depth but also requires identifying participants with specific characteristics to best inform the research issues or topics rather than selecting them randomly (Hennick, 2014). Participants are selected on purpose, because they have specific characteristics or experience that can best inform the research issues or topics and are often referred to as "information rich" participants (Hennick, 2014).

In DBR, focus groups are commonly used to determine how effective, efficient, or appealing a designed intervention is in terms of the FE's purpose and goals (Hall 2020; Newman & Dyer, 2011; Welch, 2000; Wright & Gotwals, 2017). I utilized focus groups in this

intervention study, because "focus groups are useful when it comes to investigating what participants think, but they excel at uncovering why participants think as they do" (Morgan, 1997, p. 25). Each focus group provided essential information and feedback on both the content and components of the PLW. These focus groups directly supported answering each research question by offering insight into how the PLW components contributed to teachers' understanding and application of the instructional approaches and children's picturebooks, as well as how the PLW content was implemented in their instructional practice.

I conducted three focus group discussions utilizing Zoom software to accommodate the scheduling needs of the teacher participants. Each focus group was 45 minutes long and was audio recorded using Zoom software. Focus groups were not video recorded to avoid power dynamics and reduce stress or anxiety experienced by the teacher participants. All software was tested prior to use and at the beginning of each focus group (Hall, 2020).

As previously discussed in Phases One and Two of the study (see pages 60–61), the first focus group was conducted at the beginning of the study to explore each of the teacher participants' familiarity and experience engaging with disciplinary literacy in their respective grade levels and determine instructional starting points prior to beginning the designed PLW. During this focus group, the teachers shared their comfort levels with creating and designing history lessons that integrate instructional approaches such as interactive read-alouds, annotating, synthesizing, vocabulary instruction, classroom talk and discussion, and argumentative writing. These instructional approaches focus on the disciplinary literacy skills of sourcing, corroborating, contextualizing, analyzing images, and close reading through the use of children's

literature picturebooks. The protocol for the first focus group was tailored based on responses shared on the pre-focus group questionnaire (see Appendix B).

The second focus group was conducted two days after the conclusion of phase one of the intervention (PLW sessions 1-3). This focus group was used to evaluate, adapt, and gather feedback about the first iteration, or phase, of the intervention (Wright & Gotwals, 2017). Through reflection, focus group two provided participants with an opportunity to reflect on the classroom observations that occurred in phase one of the study (Wright & Gotwals, 2017). The second focus group discussion was largely guided by my sharing what I observed during my classroom observations of the teachers' mini-lessons focused on the disciplinary literacy practices of sourcing and contextualizing. In addition, this focus group was focused on what participants recalled and reflected on after those mini-lessons as well as the student artifacts collected after those mini-lessons in relation to the PLW objectives during the three PLW sessions within phase one. Focus group data was then used to inform the second phase or iteration of the intervention. The final focus group was conducted after phase two of the intervention (PLW sessions 4-6) had been completely implemented.

The last focus group, along with other data sources including classroom documents (e.g. lesson plans), student work artifacts, and the classroom observation-reflection cycles were used to assess the intervention's success in terms of effectiveness, efficiency, and overall appeal related directly to the study's overall goal of supporting teachers in apprenticing elementary students in grades kindergarten through second grade (K-2) in reading, writing, and thinking like historians using discipline specific instructional approaches and children's literature for

discipline specific purposes. In addition, each of the focus groups conducted throughout the study were used to complement other data sources to ensure triangulation and validity checking which is an essential component of designed based research (Morgan 1998; Reinking & Bradley, 2008).

Considerations for Conducting Focus Groups

Focus groups require careful consideration and purposeful planning (Morgan, 1998). Prior to conducting the first focus group, I created a timeline in which data collection would occur and a focus group question guide as suggested by Morgan (1998). After I received consent from each participant, I worked with the teachers to set the dates and times for each of the three focus groups.

To ensure each of the focus groups was culturally responsive, I recognized the power dynamics inherent in my role as a researcher and doctoral student. My goal was to minimize the intimidation and discomfort that may be experienced in traditional research methodologies and enhance the participants' ability to co-construct knowledge within the research setting by sharing a bit about my own teaching experiences with disciplinary literacy as sharing this information can provide additional opportunity for authentic sharing among focus group participants (Hall, 2020; Rodriguez et al., 2011). I also utilized a pre-focus group questionnaire (Hall, 2020). This questionnaire was distributed via email prior to the first focus group and allowed me to collect potentially sensitive information such as the participants' knowledge of disciplinary literacy and multimodality of picturebooks in a manner that is more comfortable for the participants (Hall, 2020). This data is sensitive as information collected might result in loss of an advantage or level

of security if disclosed to others (Hall, 2020). In addition, utilizing the pre-focus group questionnaire allowed me to further contextualize focus group data as demographic information such as geographical location, age, gender, race, and ethnicity was collected. Refer to Appendix A for the complete pre-focus group questionnaire.

To begin the first focus group, I welcomed each participant, reviewed the consent form, and explained the rules of engagement (Hall, 2020). Participants were asked to introduce themselves and how they wished to be addressed by the group. Participants were asked to share something about themselves such as a hobby. This provided participants with an opportunity to start talking early in the discussion and built rapport amongst the moderator and all participants (Hall, 2020; Liamputtong, 2011). Each of the focus group discussions was moderated by me; therefore, there were more participants than researchers which can shift the power dynamic of the group (Hall, 2020). However, the dynamic was not shifted as each of the teachers seemed to be very comfortable sharing their thoughts and responding directly to me and each other. It was evident that they were colleagues.

As the moderator, I was responsible for developing rapport, collecting detailed data, pacing the discussion, and remaining focused on the research agenda (Hennick, 2014). Conversely, moderating a focus group discussion can be challenging, because the moderator must manage a group of participants, which means greater skills and attention are needed in questioning and probing a whole group, fostering group cohesion, and managing the group dynamics, while remaining focused on the research objectives and facilitating the flow of an interactive discussion (Hennick, 2014).

Moderating a focus group discussion is a skilled activity, and the quality of the data generated depends on these skills (Hennick, 2014). I used a range of techniques to effectively manage the group discussion so that it yielded useful information to meet the research objectives (Hennick, 2014). These techniques included adapting the level of moderation, effective listening, probing the discussion, seeking diverse views, and using activities to stimulate discussion (Hennick, 2014). During each of the focus groups, I mentioned each of the participants' names, such as "I appreciate the point you made, Tama" which is not only respectful but also provides an additional point of reference to identify individual speakers on the audio recording (Hall, 2020). After each of the focus groups, I checked the audio recording to ensure the discussion was recorded. If the technology used to capture the recording had failed, I would refer to my own notes that were taken during the discussion (Hall, 2020).

To facilitate focus groups that are culturally responsive, I considered myself, the moderator, to be a research instrument (Hall, 2020; Kruegar & Casey, 2009). This implies that the moderator facilitates a focus group discussion with an understanding that their own cultural background, sensitivity to the topics, relationship to the participants, and competencies interact with the generated data (Hall, 2020). Therefore, data that is collected could be hindered or advanced towards the goal of the overall investigation (Hall, 2020). As I acknowledge my own role as a moderator, I also acknowledge that the focus groups questions that I designed might play a role in co-constructing knowledge with participants (Hall, 2020).

Limitations of Focus Groups

The use of focus groups can produce powerful insights, but such use is not a substitute for other research techniques (Stewart & Shamdasani, 1990). There are many limitations researchers must consider when utilizing focus groups (Hennick, 2014). First, the dynamic of focus group discussions can lead a discussion in any number of unexpected directions (Hennick, 2014). Further, with a group of participants there is always a risk that one participant will dominate the discussion, thereby stifling the contributions of others (Hennick, 2014). Another issue regarding the group dynamic is that "group talk" (p. 32) may develop in which participants may conform to what other participants have said even though they may not actually agree (Hennick, 2014). I was concerned that these limitations might manifest throughout the focus group discussions as Tama had previous experiences with disciplinary literacy and children's literature, but they did not.

Thirdly, there are limitations in the actual data collected in a group setting (Hall, 2020; Hennick, 2014). A focus group discussion can only focus on a limited number of topics or issues, because there needs to be sufficient time for participants to contribute and for a discussion amongst participants to be had (Hall, 2020; Hennick, 2014). Consequently, focus group discussions may not provide in-depth data to the same extent as an individual interview would, which is why I utilized multiple data sources (Krueger & Casey, 2009).

Lastly, utilizing focus groups in virtual settings may also present limitations (Lathen & Laestadius, 2021). For example, Lathen and Laestadius (2021) explain that building rapport with participants can be more difficult online as the virtual setting increases the demands on the

moderator to maintain connection and engagement amongst all participants. The videoconferencing technology can also challenge participants to stay engaged in the discussion while multitasking to use the technology by using features such as mute and unmute, raising their hands virtually, writing in the chat box, or taking opinion polls (Lathen & Laestadius, 2021). To work with this limitation, I intentionally made an effort to minimize the number of features I asked the participants to use. Lastly, it is important for researchers to consider the ethics of reporting focus group data (Sim & Waterfield, 2019).

Reporting focus group findings can also be more challenging than for other types of research, particularly because participants' own words are reported in quotations (Hennick, 2014). Reporting exact quotations is an influential way to directly present the perspectives of participants, and it is an established tradition of focus group research and reflects the rich contextual detail that makes the study findings unique (Hennick, 2014). However, care is needed to report quotations ethically by not revealing the identity of study participants that could cause potential harm or backlash (Sim & Waterfield, 2019). Although most researchers understand that participants' names should not be reported, there may be other information in a quotation that could inadvertently reveal the identity of participants (Sim & Waterfield, 2019). I considered each of these limitations specifically while planning, moderating, analyzing, and reporting focus group data gathered.

Classroom Observation-Reflection Cycles

While data drawn from focus groups may provide a wealth of information regarding experiences through discourse, focus groups cannot be the only source of data collection (Hall,

2020). Observation-reflection cycles, too, are critical in providing insight into the research context (Wright & Gotwals, 2017). Consistent with principles of constructivism, knowledge can be gained through a process of observation and reflection as participants are actively involved in their own learning and development (Mascolo & Fischer, 2005; Mogashoa, 2014). Gold et al. (2011) studied professional learning aimed at improving literacy outcomes for adolescent learners at the elementary level. This research suggests that observation-cycles extend information and learning provided in workshops. Townsend (2015) describes observation-reflection cycles in the following way: "In each cycle, a university researcher would observe and record one of the teachers teaching a lesson. The teacher would watch the recording, and a follow-up reflection would take place" (p. 381).

I followed the same data collection framework as Townsend (2015) in which I conducted one, 30-minute classroom observation in each of the teacher participants' classrooms throughout the intervention for a total of three classroom observations. Observing each of the teacher participants allowed me to better understand how the content and components of the PLW were being applied in instruction. These observations also offered insight into any successes or challenges presented as participants responded and interacted with students. After each observation, the teachers had an opportunity to respond to questions, discuss, and have conversations to reflect on the implementation of the intervention during each phase in a focus group discussion. These classroom observation-reflection cycles offered valuable insight into the effectiveness of the designed intervention, which I will discuss further in the findings section of this dissertation.

Classroom Documents and Student Artifacts

Consistent with principles of constructivism, the collection of classroom documents and student artifacts offered valuable information that was used to shift instructional strategies and alter content and components of the designed PLW (Mogashoa, 2014). This information also provided insight into the knowledge generated by participants as they experienced the PLW content and components and as they interacted with students to apply the content and components in their instruction (Mogashoa, 2014). I collected classroom documents and student artifacts from each of the teacher participants' classrooms during classroom observations. Classroom documents included the disciplinary literacy (DL) lesson plans and instructional materials such as anchor charts, designed by the teacher participants during the PLW sessions. Student artifacts collected included written responses and work samples that were created in response to the disciplinary literacy instruction or application of knowledge gained during instruction. This random sampling of classroom documents and student artifacts yielded important data regarding the implemented instructional approaches and children's picturebooks to support disciplinary literacy in the elementary classroom (Hughes, 2021).

Unsolicited Comments and Conversations

Based on my own experiences with professional learning and interactions with facilitators and teachers, I understand both the value and likeliness of unsolicited comments and conversations between those who facilitate and those who experience the professional learning. Thus, I understood the importance of collecting unsolicited comments and conversations as a

data source. These comments and conversations arose organically between the teachers and myself or between the teacher participants themselves. Unsolicited comments and conversations provided further information regarding the experiences of the teachers as they participated in the PLW, which I will discuss further in Chapter four. See Table 5 for the total number of data collected for each source within each phase.

Table 5 Data Sources Collected

Phase of Study	Data Sources Collected
Phase 1: Establishing Foundations	• Questionnaire Responses (N=3) • Focus Group 1 Transcription (N=1)
Phase 2-3: Implementing the Intervention (PLW)	• Audio recording of instruction (Classroom observations) (N=3) • Researcher Notes (N=3) • Classroom Documents (N=3) • Student Artifacts (N = 3) • Participant-Initiated Communication (N=1) • Focus Group 2 Transcription (N=1)
Phase 4: Reflective Commentaries	• Focus Group 3 Transcription (N=1)

Each of these data sources have their own strengths and provided opportunities for collaboration with teachers to implement the designed PLW in each classroom as the collaborative and necessary partnership among the teachers and myself (the researcher and PLW facilitator) was an essential component to the designed PLW (Reimann, 2011). I found each of these data sources to be especially well suited to following my line of inquiry, as my aim was to support teachers in their own teaching and learning environments. Lastly, each of these data sources was used to triangulate data to ensure validity (Hall, 2020), which is recommended in

qualitative research (Creswell, 2007) and DBR interventions (Reinking & Bradley, 2008). Moreover, attention and openness to all sources of data to understand a wide range of factors that may influence the designed intervention was necessary for rigor in this DBR study (Reinking & Bradley, 2008).

Data Management

Throughout this study I followed the guidelines set in place by the University of Georgia's IRB regarding data management and storage. These regulations concern specifically data protection and specify that data should be stored in a safe place and backed up on computers and confidentiality agreements must be honored (University of Georgia Office of Research). To store and backup data, I first stored my data on my personal laptop which is password protected. In addition, I used my One Drive account issued from the University of Georgia, which is also protected by a password, and an external hard drive that only I have access to for backing up data. To uphold confidentiality, I assigned pseudonyms for each participant and organization and used these pseudonyms in each phase of the data collection and analysis process. The audio recording(s) and each of the artifacts collected were only used for data analysis.

After each of the focus group sessions, I transcribed participants' conversations and responses verbatim via the transcription tool, Temi (Temi, 2025). Any identifying information such as locations, and/or other personal identifying information was removed and replaced with pseudonyms. Additionally, I reviewed the transcripts multiple times and then identified critical moments or quotes to help answer this study's research questions. The original audio recordings and artifacts were destroyed after the analysis was complete. Finally, all efforts were made to

keep participants' personal information in the research record confidential. Presentations and publications to the public and at scientific conferences and meetings will not use the participants' names or any other personal information. I will not use the audio recordings or artifacts for any other reason than those stated in the consent form without each participant's written permission. Together, these procedures uphold the requirements of the IRB and my personal commitment to the participants.

Data Analysis

Reinking & Bradley (2008) suggest that DBR interventions necessitates the use of qualitative data collection methods. Therefore, it is inconceivable that a DBR study could be conducted without employing qualitative methods (Reinking & Bradley, 2008). Therefore, qualitative data analysis methods were employed for this study as its design was ongoing and did not proceed through a fixed sequence of steps; rather, an interconnection among different research design components which included focus group discussions, classroom observation-reflection cycles, classroom documents and student artifacts, and unsolicited comments and conversations.

In DBR interventions, data are gathered and analyzed in separate phases, with each phase serving a different purpose. The remaining section of this chapter explains how data were analyzed during each phase of the study.

Data Analysis Before Intervention

First, data were collected to create a detailed description of the research setting and to characterize the teacher participants. The collection of that data, the pre-focus group

questionnaire, and the results were reported previously in this chapter. In DBR data are also collected prior to implementing the intervention to establish a baseline from which the researcher can determine the extent to which progress is being made toward reaching the pedagogical goal. The collection of that data, focus group one, was reported previously in this chapter. To analyze the baseline data of focus group one, I used an inductive approach to develop codes. These initial codes would support me further in identifying instructional starting points as well as the background knowledge and experiences of participants as I continued to develop the designed PLW. These codes aligned to the guiding research question used in this study: How can a Professional Learning Workshop (PLW) help elementary school grade teachers develop their disciplinary literacy instructional capabilities in the discipline of history? I used the following codes: Need for disciplinary literacy (NDL), Knowledge of disciplinary literacy (KDL), Topic to address in PLW (APLW), Knowledge of children's literature (KCL), Engaging in disciplinary literacy (EDL), Need for professional learning in disciplinary literacy (NPLDL), and Knowledge/application of instructional approach (KIA) (See Appendix E for coding example). The results of focus group one are detailed in the following chapter.

Data Analysis During the Intervention

In DBR interventions, data are collected and analyzed during the intervention to determine factors that enhance or inhibit progress towards reaching the goal, to determine what modifications of the intervention those data might suggest, and to the extent to which the environment might be affected by the intervention. The collection of that data included the following data sources: focus group two, classroom observation-reflection cycles, classroom

documents, student artifacts, and unsolicited comments and conversations. The analysis of that data was examined more holistically in what has been termed a *retrospective analysis* (Gravemeijer & Cobb, 2006). Outcomes of the intervention and the extent to which the environment may have been transformed often emerge during this more holistic analysis (Colwell, 2016). Results pertaining to modifications to the intervention are reported in chapter four.

For my analysis of the intervention, I used a deductive approach to data analysis. I began by developing a codebook to keep track of code development and to aid in developing an audit trail, which can support the trustworthiness and rigor of qualitative research (Bingham & Witkowsky, 2022; Bingham, 2023; Crabtree & Miller, 1999). The codebook contained various codes that aligned with each research question and existing theoretical constructs used to guide this study (Bingham, 2023; Bingham & Witkowsky, 2022; Crabtree & Miller, 1999) as deductive codes can be developed as purely organizational categories (e.g., the type of data or when it was collected), categories based on the research purpose or questions (e.g., the main topics of the research or key aspects of the research questions), or as categories generated from the literature and/or from theory (e.g., named concepts from the theoretical framework) (Bingham, 2023; Bingham & Witkowsky, 2022).

Before developing apriori codes, I first created two categories to further organize the data (Roller & Lavrakas, 2015). I then developed apriori codes based on each of the research questions. These categories included: 1) PLW Components and 2) PLW Content. While doing so, I also engaged in 'pre-coding,' in which I began to highlight significant examples of data

such as quotes from focus groups (Saldana, 2013). The apriori codes developed for this study reflected the two broad categories of interest that represented this study's purpose. For category one I created the codes: PLW Components (COMP), Successes experienced because of the PLW components (S COMP), Challenges experienced as a result of the PLW components (C COMP), and Challenges overcome (CO COMP) for research question one. For category two, I created the codes: PLW Content: Disciplinary Literacy (DL CONT), PLW Content: Children's Literature (CL CONT), PLW Content: Instructional Approaches (IA CONT), Successes applying content (S CONT), Challenges applying content (C CONT), and Challenges overcame (CO CONT).

Throughout each phase of the designed PLW, I applied these codes to each data source. This informed the modifications made to the PLW before the next session or phase. I also recorded my own noticing throughout the process. I then formed connections between codes to begin constructing possible themes (See Figure 4).

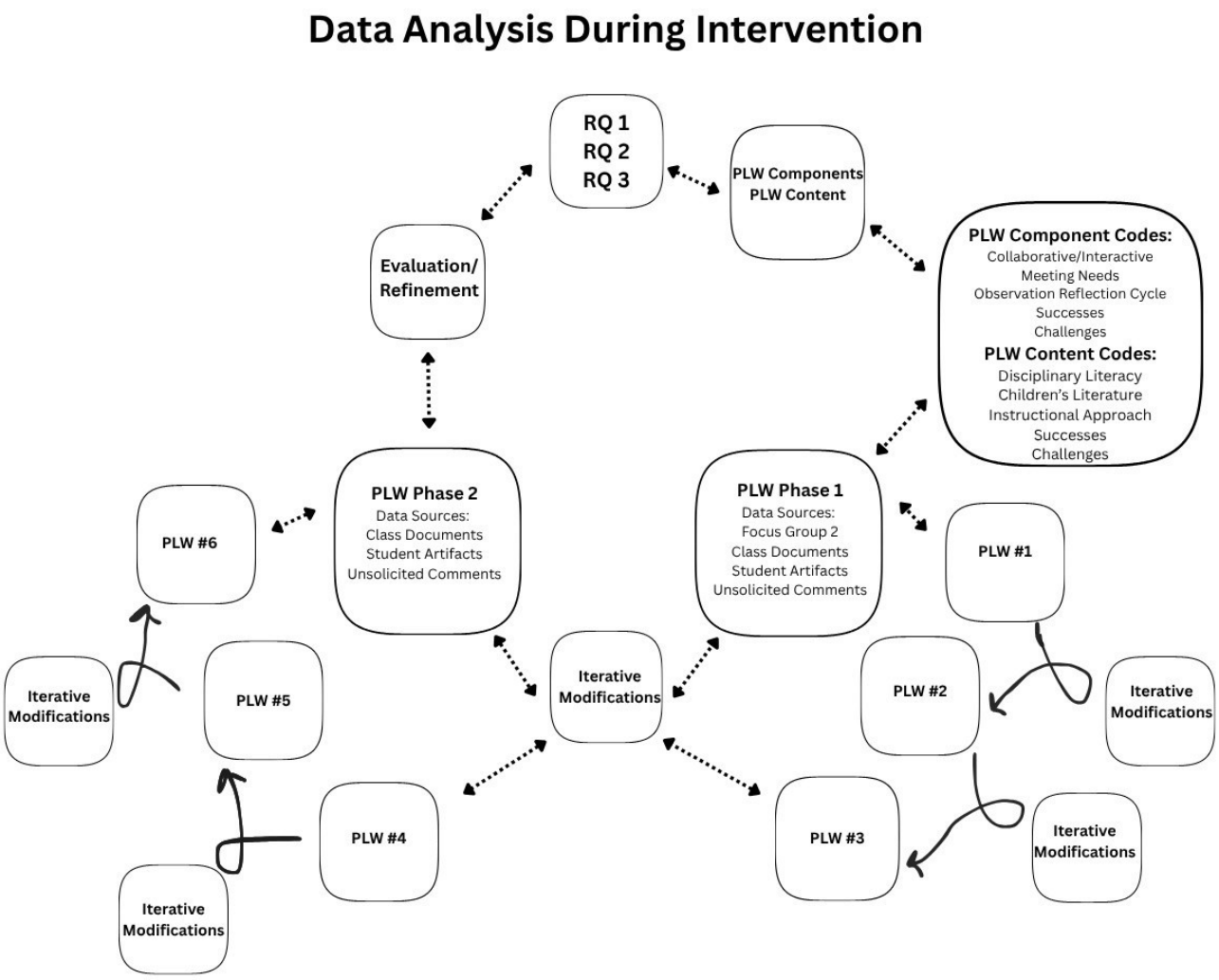


Figure 4 Data Analysis during Intervention

Data Analysis After the Intervention

After the intervention, the designed PLW, had been completed in September, a retrospective analysis (Gravemeijer & Cobb, 2006) was conducted in December. A retrospective analysis considers all data collected during the investigation and aims to construct an overall understanding of the progress and outcomes of the DBR intervention. In this retrospective

analysis, all data were analyzed to provide overarching themes concerning the intervention. The purpose of this analysis was to determine the intervention's success in terms of effectiveness and overall appeal related directly to the study's overall goal based on iterative and post-study insights, which serve to empirically ground results of the DBR intervention (Gravemeijer & Cobb, 2006). Because modifications to the designed PLW occurred throughout the duration of the intervention, data was revisited to identify and describe insights gained from the study as a whole and to identify areas for improvement so an intervention with a greater probability of success might be implemented in a similar context in the future (Colwell, 2016). This process involved refining or refuting conjectures made during the intervention to justify final assertions (Gravemeijer & Cobb, 2006). Figure 4 offers an overview of the data analysis process.

During this retrospective analysis, I employed the constant comparative method (Glaser & Strauss, 1967) to compare the apriori codes from all data sources. Eisenhardt (2002) and Bernard and Ryan (2010) defined the constant comparative method as searching for the similarities and differences of data beginning with data collection and continuing until the final write-up report of the research. Schwandt (2010) extended this idea by describing constant comparative as a method in which "each segment of the data is taken in turn and a) compared to one or more categories to determine its relevance and b) compared with other segments of data similarly categorized" (p. 37). It is important to note that category one codes, PLW Components, were applied to the data sources of focus group two and three as well as the unsolicited comments and conversations. However, category two codes, PLW Content, were applied to each

data source. Because of this relational capability, the constant comparative method is frequently used in DBR.

Lastly, thematic analysis was implemented to identify, analyze, and report patterns, or themes, within the data in rich detail (Braun & Clarke, 2006). Thematic analysis was used to generate themes that captured important information about the data in relation to the research questions previously discussed. These themes represented a level of patterned response or meaning within the data set (Braun & Clarke, 2006).

Limitations

As with all classroom-based research, there are inherent limitations to this DBR intervention. A key limitation is the challenge of generalizability. This refers to the assumption that effective interventions developed in one educational context can be successfully transferred to others (Malloy et al., 2020). This is particularly difficult in the dynamic and rapidly evolving environments of 21st-century classrooms (Malloy et al., 2020). While many researchers, myself included, view this limitation as an affordance—one that allows for deep contextualization and responsiveness to specific needs—it is nonetheless important to explicitly acknowledge it as a limitation when discussing the broader implications of the work.

In addition, the effectiveness of DBR interventions rely heavily on the researcher's conceptualization, design, implementation, and experience conducting research with iterative processes (Fahd, et al., 2021). Researcher experience can be viewed as a limitation, because of the role researchers play throughout DBR interventions as they simultaneously design the intervention, make decisions to shift iterations, and ensure high-quality research is accomplished

per typical standards of quality associated with qualitative methods (Fahd, et al., 2021; Reinking & Bradley, 2008).

Researcher bias is another limitation of DBR interventions in which study results can be heavily influenced by the individual researcher or research team (Andre van Zyl, & Ilse Karsten, 2022; Fahd, et al., 2021; Reinking & Bradley, 2008). Perhaps best expressed by Barab and Squire (2004), "if a researcher is intimately involved in the conceptualization, design, development, implementation, and researching of a pedagogical approach, then ensuring that researchers can make credible and trustworthy assertions is a challenge" (p. 10). It is important to note that I took on multiple roles as I was the researcher and the professional learning facilitator throughout this study. Thus, I actively participated in the PLW sessions by designing and implementing the intervention, iteratively refining the intervention based on data collected throughout the process. The assumption of multiple roles invests much of the design and research in a single person, diminishing the likelihood of replicability (Hoadley, 2004). Finally, it is impossible to document or account for all discrete decisions made by the collaborators that influenced the development and success of the design (Design-Based Research Collective, 2003). Therefore, the trustworthiness of results can be heavily influenced by the researcher or research team (Andre van Zyl, & Ilse Karsten, 2022; Reinking & Bradley, 2008).

Each of these limitations were made clear from the onset of the FE, as I continually worked alongside participants as we made informed, data-driven decisions.

Rigor, Trustworthiness, and Reflexivity

Reinking and Bradley (2008) explain that a rigorous DBR intervention "is one in which a researcher considers a wide range of factors that may influence the implementation of the intervention and its potential effects" (p. 53). Consequently, conducting a methodologically rigorous FE (like establishing credibility in qualitative research) carries an implication for the use and systematic analysis of multiple sources of data for the purpose of revealing those factors and developing a sound understanding of the intervention. Lincoln and Guba (1986) argue that ensuring credibility is one of the most important factors in establishing trustworthiness.

Particular to this study, I addressed issues of rigor, trustworthiness, and reflexivity through the use and systematic collection and analysis of data, methodological triangulation, and member checking. From the beginning of this study, a detailed plan was developed for data collection and analysis that included the following phases: Phase 1: Establishing Foundations, Phase 2: Implementing the Intervention: PLW Sessions 1-3, Phase 3: Implementing the Intervention: PLW Sessions 4-6, and Phase 4: Reflective Commentaries (See Table 2). Close attention and openness to all data sources was present throughout this study and was necessary for rigor in FE research (Reinking & Bradley, 2008). DBR interventions data are gathered and analyzed in separate phases, with each phase serving a different purpose. Thus, data were analyzed before, during, and after the designed PLW. First, to establish a foundation and instructional starting points. Second, to identify and address necessary modifications to the intervention. Third, to develop a comprehensive understanding of the progress and outcomes of the intervention.

In DBR, triangulation is often applied throughout the designed intervention (Hoadley & Campos, 2022). The triangulation of data and methodology helped clarify and refine the interpretation of each data source. More importantly, the collection of multiple sources of evidence from multiple participants throughout multiple iterations of the designed PLW, where data from each iteration informed the next revision of the intervention, allowed for continuous refinement of the intervention.

Lastly, I utilized member checking as another way to support credibility and trustworthiness in the study (Creswell, 2002; Lincoln & Guba, 1985). Member checking was done after each phase of the study by asking the teacher-participants to read the transcripts of the focus group interviews to ensure the transcripts accurately captured their responses.

Positionality Statement

While I, the researcher, was not associated as an instructor of record or administrator to the selected participants during this study, I was familiar with the participants as they were professional acquaintances from a local elementary school in which I had previously volunteered as an after-school tutor. Additionally, as a former elementary school teacher and current instructor, my assumptions and biases about elementary schools, professional learning, disciplinary literacy, and children's literature may influence the analysis or reporting of the data. Nevertheless, I, the researcher, attempted to minimize my subjectivities by thoroughly documenting all procedures, processes, and decisions in a researcher's journal with the intention of helping readers judge the quality and trustworthiness of the research.

Risks and Benefits

The risks associated with this study were minimal. The risks included participants feeling uncomfortable when being asked questions about their thoughts or instructional practices being audio recorded during the focus group sessions and classroom observation cycles. However, to minimize psychological and social discomfort, participants were given permission to inform me if there were any specific aspects of the audio that they did not want included in the research data, analysis, or reporting. Also, participants could choose not to answer any questions during the focus group sessions with which they were uncomfortable. Further, the data collected from participants remained confidential for anyone other than me, the researcher.

By participating in this research study, participants will likely benefit from receiving one on one professional learning. Participants may develop further knowledge surrounding disciplinary literacy and historical children's literature. In addition, receiving copies of the picturebooks will also be a benefit of participating in this study. Each of the participants' students may indirectly benefit by gaining knowledge about disciplinary literacy skills and historical content through participating in the interactive read aloud mini-lessons.

Additionally, this study contributes to the field of teacher education and professional learning by further exploring disciplinary literacy in the elementary school classroom. Specifically, the integration of instructional approaches and children's picturebooks to support disciplinary literacy for young learners in the discipline of history.

Summary

This chapter described the methods used in this study to establish and design this DBR intervention, recruit participants, collect and analyze data, and to establish validity and rigor. During the intervention, I sought to understand how PLW components and contents contributed to teachers' understanding and application of the instructional approaches and children's picturebooks to support disciplinary literacy learning in K-2 classrooms while also considering the development of teachers' disciplinary literacy instructional capabilities in the discipline of history. Thus, I investigated how the designed PLW might practically and effectively be delivered and integrated into one first grade and two second grade classrooms. Multiple sources of qualitative data were collected and analyzed sequentially in three phases to determine the PLW content and components that contributed to the teachers' understanding and application of the instructional approaches and children's picturebooks to support disciplinary literacy learning in K-2 classrooms and the how the content of the PLW was applied or implemented in the participants' instructional practice. After the intervention was complete, I conducted a post-study analysis to determine overall themes and findings. These findings are discussed in the following chapter.

CHAPTER 4

RESULTS

The results of this DBR study are informed by my multi-level analysis and presented from a constructivist perspective. The purpose of this study was to provide three elementary school teachers with professional learning to help teacher participants develop their disciplinary literacy instructional capabilities in the discipline of history. The professional learning focused on integrating instructional approaches and children's picturebooks to support disciplinary literacy in the elementary school. The following questions were addressed:

Overarching Question: How can a Professional Learning Workshop (PLW) help elementary school grade teachers develop their disciplinary literacy instructional capabilities in the discipline of history?

1. What PLW components contribute to the teachers' understanding and application of the instructional approaches and children's picturebooks to support disciplinary literacy learning in K-2 classrooms and why?
2. What PLW content is translatable to the participants' classroom practice?
3. What successes or challenges occurred as the teacher participants experienced the PLW and applied or implemented the PLW content into their instructional practice. How were these challenges overcome, if they were?

In this chapter I first share the results of the baseline data collected during focus group one prior to implementing the designed PLW to provide a collective starting point for the PLW sessions. Then I detail the modifications made to the designed PLW based on that baseline data and data collected throughout the PLW. Following the modifications discussion, I share my determinations via overarching themes as answers to my three questions and conclude with evidence of progress towards the goals of this study.

Establishing a Baseline

In DBR, researchers collect data prior to implementing the intervention to establish a baseline from which the researcher can determine the extent to which progress is being made toward reaching the pedagogical goal. The first focus group provided ample data to help me determine our collective starting point for the PLW sessions. The first focus group also provided teacher participants with an opportunity to elaborate on their responses included on the pre-focus group questionnaire. I identified three overarching themes that guided our instructional starting points for the PLW sessions, informed by the background knowledge and previous experiences of participants. I describe each of these themes in the following sections below.

The Need for Professional Learning in Disciplinary Literacy

During focus group one, teacher participants elaborated on their previous knowledge and understanding as well as their experiences with disciplinary literacy. As mentioned in the participants' section in chapter 3, Shelly and Mel shared that they had not experienced any previous professional learning or taken a class or course on the topic of disciplinary literacy. Tama shared that they had participated in professional learning on disciplinary literacy in the

past. As the conversation progressed, teacher participants indicated an understanding of content area literacy, but their understanding of disciplinary literacy seemed unclear as they described content area literacy when referring to disciplinary literacy. For example, Shelly shared,

> When I think of disciplinary literacy, I think of using literature and reading strategies like graphic organizers in different subject areas, not just for teaching reading, but in math, science and social studies and bringing that in all areas, subject areas (Focus Group 1, 7/16).

Additionally, Mel shared a similar perspective on the pre-focus group questionnaire, "in disciplinary or content literacy, students need to use literacy skills (reading, comprehension, writing, vocabulary, speaking and listening, etc.) to help them in all content areas. (Pre-focus group questionnaire, July 10). The teachers also used the terms interchangeably. Tama (pseudonym) shared: "when I think of disciplinary literacy or content area literacy, I think of reading, writing, and basic reading skills" (Focus Group 1, July 10). Their belief that disciplinary literacy and content area literacy were noted and addressed in the designed PLW. For example, due to the teachers' conflation of content area literacy as disciplinary literacy, I ensured the first PLW focused on the commonalities and distinctions between content area literacy and disciplinary literacy.

Instructional Expertise related to PLWs

Results from focus group one also indicated that each of the teacher participants had background knowledge and previous experiences with several instructional approaches,

specifically interactive read alouds, that I had planned to include in the PLW. For example, Mel (pseudonym) shared her experience with conducting an interactive read aloud,

> I do interactive read alouds where I am constantly asking the kids questions and like, kinda like leading questions to kind of guide them to the answer versus just, you know, exact like, there's one right or one wrong answer (Focus Group 1, 7/16).

When referring to the ways in which children's picturebooks might be used to engage students in disciplinary literacy, Shelly (pseudonym) explained children's picturebooks used as mentor texts can support argumentative writing in the discipline of history:

> You could also use it (a picturebook) as a mentor text. Like if you're wanting them to write a similar type of story or document based on whatever historical topic you're talking about, that could be a good mentor text to follow by and model their writing by (Focus Group 1, 7/16).

This quote provided further insight into Shelly's background knowledge and previous experiences related to children's literature and disciplinary literacy. Additionally, when asked how disciplinary literacy might look in first- and second- grade classrooms, first-grade teacher, Tama shared:

> Well, if you read a nonfiction book, you can always talk about at the end about if they have sources back there that they've cited. You could look up the sources and be like, oh, this is another story that talks about this, or this is a website where they got this information. Or if it's like, retold by the person, Like the story, then it's a recount of their life (Focus Group 1, 7/16).

In the above quote, Tama described how she envisioned the disciplinary literacy practice of sourcing being incorporated into her first-grade classroom using children's picturebooks. In another quote, Shelly explained one of the ways in which she already incorporates the disciplinary literacy practice of contextualizing into her second-grade classroom.

> I try to always refer things back to a map, so they (students) get a perspective of where things are from and that's even just in lit, the literature that we're reading or social studies, anything. I try to always just incorporate that because I feel like that's a skill that a lot of kids just don't have as much of anymore. I mean, even me growing up and stuff, just learning about the world and there's more out there than just what they see here (Focus Group 1, 7/16).

Thus, providing an example of her background knowledge and previous experiences with disciplinary literacy in the discipline of history. It is important to note that Shelly described previous experiences with disciplinary literacy in the discipline of history, but did not define it as such.

Anticipated Challenges

Lastly, focus group one indicated the challenges anticipated by the teacher participants prior to participating in the designed PLW. Challenges anticipated centered around supporting young learners as they engage in disciplinary literacy during the interactive read aloud lessons. Mel articulated her concern from the teacher's perspective:

> I feel like it's going to be hard to incorporate disciplinary literacy from the teacher's side. It's hard to get questions going and the conversation started during an interactive read

> aloud because some kids can understand and it's easy to build off like a whole group discussion, but some struggle to bring up questions or learning that's not so much from the teacher, but from them (the students) (Focus Group 1, 7/16).

Tama also shared her thoughts on supporting young learners as the engage in disciplinary literacy through the instructional approach of argumentative writing:

> And also the argumentative piece, writing it is really super hard for them because they, they're so indecisive really, it's, not they don't understand, they don't conceptually understand that they have to pick a side and argue for that side (Focus Group 1, 7/16).

This particular challenge was not echoed by Shelly, the third teacher participant. However, Shelly anticipated another challenge that centered around the children's picturebooks that portray historical accounts and events. Shelly voiced her concern regarding the potential for pushback from students' parents or guardians.

> I know right now with a lot of literature in schools, there's been a lot of pushback and people getting mad about this book or that, but we've not had it around here yet. What if I read this book about this historical account, but it's not how this adult from this family wants their child to learn. (Focus Group 1, 7/16).

This challenge was not originally anticipated by the other two teachers, but when Shelly brought this to the group's attention, both Mel and Tama agreed that this could present a challenge. Each of these anticipated challenges were addressed during the PLW as data from focus group one was collected and analyzed prior to the implementation of the designed PLW.

Modifications to the Intervention

As shared earlier, the six designed PLW sessions were divided into two phases. Modifications to the intervention were ongoing and occurred as data were collected and analyzed during and after phase one and phase two. Both phases relied heavily on participant feedback and the feedback from focus group discussions, classroom observation-reflection cycles, unsolicited comments and conversations, and classroom documents and student artifacts informed the three PLW session modifications. Modifications implemented throughout the intervention provided critical insights into the challenges encountered by the teacher participants as they experienced and applied the components and content of the PLW. The modifications made to the PLW encompassed the provision of additional resources, the adjustment and redesign of existing content, and the further customization of the PLW to better align with the specific needs and contexts of the teacher participants. These iterative adjustments not only facilitated the refinement of the intervention itself but also illuminated specific areas of difficulty, whether conceptual or practical, that emerged during the translation of professional learning into classroom practice.

Modification: The Provision of Resources

During the designed PLW, teacher participants demonstrated a desire and need for additional resources for incorporating the instructional approaches of vocabulary and argumentative writing into their disciplinary literacy instruction. During phase one of the intervention, each of the teacher participants taught their first disciplinary literacy lesson which

focused on the skill of contextualizing. These lessons also implemented the instructional approaches of interactive read aloud, vocabulary, and classroom talk and discussion.

During PLW session three, teacher participants reflected on their first lesson. The conversation was lively, and each teacher participant had an opportunity to reflect on and provide suggestions for the next PLW sessions. The following examples highlight a need for additional resources for incorporating vocabulary into their disciplinary literacy instruction. Mel shared,

> When I pointed out the historical vocabulary words *segregation* and *civil rights* with my [2nd grade] students, I gave them a definition and related it back to *Let the Children March*, but I they still needed more support. Could we talk about some more possibilities or resources to help with vocabulary? (PLW 3, 8/13).

Shelly contributed to this suggestion as she explained that her first-grade students also struggled in using historical vocabulary in their own writing after the interactive read aloud lesson.

> So, my students were able to grasp the concept of the vocabulary words that I pointed out, when I asked them to turn and talk during the read aloud, I heard some great things, but later on when I had them write about freedom the vocabulary didn't transfer into their writing (PLW 3, 8/13).

As explicitly conveyed in the excerpts above, contextualized vocabulary instruction seemed to be effective in the moment; however, with the introduction of more content and the passing of time, students still needed additional support remembering the word meanings and applying those words in different contexts. My observational notes from the first classroom observation-

reflection cycle, affirmed the difficulties Tama's first-grade students had using sophisticated and complex terms such as *segregation* and *civil rights* in context after a definition was provided for them during the interactive read aloud lesson (Observation, 9/4).

With the teachers' requests and concerns in mind, I made the first intervention modification of providing additional resources for historical vocabulary instruction for the following PLW session. I decided to keep vocabulary as a focal point to begin the second phase of PLW. During PLW session four, I provided teacher participants with an opportunity to explore and create instructional materials such as sentence frames on anchor charts and words walls for historical vocabulary in the picturebook, *Equality's Call,* to be used in the next interactive read aloud lesson. PLW session four was also modified to include resources and opportunities for teacher participants to create a sketching and drawing activity to support students in not only being able to define historical vocabulary but use it to form their own interpretations of the historical account or event being described.

During phase two of the intervention (PLWs 4-6), teacher participants also voiced an additional need for more resources to support their students in argumentative writing for historical purposes. Specifically, during PLW session six, Tama shared:

> Through argumentative writing, I think they'll be able to think about the other skills that they've learned so far. Like corroborating, sourcing, and contextualizing, thinking about, which historical account or event and when it happened in a certain time period, and how that can support their writing. I just think I need more resources to help get them there especially since it is the beginning of the year (PLW 6, 9/23).

Mel also voiced the same need and offered using sentence frames as an additional resource to support students in argumentative writing for historical purposes. At this time, I provided teacher participants with examples of how sentence frames might be used to support students in argumentative writing for historical purposes. I shared the following example as part of the PLW session:

> You might consider posing a question as part of the sentence frame, for example, your frame could be 'I used to think _____, but now I think ____' or 'my perspective is _____because _____' (PLW 6, 9/23).

The remainder of PLW session six was modified to provide teacher participants with an opportunity to spend time collaborating to create their own resources such as sentence frames on anchor charts to support their upcoming disciplinary literacy lessons. See Figure 5, 5.1, and 5.2 for the sentence frame anchor charts created by the teacher participants during PLW session 6.

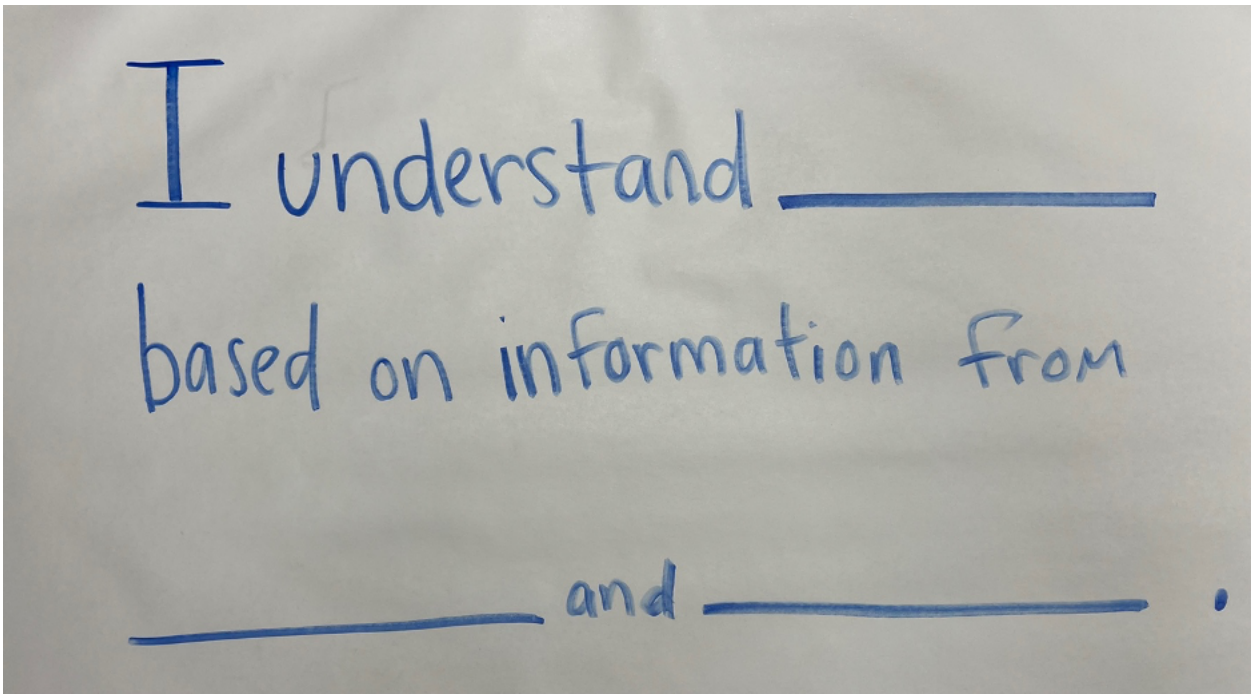


Figure 5 Shelly's Anchor Chart (1st Grade)

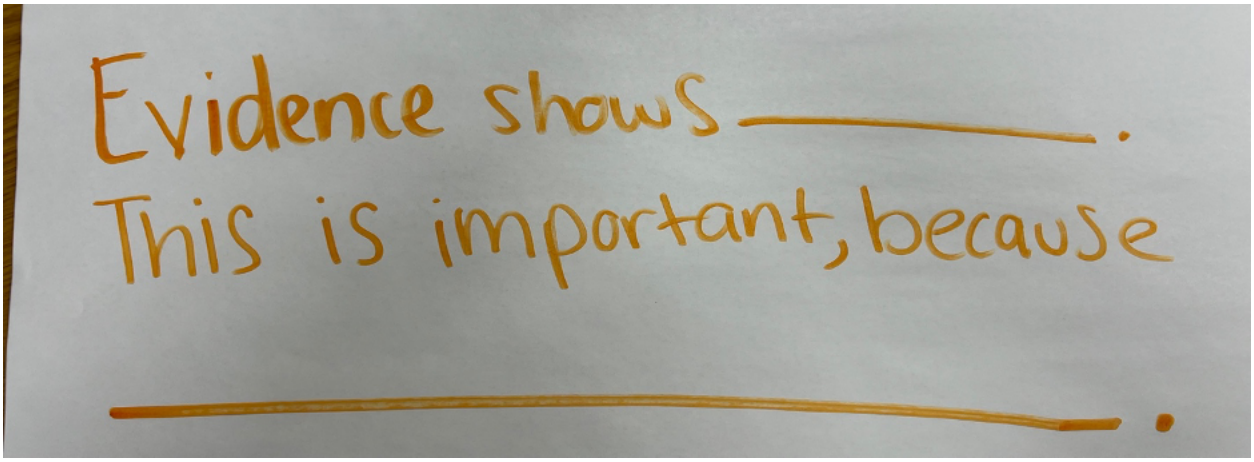


Figure 5.1 Tama's Anchor Chart (1st Grade)

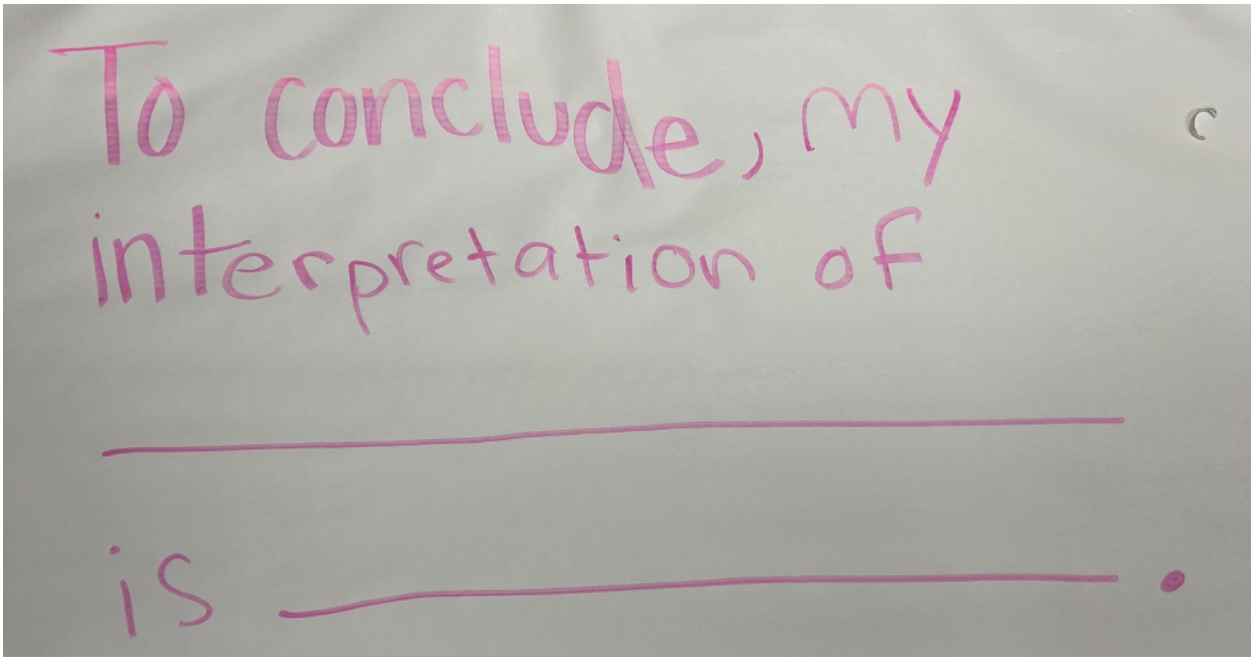


Figure 5.2 Mel's Anchor Chart (2nd Grade)

In addition to providing resources, the content of the PLW was also modified based on classroom observation-reflection cycles and unsolicited comments between teacher participants.

Modification: Customizing the PLW to meet the Needs of Teacher Participants

During the second focus group, which occurred after phase one of the intervention, teacher participants reflected on the first three PLW sessions. As part of their reflection, teacher participants suggested they would like to customize the PLW to include a mock lesson activity in which they participated in a disciplinary literacy lesson as students in order to better understand the planning process, to better identify opportunities for disciplinary literacy in the picturebooks, and better prepare students for discussing and writing for historical purposes for the remaining interactive read aloud lessons. The teachers stated that participating in such an activity would help them understand "what it feels like" (Shelly, Focus Group 2, September 5), and how it can

help them “be ready to guide their students through it [the activity]” (Shelly, Focus Group 2, September 5). For these teachers, observing and listening to others teach or plan a lesson helps them “learn a lot" (Tama, Focus Group 2, September 5). Similarly, interacting with the content and instructional approaches inspires them to “think oh, hey, I'm gonna try that” in their own classrooms (Mel, Focus Group 2, September 5).

To customize the PLW to meet the needs of the teacher participants, I modified PLW session four to include an activity like the one suggested by teacher participants in the second focus group. The modification included an activity in which I planned and modeled a disciplinary literacy lesson focused on the disciplinary literacy practice of close reading. In this interactive read aloud lesson, I intentionally paired the historical fiction picturebook, *Overground Railroad* written by Lesa Cline-Ransom and illustrated by James Ranson, with the instructional approaches of annotating and classroom talk and discussion. This intentional pairing was done to support teacher participants in seeing how the picturebook inclusive of both the running text (printed words) and peritext (elements beyond the running text) such as the dust jacket, frontmatter, and backmatter (Sipe, 1998; 2008) can provide an opportunity for students to engage in the instructional approach of annotating to support the disciplinary literacy practice of close reading. See Figure 6 for the disciplinary literacy lesson plan that I (the PLW facilitator) planned for and modeled during PLW session four.

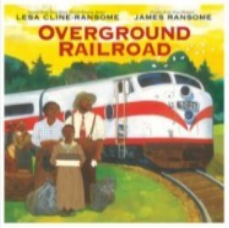
Grade Level: 1st grade/2nd grade	**Discipline:** History	**Historical Content Addressed:** Civil Rights			
Disciplinary Literacy Skills Supported: Close Reading					
Picturebook:	**Common Core State Standards addressed:**	**Interactive Read Aloud (Whole Group, 30 min.)**			
Cline-Ransome, L. (2020). *Overground Railroad.* (J. Ransome, Illus.). Holiday House.  	**1.H.1**: Understand how people and events have changed society over time. **1.H.1.1**: Explain how the experiences and achievements of people throughout history have helped contribute to the changes in various local communities and communities around the world over time. **1.H.1.2:** Use primary and secondary sources to compare multiple perspectives of various events in history. **SL.3.1**: Engage effectively in a	**Purpose for reading:** *Reading like a Historian:* Using disciplinary literacy practices (close reading) to evaluate the author and/or illustrator's claims or interpretations about the historical event under investigation. **Prompting during reading:** Close Reading: • Opening 4: The family is led to the "colored car" . How does this fact suggest the time period? (contextualizing) • Opening 12: Explain "Promised Land". Why did the author include this reference? How	**Model thinking while reading:** **Close Reading:** • Opening 7: I think it connects with the phrase "The Lord's Day" so I am annotating this page with a "C". • Opening 12: Here we see the travelers reach Washington, DC. the conductor tells them they are "past the line". I think the author is referring to the Mason Dixon Line. Explain if needed. What is the significance of this?	**Questions to facilitate discussion after reading:** • *Why do you think it is important to pay close attention to the words an author chooses?* • *Is it important that historians use evidence to support claims? Why or why not?*	**Activity (if applicable):** Annotating: **Annotation Marks:** **?** : Point of confusion/I have questions about. : Prediction/My prediction was correct... **I**: Inference **C**: Connection : I visualize... : Important part **!** : Exciting/interesting **N**: New information Types of texts to consider: • Biography of Fredrick Douglas • Article about Overground Railroad
	range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade 3 topics and texts, building on others' ideas and expressing their own clearly. **RI.3.3**: Describe the relationship between a series of historical events using language that pertains to time, sequence, and cause/effect	do stories from the bible give the travelers hope? • Opening 14: Look closely at the boy reading the newspaper, does this reveal the time period in which this event occurred? • Opening 16: "We all running from and running to at the same time.." What claim is the author making? what evidence is there to support this?			Students can discuss their interpretations by explaining why they used each annotation mark in their small group. Small groups will be encouraged to share their thinking with the whole group.

Figure 6 Disciplinary Literacy Lesson Plan for Modified PLW Session

Modification: Facilitator-Initiated Redesigning of PLW Content

During phase two of the intervention, I modified the disciplinary literacy lesson plan to include an optional component for a writing activity to follow the interactive read aloud. I made this modification because of a classroom observation-reflection cycle in which I observed Shelly teaching an interactive read aloud lesson focused on the disciplinary literacy practice of close reading. In this lesson, Shelly was reading aloud the nonfiction picturebook, *Equality's Call: The Story of Voting Rights in America*. During this lesson, Shelly explained how annotating is a part of close reading and encouraged students to think like historians as they listened to the read aloud.

> When we are close reading for history, we're gonna have a little bit different questions we're thinking about. We're gonna look at the pictures and see if they can help us figure out when this happened. We're going to look at the words that the author chooses, and we are gonna think about why the author chose those words. And then we're also going to think about this book, if we can trust it or not. So one thing that historians do to close read is something called annotating (Observation, 9/19).

In the same lesson, I observed Shelly engaging her first-grade students in an annotating activity during an interactive read aloud in which each student was given a set of cards. The set included cards with various symbols representing a reaction to the text. For example, students were instructed to hold up their card with a question mark on it, if they had a question or were confused. To indicate connection, students were instructed to hold up their "c" card and their "star" card when they noticed an important detail. As the interactive read aloud progressed,

students held up their cards at various points to indicate their reactions. One student held up their "c" card to indicate a connection and when Shelly asked the student to share her connection, the student went on to explain that she connected the text "a small group of voices was raising the fact that enslavement was wrong, an unspeakable act" in *Equality's Call* to an image of a family helping a runaway slave on their Underground Railroad journey in one of the other picturebooks, *Unspoken*. Shelly showed excitement and praised the student for using the annotation card to make a connection between picturebooks.

In the next PLW session following this classroom observation, PLW session five, Shelly reflected on the lesson with the other teacher participants and myself. She shared her thoughts about how she felt her students were more engaged using the annotation cards but felt as if not every student was able to share their thinking or provide a rationale as to why they were holding up a particular card. I proposed an idea to modify the disciplinary literacy lesson plan template to include an optional writing component. I explained that adding a writing component could provide an additional opportunity to support students in writing like historians as they corroborate information, justify claims, and form interpretations rather than relying on classroom discussion. Teacher participants were receptive to this suggestion. Tama explained that she felt as if keeping the writing component as "optional" would be beneficial as she felt adding another component to the disciplinary literacy lesson plan template would make the lesson too long for her first grade-students. As a group, we collaborated to update the disciplinary literacy lesson plan template to include an optional writing component (see Appendix E).

During phase two of the intervention, PLW content was adjusted and modified again when teacher participants expressed their thoughts and concerns regarding the final lesson. When getting settled prior to beginning the final PLW session, Tama voiced a concern to Mel, as she had already viewed the google slides that I had previously shared that morning with the teachers, "I'm not sure if my students will be able to corroborate information or remember key points from all four books. It's been a while since we read the first two books" (Tama, Unsolicited Comment, September 23). Mel nodded in agreement, but did not offer a solution. Shelly, who is the veteran teacher of the group, suggested that Tama review the key points from each of the picturebooks at the beginning of the lesson to help students recall important information regarding each of the historical accounts and events portrayed. At this time, I decided to modify the content of the final disciplinary literacy lesson. Initially, the final lesson was intended to focus on corroborating information. This lesson was also intended to use each of the four previously used picturebooks in a paired text format to address efforts to close the gaps in our democratic republic as well as each of the civic ideals and practices. Given the voiced concern, I presented teacher participants with an opportunity to customize the content of the final lesson to meet the needs of their students through the paired text format using each of the picturebook or a combination of the picturebooks to best support their students. In the next section, I will describe the most significant themes identified during the retrospective analysis that employed the constant comparative method (Glaser & Strauss, 1967) to compare apriori codes from all data sources.

Significant Themes

In this retrospective analysis, all data were analyzed and synthesized, resulting in themes that reflect responses to this study's research questions concerning the intervention. Thematic analysis was used within the retrospective analysis to generate themes that captured important information about the data in relation to the research questions previously discussed. The findings from the constant comparative analysis will be presented in relation to the determined categories and the resulting themes.

To begin, eleven categories were generated from the data. Three categories represented PLW components. Seven categories represented PLW content that helped elementary school grade teachers develop their disciplinary literacy instructional capabilities in the discipline of history. The final category represented successes, challenges, and challenges overcome by the teacher participants during their participation in the PLW. These eleven categories were further analyzed to form three significant themes: 1) Dedicated Time for Collaboration, Customization, and Reflection; 2) Accessibility of Content for the Elementary School; and 3) Adaptive Pedagogical Practice. Although PLW components or contents often occurred simultaneously, each theme is presented individually to illuminate their significance.

Dedicated Time for Collaboration, Customization, and Reflection

To address the first research question—what PLW components contribute to the teachers' understanding and application of the instructional approaches and children's picturebooks to support disciplinary literacy learning in K-2 classrooms and why?—the designed PLW included various components that contributed to the teacher participants' understanding and application of

the instructional approaches and children's picturebooks used in this study to support disciplinary literacy learning in elementary school classrooms. Specifically, the PLW components as well as the overall time commitment contributed to the teacher participants' understanding and application of the instructional approaches and children's picturebooks included the collaborative/interactive approach, customizing to meet teacher needs, and classroom observation-reflection cycles. Each of these PLW components provided teacher participants and me (the PLW facilitator) dedicated time to engage meaningfully with PLW content and respond thoughtfully to meet the goals of the PLW.

The Collaborative/Interactive Approach

The collaborative/interactive approach component included in the PLW was intentionally designed to support teacher participants in collaborating with each other and myself (the researcher and PLW facilitator) through interactive activities and hands-on learning experiences. These activities and experiences included designing instructional materials, co-planning disciplinary literacy lessons, and analyzing picturebooks for discipline specific purposes. Each of the teacher participants shared during the focus group sessions how they found this component to be supportive. Specifically, Mel shared that she felt the collaborative/interactive approach component contributed to her understanding of disciplinary literacy and the sharing of perspectives supported the application of children's picturebooks to support disciplinary literacy in her first-grade classroom.

> To get several different perspectives from each other rather than just our own, by looking at the picture books together, especially with this like, new topic of disciplinary literacy has helped me so much in doing this in my classroom (Focus Group 2, 9/5).

Mel's quote also provides evidence of how having a dedicated time to collaborate with other teacher participants to share perspectives and analyze the picturebooks as a group contributed to Mel's application of PLW content into her instructional practice. Shelly shared another example of how having dedicated time to collaborate and interact with the other teachers contributed to her application of instructional approaches focused on during the PLW,

> I think getting to have conversations as we plan. Having those conversations is the biggest thing. To hear others' thoughts as we plan and discuss how to implement what we are doing here in the workshop with things like interactive read alouds, writing, and discussions before we try it out with our students has been so great (Focus Group 2, 9/5).

Tama shared how having dedicated time to collaborate contributed to her disciplinary literacy lesson planning,

> I've liked that we've done like, kind of like collaborating on the lesson plan together and like brainstorming ideas that way. It was easy to bounce ideas off of each other and then be better prepared to teach the lesson (Focus Group 3, 9/30).

And finally, Shelly reiterated how having dedicated time to collaborate and discuss PLW content and share ideas supported her in implementing disciplinary literacy practices and children's picturebooks into her instruction during the last focus group session.

> It (the workshop) worked well because we had time to go over the contextualizing, the sourcing and all that but then we also had time to figure it out as a group and with you (the facilitator) as well about the book and what it looks like to do it in our classrooms. And we were able to share ideas, and I think that was most supportive to me personally (Focus Group 3, 9/30).

Thus, according to all three teachers, the collaborative/interactive approach component of the PLW provided teacher participants dedicated time to meaningfully engage in PLW content which was pivotal in contributing to their application of the instructional approaches and children's picturebooks to support disciplinary literacy learning in their first- and second-grade classrooms.

Customizable to meet Teacher Needs

Another PLW component that contributed to the teachers' understanding and application of the instructional approaches and children's picturebooks customizing PLW sessions and resources to meet their needs. This component was designed to further customize the hands-on learning activities in which teacher participants would participate in during PLW sessions as well as the disciplinary literacy resources they would use to support their disciplinary literacy instruction with their first- and second-grade students. Having the capacity to customize the PLW sessions and resources as the teacher participants experienced the PLW and applied the PLW content, provided me (the facilitator) dedicated time to respond thoughtfully and promptly to the teachers' needs as they arose in the form of modifications to the designed intervention.

The teachers articulated how these customizations enabled them to better understand disciplinary literacy and how to implement activities to help students engage in disciplinary literacy. Tama appreciated the customized activity in which I, the researcher and PLW facilitator, planned and modeled an interactive read aloud lesson so she could "see how you would piece together the information from that book to use with students" (Tama, Focus Group 3, September 30). Shelly shared how modifying the writing component of the disciplinary literacy lesson plan to be optional supported her in customizing her instruction to "focus more on the conversations" (Shelly, Focus Group 3, September 30) which met her students where they were at developmentally. Mel agreed with Shelly and expressed how focusing more on classroom talk and discussion rather than writing, met her needs as a second-grade teacher,

> Once they have conversations and they are able to verbally talk about the picture books and talk about the historical ideas, then we can get into the writing after that. Like, that would be the next step for my students (Focus Group 3, 9/30).

Each of these examples portray how customizing the PLW sessions and resources to meet teacher needs contributed to the teacher participants' understanding and application of the instructional approaches and children's picturebooks to support disciplinary literacy learning in their first- and second-grade classrooms. These examples also illuminate the ways in which having the capacity to customize the PLW provided me (the facilitator) dedicated time to respond thoughtfully and promptly to the teachers' needs through the designed intervention.

Classroom Observation-Reflection Cycles

The final PLW component, classroom observation-reflection cycles, allowed both the teacher participants and me (the facilitator) dedicated time to engage meaningfully with the content and respond thoughtfully to the goals of the PLW. According to the teachers, these cycles also significantly contributed to teachers' understanding and application of instructional approaches and the use of children's picturebooks to support disciplinary literacy learning in the elementary classroom. This PLW component of was implemented to provide myself, the researcher and PLW facilitator, opportunities to spend time observing teacher participants teaching the disciplinary literacy lessons in their own classrooms to better understand how PLW components and content were contributing or being applied to instruction, if they were. After each observation, teacher participants had an opportunity to spend time responding to questions and having conversations to reflect on the implementation of the intervention during each phase in a focus group discussion. For example, Shelly reflected how the classroom observation-reflection cycle supported her in noticing additional opportunities to engage her students in disciplinary literacy,

> I learned a lot just from being able to work together to come up with ideas and then when you were observing me teach, you notice things that I didn't notice, you brought up, well this student said this and it's just, it's always neat to have a second set of eyes to pick up on that. So, then I'll know more next time, oh hey, this is another direction I could push in or things like that to help with the disciplinary literacy practices (Focus Group 3, 9/30).

Likewise, Mel shared how the observation-reflection cycle was beneficial to her as it provided her with time to reflect on her disciplinary literacy instruction and receive feedback from others to make improvements to her future instruction, “I think it has been beneficial for me to get time to look back on my teaching of these new skills and get feedback like everyone and really think about how I can improve in the next lesson” (Mel, Focus Group 3, September 30). These reflections indicate the classroom observation-reflection cycle component of the PLW provided dedicated time for teacher participants and myself (the facilitator) to engage meaningfully in PLW content and respond to thoughtfully while also contributing to the teacher participants’ understanding and application of the instructional approaches and children’s picturebooks to support disciplinary literacy learning in their first- and second-grade classrooms.

Time Commitment

When considering the overall time commitment, it is important to note that the structure of this PLW differs from other commonly available professional learning opportunities such as one-time workshops, after-school PD sessions, or brief in-service trainings. These traditional formats often provide limited time for teachers to meaningfully engage with new instructional practices or to reflect on their application within their own classrooms. In contrast, the teachers in this study described how the dedicated, ongoing time within the PLW contributed to their ability to internalize the disciplinary literacy instructional approaches, to experiment with them in their own contexts, and to engage in cycles of feedback and reflection.

For example, Shelly highlighted the value of having time to both plan and discuss the lessons with peers, which she described as “the biggest thing” (Focus Group 2, September 5) in

supporting her understanding and implementation. Tama also noted the benefit of sustained collaboration, describing how having time to co-plan lessons and exchange ideas made her feel better prepared to teach. Mel reiterated that the time to engage with peers, reflect, and receive feedback was critical to her growth in applying disciplinary literacy practices. These reflections illustrate that the time provided through this PLW structure was not only sufficient but essential to the teachers' learning processes. Teacher participants explicitly connected their successful application of the instructional approaches and children's picturebooks to the time they were afforded to explore, discuss, and revise their practices. The structure of this PLW, which offered multiple sessions and opportunities for classroom-based application, contrasts with the more limited timeframes of typical after-school PD and provides insight into how sustained professional learning can support teacher growth in disciplinary literacy instruction.

In summary, the retrospective analysis illuminated the ways in which each component of the PLW—namely, the collaborative and interactive approach, the capacity for customization based on teacher needs, and the classroom observation-reflection cycles—played a critical role in contributing to the teachers participants' understanding and implementation of instructional approaches and the use of children's picturebooks to support disciplinary literacy in the elementary school classroom. These outcomes were facilitated by affording both the teacher participants and me (the facilitator) dedicated time to engage meaningfully with the content and respond thoughtfully throughout the intervention.

Accessibility of Content for the Elementary School

To address the second research question—what PLW content is translatable to the participants' classroom practice? —the designed PLW focused on specific content to help elementary school teachers develop their disciplinary literacy instructional capabilities in the discipline of history. Specifically, the PLW focused on disciplinary literacy content, children's literature content, and instructional approach content that was intentionally designed to be accessible for first- and second-grade classrooms. The disciplinary literacy content was applied or implemented in each of the teacher participants' instructional practice through the children's literature content and the instructional approach content.

Children's Literature Content

All of the teachers eagerly shared the children's literature featured throughout the PLW with their students through interactive read-aloud sessions. The first- and second-grade students engaged with the children's literature content as their teachers did during the PLW sessions. The children's literature content included in the PLW focused on analyzing a text set of children's picturebooks from various genres (e.g. historical fiction, biography, and nonfiction) for opportunities to engage students in the discipline specific practices of historians (e.g. sourcing, contextualizing, corroborating, analyzing images, and close reading). The children's literature content included in the PLW provided teacher participants with opportunities to apply and implement the disciplinary literacy content as teacher participants utilized various components of the picturebooks to make disciplinary literacy accessible for their first- and second-grade students.

During phase one of the designed PLW, Tama was observed engaging students in the disciplinary literacy practice of contextualizing. When conducting an interactive read aloud and using the historical fiction picturebook, *Let the Children March* that focuses on the historical content of the Birmingham Children's Crusade of 1963 and Civil Rights, Tama asked her first-grade students, "how does this image tell us the time period of the Children's Crusade?" (Observation, 8/28). She prompted students further by saying, "look at police car. Do police cars look like this now?" (Observation, 8/28). Lastly, Tama went on to explain "so when looking at this image, can we tell this event may have happened quite a long time ago, just by looking at the police car" (Observation, 8/28).

In the second phase of the designed PLW, Mel was observed conducting an interactive read aloud using the biography picturebook, *Follow Chester*: *A College Football Team Fights Racism and Makes History.* During this lesson Mel prompted students to corroborate information and to read the text closely. Before reading opening 6 in *Follow Chester*: *A College Football Team Fights Racism and Makes History*, she paused to prompt students to look closely at the images and asked her second-grade students, "how do we know Chester is at Harvard University here?" (Observation, 9/11). Mel went on to ask: "do you think the illustrator did research to include these images to make them factual?" (Observation, 9/11). Next, Mel used her laptop and projector to search and find a photograph of the Lowell House at Harvard from Harvard's official website. This allowed her to show students how the illustration of the building compares to the building in real life (Observation, 9/11).

Interplay between the text and images. The interplay between text and images found in the children's picturebooks also supported one teacher participant in engaging students in the disciplinary literacy practices of analyzing images and close reading. During the second phase of the designed PLW, Shelly was observed reading aloud the nonfiction picturebook, *Equality's Call: The Story of Voting Rights in America*. During this lesson, Shelly provided her first-grade students with an opportunity to tap into a wider range of historical information as she prompts students to analyze the interplay between images and the running text.

> We read *a right isn't right till it's granted to all.* Let's look at the signs the historical figures are holding up. This gives us information, *the vote now, votes for women, what will you do for women's suffrage?* So, they're wanting people to vote, their voices are getting louder because now they want women to have the right to vote not just men (Observation, 9/17).

Later in the same lesson, Shelly prompts students again to analyze the interplay between images and the running text after one of her first-grade students notices a shift in one of the images portraying the historical figure, Susan B. Anthony,

> Eliza (pseudonym) noticed that in this picture, Susan B. Anthony's mouth was closed and in this one it was open. That is important, right? So, it says right here, it says, *we heard it, we felt it. Equality's call. A right isn't a right until it's granted for all.* Do you think that means that maybe she has more of a voice now that she's allowed to speak out about things because more people are allowed to vote than before? (Observation, 9/17).

By providing these opportunities, Shelly was able to engage her students in the disciplinary literacy practices of analyzing images and close reading to support their understandings of the 19th Amendment and Voting Rights Act of 1965 as well as civic ideals and practices one, two, three, and four.

Peritextual features. The peritextual features such as the front and back matter supported teacher participants in modeling the disciplinary literacy practices of sourcing and corroborating.

During phase one of the designed PLW, Tama was observed prompting students to source information when conducting an interactive read aloud and using the historical fiction picturebook focused on civil rights, *Let the Children March*. Tama was observed displaying opening eleven in *Let the Children March* and asking "who said that? How can we check?" (Tama, Observation, August 28) when referring to a quote from Dr. Martin Luther King Jr. After her first-grade students responded, the teacher quickly flipped to the backmatter of the picturebook and pointed out the “quote sources” and explained: “we know that Dr. Martin Luther King Jr. said those powerful words, because the author quoted him to give him credit and included this in the back of the book” (Tama, Observation, August 28).

During phase two of the designed PLW, when Mel finished reading the running text of the biography picturebook, *Follow Chester*: *A College Football Team Fights Racism and Makes History,* she directed her students’ attention to the backmatter of the picturebook. Mel then pointed out various photographs included in the backmatter and explained: “these photographs are primary sources as they were taken in the 1940s from someone on the Harvard football team”

and “we know this, because they are included in the bibliography which tells us which source they came from” (Mel, Observation, September 11). After the designed PLW had concluded, Tama reflected on the children’s literature content included by sharing,

> Students love the picture-books and then being able to teach these aspects of disciplinary literacy through picture books allows primary level students learn these new skills that help them truly get the history content and build their own literacy skills at the same time (Focus Group 3, 9/30).

Thus, the children’s literature content included in the designed PLW that was intentionally designed to be accessible for first- and second-grade students was pivotal in contributing to the teacher participants application and implementation of disciplinary literacy content into their instructional practice. The children’s literature content was also paired with instructional approaches to tailor instruction to meet the developmental needs of young learners and make content more accessible.

Instructional Approach Content

The disciplinary literacy content included in the designed PLW were applied or implemented in each of the teacher participants’ instructional practice not only through the children’s literature content, but also through the instructional approach content. These approaches included interactive read-alouds, annotating, synthesizing, vocabulary instruction, argumentative writing, paired texts, and classroom talk and discussion.

Observation-reflection cycles and classroom documents suggest disciplinary literacy practices were applied or implemented in the teacher participants’ instructional practice through

four of the PLW instructional approaches during the disciplinary literacy lessons taught throughout the study. These four instructional approaches included interactive read alouds, classroom talk and discussion, vocabulary, and annotating.

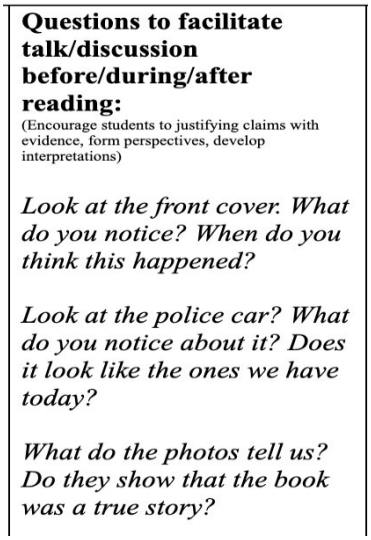
Interactive read alouds. Teacher participants were observed structuring their disciplinary literacy lessons as an interactive read aloud to create a learning context in which they modeled the specialized ways of reading and thinking as a historian would. For example, Mel was observed reading aloud the wordless picturebook, *Unspoken*, to second-grade students. Students were gathered around the picturebook on the carpet as Mel modeled the disciplinary literacy practice of sourcing. To provide students with an opportunity to source information as they consider when the text was written, she pointed out where to find the picturebook's publication year. Next, Mel stated the picturebook was written "a very long time after the Civil War had ended" (Mel, Observation, September 5). Mel went on to refer to the author's note in the backmatter of *Unspoken* as she modeled thinking aloud to consider why the text was written.

> The author's note says he (the author) grew up in Laudon County, Virginia, and it was located near stops on the Underground Railroad. This information helps me to understand why the author wrote this book and his connection to this part of history. (Observation, 9/5).

In another interactive read aloud mini-lesson, Tama was observed reading aloud the historical fiction picturebook, *Let the Children March.* In doing so, Tama paused and displayed an opening and asked her first-grade students, "how does the text and image on this page help us know what

was happening in this area of the United States at this time in history? (Tama, Observation, August 28). By asking this question, Tama supported students in engaging in disciplinary literacy practices of contextualizing and analyzing images. Each of these examples demonstrates how disciplinary literacy practices were implemented through the instructional approach of an interactive read aloud.

Classroom talk and discussion. All teacher participants were also observed implementing the instructional approach of classroom talk and discussion into their disciplinary literacy lessons. First, each of the teacher participants included questions to facilitate discussion on their disciplinary literacy lesson plans. The disciplinary literacy lesson plans indicate that teacher participants pre-planned questions to prompt discussion before, during, and after the interactive read aloud. These questions were facilitated through pairs, small group, and whole group discussion. See Figure 7, Figure 7.1, and Figure 7.2.


Questions to facilitate talk/discussion before/during/after reading:
(Encourage students to justifying claims with evidence, form perspectives, develop interpretations)

Look at the front cover. What do you notice? When do you think this happened?

Look at the police car? What do you notice about it? Does it look like the ones we have today?

What do the photos tell us? Do they show that the book was a true story?

Figure 7 Tama's Questions

Questions to facilitate talk/discussion before/during/after reading:
(Encourage students to justifying claims with evidence, form perspectives, develop interpretations)

1. *Who wrote this story?*

2. *What is the author's perspective?*

3. *Why was it written?*

4. *Is it reliable? Guide discussion but do not state whether it is reliable or not.*

Figure 7.1 Mel's Questions

Questions to facilitate talk/discussion before/during/after reading:
(Encourage students to justifying claims with evidence, form perspectives, develop interpretations)

1. What do you think the author wants you to know about voting rights? How do you know?

2. Equality means being equal and having the same rights and opportunities. What does the author mean when she uses the phrase equality's call?

3. How has the right to vote in the United States changed over time? How was this accomplished?

Figure 7.2 Shelly's Questions

Tama was also observed facilitating a discussion amongst her first-grade students after reading aloud *Let the Children March*,

> So should we read one book and just say, oh, it's true 'cause it's a book. Should we do that? Or should we make sure and look it up and make sure it's, correct? Why is that important. Let's talk about it (Observation, 8/13).

Tama's first grade class was observed discussing the above questions in small groups of two or three. The room was lively with talk while Tama circulated the room to check in with each group as they discussed. This discussion provided an opportunity for first-grade students to consider the importance of sourcing and corroborating information, which is an essential skill when reading, writing, and thinking like a historian.

Often times, questions were paired with facilitating conversations in partner settings to implement the instructional approach of classroom talk and discussion was presented. This provided students with an opportunity to voice their disciplinary literacy learning and hear directly from their classmates. For example, Mel was observed asking her second-grade students to turn and talk to a partner to analyze the image of a character's face from *Unspoken*, "I want you to look at the character's face real quick. Now I want you to turn and talk to your partner. Why do you think her face may look like this?" (Mel, Observation, September 5). These examples of classroom talk and discussion demonstrate how disciplinary literacy content was implemented through this instructional approach.

Annotating. Shelly implemented the instructional approach of annotating into her disciplinary literacy lesson focused on close reading in her first-grade classroom. At the

beginning of the interactive read aloud, Shelly explained annotating in a way that she felt her first-grade students would understand, “annotating is when we mark things like if you're reading a story, you might highlight something, right? Or you might mark it to help you remember something important” (Shelly, Observation, September 16). Further, Shelly explained the annotating activity that she had planned to engage her first-grade students in the disciplinary literacy practice of close reading. The annotating activity provided each student with a set of laminated index cards that had various symbols on them. Shelly explained that students would use exclamation marks to indicate things that were surprising, question marks to indicate points of confusion, the letter “C” to indicate a connection, and stars to indicate important information. For example, Shelly explained:

> I thought we could annotate by holding up cards. So, when you see something that's important to you in the story that you wanna annotate, I've got different cards for that. So, if you notice something and you're like, hmm, I've done that before, or that makes me think of a story from that I've heard before, or that makes me think of something that've heard my parents talk about. You're gonna use the C card because the word connection starts with C. So, you have a connection to the story (Observation, 9/16).

After teaching this lesson, Shelly shared her reflection and how she felt the annotating activity supported her first-grade students in moving beyond reading a historical text solely for information,

> I think the annotating lesson went really well. It got them to think about more than just, answering questions. Like, they had to be fully engaged in participating the whole time

> through the reading of the book. It gave me a chance to hear more from them, how they connected to the book or what they found interesting versus, me asking questions and having to pull information out of them (Focus Group 3, 9/30).

These examples demonstrate how the disciplinary literacy practice of close reading was implemented through the instructional approach of annotating.

Vocabulary. Tama was observed implementing the instructional approach of vocabulary into her interactive read aloud lesson to engage students in disciplinary literacy. Specifically, when reading aloud the picturebook, *Let the Children March*, Tama was observed describing how the author was using the term "march" to portray an effort to close the gaps in the democratic republic, "they're talking about marching to tell people it's not fair that they can't play and go to the same schools as other people (Tama, Observation, September 5). In another lesson, Shelly was also observed implementing the instructional approach of vocabulary into an interactive read aloud lesson using the nonfiction picturebook, *Equality's Call.* In this lesson, Shelly described the term *democracy* to support students' historical and contemporary understanding of the basic freedoms and rights of citizens in a democracy,

> A democracy is when everybody gets to vote, and everybody gets to have a choice. That's what our country is, a democracy. When you're an adult, like adults all get to vote and have a choice in different things. Our book says it (democracy) wasn't yet true. That means democracy hadn't happened yet. So, this allows us to see these events happened before democracy was true for all people and why they wanted to make it happen (Observation, 9/17).

These examples of vocabulary instruction demonstrate how the disciplinary literacy practice of close reading was implemented through this instructional approach.

In summary, the retrospective analysis revealed that integrating the instructional approach content with children's literature content included in the designed PLW was pivotal in contributing to the teacher participants application and implementation of disciplinary literacy content into their instructional practice as it made content more accessible for first- and second-grade students.

Adaptive Pedagogical Practice

To address the third research question, data suggests teacher participants adapted their pedagogical practice as their learning developed through both successes and challenges as they experienced the PLW and applied or implemented the PLW content into their instructional practice.

Successes

Teacher participants experienced success in developing a newly found confidence in their abilities to plan disciplinary literacy lessons for their first- and second-grade students. For example, Tama felt confident enough in her own understanding of disciplinary literacy to create an instructional aide, or anchor chart, that displayed prompting questions for her students to ask themselves before, during, and after reading to support their reading and thinking like historians (see Figure 8). This anchor chart was posted on the whiteboard at the front of the classroom during Tama's last disciplinary literacy lesson to support students in referring to the previously taught disciplinary literacy practices (Observation, September 23).

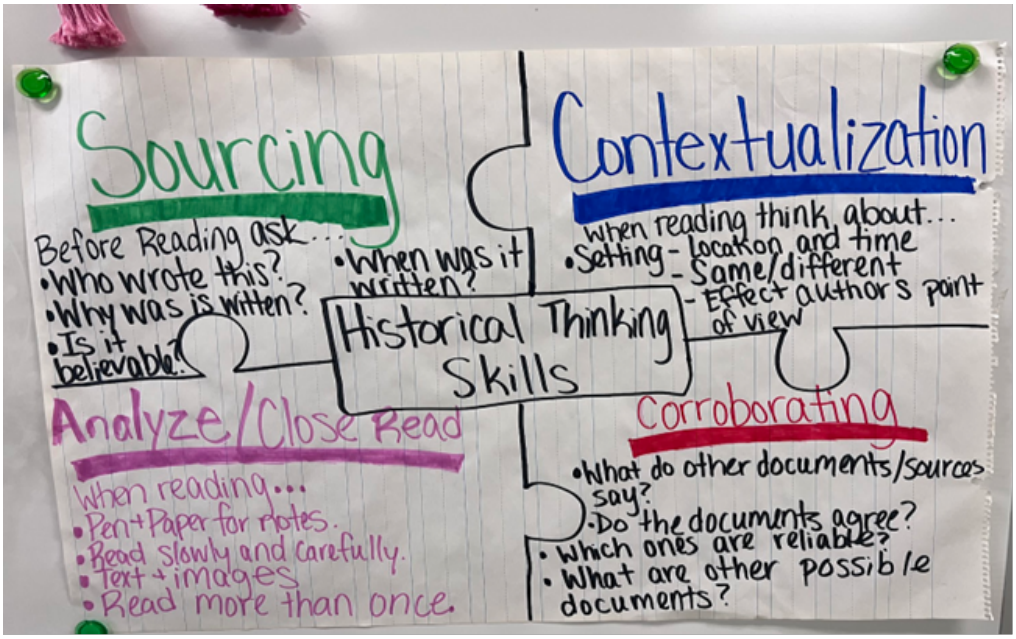


Figure 8 Historical Thinking Anchor Chart

Further, Tama voiced her confidence in teaching disciplinary literacy skills in a way that her first-grade students could understand and then apply their learning because of participating in the designed PLW.

> I feel more confident in teaching them how to corroborate and source and everything like that. Like, I was not super confident in that, but I felt this has really given me another leg to stand on as far as I can teach them this, and they can learn it. Like they can understand it and use it (Focus Group 3, 9/30).

Another success that occurred as teacher participants participated in the designed PLW was their ability to see the importance of disciplinary literacy as they began to consider how they might

continue engaging students in disciplinary literacy practices in their future instruction. For example, Mel voiced,

> When it comes to sourcing and things like that, I'm trying to bring in more paired texts for the kids and then also teaching them how to think and read like a historian, because they also need to learn those critical thinking skills, even at a very young age, to be able to decide if this is a reliable source or not. Because we can't just expect them to learn it when they're older. Like, this is a skill that we can start building now and it's important for them (Focus Group 3, 9/30).

Additionally, Shelly shared her thoughts on how she plans to incorporate disciplinary literacy and several instructional approaches included in the PLW such as paired texts, interactive read alouds, and annotating along with a picturebook that was not included in the PLW's text set to engage her first-grade students in reading, writing, and thinking like historians.

> I feel like the workshop has laid the foundation and given me a structure of how I'll teach lessons in the future. I've already been thinking ahead like, oh, this book is like *Henry's Freedom Box*. So, I'm like, I know now how to take that lesson and tweak it and make it better to really pull in more disciplinary literacy and like interactive read alouds and annotating to pull in more of those historical practices versus just looking at it from a literary standpoint (Focus Group 3, 9/30).

The final success suggested by the data includes teacher participants developing confidence in their disciplinary literacy instructional capabilities. Two of the three teacher participants shared they felt more confident in their disciplinary literacy instructional capabilities as a result of

implementing the disciplinary literacy lesson plan that was collaboratively constructed by teacher participants and myself (the PLW facilitator and researcher) during the designed PLW. First, Mel Shared,

> I feel like it's been the lesson plans laid out easily to where like it hits all the points that I need to think about. Like when I'm teaching it, and it lays out the questions going through and it's not like super choppy. It's very like fluid. And I feel like that helps me be more confident before I go in just cause it is like a whole new area of teaching. So, it makes me feel confident, more confident going in with that (Focus Group 2, 9/5).

Tama shared, how the lesson plan supported her in pre-planning the prompting questions to ask students during the interactive read aloud. Tama also mentioned the lesson plan was helpful as it included space to plan for opportunities to explicitly model the disciplinary literacy practices during the lesson,

> Having those questions already put in the lesson plans, to ask and prompt them. To kind of get them to think about things and having a space to plan the modeling was the most helpful for first grade, being able to model how to pick those things out really helps the little ones. (Focus Group 2, 9/5).

Challenges

These successes did not occur without their accompanying challenges as successes are often associated with overcoming challenges. Challenges occurred when teacher participants applied or implemented the PLW content into their instructional practice. It is important to note that two of the three challenges anticipated by the teacher participants prior to participating in the

PLW became a reality. As part of the observation-reflection cycle, teacher participants reflected on their first disciplinary literacy lessons by voicing they felt the stamina required for first- and second-grade students to engage in the disciplinary literacy practices was challenging.

For example, Tama explained, “the toughest part of the lesson was keeping my students focused, but we're working on our stamina” (Focus Group 2, 9/30). This challenge was echoed by Mel as she elaborated on how she felt it was challenging to keep her students focused on the classroom talk and discussion surrounding the children’s picturebook, “funneling their thinking, like to stay like on track with like, kind of like where the conversation goes, and keep them focused on the book” (Focus Group 2, 9/5). This challenge aligns with the anticipated challenge that centered around supporting young learners as they engage in disciplinary literacy during interactive read aloud lessons.

Data from focus group three and student work artifacts also suggests another challenge occurred when teacher participants implemented the instructional approach of argumentative writing into their instruction. When engaging students in argumentative writing, Mel experienced a challenge when supporting students in stating a claim and using evidence to justify that claim. Further, Mel shared,

> I feel like talking about it beforehand and helping them decide, because it's hard for them to decide. So just like getting them in that routine of like, you must make a choice and like why your choice isn't right or wrong, but if you can explain your reasoning that's really like what we're supposed to be writing about or looking for (Focus Group 3, 9/30).

In addition, students' writing samples confirmed that it was challenging to state a claim and use evidence to justify that claim. See Figure 8.1 and 8.2.

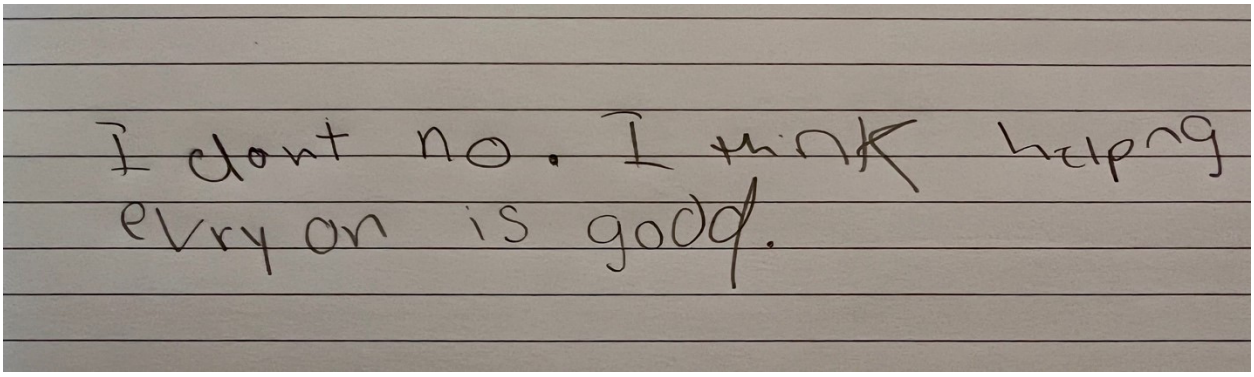


Figure 8.1 First Grade Student Writing Sample

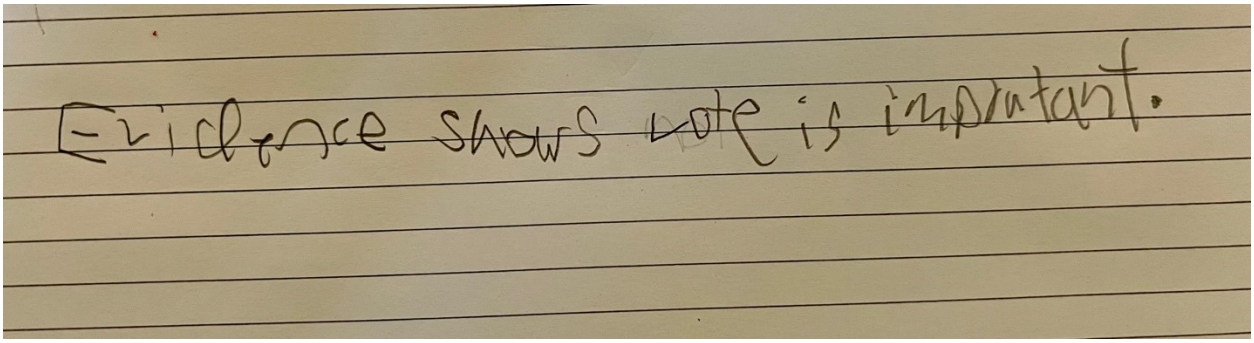


Figure 8.2 Second Grade Student Writing Sample

This challenge aligns with the anticipated challenge that centered around supporting young learners as they engage in disciplinary literacy through the instructional approach of argumentative writing.

Oftentimes challenges can also be viewed as successes, as they are interconnected. One of the teacher participants was presented with a challenge that developed from a positive situation. For example, Tama explained that it was a challenge for her first-grade students to

focus on and respond to the picturebook in one lesson and not the text set as a whole during the first phase of the PLW,

> Tama: I think my challenge at the beginning was because we've read like a different book every day, but like getting them to think about the book, not just like all the books at the same time but to really focus on the book we are looking at that day (Focus Group 2, 9/5).

These adaptive pedagogical practices of successes and challenges occurred as each of the teacher participants experienced the PLW and applied or implemented the PLW content into their instructional practice.

Summary

This chapter describes the results of this DBR study. First, baseline data informed instructional starting points before the implementation of the designed intervention. Next, data collected throughout the designed intervention indicated three modifications to the PLW that focused on developing teachers' disciplinary literacy instructional capabilities for elementary school grade children that integrates instructional approaches and children's picturebooks to support disciplinary literacy for young learners in the discipline history. Finally, significant themes were identified and discussed in relation to the study's research questions. Results suggested that all modifications advanced the pedagogical goal of the study to help elementary school grade teachers develop their disciplinary literacy instructional capabilities in the discipline of history. In Chapter 5 these results will be discussed more holistically in relation to how they help illuminate an attempt to design professional learning that focuses on integrating

instructional approaches and children's picturebooks to support disciplinary literacy in the elementary classroom and implications for instructional practice and further research.

CHAPTER 5

DISCUSSIONS, IMPLICATIONS, AND FUTURE RESEARCH

The purpose of this study was to provide three elementary school teachers with professional learning to help teacher participants develop their disciplinary literacy instructional capabilities in the discipline of history. The professional learning focused on integrating instructional approaches and children's picturebooks to support disciplinary literacy in the elementary school. This dissertation describes a designed PLW I conducted alongside three elementary school teachers to explore the following research questions:

Overarching Question: How can a Professional Learning Workshop (PLW) help elementary school teachers develop their disciplinary literacy instructional capabilities in the discipline of history?

1. What PLW components contribute to the teachers' understanding and application of the instructional approaches and children's picturebooks to support disciplinary literacy learning in K-2 classrooms and why?
2. What PLW content is translatable to the participants' classroom practice?
3. What successes or challenges occurred as the teacher participants experienced the PLW and applied or implemented the PLW content into their instructional practice. How were these challenges overcome, if they were?

Through the analysis of various sources of data, inclusive of three focus group interviews, three classroom observation-reflection cycles, classroom documents, student artifacts, and unsolicited

comments and conversations exchanged between participants, I was able to better understand they ways in which a professional learning workshop can help elementary school teachers develop their disciplinary literacy instructional capabilities in the discipline of history.

Constructivism served as this dissertation's theoretical framework as I worked with teachers to "generate knowledge and meaning from an interaction between their experiences and their ideas" in each of their individual classroom contexts (Elliott et al., 2000, p. 80). DBR served as the methodological approach, as the designed intervention of the professional learning workshop (PLW) included an ongoing, iterative process developed to provide opportunities for teacher learning (Zinger et al., 2017). DBR grounded in Constructivism helped me empower teachers to construct and apply knowledge in their teaching contexts by actively engaging with professional learning components and content, each other, and myself, the professional learning workshop facilitator, and researcher.

In chapter four, I discussed baseline data, detailed modifications made to the designed intervention, identified dominant themes, and concluded with evidence of progress, inclusive of challenges, towards the goals of this study. In the following sections of this chapter, I present assertions from the retrospective analysis of the data collected during this study while also discussing those assertions in light of the results presented in chapter four. Lastly, I present the implications of these findings for classroom practice, elementary school teachers, teacher educators, and researchers within the field of language and literacy education. I end this chapter by describing the ways in which this research might be continued and built upon in the future.

Pedagogical Assertions

At the end of the intervention, the data gathered in this study were analyzed in a comprehensive manner, as part of what Gravemeijer and Cobb (2006) describe as retrospective analysis (refer to Chapter 3 for detailed methodological information). The aim of retrospective analysis is to draw valid, data-supported conclusions that either confirm, refine, or generate new theoretical insights (Gravemeijer & Cobb, 2006). However, in DBR, the concept of theory differs from that in other research methodologies. Rather than focusing on identifying universal causes of classroom phenomena, DBR prioritizes understanding the consequences and relationships among complex variables (Reinking & Bradley, 2008). Researchers in this field aim to connect their work with what Cobb, Confrey, diSessa, Lehrer, and Schauble (2003) term "local, humble theories"—practical theories that explore the interactions of relevant factors within specific classroom settings. Unlike conventional experimental research, where findings are generalized from a sample to a broader population, the generalization in DBR occurs through the application of pedagogical theory to similar contexts (Reinking & Bradley, 2008). Moreover, DBR involves drawing from multiple theoretical perspectives to guide the interpretation of data during retrospective analysis (Gravemeijer & Cobb, 2006).

The remainder of this section discusses four pedagogical assertions that emerged from the retrospective analysis. The first assertion focuses on the role of professional learning in supporting disciplinary literacy instruction, particularly in the elementary classroom. The second assertion that emerged includes the role of children’s literature in supporting disciplinary literacy for young learners. The third assertion that emerged includes the role of instructional approaches

in supporting disciplinary literacy for young learners. The final assertion is that professional learning can help elementary school teachers develop their disciplinary literacy instructional capabilities in the discipline of history, but explicit instructional approaches and children's literature may be necessary to provide them with opportunities to do so. Figure 9 lists the four pedagogical assertions from this study and the data leading to those assertions. The assertions depicted here are presented in this chapter and serve to both summarize and postulate the major findings of this research.

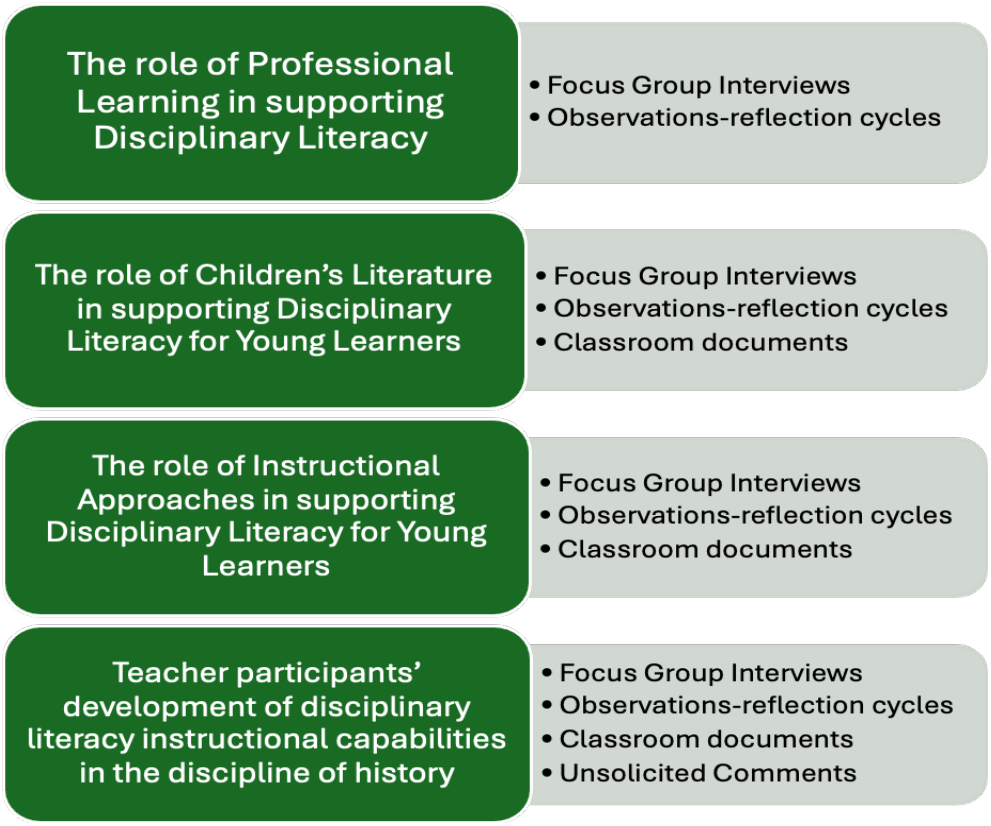


Figure 9 Four Pedagogical Assertions

In the following sections, these three assertions are explored and related to how they support or extend the current literature.

The Role of Professional Learning in supporting Disciplinary Literacy

The first assertion that emerged in this study indicated specific professional learning components support disciplinary literacy instruction, particularly in the elementary classroom. This assertion supports the current literature on the role of professional learning in supporting disciplinary literacy. According to Brock et al. (2014), it is imperative to support educators through strong initial preparation and ongoing professional development as professional learning plays a critical role in equipping educators with the knowledge, strategies, and mindset needed to support students' disciplinary literacy development. According to Wilder et al. (2021), student improvement in disciplinary literacy practice "hinges on the ability to design responsive and impactful professional learning for teachers" (p. 240). The current literature also states that effective professional learning is interactive, sustained, and customized to meet teachers' needs (Nash 2010; Stewart 2014). Further, effective professional learning encourages teachers to take responsibility for their own learning while providing opportunities to practice what they are learning in their own teaching contexts (Nash 2010; Stewart, 2014). Nash (2010) outlines six key characteristics of effective professional learning workshops: 1) PLW is tied to specific content and standards; 2) PLW incorporates active learning; 3) PLW is job-embedded; 4) PLW is collaborative; 5) PLW provides models; and 6) the PLW includes coaching.

Consistent with these findings, the first assertion that emerged in this study confirms professional learning supports disciplinary literacy instruction, particularly in the elementary

classroom. The designed PLW included various components that contributed to the teacher participants' understanding and application of the instructional approaches and children's picturebooks used in this study to support disciplinary literacy learning in K-2 classrooms. Results indicate that specific PLW components contributed to the teacher participants' understanding and application of the instructional approaches and children's picturebooks to support disciplinary literacy learning, because they provided teacher participants and myself dedicated time to meaningfully engage in content and respond thoughtfully throughout the duration of the PLW. The PLW components include a collaborative/interactive approach, customizing to meet teacher needs, and classroom observation-reflection cycles. Each of these PLW components were intentionally designed to help elementary school teachers develop their disciplinary literacy instructional capabilities in the discipline of history.

The Role of Children's Literature in supporting Disciplinary Literacy for Young Learners

The second assertion that emerged in this study indicated the children's literature content included in the PLW provided teacher participants with opportunities to apply and implement the disciplinary literacy content into their first- and second- grade classrooms. Specifically, teacher participants utilized various components of the selected picturebooks to make disciplinary literacy accessible for their first- and second- grade students. The picturebook components included the interplay between text and images and various peritextual features. The picturebook components included the interplay between text and images, along with various peritextual features. These image-focused elements are developmentally appropriate for first- and second-grade students, who are still developing foundational reading skills (Sipe, 2008).

The assertion of children's literature, particularly nonfiction and historical fiction, supporting disciplinary literacy for young learners aligns with the current literature that focuses on children's literature for discipline specific purposes. For example, Almerico (2013) explains that historical information found within the pages of a quality picturebook can transport readers or listeners to another time, place, or situation. The literature also states that quality picturebooks that include historical information can support the development of young readers' perspectives and interpretations of the historical topics addressed (Almerico, 2013; Demoiny & Ferraras-Stone, 2018; Vacca & Vacca, 2005). Further, the literature also emphasizes the ways in which analyzing images can heighten students' awareness of the important interplay between text and image (Guo et al., 2018; Sipe, 2008; Youngs, 2012). Specifically, for students in the early grades, visual materials—images and photographs, including primary sources—tap into a wider range of historical information than activities based solely on oral or written language (Barton, 2001; Stanford History Education Group, 2022).

The assertion of children's literature supporting disciplinary literacy for young learners extends the current literature by suggesting that children's literature can provide opportunities for young learners to engage in the disciplinary literacy practices of historians. Results of this study indicate that children's literature from various genres including historical fiction, nonfiction, and biography, provided opportunities for first- and second- grade students to engage in each of the disciplinary literacy practices of historians including sourcing, contextualizing, corroborating, analyzing images, and close reading.

This assertion also supports and extends the current literature on the multimodality of picturebooks. When reading picturebooks focused on historical events, the current literature explains the importance for students to understand that historical images carry the visual narrative, and that individual images and icons embedded within full illustrations also contain meaning (Youngs, 2009). The visual imagery in picturebooks, even at a cursory glance, conveys the context or time and place of historical events with more description than is often attended to in picturebooks (O'Neil, 2011). Thus, the careful inspection of both text and image yields a greater understanding of the whole than either could do independently as text and images metaphorically "dance" together (Sipe, 2008).

Consistent with these findings, results of this study indicate the interplay between text and images found in the historical fiction, nonfiction, and biography picturebooks included in this study can support disciplinary literacy for young learners. To extend the current literature, results of this study confirm the careful inspection of the interplay between text and images can support students in sourcing, contextualizing, corroborating, and close reading as they develop the specialized ways of reading, writing, and thinking in the discipline of history (Hughes & Graff, 2023). Results also suggest teachers serve as a significant support for first- and second-graders, providing students with opportunities to share their expertise in reading images and connecting them to print that the young readers are still learning.

Lastly, the assertion of children's literature supporting disciplinary literacy for young learners extends the current literature on the peritextual features of picturebooks to support disciplinary literacy for young learners. The current literature focuses primarily on the

peritextual features found in nonfiction children's literature. Specifically, Martinez et al. (2016) suggests using peritextual features, such as dust jackets and title pages, and notes for reading in class because these peritextual elements include information that readers can use to better comprehend discipline specific content. In a similar finding, Bluestein (2010) states that examining the peritext in nonfiction literature could help children to better comprehend the text and points out that sometimes the information found in the peritext may not be directly aligned with the book's main content. Likewise, peritexts can help develop readers' critical thinking skills, which helps them to evaluate the credibility of information presented in the books themselves (Gross et al., 2016). Gill (2009) also emphasizes the importance of using multiple sources to evaluate the accuracy and authenticity of children's nonfiction literature.

To extend these findings, the results of this study indicate peritextual features such as the front and backmatter, of the historical fiction, biography, and nonfiction picturebooks, supported teacher participants in modeling the disciplinary literacy practices of sourcing and corroborating while also engaging first- and second- grade students in these practices.

The Role of Instructional Approaches in supporting Disciplinary Literacy for Young Learners

The third key assertion emerging from the dominant themes identified in this study centers on the significance of instructional approaches in supporting disciplinary literacy among young learners. Instructional approaches such as interactive read alouds, classroom discussions, vocabulary instruction, and annotating were found to play a supportive role in making disciplinary literacy accessible in first- and second-grade classrooms.

This assertion supports the current research on the role of instructional approaches in supporting disciplinary literacy for young learners. For example, Brock et al. (2014) explains elementary teachers should implement effective instructional approaches that reflect the various types of meaning-making processes required to support students in developing disciplinary literacy skills and learning (Brock et al., 2014). Some of these instructional approaches include interactive read-alouds, annotating, synthesizing, vocabulary instruction, argumentative writing, paired texts, and classroom talk and discussion. These instructional approaches are commonly used across K-2 classrooms; however, when tailored purposely to meet the discipline-specific demands in the field of history, they can provide students with authentic learning experiences and support their disciplinary literacy learning (Brock et al., 2014).

To extend these findings, the results of this study indicate the disciplinary literacy content incorporated into the designed PLW were applied or implemented across each of the teacher participants' instructional practices by adopting and utilizing specific instructional approaches. Teachers' knowledge of instructional approaches provided a foundation that enabled them to engage more deeply into disciplinary literacy. Specifically, data suggests disciplinary literacy practices were applied or implemented in the teacher participants' instructional practice through four of the focal instructional approaches during the disciplinary literacy lessons taught throughout the duration of this study. The four instructional approaches that were applied or implemented include interactive read alouds, classroom talk and discussion, vocabulary, and annotating.

Results also indicate disciplinary literacy practices were not applied or implemented through the instructional approach of argumentative writing; therefore, this instructional approach did not directly support disciplinary literacy in the first- and second-grade classrooms during the disciplinary literacy lessons taught throughout the duration of this study. In addition, results suggest that teachers who may be unversed in interactive read alouds or classroom talk and discussion might benefit from additional professional development.

Teacher Participants' Development of Disciplinary Literacy Instructional Capabilities in the Discipline of History

The fourth and final assertion that arose from the dominant themes collected during this study focuses on the ways in which a professional learning can help elementary school teachers develop their disciplinary literacy instructional capabilities in the discipline of history.

Results of this study indicate both successes and challenges experienced by the teacher participants as a result of the designed PLW. These successes and challenges contributed to the teacher participants' development of disciplinary literacy instructional capabilities in the discipline of history. Both successes and challenges occurred throughout the intervention as the teacher participants experienced PLW components and applied or implemented PLW content into their instructional practice.

Specifically, teacher participants experienced success in developing a newly found confidence in their capabilities to individually and collaboratively design and teach disciplinary literacy lessons in their first- and second-grade classrooms. These disciplinary literacy lessons combined the utilization of children's literature and instructional approaches to explicitly model

and provide opportunities for students to engage in the specialized ways of historical reading, writing, and thinking while also identifying the value and importance of doing so.

Teacher participants experienced challenges when applying or implementing PLW content into their instructional practice. It is important to note that the challenges experienced by the teacher participants were addressed throughout the phases of this study by modifying the PLW accordingly. Thus, the successes and challenges experienced by the teacher participants offer valuable insight into addressing the guiding research question of this study: How can a Professional Learning Workshop (PLW) help elementary school teachers develop their disciplinary literacy instructional capabilities in the discipline of history? This will be further detailed in the following sections of implications and recommendations.

Implications for Design-based Research and Professional Learning

This dissertation study demonstrates the significant role that design-based research (DBR) can play in designing professional learning to support classroom practice. By utilizing DBR, I was able to design, implement, and iteratively refine a PLW that directly addressed the instructional needs of elementary teachers working to integrate disciplinary literacy into their first- and second-grade classroom. Specifically, DBR provided a flexible, responsive framework that supported and sustained collaboration with teacher participants, allowing for real-time adjustments based on participant feedback, classroom observations, and the evolving needs of each teaching context.

DBR allowed me to work alongside teachers as co-learners, emphasizing the importance of practitioner knowledge in the research process. This collaborative approach honored the

expertise of teachers while also creating space for them to actively construct and apply new knowledge within their own classrooms. The iterative cycles of design, implementation, reflection, and revision provided a dynamic structure through which the PLW could continuously improve as modifications were made to better support teacher learning and the instructional goals of the PLW.

The implications for DBR suggest that it is particularly well-suited for educational studies that aim to address complex, context-dependent instructional challenges such as beneficial professional learning to support disciplinary literacy for young learners. DBR's emphasis on iterative design and researcher-practitioner collaboration ensures that interventions are not only theoretically sound, but also practically relevant and adaptable to real-world classroom settings. This study contributes to the growing body of DBR literature by demonstrating the ways in which DBR can facilitate the development of professional learning experiences that are impactful and directly responsive to the needs of educators.

For professional learning, this study emphasizes professional learning must move beyond isolated, lengthy, one-time workshops to become interactive, collaborative, and job-embedded. Professional learning that is responsive to teachers' individual contexts, integrates discipline-specific tools and strategies, and fosters collaborative inquiry is more likely to lead to meaningful instructional shifts. The findings from this study support the call for professional learning that includes cycles of practice, reflection, and refinement, providing teachers with the dedicated time, space, and support necessary to integrate new approaches into their daily instruction.

This study offers evidence of a designed PLW that included various components that contributed to the teacher participants' understanding and application of instructional approaches and children's picturebooks to support disciplinary literacy learning in K-2 classrooms. The PLW components that contributed to the teacher participants' understanding and application of the instructional approaches and children's picturebooks included the collaborative/interactive approach, customizing to meet teacher needs, and classroom observation-reflection cycles that were included throughout the PLW. Further, the results of this study also suggest it is imperative when designing and facilitating professional learning to a provide a plethora of resources, customize learning experiences and content to fit the needs of participants and their specific teaching contexts, while remaining flexible to adjust or modify content based on feedback from participants.

Additionally, this study highlights the importance of designing professional learning experiences that build teachers' confidence and competence in implementing disciplinary literacy practices. By providing opportunities to engage in the analysis of children's picturebooks, co-construct lessons, and apply instructional approaches that are developmentally appropriate, professional learning can empower teachers to support young learners in engaging with complex disciplinary thinking.

These implications for professional learning are significant because, the previously mentioned PLW components are possible avenues that can help teacher educators, researchers, and elementary school teachers design responsive and impactful professional learning that

supports disciplinary literacy in K-2 classrooms. This implication contributes to the gap in research focused on exploring how K-2 teachers are prepared to attend to the literacy demands of the disciplines while also exploring the ways in which professional learning might support disciplinary literacy learning in K-2 classrooms. This problem is of importance and must be addressed as Howell et al. (2021) explains "professional learning is a necessary part of disciplinary literacy in order for teachers to understand how to integrate content and literacy" (p. 12).

In summary, this research underscores the potential of design-based research to inform the design of impactful professional learning experiences and provides actionable insights for teacher educators, school leaders, and researchers seeking to support sustained disciplinary literacy learning in the elementary classroom.

Implications for Disciplinary Literacy in K-2 Classrooms

I conducted this dissertation study, in part, as a response to the limited empirical literature focusing on interventions aimed at developing disciplinary literacy, particularly in history, in K-2 classrooms. In addition to the design and facilitation of the PLW, this study highlights the use of children's literature and instructional approaches to explicitly model and provide opportunities for students to engage in the specialized ways of reading, writing, and thinking in the discipline of history. The retrospective analysis reinforced the potential of both children's literature and instructional approaches as effective entry points or steppingstones for making disciplinary literacy accessible in K-2 classrooms. Specifically, the present study suggests incorporating historical fiction, nonfiction, and biography picturebooks through

interactive read alouds, annotating, vocabulary, and classroom talk and discussion to model and engage young leaners in sourcing, corroborating, contextualizing, analyzing images, and close reading.

These implications are significant because, much of the research surrounding disciplinary literacy is focused on middle school, high school, (Shanahan & Shanahan, 2014) and upper elementary grades 4-5 (Hughes 2021; Moje, 2007; Wilson-Lopez & Gregory, 2015; Burke & Kennedy, 2024). As a result of the limited amount of research exploring disciplinary literacy in the early elementary grades, the present study focused on doing so in two first-grade classrooms and one second-grade classroom by incorporating children's literature and instructional approaches to explicitly model and provide opportunities for students to engage in the specialized ways of reading, writing, and thinking in the discipline of history. These implications are consistent with Young's (2009) conclusions that children's literature can provide teachers with an engaging collection of resources to effectively integrate a wide array of texts that reflect various genres and purposes into their instruction. Further, these implications align with the understanding that integrating historical content with instructional approaches enables students to engage in the same processes employed by disciplinary experts (Spires et al., 2016).

Recommendations for Classroom Practice

DBR interventions seek to provide practical guidance for practitioners as well as add to existing empirical literature. This study offers recommendations for elementary school teachers, teacher educators, and researchers interested in integrating a similar intervention into their classrooms:

1. When designing professional learning to support disciplinary literacy learning in the elementary school, it can be helpful to include components that allow teacher participants to interact and collaborate with the facilitator and each other. Customizing professional learning experiences and content to fit the needs of participants and their specific teaching contexts.

    a. Professional learning to support disciplinary literacy can occur in a brief, but dedicated amount of time (e.g. six thirty-minute PLW sessions).

2. When facilitating professional learning to support disciplinary literacy learning in the elementary school, it can be helpful to provide opportunities for teacher participants to be observed applying or implementing content. Providing opportunities for teacher participants to give feedback and reflect on their practice while remaining flexible to adjust or modify professional learning content based on this feedback from participants can also be helpful.

3. To support disciplinary literacy learning in the elementary school classroom, teachers might combine the use of children's literature and developmentally appropriate instructional approaches to make disciplinary literacy learning accessible.

    a. To explicitly model and engage young learners in the disciplinary literacy practices of historians, teachers might utilize the interplay between

text and images and the peritextual features found in historical fiction, nonfiction, and biography picturebooks.

b. To purposely tailor instruction to meet the discipline-specific demands in the field of history, teachers might implement instructional approaches such as interactive read aloud, annotating, vocabulary, and classroom talk and discussion provide students with authentic learning experiences and support disciplinary literacy learning.

Future Research

A consideration for future research would be to implement the designed PLW in various contexts to further the results of this design-based intervention. For example, the designed intervention of the professional learning workshop might be replicated in pre-kindergarten or kindergarten classrooms as the present study was conducted in both first- and second-grade classrooms. Doing so would extend the current findings of this dissertation study to consider how the professional learning workshop might support elementary teachers who teach the youngest learners.

In the future, the next iteration of the designed PLW will adhere to the modifications suggested by the results of the present study. For example, it became evident that argumentative writing in first-grade may require modification and, developmentally, may not resemble the argumentative writing typically expected in upper elementary grades. Teacher participants found that supporting young learners in making a claim and justifying it with evidence was challenging, as students at this stage are still developing foundational writing, reasoning, and

stamina. As such, argumentative writing in early elementary classrooms may be more appropriately approached through scaffolded supports, such as sentence frames, oral discussions, and guided writing tasks that emphasize forming and stating an opinion and providing simple justification. Rather than expecting fully developed arguments with multiple sources or extended written responses, first-grade argumentative writing may instead focus on helping students make initial connections between their thinking and the text, which aligns with the goals of supporting disciplinary literacy practices at a developmentally appropriate level. This recognition is important in shaping future iterations of the designed PLW and in understanding how instructional approaches, such as argumentative writing, must be adapted to meet the needs of young learners while still introducing them to critical disciplinary literacy practices.

The next iteration would also adjust and modify the PLW content to include a writing component on the disciplinary literacy lesson plan template to provide an additional opportunity to support students in writing like historians as they corroborate information, justify claims, and form interpretations. Finally, the next iteration would be further customized to include one or more mock lesson activities in which teacher participants participate in a disciplinary literacy lesson as elementary students would to better understand the planning process, how to better identify opportunities for disciplinary literacy in the picturebooks, and how to better prepare students for thinking, reading, and writing for historical purposes during the interactive read aloud lessons.

One component to the present study I am interested in strengthening is the PLW content focused on the instructional approach of argumentative writing as this instructional approach did

not directly support disciplinary literacy in the first- and second-grade classrooms during the disciplinary literacy lessons taught throughout the duration of this study. Future research would be beneficial to better understand best practices to support young learners in grades K-2 in writing for historical purposes (e.g. gathering information, forming an opinion, stating a claim, supporting claims with evidence, and citing sources properly) and writing to an audience beyond themselves.

Another component to the present study I am interested in strengthening is to create a resource or framework, to support elementary school teachers in analyzing children's literature for opportunities for disciplinary literacy in the discipline of history and/or across the disciplines (e.g. science, mathematics, and literature). Creating such a resource or framework could provide elementary school teachers with support and potentially lead to providing more opportunities to engage young learners in disciplinary literacy.

Closing

This DBR study explored a designed PLW focused on integrating instructional approaches and children's picturebooks to support disciplinary literacy in the elementary classroom. Results indicated that a professional learning workshop can help elementary school teachers develop their disciplinary literacy instructional capabilities in the discipline of history through implementing children's literature and instructional approaches. Overall, this study offers evidence of a PLW that included various components that contributed to the teacher participants' understanding and application of the instructional approaches and children's picturebooks to support disciplinary literacy learning in K-2 classrooms. Additionally, the

present study highlights the use of children's literature and instructional approaches to explicitly model and provide opportunities for students to engage in the specialized ways of reading, writing, and thinking in the discipline of history. Yet, further consideration and more interventions and research in K-2 classrooms are needed to better understand how disciplinary literacy may best be integrated into instruction and into pre-service teacher education.

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APPENDIX A

Pre-Focus Group Questionnaire

1. Name
2. List your gender and pronouns.
3. List your race and ethnicity.
4. List the city/state of the school in which you teach.
5. How many years have you been teaching?
6. How many years have you been teaching in grades K-2?
7. How many years have you been teaching at your current school?
8. What comes to your mind when you think of disciplinary literacy? Can you provide an example or definition?
9. What is your current comfort level with creating or designing history lessons that integrate disciplinary literacy skills such as sourcing, corroborating, and contextualizing?
10. When do you and your students engage in sourcing, corroborating, or contextualizing in the discipline of history, if they do?
11. In your teacher education program (or as part of the district's required professional learning) have you taken a class on disciplinary literacy?
12. How do you think children's literature can be used to model specific disciplinary literacy skills such as sourcing, corroborating, and contextualizing, if you do?

APPENDIX B

Focus Group One Protocol

Adapted from Hall (2020).

Introduction: Hello everyone! Thank you all for allowing me to speak with you today. My name is Tori Hughes and I'm the moderator for today's focus groups discussion. Today is a chance for you to share elaborate on your experiences with disciplinary literacy and as well as various instructional approaches and resources that might support disciplinary literacy in the elementary classroom that you have may have mentioned in the questionnaire. The purpose of this research is to explore the ways in which a professional learning workshop (PLW) focused on developing teachers' disciplinary literacy instructional capabilities for elementary school grade children (K-2). Specifically, the PLW will include analyzing children's picturebooks and designing history lessons that integrate discipline specific instructional approaches to apprentice elementary students in reading, writing, and thinking like historians.

Ground Rules: Before we get started, I would like to remind everyone that the consent form which you signed acknowledges that your answers are confidential. If I ask any questions that you would rather not answer, feel free to say so and I will gladly move on to a different question. The focus group will last about 45 minutes, and it will be audio recorded. Please turn off or silence any mobile devices/phones. Also, please speak one at a time in a clear voice. Does anyone have any questions before we begin?

Topic: Disciplinary Literacy

Today I'd like to touch upon something you shared with me in your questionnaire—your thoughts and experiences about disciplinary literacy….

1. What comes to your mind when you think of disciplinary literacy?
    1. If someone were to ask you what literacy skills historians often use, what would you say?
2. What does disciplinary literacy look like in the grade level in which you teach?
    1. How is disciplinary literacy incorporated into each grade level standards?
3. What are the ways in which you integrate literacy into the disciplines of history and/or social studies?
    1. Do your students engage in sourcing, corroborating, or contextualizing in the discipline of history?
    2. Do you think these disciplinary literacy skills will support students in reading, writing, and thinking like historians? Why or why not?
4. Focusing exercise: On a scale of one to ten, with ten being the best, how would you rate your current comfort level with creating or designing history lessons that integrate disciplinary literacy skills?
    1. Why not a higher number? Why not a lower number? Can you elaborate on why you feel this way?

Instructional Approaches

1. What types of instructional approaches do you use to teach in the discipline of history?

    1. Of these, which are most effective? Efficient? Appeal the most to you and your students?
2. What is your current comfort level with integrating interactive read alouds, annotating, synthesizing, into history curriculum?
3. What is your current comfort level with integrating vocabulary instruction, classroom talk, and argumentative writing into history curriculum?
4. Do you anticipate any challenges of implementing these instructional approaches into your history curriculum?
    1. Why or why not?

Resources

1. What types of instructional materials do you use to teach in the discipline of history?
    1. Of the materials shared, are any of these mandated by your school or district?
2. Do you use children's literature such as historical fiction, biographies, or nonfiction in your history curriculum?
    1. If so, how?
3. Do you think children's literature can be used to model specific disciplinary literacy skills such as sourcing, corroborating, and contextualizing through interactive read alouds?
    1. If so, how?
    2. Can you describe a time that you have done this?

4. Do you anticipate any challenges of implementing children's literature into your history curriculum? Why or why not?

Closing: I greatly appreciate each of you taking the time to talk and share your experiences with me. Is there anything else you would like to share that we have not covered?

Adapted from Hall (2020).

APPENDIX C

Focus Group Two Protocol

Introduction: Hello everyone! Thank you all for meeting with me this evening! This is our second focus group interview, and the purpose of our time together today will be to share and elaborate on your experiences and learning during the first three workshop sessions. Data collected during this focus group will be used to adapt and gather feedback about the first three workshop sessions and will determine how we proceed moving forward. While we are together today, we can discuss the content and components of the workshop, reflect on lessons, classroom observations, and consider successes or challenges experienced or overcome so far.

Ground Rules: Before we get started, I would like to remind everyone that your answers are confidential. If I ask any questions that you would rather not answer, feel free to say so and I will gladly move on to a different question. The focus group will last about 45 minutes, and it will be audio recorded. Also, please speak one at a time in a clear voice. Does anyone have any questions before we begin?

Open Discussion:

1. What topics from the PLW sessions or your own lessons created during the PLW would you like to begin with?

Professional Learning Workshop Sessions:

1. Thinking about what we have covered in our first few PLW sessions, what has stood out the most to you (and why)?
2. How has the structure of the PLWs worked or not worked for you?
    1. I'd love to hear more about ~~~. Can you elaborate (or tell or share) more about that?
3. How are the contents of the PLWs being integrated into your teaching, if they are?
4. Which PLW components have helped you understand and apply the instructional approaches and picturebooks, if they have?
5. Thus far, how have the instructional approaches and /or picturebooks supported disciplinary literacy learning, if they have?
6. What are your thoughts about creating and designing the interactive read aloud lesson plans?
    1. Thinking back to the creating/designing process, what aspects were challenging? Enjoyable? Helpful?
7. Moving forward, what would you like to see included in the remaining PLWs? How can I support you?
    1. How do you see yourselves supporting each other as we continue?

Teachings:

1. Which of the instructional approaches (Interactive Read Aloud, Vocabulary, and Classroom Talk/Discussion) have you found most useful for meeting the lesson objectives of sourcing and contextualizing?

2. What has worked when implementing these instructional approaches into your literacy block?
3. What have been some challenges of implementing these instructional approaches into your literacy block?
    1. How did you work through these challenges?
    2. What can I do to support you in overcoming these challenges as we move forward with our professional learning?
4. Describe how you have modeled disciplinary literacy practices such as sourcing/contextualizing through interactive read alouds, if you have?
5. How did you modify the lesson plan during the actual teaching of the lesson, if you did?

Closing: I greatly appreciate each of you taking the time to talk and share your experiences with me. Is there anything else you would like to share that we have not covered?

APPENDIX D

Focus Group Three Protocol

Introduction: Hello everyone! Thank you all for meeting with me this evening! This is our last focus group interview, and the purpose of our time together today will be to give you all an opportunity to discuss content and components of the workshop, reflect on classroom observations, and consider successes and challenges experienced or overcome. Data collected during this focus group will be used to consider the workshops' success related directly to the study's overall goal of supporting your disciplinary literacy instruction in history.

Ground Rules: Before we get started, I would like to remind everyone that your answers are confidential. If I ask any questions that you would rather not answer, feel free to say so and I will gladly move on to a different question. The focus group will last about 45 minutes, and it will be audio recorded. Also, please speak one at a time in a clear voice. Does anyone have any questions before we begin?

Professional Learning Workshop Sessions:

1. Thinking about what we have covered in our last three PLW sessions, what has stood out the most to you (and why)?
2. How has the structure of the PLWs worked or not worked for you?
    1. I'd love to hear more about ~~~. Can you elaborate and share more about that?

3. How are the contents (e.g. Disciplinary Literacy Practices, Resources (Lesson plan templates, Text set)) of the PLWs being integrated into your teaching, if they are?
    1. What have you been able to accomplish that maybe you couldn't do before?
    2. How did that happen?
    3. How did that go, can you provide an example?
4. What have you noticed about your Disciplinary Literacy lessons throughout the PLW?
    1. What have you noticed about students engaging in disciplinary literacy throughout the PLW?
5. Which PLW components (e.g. Interactive/Collaborative Approach, Customizable to Meet Teacher Needs, Observation Reflection Cycle) have helped you understand and apply the instructional approaches and picturebooks, if they have?
6. How have the instructional approaches (e.g. Interactive Read Aloud, Vocab, Classroom Talk/Discussion, Paired Text, Annotating, Synthesizing, Argumentative Writing) supported disciplinary literacy learning in history, if they have?
    1. and /or picturebooks?
7. Thinking back to the lesson planning/creating/designing process, what aspects were challenging? Enjoyable? Helpful?
    1. Do you feel as if you have grown in this area? Why or why not?
8. Moving forward, what would you like to see included in the workshop, if we were to do this again in the future?
    1. How do you see yourselves supporting each other in the future?

Teachings:

1. Which of the instructional approaches (e.g. Paired Texts, Annotating, Synthesizing, and Argumentative Writing) have you found most useful for meeting the lesson objectives of analyzing images, close reading, and corroborating?
2. What has worked or been successful when implementing the instructional approaches of Paired Texts, Annotating, Synthesizing, and Argumentative Writing into your literacy block?
3. What have been some challenges of implementing instructional approaches such as Annotating, Synthesizing, and Argumentative Writing into your literacy block?
    1. How did you work through these challenges?
    2. What could be incorporated into the workshop to support these areas?
4. Describe how you have modeled disciplinary literacy practices such as analyzing images/close reading/corroborating through interactive read alouds, if you have?
5. How did you modify the lesson plan during the actual teaching of the last three lessons, if you did?
6. If you were to design a PLW for your colleagues, what aspects or suggestions would you include in the PLW?

Closing: I greatly appreciate each of you taking the time to talk and share your experiences with me. Is there anything else you would like to share that we have not covered?

APPENDIX E

Focus Group One Coding Example

	A	B	C	D	E	F	G	H	I	J	K	L
1	**Data Source**	**Example/Excerpt**	**NDL**	**KDL**	**APLW**	**KCL**	**EDL**	**NPLDL**	**KIA**	**Other Important Noticings/Comments**	**Codes**	**Description**
2	FG1	Shelly (1:49) I think of using literature in different subject areas, not just for teaching reading, but in math, science and social studies and bringing that in in all areas, subject areas.	☑	☐	☑	☐	☐	☐	☐	address definition and provide exmaples of DL in PLW, it is NOT content area literacy	**NDL**	The need for disciplinary literacy
3	FG1	Tama (02:01): Yeah, that's what I put on that questionnaire too. Pretty much. And I remember when we did it the first time you said a lot like you want them to think like a historian, so when using it in history, think that way.	☐	☑	☐	☐	☐	☐	☐	Thinking like a historian = DL (participant is referring to previous study)	**KDL**	knowledge of disciplinary literacy
4	FG1	Mel (02:19): And I think it's really important, like at our students age to start building that just because they don't have a foundational skill of just like learning to write, how to talk, then they won't really have an idea or a foundation at all for when they go on to like older grades. And it's so important. And I feel like this is a skill where kids really don't pick up on they don't really learn how to write	☑	☐	☐	☐	☐	☑	☐		**APLW**	Address in topics in upcoming PLWs

APPENDIX F

Modification to Disciplinary Literacy Lesson Plan

Disciplinary Literacy Lesson Plan

<table>
<tr><td>Grade Level:</td><td>Discipline:
History</td><td colspan="4">Historical Content Addressed:</td></tr>
<tr><td colspan="6">Disciplinary Literacy Skills Supported:</td></tr>
<tr><td>Picture book:</td><td>Common Core State Standards addressed:</td><td colspan="4">Interactive Read Aloud (Whole Group: 30 min.)</td></tr>
<tr><td></td><td>History:

ELA:</td><td>Purpose for reading:
Reading like a Historian: Using disciplinary literacy practice of….

Prompting during reading:
• Opening:
• Opening:

Vocabulary:
• Opening:
• Opening:</td><td>Model thinking while reading:
• Opening:
• Opening:
• Opening:
• Front/end papers:</td><td>Questions to facilitate talk/discussion before/during/after reading:
(Encourage students to justifying claims with evidence, form perspectives, develop interpretations)

1.
2.
3.
4.</td><td>Writing in response to reading:
(Encourage students to justifying claims with evidence, form perspectives, develop interpretations)

Modification: Adding Writing Component</td></tr>
</table>