

Washington State University

College of Education

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Will defend the dissertation

Date: April 22, 2020

Time: 1:00 P.M.

Location: Zoom by request

Faculty, students and the general public are encouraged to attend.

**SCRIPTED READING CURRICULUM: FRIEND OR FOE? AN IN-DEPTH LOOK AT ONE
CORE READING PROGRAM'S THIRD GRADE STRAND**

Chair: Jane Kelley

For over a century, many schooling systems utilized some form of core reading programs. Many elementary schools throughout the United States continue to use core reading curricula as the primary curriculum for literacy instruction. Historically, core reading curricula are controversial for their effectiveness in including well-established literacy and instructional strategies in their content. This study adds to the scholarship on core reading programs and focuses on a lesser-known core reading program, Bookshop, because there is a shortage of research on Bookshop. While not considered a popularly marketed program, many schools and states use Bookshop; thus, the program warrants attention in research scholarship. The researcher analyzed 105 lesson plans of two editions of Bookshop (2008/2015) for the inclusion of phonemic awareness, phonics, oral reading fluency, vocabulary, and comprehension strategies. Analyses include qualitative examples from particular lessons in the program that represent phonemic awareness, phonics, and fluency content and methods, as well as frameworks for analyzing vocabulary and comprehension strategies. Findings reveal that minimal attention was given to phonemic awareness (1%) and phonics (30%), whereas many lessons included oral reading fluency practice (88%) and all lessons included vocabulary (100%) and comprehension strategy (100%) instruction. Implications regarding the need for teachers to explore reading opportunities and texts in addition to core reading programs are discussed, as well as future research endeavors that could target all literacy and assessment components of core reading programs. With more in-depth analyses of programs' content published, curriculum specialists, administrators, and educators may make better-informed decisions about adopting and using specific core reading programs.