Boise State University  
Teacher Education Course Syllabus  
Fall Semester 2015

Course:  Content Literacy
Course Number:  ED-LTCY 444  Schedule:  T & TH 1:30-2:45
Instructor:  Roger A. Stewart, Ph.D.  Office:  E505
E-mail: rstewar@boisestate.edu  
Telephone:  323-4977
Office Hours:  By appointment

Conceptual Framework: The Professional Educator
Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn, educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve learners as reflective practitioners, scholars and artists, problem solvers, and partners.

Texts:  No required texts for the course. You will be assigned a series of articles that are available on the course Blackboard site. See the list of articles below.

Standards/Indicators Addressed:

<table>
<thead>
<tr>
<th>Core Standards/Indicators Addressed (Pre-service Undergraduate/Graduate)</th>
<th>IRA/NCTE Standards/Indicators Addressed (Graduate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Knowledge of Subject Matter—The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.</td>
<td>2.1 Use instructional grouping options (individual, small group, whole class, and computer based) as appropriate for accomplishing given purposes.</td>
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<td>2. Knowledge of Human Development and Learning—The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.</td>
<td>2.2 Use a wide range of instructional practices, approaches and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds.</td>
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<tr>
<td>3. Modifying Instruction for Individual Needs—The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs.</td>
<td>2.3 Use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing developments and from different cultural and linguistic backgrounds.</td>
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<tr>
<td>4. Multiple Instructional Strategies—The teacher understands and uses a variety of instructional strategies to develop students’ critical thinking, problem solving, and performance skills.</td>
<td>4.1 Use students’ interests, reading abilities, and backgrounds as foundations for the reading and writing program.</td>
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<tr>
<td>5. Classroom Motivation and Management Skills—The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</td>
<td>4.2 Use a large supply of books, technology-based information, and non-print materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.</td>
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<td>6. Communication Skills—The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.</td>
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<tr>
<td>7. Instructional Planning Skills—The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.</td>
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</table>
8. Assessment of Student Learning—The teacher understands, uses and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

9. Professional Commitment and Responsibility—The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

10. Partnerships—The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.

Methodologies Used:

<table>
<thead>
<tr>
<th>Class Activities Used</th>
<th>Assessment Methods Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Memory assignment</td>
<td>Rubric evaluation of narrative, class discussion</td>
</tr>
<tr>
<td>CORE: 1, 2, 4, 9</td>
<td>IRA: 2.2, 4.1</td>
</tr>
<tr>
<td>Notes/reflections from reading</td>
<td>Scoring guide of notes/reflection, class discussion</td>
</tr>
<tr>
<td>CORE: 1, 3, 4, 5, 6, 7, 8</td>
<td>IRA: 2.2, 2.3, 4.1, 4.2</td>
</tr>
<tr>
<td>Reaction paper</td>
<td>Rubric evaluation of paper</td>
</tr>
<tr>
<td>CORE: 1, 4, 7, 9</td>
<td>IRA: 2.2, 2.3, 4.1</td>
</tr>
<tr>
<td>Standards, ISAT test with discussion</td>
<td>Informal assessment, class discussion</td>
</tr>
<tr>
<td>CORE: 8, 9</td>
<td>IRA: 2.2</td>
</tr>
<tr>
<td>Multiple texts/multiple literacies</td>
<td>Informal assessment, class and small group work</td>
</tr>
<tr>
<td>CORE: 1, 3, 5, 6, 7</td>
<td>IRA: 2.2, 2.3, 4.1, 4.2</td>
</tr>
<tr>
<td>Text readability</td>
<td>Informal assessment, class discussion, Content Reading Investigation report</td>
</tr>
<tr>
<td>CORE: 3, 8</td>
<td>IRA: 2.3, 4.1</td>
</tr>
<tr>
<td>Comprehension strategies</td>
<td>Informal assessment, class and small group work</td>
</tr>
<tr>
<td>CORE: 3, 4, 5, 7</td>
<td>IRA: 2.1, 2.2, 4.1</td>
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</table>

Commitment to Diversity:
- Students analyze and describe literacy strategies to use with diverse learners.
- Students work with a wide range of print, electronic, and non-print resources related to a single topic.
- Students identify how to use knowledge of students, community, text, and resources to select, create, and/or modify teaching/learning strategies to maximize the learning/understandings of all students in their classes.

Commitment to Technology and Multiple Literacies:
- Students use computer programs and web sites to find text readability ratings.
- Students work with web sites for lesson ideas using multiple literacies.
- Students read articles on multiple literacies, and take notes, and write reflections on how this information connects to their content area subjects.
- Students locate professional journal articles from the Web and write a reaction paper.

Grading Procedures:

Points Assignment (See below for descriptions of assignments)
80 Project
50 Synthesis of Reading Paper
50 Idaho Core Standards, New Idaho Standards Achievement Tests (New ISAT), and SAT Support Log
10 Broadening the Text Base Activity
10 Cognitive Reading/Study Strategy Demonstration Activity
200 Total points

Attendance: Attendance at all class sessions is expected but it is understood that circumstances arise where attendance is not possible. As long as these instances do not become excessive (i.e., more than two instances during the semester), attendance won’t become an issue.

Grading: Course assignments will be evaluated on quality, scholarship, professional presentation, clarity of thought, and fulfillment of objectives and requirements. Overall course grades are determined on the following scale:

90 – 100%   A
80 - 89   B
70 - 79   C
60 - 69

Although I do provide due dates for all assignments, one way I try to accommodate student needs is to be flexible with assignment due dates. Please feel free to negotiate different dates with me at any time. If you want to turn something in early or late, that is fine. Just let me know and there will be no penalty. For example, I don’t expect more work to be invested in an assignment just because it is being turned in after the due date, even if the submission date is substantially past the due date.

Academic Integrity: Academic integrity is a requirement of all BSU students. Cheating or plagiarism is unacceptable. It is expected that if the student submits work in more than one course that the student will make the instructor aware of the synergistic work. Taking advantage of such opportunities is encouraged; however, it is expected that the products submitted will be more elaborate/complete/involved/refined than if they were submitted for a single course.

Submission of work completed by others without proper citation is considered a violation of academic honesty and may result in dismissal from the course or a grade of “F.” Use of professional sources of lesson plans and strategy applications is permitted. However, all such uses must be appropriately attributed by explicitly identifying the original source and if appropriate the copyright. This documentation of original sources is a requirement to meet the standards of academic integrity. Students are encouraged to use professional resources for ideas that they may creatively apply to new material, thus making the plan/project essentially their own.
### Tentative Course Calendar
**ED-LTCY 444, Fall 2015**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/25, 27, 9/1</td>
<td>Introductions, overview of course, content reading foundations, Idaho Core Standards, New ISAT</td>
</tr>
<tr>
<td>9/3, 8, 10</td>
<td>Complete College Idaho Plan (can be found in Topic #1 folder) &amp; foundations of reading</td>
</tr>
<tr>
<td>9/15</td>
<td>Topic #1</td>
</tr>
<tr>
<td>Note: No class on 9/17</td>
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<tr>
<td>9/22</td>
<td>Topic #2</td>
</tr>
<tr>
<td>9/24, 29</td>
<td>Topic #3</td>
</tr>
<tr>
<td>10/1, 6, 8</td>
<td>Topic #4 Broadening the Textbase and Demonstrations</td>
</tr>
<tr>
<td>10/13, 15, 20, 22</td>
<td>Topic #5</td>
</tr>
<tr>
<td>10/27, 29, &amp;</td>
<td>Topic #6 Cognitive Strategies and Demonstrations</td>
</tr>
<tr>
<td>11/3, 5, 10, 12</td>
<td></td>
</tr>
<tr>
<td>11/17, 19</td>
<td>Topic #7</td>
</tr>
<tr>
<td>12/1</td>
<td>Topic #8</td>
</tr>
<tr>
<td>12/3</td>
<td>Topic #9</td>
</tr>
<tr>
<td>12/8, 10</td>
<td>Topic #10 and Project Presentations</td>
</tr>
</tbody>
</table>

**Key Due Dates:**

- Standards and Assessment Support Log 11/10
- Project 11/17
- Synthesis of Reading paper 12/3
Assigned Articles

NOTE: All of these articles are available from the Blackboard site for this course. All of them are pdf’s except the article by Guthrie, which is a Word file.

NOTE: You don’t need to read all of the articles under a topic heading. Where topics contain more than two articles, if you read three or four that should be sufficient. But feel free to read as many as you like! I do request that the entire class read one or more articles from a folder. I will do this in two ways. Those articles listed below with an * before them should be read, but I might also ask that you read a particular article in a folder by providing advance notice via an email alerting you to my request.

NOTE: Usually under any of the following topics there are many other articles available that are not listed. If you feel like looking for articles that fit the topics but are more aligned to your interests, feel free to do so and substitute them for those I suggest below. A good source for articles is the Education Research Complete database available through Albertson Library.

**Topic Outline and Related Readings**

**Topic #1: History of Content Area Literacy and Secondary School Culture and Its Impact on Literacy Teaching and Learning**


NOTE: This is an old article but it provides a pretty good historical overview of where content reading came from.

NOTE: I don’t usually give out my own stuff to classes but this paper has been cited quite a bit through the years and it does provide a window into the resistance issue that has plagued the field throughout its history, even to the present day.

**Topic #2: The Reports and Position Statements That Have Influenced the Framing of Current Issues in the Adolescent Literacy Field**


**Topic #3: Content and Process Concurrently vs Isolated Reading Instruction: Is Every Teacher a Teacher of Reading?**

Fisher, D. & Ivey, G. (2005). Literacy and language as learning in content-area classes: A departure from "Every teacher a teacher of reading." Action in Teacher Education, 27(2), 3-11. NOTE: This article presents an alternative model to the “Every teacher a teacher of reading” model. It also does a nice job illustrating the resistance that the content area literacy movement has experienced since its inception.

Moje, E. (1996). “I teach students, not subjects”: Teacher-student relationships as contexts for secondary literacy. Reading Research Quarterly, 31(2), 172-195. NOTE: This article describes a high school chemistry teacher who includes content reading in her teaching. As you read this article, please compare it to the Fisher and Ivey article. Does the teacher Moje describes follow the tenets outlined in Fisher and Ivey or does she exemplify a different model for content area literacy?

**Topic #4: Broadening the Text Base**

NOTE: Like I said above, I don’t usually give my own work out in classes, but I am making an exception because I think the work Rosemary Palmer and I did represents a good overview of the
issues surrounding broadening the text base across all grade levels. It also is representative of some of the earlier work in nonfiction in primary grades.

NOTE: Nell Duke is one of the most prominent scholars and writers in the field of nonfiction text in the primary grades. This article provides the salient findings from her research and discusses why getting more nonfiction in primary grades is important. Read this one first.

NOTE: If you choose to read Rosemary’s and my papers about nonfiction, then I recommend you start with this one and read all three. This is the first study she and I did about nonfiction trade books. This study was in intermediate grades. What we found at this level, however, was also found a number of years later in the primary grades. The primary grade information is reported in the paper immediately below.

NOTE: Read this article second. It is the report of a study we did here in the valley of how nonfiction was used in primary grades. You will see similarities between it and the first article we did back in the mid 90’s.

NOTE: This article doesn’t report the results of a research study but instead provides a series of models that teachers can follow to help them use nonfiction in their primary grade classrooms.

NOTE: For the future English teachers in our class, this article talks about breaking the hegemony of the whole class novel in English classrooms. See what you think of their premise and assertions. The article is also important for all secondary teachers to read since the same argument could be made for the single textbook in content area classrooms.

**Topic #5: Readability, Textbooks and Textbook Adoption**

*Common Core State Standards English Language Arts Appendix A*—this appendix describes the text complexity model used by the standards. Everyone should read this appendix since this is the model we will be using in class and that you will probably encounter during your teaching career.


*Fry, E. (2002). Readability versus leveling. *The Reading Teacher, 56*(3), 286-291. NOTE: Edward Fry is a main figure in reading research and reading education in the past century. Thus,
it is fitting to read an article by him. The article also does a nice job of overviewing readability formulas and their limitations and making the important distinction between readability and leveling.


NOTE: This is a long article but I believe it is worth the time. It is definitely on the right side of the political spectrum but it does a good job portraying the past and current states of textbooks and textbook adoption in this country.

Note: I will also include information about the text complexity model used by SBAC. The model includes both quantitative and qualitative text factors and is something you should be familiar with as you begin your teaching careers.

**Topic #6: Cognitive Revolution in Reading and Its Impact on Secondary Literacy or Where Did all of These Acronym Strategies Come From?**


NOTE: I think the two articles here by Fisher describe the same high school. This first one provides a little different information than the second. Both articles describe what was done in an urban high school to improve reading scores. Cognitive strategies were a part of the initiative.


NOTE: This article reports the results of implementing seven strategies in an urban high school. I include it because it shows strategies at work in a secondary school.


**Topic #7: Reading Comprehension—Interventions, Programs, etc.**

Since there are so many options under this topic and each of them provides a tidbit of important information, I think we will handle this topic a bit differently from the others. You still need to read 3-4 articles under this topic, but you will be assigned in class one article to focus upon and provide a summary of to the class. This will be a brief oral presentation done as part of the class discussion over the topic. You don’t need to develop a “lesson” over the article and present it to the class, but instead just come prepared to provide a succinct but meaty summary of what the article said.


Hirsch, E. D. (2010). Beyond comprehension: We have yet to adopt a common core curriculum that builds knowledge grade by grade—but we need to. *American Educator, Winter 2010-2011,* 30-43.


Walczyk, J., & Griffith-Ross, D. (2007). How important is reading skill fluency to comprehension? *The Reading Teacher, 60*(6), 560-569. NOTE: This article is the report of a study that explored fluency under various conditions including time.

**Topic #8: Identity Development and the Social Construction of Meaning**


**Topic #9: Motivation and Attitudes**


NOTE: This is a Word file.


NOTE: This article reports the results of a large scale survey done by the authors exploring reading habits and attitudes in middle grades. The results show the importance of diverse reading materials and choice for student motivation. It is getting pretty old now, but it shows we have known for a long time what it takes to motivate students to read.


NOTE: This article cuts to the core of reading motivation. If we want kids to read, then we need to stop practices that hinder their motivation to do so. The article lists 5 ineffective strategies.

**Topic #10: High School Drop-outs**

I will add articles to this heading later as we get closer to this topic. You will not be responsible for including this topic in your synthesis of reading paper. It is a topic that is not usually part of a content area literacy course but I include it because we continue to have a significant drop out
problem in this country and all teachers need to be aware of it and take responsibility for addressing it.
Description of Assignments

Project

You can negotiate anything with me that will be relevant to your teaching and has some relationship to the course content (e.g., nonfiction text, comprehension, etc.). Students in the past have developed vocabulary and/or comprehension activities to do in their classrooms. One student implemented some strategies and wrote about what she did, what she would do differently next time, and the results she achieved with her students. Most of you are in the Block II internship this semester. You might consider developing lessons or a unit of instruction that takes into consideration the principles being learned in this class. These are just some ideas to help you as you make your decision about your project. You can also take something that I have talked about in class (e.g., NAEP, ETS drop out study, etc.) and go deeper into the topic. I also provide at the end of this syllabus detailed instructions and a scoring guide for an excellent project called a Content Area Reading Investigation. This is a meaningful project that provides significant insights into students concerning their reading in and out of school. I highly recommend the project to those who are currently in classrooms. At the end of the semester, each of you will provide an overview of your project to the class. This will be an informal 5-7 minute presentation.

Idaho Core Standards, New Idaho Standards Achievement Tests (New ISAT), and SAT Support Log

I can’t predict what the future holds for the items in the title above. Some may stay and some may go, but for now we have the Common Core Standards (called in Idaho the Idaho Core Standards), the Smarter Balanced Achievement Tests (called in Idaho the New ISAT), and the required 11th grade SAT. All secondary teachers need to be working together to help their students master the standards, score at least at Level 3 and preferably at Level 4 on the New ISAT’s, and score college ready on the 11th grade SAT. Thus, I would like you to collect teaching resources and ideas throughout the semester that will help you accomplish the above. In order to do this, you will need to become intimately familiar with the Idaho Core Standards relevant to your content area teaching. You will also need to become quite familiar with the content and structure of both the ISAT’s and the SAT so you can gather appropriate resources. I will do some of this with you in class since I have been working with the Idaho State Board of Education the past four years on the transition to the Idaho Core Standards and the New ISAT’s, but you will have to do quite a bit of your own research outside of class. The format of this log can be of your choosing, but please clear your choice with me before you get too far into your work. At a minimum the log should show:

1. The resource or idea.
2. The Idaho Core Standard(s) the resource or idea addresses.
3. How and where the resource or idea will be incorporated into your curricula and instruction.
4. Specific types of ISAT and/or SAT assessment questions or tasks for which the resource or idea will help prepare students.

I suggest you take a look at the semester curricula that you will be teaching during your student teaching. Start looking for the above resources for that curricula. This will not only help you during your student teaching, but also when you begin interviewing for your first teaching position, you will be able to speak with authority and experience as to how you teach disciplinary literacy in your classroom so that all of your students master the standards and perform at or above proficient on the assessments.

Synthesis of Reading Paper

You are to synthesize the assigned readings for this course. This paper can take a variety of forms. You can write one paper where you tie all the readings together, or you can write a paper broken
into sections that parallel the reading topics. If you come up with a different format that better suits your
needs and style, that is fine also. Just let me know what you plan on doing. No matter the format of the
paper, you need to provide your reactions, thoughts, opinions, etc. regarding the articles. Do not
summarize the articles. Instead, spend your time reacting to the articles and talking about what you
learned, etc. Always a plus is your synthesizing across articles, meaning that you make connections
across the articles showing how you have synthesized their content. About 6-8 pages will suffice.

**Topic #4: Broadening the Text Base Activity**

Getting students at all levels to read more is an important goal. We know that having a
wide variety of books available for students to self-select and then providing time in school to
read are important components of meeting this goal. You are to do one of the following:

1. Bring to class examples of how you have or will broaden the text base in your classroom.
   These examples should reflect a range of reading levels ideally around a single topic area. If you
can’t find a range of materials around a single topic, then bring an eclectic group of materials
showing a range of reading difficulty around multiple topics. The children’s/youth librarian at
your local public library will be an excellent resource that you should tap along with, of course,
the librarian at your public school;
   OR
2. Since some of you are earning the K-12 Reading Endorsement as part of your degree program
   or perhaps will work in teacher leadership roles in the future, show how you would help a
   secondary content area teacher broaden the text base in her or his classroom.

Of course, feel free to suggest other ideas for this assignment. As always I am open to most
anything that is related to the topic.

**Topic #6: Cognitive Strategy Demonstration Activity**

You will learn a number of different teaching and reading strategies in this course. Each
of you will demonstrate a strategy of your choice. These should be 10 minute demonstrations
that don’t necessarily show the complete strategy application but instead illustrate for the class
how the strategy works. Following are more specific instructions:

*Expand the Textbase:* Find a piece of text—not from a textbook—that you could use in your
content area teaching. Show us a representative sample of the text. Describe with whom (i.e.,
grade level, content area, etc.) and why you would use the text in your teaching.

*Readability:* Assess the readability of the text. Use two or more readability formulas (Raygor,
Flesch-Kincaid, Lexile, DRP, etc.) and also provide your informed opinion of the readability of
the text by applying the text analysis strategies you learned in class.

*Strategy Application:* Apply one of the strategies you learned in class to teach utilizing the text
(e.g., anticipation reaction guide, question answer relationships, word map, etc.). Show us your
strategy and tell us why you chose the strategy that you did, when it would be applied during the
lesson (i.e., pre-reading, during-reading, post-reading, or some combination of these), and how
you would assess whether the strategy was successful or not. You won’t have a lot of time to
actually do the strategy but you may be able to do a portion of it. Do what you can here. Getting
the class involved doing something is always better than just telling us what you would do in a
classroom.

Content Area Reading Investigation

ED-LTCY 544 students who are in their Block II experience will spend 100-150 hours in
secondary classrooms and should investigate content area literacy in one of their classes using the
following as a guide.

Analyze the class. Describe the diversity of the class (e.g., gender, race, culture, ELL, special
needs). How does the teacher deal with diversity issues in his/her classroom? How does the teacher help
struggling or ELL readers to be successful in his/her classroom? How does the teacher challenge “gifted”
readers?

Does the teacher include multiple literacies in the classroom? If so, what multiple literacies and
how are they used? If not, why aren’t multiple literacies included in the classroom? Do you or the
teacher know how well students in the class comprehend non-print materials?

Take notes on comprehension strategies or activities you taught or observed in the class.
Describe what you taught or saw, what worked well, and what might have helped students comprehend
better.

What are the reading abilities of students in the class? If you teach in grades 3-10, you can find
ISAT reading scores and perhaps other reading scores. Analyze these scores to see reading abilities and
what accommodations may need to be made to help students succeed with print or multiple literacies. If
you are not allowed to access reading scores, then interview the teacher about the reading levels he/she
observes in the classroom. What does the teacher do to assist or challenge students at various reading
levels and with multiple literacies? What might you do as a teacher? Explain with specific examples.

Note: Try your hardest to obtain reading scores. Usually you can if you persevere and ask your
cooperating teacher or a counselor at the grade level you’ve targeted.

What is the readability (quantitative and qualitative) of content area reading materials the class is
assigned? You may use the Raygor or Microsoft Word readability formulas, Lexile rankings
(www.lexile.com), or other readability formulas. Use the text complexity evaluation forms that I will
hand out to evaluate the readability of reading materials. Also, analyze the reading materials to see what
background knowledge you will need to build with students. Based on your analysis of reading materials
and abilities of students in the class, what should you do to assist or challenge students on different
reading levels? What can you do to make their assigned reading more enjoyable? How can you
supplement their assigned reading?

Listen to the students in your class and learn from them. Administer a brief survey that includes
questions like these and other questions you’ll need when you write your report: How much reading do
the students do in class? What advice would they give teachers to help students read more and more
effectively? Make sure you include questions you’ll need to write your final report. There are surveys
available for this sort of thing. Please see me for suggestions.

In addition to analyzing the class, choose one proficient reader, one average reader, and one
struggling reader to interview and analyze. Ask them these questions and others you will need to
complete your report: How much reading do they do in class? How much reading do they do outside of
class? How much do they understand and remember when they read? What do they like to read? What
don’t they like to read? What advice would they give teachers to help students read more and more
effectively?

Include teachers, counselors, and administrators in your study. Interview your cooperating
teacher and several other teachers, counselors, and administrators for their thoughts, insights, and feelings
about reading in the content area.
You will submit a paper describing what you did in your investigation and what you found (See Scoring Guide for Content Area Reading Investigation). You will also submit a self-evaluation form (See Scoring Guide for Content Area Reading Investigation). Please include an introduction and a conclusion to your paper. In the introduction, provide information about the class you investigated. In the conclusion, pull your insights together and summarize what you learned with a minimum of repetition of previously reported information. Papers should be no longer than 10-15 double-spaced pages.
Scoring Guide for Content Area Reading Investigation

The components of the Content Reading Investigation follow with a statement of what an excellent paper will contain regarding that component. **Format your paper** according to the questions. State the question and respond to it, then move to the next question. Your answers should be complete and thorough. Please provide an introductory paragraph with information about the class you investigated and a concluding paragraph summarizing what you learned from the study. 10 points will be given to each of the 10 numbered categories below:

1. What is the diversity composition of the class (e.g., gender, race, culture, ELL, special needs), and how does the teacher deals with diversity issues in the classroom? How does the teacher help struggling or ELL readers and challenge “gifted” students with literacy?

   *An excellent report provides:* (1) information about the composition of the class according to diversity, (2) explanation of how the teacher deals with the diverse population, (3) explanation of how the teacher helps struggling or ELL readers and challenges gifted students with literacy, and (4) insights on what you might do to meet the diversity needs of this classroom.

2. Does the teacher use multiple literacies in the classroom? If so, what and how are they used? If not, why aren’t they included?

   *An excellent report provides:* (1) an in-depth explanation of the types of multiple literacies the teacher uses or an explanation of why the teacher does not use multiple literacies and (2) specific examples of how you might include multiple literacies in this classroom.

3. What are the reading abilities of your students? What will you need to do to assist or challenge students on various reading levels?

   - Quantitative assessment (ISAT, Lexile, STAR tests--or San Diego Quick Assessment if you can’t obtain others). Display scores and an interpretation of what they mean. (If you cannot obtain scores, explain why and interview the teacher about reading levels he/she observes in the classroom. Also, provide specific examples of reading abilities you see in the classroom.)
   
   - Qualitative assessment – provide evidence from your own experience teaching or observing the students. Do they read classroom assignments? How do you know? Do they comprehend? How do you know? What does your cooperating teacher say? How can you make assigned reading more enjoyable? What can you do to supplement assigned reading?

   *An excellent report provides:* (a) a display of reading scores with explanation and discussion or specific information/examples from a teacher interview about reading levels, (b) a detailed discussion of evidence that shows how well students read and comprehend reading materials assigned to them, (c) insights on what you will need to do to assist or challenge students of various reading levels, make assigned reading more enjoyable, and supplement assigned reading. This discussion includes your insights, teacher insights, and student insights.

4. What is the readability (quantitative and qualitative) of reading materials used in your classroom?

   - Quantitative estimate of readability (readability formula, Lexile, etc.)
   
   - Qualitative assessment of readability (utilizing the SBAC text complexity materials)

   *An excellent report provides:* a detailed analysis of the quantitative and qualitative estimates (attach completed qualitative evaluation form) of the readability of the class textbook/reading materials used in the classroom and its implications for teaching and learning. This includes an analysis of reading materials for background knowledge you will need to build to aid comprehension and a discussion of how you can assist or challenge students on various reading levels.

5. How much reading do the students do in class?

   *Estimate of amount completed over various periods of time*
Assessment of the quality of the reading: Is the reading substantial and meaningful, or is it mostly brief paragraphs or handouts and worksheets?

An excellent report provides: a detailed discussion with examples from a student survey, teacher interview, and reading materials as well as elaboration on the range and quality of the reading undertaken by students during the semester.

6. What are your students’ attitudes toward reading in the content area and reading in general?

An excellent report includes: (a) evidence from an attitude survey given to the class (and attached to the investigation) along with student voice to deepen the findings and (b) evidence from interviews of three students (proficient, average, struggling readers) along with their voices to deepen the findings. (If you are not allowed to give a whole-class attitude survey, explain why and elaborate more on the information you gleaned from the three students.)

7. What comprehension strategies and activities did you and/or the teacher use in class?

An excellent report includes: a detailed explanation and discussion of comprehension lesson strategies and activities you taught or saw in class. Which activities and strategies worked well? Which ones did not? What might you do to help students comprehend better or build background knowledge for reading?

8. What advice do students have for teachers to help students become better readers and read more? What advice do students have for using reading materials in the classroom?

An excellent report includes quotes from a number of students (based on the student survey you administered) along with an explanation of the quotes. Make recommendations for continuing certain practices, discontinuing others, and including practices to make literacy more effective in a classroom.

9. What are other teachers’, counselors’, and administrators’ thoughts, insights, and feelings about reading in the content area?

An excellent report includes teachers’ voices from your own content area and several other content areas concerning literacy in content area classrooms or various elementary grade levels concerning content area literacy. As you include multiple voices, react to them based on your beliefs, experience, and content from this course. If you don’t agree with the teachers, state this and your reasons why.

10. Quality of presentation (grammar, spelling, organization, writing quality)

An excellent report includes: (a) all components consistently exhibit near perfect levels of grammar, usage, and spelling (1-2 errors in each of the categories will be acceptable), (b) all components (sentences, paragraphs, sections) logically and clearly organized with consistent high writing quality, (c) format of paper is organized according the questions listed above.