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Reading instruction at the secondary level, justified or unjustified? : real strategies for content area reading instruction with applications for social studies

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Reading instruction at the secondary level, justified or unjustified? : real strategies for content area reading instruction with applications for social studies

Abstract
Reading research conclusively asserts that reading is developmental in nature and requires explicit instruction beyond the elementary years. However, secondary education is dominated by content area curricula, leaving little instructional time for literacy. Standardized assessments reveal that middle and high school students’ reading comprehension scores remain stagnant, yet society’s literacy demands have increased. In order for students to become independent learners and productive citizens, reading comprehension strategies need to be embedded in existing classroom practices. Research-based practices for comprehension that can be used before, during and after reading are presented. A professional development session, covering two years, is included that challenges in-service teachers in the field of social studies to examine eleven reading comprehension skills supported by Iowa’s Department of Education, using the Explicit Direct Instruction Model.

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READING INSTRUCTION AT THE SECONDARY LEVEL, JUSTIFIED OR UNJUSTIFIED?

REAL STRATEGIES FOR CONTENT AREA READING INSTRUCTION WITH APPLICATIONS FOR SOCIAL STUDIES

A Graduate Project

Submitted to the

Division of Literacy Education

Department of Curriculum and Instruction

In Partial Fulfillment

Of the Requirements for the Degree

Master of Literacy Education

UNIVERSITY OF NORTHERN IOWA

By

Bridgette Pohlman Andersen

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This Project by Bridgette Pohlman Andersen

Titled: Reading Instruction at the Secondary Level, Justified or Unjustified?
Real Strategies for Content Area Reading Instruction with Applications for Social Studies

has been approved as meeting the research requirement for the
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ABSTRACT

Reading research conclusively asserts that reading is developmental in nature and requires explicit instruction beyond the elementary years. However, secondary education is dominated by content area curricula, leaving little instructional time for literacy. Standardized assessments reveal that middle and high school students' reading comprehension scores remain stagnant, yet society's literacy demands have increased. In order for students to become independent learners and productive citizens, reading comprehension strategies need to be embedded in existing classroom practices. Research-based practices for comprehension that can be used before, during and after reading are presented. A professional development session, covering two years, is included that challenges in-service teachers in the field of social studies to examine eleven reading comprehension skills supported by Iowa's Department of Education, using the Explicit Direct Instruction Model.
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CHAPTER I
INTRODUCTION

In the United States, eight million children between fourth and twelfth grade are struggling to read at grade level (Biancarosa & Snow, 2006). In 2005 the National Assessment of Educational Progress (NAEP) reported that seventy percent of students entering fifth and ninth grade were also below grade level expectations. Concerning the Nation's Report Card of 2007, of the fourth and eighth graders evaluated, only twenty-four and twenty-seven percent, respectively, scored at a level considered proficient. Forty percent of high school graduates lack the literacy skills employers want and every day seven thousand students drop out in part due to inadequate literacy skills (Biancarosa & Snow, 2006). The problem does not seem to be illiteracy. The problem resides in comprehension.

Obviously, students need comprehension skills to be successful in school. However, we are doing our children a huge disservice by not acknowledging the literacy demands they will be need after high school as well. Due to changes in our modern, technological society, our students are faced with literacy demands not experienced by past generations. (Iowa Department of Education, 2006; Biancarosa & Snow, 2006; Daggett, 2004). Therefore, schools have the challenge of producing literate citizens who are capable of continued learning to meet the demands of changing technology and increased literacy workforce expectations as well as compete in a global society (Daggett, 2004, Biancarosa & Snow, 2006). Between 1996-2006 the average literacy skills required for all American occupations rose by fourteen percent, while those occupations with the lowest literacy demands declined (Biancarosa & Snow, 2006). As the demand
for unskilled labor decreases, unemployment also increases for those with fewer skills. It will become increasingly difficult for our lowest achieving graduates to expect to find meaningful employment.

If literacy is integral to future students' success, why does most formal literacy instruction end at the elementary level? This may, in part, be due to misunderstanding the developmental nature of reading. Reading is a complex, developmental process that evolves over a lifetime, yet it is treated as a technical skill that can be mastered in the primary grades. Literacy policies are often based on the assumption that once a student learns to read they have the ability to read to learn. (Moje, 2002; Iowa Department of Education, 2006; Vacca & Alvermann, 1998). Not only are secondary literacy skills more complex, but reading shifts from narrative literature to non-fiction embedded in separate content areas (Biancarosa & Snow, 2006). Yet, students are left to navigate these shifts independently with little direct instruction, except for those identified in need of reading services. McBride, Fitzgerald, & Fitzgerald (2002) maintained that the "single most overlooked" area in education may be assisting students with the astonishing reading demands at the secondary level. Given test scores reported earlier, we would better serve our students if we left behind the archaic practice of ending literacy instruction at the elementary level and began providing a comprehensive curriculum that emphasizes the continuous development of all aspects of literacy including reading, writing, and critical thinking (Vacca & Alvermann, 1998; Daggett, 2004).

Although a number of secondary schools across the country have added reading classes to their course offerings, others are bound to the current schedule to align with the needs of post secondary education. Other obstacles include funding qualified teachers
and adding another course to a traditional school day. Due to the current structure of most high school curricula, reading instruction will need to take place in the existing framework where content instruction is dominate. Content area literacy is the bridge between the demands of reading at the elementary level and the literacy demands of adulthood (Vacca & Alvermann, 1998).

Rationale

I chose this topic after working with middle school students through literature and a variety of other content area courses for many years. I watched students who could decode the words in their texts and other readings, often with wonderful fluency. Many of these readers were special education students but I noticed that many more were regular education students who were struggling with classroom discussion, tests, and meeting established standards and benchmarks. These "orally efficient" readers had their content area teachers baffled and hence; these students were often labeled as unmotivated or worse. Even though I recognized early that struggling with comprehension was the true culprit, I had not built a knowledge base in secondary literacy practices through my undergraduate training to begin to address this need. I resolved to attend workshops and researched programs that promised improved comprehension scores. In most workshops, I was the lone representative of teachers past third grade and often left with only strategies for improving decoding and fluency skills with the erroneous promise that with increased fluency I would see an increase in comprehension skills. This issue became even more exacerbated when I began teaching at the high school level. This literature review is a reflection of my personal journey to investigate effective literacy practices beyond third grade that will not only raise individual comprehension levels in content
area courses but will also motivate students as well as bring relevance back into the classroom for many disenchanted students.

**Purpose**

Strong evidence reveals that comprehension instruction does not occur in many classrooms past elementary school (Neufeld, 2005). I will examine the need and justification for literacy instruction past third grade; components of literacy including comprehension; effective comprehension strategies that can be used at the secondary level before, during, and after reading; obstacles to implementing literacy instruction, and best practices in professional development. As a result, I am hoping to enhance my understanding of strategies, the most effective ways to implement them, and ultimately raise student achievement scores as they independently implement these strategies.

**Importance**

Literacy development is critical to "ensuring success in high school, post-secondary education, the workplace, and in life" (Iowa Department of Education, 2006). At the middle and high school levels comprehension instruction needs to become an integral part of content area instruction because learning from texts is important in all subject areas. Further, hands-on learning is enhanced when combined with reading, and applying effective comprehension strategies is linked to a better understanding of text (Neufeld, 2005). The neglect of reading skills also impacts high stakes testing and mastery of course standards (Daggett, 2004). The goal of secondary education should be to develop strategic learners who are able to independently apply literacy strategies to process information, construct knowledge, and make judgments (Iowa Department of Education, 2006).
Education, 2006) all of which are skills needed to be successful in post-secondary education, in work, and in life. Despite being fundamental to learning, support for literacy development at the secondary level is not adequate (Meltzer, 2001). It is my hope that the new practices I am implementing in my own classroom will eventually be used as a resource for my colleagues in other content areas and will be visible to preservice teachers learning in my classroom. In future leadership roles I may present this information during collaboration and professional development opportunities and bring this into other classrooms and districts.

**Terminology**

The focus of this project will specifically address content area literacy. Content area literacy will be addressed as "the level of reading and writing necessary to read, comprehend, and react to appropriate instructional materials in a given content area," (Readence, Bean, Baldwin, 1998, p. 225).

Meltzer (2001) defined literacy as "the ability to read, speak, listen and think effectively" (as cited by the Iowa Department of Education, 2006). Crucial to literacy is comprehension, "the ability to grasp and interpret the meaning of written or spoken information," p. 97 (Moore, Bean, Birdyshaw, Rycik, 1999).

Finally, comprehension strategies will be defined as "special knowledge of how to comprehend that readers consciously use as they attempt to understand what they read (Neufeld, 2005).

**Research Questions**

These research questions actually represent a scaffold of my thinking and new understandings as I progressed through my research. Initially, I was unsure if literacy
instruction at the secondary level had a valid place outside of the language arts department. Therefore, I was initially driven by the following question: What justifications exist for literacy instruction at the secondary level?

Once I developed insight into the above question, I focused my research on ways to improve my practice to impact students under my direct instruction. Thus, I delved into another area of research to answer the question: What strategies have been proven effective to raise comprehension in content area courses, including those in the area of social studies at the secondary level? This is an on going question as I explore new strategies to use in my classroom instruction.

The final two questions were explored after I realized many content area teachers were not responsive to embedding literacy instruction into their classroom. Before attempting to bring my new knowledge base into other settings I decided to investigate the following questions: What obstacles exist for preservice and inservice content area teachers to embed literacy strategies into their curriculum? What is the most effective model of professional development to support content area teachers as they infuse literacy into their practice?
CHAPTER II

METHODOLOGY

The Methodology Chapter has the intended purpose of explaining to the readers how I went about locating and selecting quality sources worthy of inclusion in my literature review, and ultimately, my project. A journal allowed me to document the databases, key terms, text recommendations, reoccurring authors, and pertinent secondary reading strategies that guided my research concerning improving reading comprehension at the secondary level. The culminating section of this chapter addresses how I went about identifying sources for the development of my project, a series of professional development workshops, and highlights the criteria used in its preparation.

Methods for Locating Sources

Major search databases that were used throughout this research to identify relevant research articles included Education Full Text (Wilson), ERIC (EBSCO), and PsychINFO (SilverPlatter). The key terms used for this search, listed in descending order concerning the quantity of results generated, included the following: secondary literacy, secondary reading strategies, adolescent literacy, content area literacy, secondary reading comprehension, content area literacy and social studies, scientifically based reading research, secondary reading strategies and social studies. These terms reflect a need for me to look at literacy at the secondary level in a very broad sense and also captures the need I had to look closely at how reading strategies could be used specifically in the content area of social studies. My journal also reveals that reference lists from several articles also provided me with specific titles that I later sought out.

Book titles were generated by three methods. Using the electronic database,
UNISTAR, I was able to identify a number of texts focusing on researched based strategies relevant to students at the middle and high school levels. Besides books used for content, I also used this approach to identify texts that served as references for guiding the planning of my professional development project. Another method for seeking out texts included those referred by educational colleagues such as fellow teachers and educational consultants. Finally, two educational workshops also gave me ideas on specific authors and titles to consider for my research.

Methods for Selecting Sources

Articles and books selected for research were carefully scrutinized before their inclusion. Articles were garnered from reputable journals and peer-reviewed articles. Books were selected based on the reputation of their authors and based on recommendations from experienced educators. I chose text that had contemporary implications, with a focus on literature produced in the last twenty years. All material chosen had a requirement of addressing students in grades sixth through twelfth grade, with a preference for those in the seventh grade or higher. Both qualitative and quantitative research was included.

Sources were read and then sorted into categories that aligned with my research questions. As my search progressed, I found it necessary to subcategorize content area literacy strategies into groupings that would be meaningful in the planning of my professional development.

Methods for Designing the Presentation

Using the electronic database, UNISTAR, I selected two texts that were used to design and conduct my series of professional development workshops. Key words used
included: \textit{formal presentations, effective presentations, professional development, and effective public speaking}. 

While designing and organizing my project, I modeled the presentation using elements of both an informative and persuasive structure. The introduction included attention material, a statement of the objective and why it is relevant, brief background information, and a preview of the main points. I determined that the body should be topically structured, and that the conclusion should include a review of the main points with a short summary.

With the structure of my project completed, before conducting the presentation I will need to be flexible in the delivery. I will analyze the audience, first conducting a needs assessment that includes their knowledge of the topic, general attitude toward the topic, and prepare for misunderstandings. With this in mind, I will respond to the needs of the audience and make modifications as necessary. I have acquired the knowledge to make adjustments based on the disposition of the audience: friendly, neutral, or hostile. Critical elements of the presentation including eye contact, hand movements, managing stage energy, the use of visual aids, vocal delivery, and the handling of questions were also reviewed.
CHAPTER III
LITERATURE REVIEW

Many international, national, and state reading tests affirm that a large number of our students in grades 4-12 are reading at levels that are remarkably low. Internationally, comparisons between United States eleventh graders and other countries reveal that United States students perform below such developing countries as the Philippines, Indonesia, and Brazil (Kamil, 2003). Comparing national data also provides a dismal picture. The 2002 National Assessment of Education Progress (NAEP) reported that one-fourth of United States eighth and twelfth graders read below what NAEP considers a basic level. Other recent studies add that when looking at “intermediate” reading skills, only sixty percent of eighth graders have achieved that level. The research revealed that eleventh graders scored higher, but many students needing reading assistance had not been accounted for due to dropping out of high school (as cited in Irvin, Lunstrum, Lynch-Brown & Shepard, 1995). The 1998 NAEP Reading Report Card suggested that fewer than five percent of our secondary students could understand more than factual information (as cited in Moore, Bean, Birdyshaw & Rycik, 1999). Over 8.7 million students in our secondary program will likely not succeed in school because “because they are unable to read and comprehend the material in their textbooks” (Kamil, 2003, p. 1).

The reports are not all bad. The 2002 NAEP results also indicated that reading progress had been made with fourth graders in as little as four years (Kamil, 2003). Concerted attention has been given to students' reading needs in kindergarten through the
third grade in the past decade. This early literacy approach has been advantageous for our students in the area of decoding. Many assumed that vocabulary and comprehension skills would fall into place (Abadiano & Turner, 2003). Indeed, they have not and our schools and policy makers may be doing a huge disservice to millions of secondary students by ignoring the idea that literacy skills develop in a continuum and deserve continued attention.

This literature review will look at the justification for teaching reading after third grade. I will review four components of reading including decoding, fluency, vocabulary acquisition, and comprehension. This paper will also include a discussion of research-based practices for comprehension that can be used before, during and after reading. This section will be followed by suggestions for comprehension strategies in the content area of social studies. Obstacles to introducing secondary literacy instruction for the teacher including past exposure to traditional models, preservice preparation, and personal beliefs will be explored. Finally, school reform implications and professional development models that are linked with literacy reform at the secondary level will conclude this literature review.

Justification for Literacy Instruction Beyond Third Grade

Concern over teaching U.S. adolescent students is not new and has been researched and reviewed since the early 1900’s. Yet, these findings are only slowly becoming essential reading to a wider audience. Low scores on high stakes testing and the awareness that the world has increased its demand for critical thinkers fuels this concern.
Adolescents entering the adult world in the 21st century will read and write more than at any other time in human history. They will need advanced levels of literacy to perform jobs, run their households, act as citizens, and conduct their personal lives. They will need literacy to cope with the flood of information they will find everywhere they turn. They will need literacy to feed their imaginations so they can create the world of the future.

In a complex and sometimes even dangerous world, their ability to read will be crucial. Continual instruction beyond the early grades is needed (Moore et al., 1999, p. 99).

Beyond fourth grade and especially at the middle and high school levels, reading is often not part of the curriculum. The goals of education typically shift from mathematics and literacy instruction at the elementary level to content focus as students enter middle school. Knowing that reading and writing demands become more complex as students progress through school, it is important to find ways to explicitly respond instructionally to the developmental nature of literacy (Tovani, 2004). With the new focus on content, many adolescent students are asked to acclimate to textbooks that present a structure unfamiliar to them. They are asked to read increased amounts and varieties of written materials independently. Each content area has specialized reading material that requires a different reading approach. They are urged to read for deeper meaning and understanding (Meltzer, 2001). Yet, they are not provided with new strategies and tools to do so.

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Eventually, the majority of students who do not learn the necessary skills begin to rely on teachers to lecture and recite text (Vacca & Vacca, 2005). Content area teachers are aware that many of their students are not able to effectively apply higher order thinking and literacy skills to their subject. “We know that enhancing literacy skills will improve learning in the content areas” (Meltzer, 2001). With this in mind, we need to convince our teachers that teaching literacy strategies will allow their students to use reading, writing, and expression as a way to more deeply understand their subject matter (Tovani, 2004, Vacca & Vacca, 2005). Tovani (2004) asserts that the most adept person to teach these skills is the content teacher.

Although a self-serving motive, certainly helping students attain the standards teachers must meet should be an incentive to begin implementing such strategies. A more altruistic motive is that teaching students to “read to learn” will actually benefit them well past their tenure in our educational system.

Components of Reading

Content literacy is a term that has come to mean “the ability to use reading, writing, talking, listening, and viewing to learn subject matter in a given discipline” (Vacca, 2002, p. 184). It is important for those who are responsible for using content literacy to have a working knowledge of the components of reading. The National Reading Panel (2000) advocated the importance of alphabetic principle, phonemic awareness, fluency, vocabulary, and comprehension.

Decoding words from print or using the alphabet to abstract meaning can be difficult for many adolescents. Before gains can be made in fluency and comprehension, students must master the alphabetic principle (Kamil, 2003). Bryant, Ugel, Thompson,
and Hamff (1999) segregate word identification into three classes: phonetic analysis, contextual analysis, and structural analysis. Even adolescent students may need instruction in the area of letter and sound relationships to attack multisyllabic words. Teachers can help their students use context to figure out meanings of unknown words using surrounding words and graphics. Finally, structural analysis is a functional skill that allows students to use affixes and word units to decipher unknown words. Time spent teaching these skills will assist most students in reading expository text.

Fluency, the ability to read quickly, accurately, and with expression is a characteristic of good readers. This also includes the ability to vary silent reading rates to match purpose and difficulty of text (Speece & Ritchey, 2005). Studies have shown that fluency correlated to reading comprehension (Kamil, 2003). Readers must be able to read words with automaticity in order to attend to the meaning of the text (Begency & Martens, 2006). The National Reading Panel in 2002 reported that two effective ways to impact adolescent fluency is through repeated readings and guided reading practice.

Vocabulary acquisition is a powerful way to influence reading comprehension. Students enter secondary school system with a wide range of internalized words. Instruction for vocabulary is often only provided through the language arts department (Karlin, 1969). Content area teachers should consider the value of teaching technical vocabulary that correlate to their subject matter. Certainly, students must know the meanings of the words they are reading to comprehend the text specific to that subject matter (Bryant et al., 1999). Obviously, not all vocabulary can be taught in school. However, explicit instruction combined with providing opportunities for incidental learning benefit students’ ability comprehension in a wide variety of text (Kamil, 2003,
National Reading Panel, 2002). Besides teaching content specific meanings before the lesson, Bryant et al. (1999) suggested presenting vocabulary in related groups, linking vocabulary to their background knowledge, and having students prepare word lists, possibly through the Instructional Vocabulary Routine or Tiered Words strategies. Stahl (1986) added that teachers should attempt giving exposure to words across content areas, have them make new sentences with the words being taught, and identify word relations.

Using narrative text, technical reading, and literary text, the Iowa Department of Education (2006) encourages student use of a variety of strategies to address unknown vocabulary by using structural analysis, the knowledge of root words, using a variety of strategies to learn word meanings along with idiomatic and figurative terms, and flexibility in extending word meanings.

If any attention has been paid to adolescent literacy, improving reading comprehension seems to at the forefront due to the discouraging assessment reports described earlier. Despite little publicity, those in the literacy community have researched reading comprehension for adolescents for many years. Although each element of reading is equally important, the remainder of this literature review will focus on reading comprehension.

**Comprehension Strategies: Pre-reading, During, and After Reading**

Often reading programs are implemented with a sense of urgency with little regard to existing research. Therefore, decision makers turn to particular curricula, programs, workbooks, and templates to provide teachers with much needed assistance. However, these materials often provide little or no training, or even a rationale for their use. These quick fix approaches have done little to improve student comprehension.
(Tovani, 2004). Despite the lack of public attention to this problem, research clearly asserts that reading comprehension must be explicitly taught, be embedded in content areas, be taught by teachers who are skilled in modeling how to approach their specific text, and be implemented school wide (Bryant et al., 1999; D’Arcangelo, 2002; Grady, 2002; Katims & Harmon, 2000; Meltzer, 2001; Moore et al., 1999; Taylor et al., 2005; Tovani, 2004).

Although some strategies are linked specifically with a particular subject, most can be implemented across the disciplines. Ultimately, the goal is for students to increase their understanding of a particular content but also to eventually engage in effective learning strategies independently (Katims & Harmon, 2000). The Iowa Department of Education (2006) supports the skill and strategy development of: monitoring and adjusting to make clarifications, generating questions, making predictions and drawing inferences, determining importance, summarizing, using visualization of setting, characters, and key events, evaluating the text, and synthesizing literacy materials.

After selecting a strategy, teachers must incorporate repeated opportunities to model their use of the strategy, allow sufficient time to practice the strategy with teacher guidance, and establish classroom time with an emphasis on students taking control of these strategies independently (Hinchman, Alvermann, Boyd, Brozo, & Vacca, 2004).

Effective strategy instruction occurs in two phases. The first phase involves explicit instruction of individual strategies, followed by teaching for self-regulated strategy use. Four steps are crucial in the beginning stage of explicit instruction. Strategies should be introduced with a short definition and rationale for its use. In the modeling stage, the teacher retains responsibility for demonstrating use of the strategy.
This is done through demonstration and thinking aloud, or expressing their thoughts as they use the strategy. After adequate modeling, guided practice is initiated. Guided practice is an extended time period where students are allowed to practice the strategy, with multiple texts, and extensive guidance from the teacher. This supported practice is a decisively different variation from traditional modes of instruction. Classroom time is then dedicated to the fourth step in the explicit instruction phase, independent practice. Students are encouraged to use the strategy autonomously, and the teacher's role resides in monitoring, providing feedback, and building student confidence. If the goal is to have students read texts in a strategic manner, then time must be allowed for opportunities to choose the strategy or strategies needed to comprehend and self-regulate their effectiveness. When teachers recognize that students have adequate knowledge of a strategy, the second phase, teaching for self-regulated use, should be implemented. These two phases are more parallel than sequential and should revolve around text discussion in small groups where students share the content they extracted and the process or strategies they used to derive meaning from the text. Initially, teachers would support with guiding questions, model when needed, and release control over to student-centered learning (Neufeld, 2005).

Before reading, or prereading strategies, are imperative in the reading comprehension process. Comprehension is an active process; using the knowledge a reader brings to the text and how they interpret the ideas conveyed through words. If a reader's interpretation is to be considered valid, that reader must be both skilled in background knowledge and interpretation strategies. Limited background knowledge is a major impediment to comprehension (Neufeld, 2005). Therefore, addressing strategies
expert readers do prior to reading is paramount. Before reading strategies seem to encompass one, two, or even all three factors such as motivation, activating prior knowledge and schema, and establishing purpose.

Motivation

Motivation concerning reading can be defined as “the cluster of personal goals, values, and beliefs with regard to the topics, processes, and outcomes of reading that an individual possesses” (Kamil, 2003, p.7). Three factors are crucial to motivation and engagement: making connections to students’ lives, creating safe classrooms that encourage risk taking, and having students interact with the text and with each other (Irvin, Buehl, Klemp, 2007). Irvin et al. (1995) agree that personal connections are critical to making academic gains by stating, “all students must relate to a topic personally to generate and maintain any interest in learning about it” (p. 192). Many students who view themselves as unsuccessful in school perceive themselves as competent in areas not connected with school.

Hinchman, Alvermann, Boyd, Brozo, and Vacca (2004) asserted that a primary action in supporting secondary literacy and building connections to student lives is to identify students' out of school expertise and help them learn how this aligns with academic contexts. Possible ideas for identifying students "funds of knowledge" (Moll, Amanti, Neff, & Gonzalez, 1992) may include teachers visiting students' homes, incorporating photography as a way to look into their interests (Moll & Arnot, 2005), and beginning the school year with research incorporating student selected topics that involve personal passions, hobbies, or interests (Harvey, 1998). Once students embrace their own competencies, another hurdle to motivation is finding a way to give academic learning a
function and purpose that is meaningful to them. Research suggests that aligning content-area instruction with students' personal literacies can increase motivation leading to engaged reading and learning (Moll et al., 2004). These personal literacies are often "hidden" and can take the form of literacies that are needed to "negotiate the everyday world" p. 7 (Vacca & Alvermann, 1998). These nonacademic literacies are motivating to our students and may provide an emotional link that reconnects them with academic literacies.

Creating a classroom culture that allows students to address their unique literacy needs is important for adolescents, especially for those who have struggled with reading. Teachers can design instruction that incorporates the development of positive self-esteem and fosters personal identity while engaging students in content and literacy. Students need to be given authentic tasks, formative assessments, and meaningful feedback (Irvin et al., 2007). Another essential element to positive classroom culture is allowing for student choice. Choice of reading material is a strong motivator for both elementary and secondary students (Edmunds & Bauserman, 2006; Veto, 2006). Choice is a natural obstacle to disengagement and promotes intrinsic motivation to learn the content and take control of their learning. Providing high interest and age appropriate text is another critical issue at the secondary level (Veto, 2006; Abadiano & Turner, 2003; Taylor et al., 2005). Students' engagement with text is high when students can relate to the content. Research shows that adolescent boys continue to gravitate toward visually filled nonfiction text (Veto, 2006).

Strategy instruction linking text and interaction with other classmates has been linked to increasing motivation as students learn to more positively interact with text.
Collaborative learning designed to have students question, predict, visualize, summarize, and clarify increases motivation to interact with text while learning content and literacy skills (Irvin et al., 2007). Classroom discussion is another powerful interaction tool that taps into the social nature of adolescents. Discussions should be carefully planned with the teacher announcing the purpose and length of the discussion, proper arrangement of the classroom should be considered, and a respectful climate will need to be developed before the discussion takes place. Discussion needs to remain meaningful and students need to remain accountable to the tasks that have been established. Think-Pair-Share (McTighe & Lyman, 1988), The Discussion Web (Alvermann, 1991), Cooperative Literacy, and Directed Reading Sequence are strategies that meet all of these factors (Irvin et al., 2007).

Activating Prior Knowledge

In the before reading stage students should engage in reading and writing activities that access and activate prior knowledge (Peters, 1989). Activating prior knowledge is critical. Before students can learn any new content, they must begin by thinking about what they already know about the topic to connect it to the new material (D’Arcangelo, 2002). Not only is activating background knowledge critical, many researchers believe this step is the most influential factor contributing to acquiring new information (Grady, 2005; Irvin et al., 1995; Readance, Moore, Rickelman, 2000; Tovani, 2004). Cognitive psychology specialists have contributed to the education field by examining how the brain stores and retrieves information. They propose that knowledge is stored in units called schemata. Further study seems to reveal that students understand information they receive, either written or spoken, based on linking new knowledge with
their existing schemata (Grady, 2005; Richardson et al., 1991). Teachers should then accept and try to build on the idea that students are constantly constructing knowledge based on what they already have experienced. Teachers can do many things to scaffold onto prior knowledge. Prereading experiences such as videos, fieldtrips, discussions, and writing what we already know are simple, powerful tools (Bryant, 2005). Questioning activities such as Question-Answer Relationship, Directed Reading Activity, Scaffolded Reading Experience, and ReQuest, are strategies that evoke a variety of teacher generated and even student generated questions that are designed to question what we already know (Readance, 2000).

Helping students to forecast, or predict, information helps them to be motivated, attach to understandings they already possess, and gives them a purpose for reading. Anticipation Guides, Story Impressions, Text Previews, Probable Passages, Tea Parties, I Wonder statements, and Prereading Plans, are just a few strategies teachers can explore further (Readance, 2000; Beers, 2003; Tovani, 2004). Students should be able to make predictions and evaluate their predictions as they read by cognitively addressing "I think this text is going to be about..." p. 305 (Neufeld, 2005).

Teaching students how to use the physical features of a text such as boldface and italicized words, headings, sidebars, captions, and graphics will help them make predictions and boost their understanding of the written message (Bryant et al., 2005). Often this skill of using text structure can be taught through a strategy called a Talk Aloud and involves the teacher verbally explaining how they used the text structure to achieve better understanding (Beers, 2003). Overviewing the text might include...
answering, "What does the text appear to be about?" "How is the text organized?" "What are some of the major topics covered in the text?" (Neufeld, 2005).

**Setting Purpose**

The fourth component of prereading strategies is helping students establish a purpose for reading each time they select reading material. Good readers start each passage with a purpose (D'Arcangelo, 2003). Teachers can build the skill of setting purpose by simply giving students the purpose or modeling how they establish the purpose. This can often be done effectively by arousing interest in a topic through a variety of means (Tovani, 2004). “Frame of Mind” is a strategy that Vacca & Vacca (2005) suggest using before each content text chapter. The "Frame of Mind" strategy will help students, together with the teacher, establish a purpose. Eventually, instructors will want students to be able to establish purpose independently, and The Directed Reading-Thinking Activity and Survey Technique are tactics to help guide our students to do so (Readence et al., 2000). Eventually, we want our students to independently answer, "Why am I reading this text?" and "How should my purpose affect the way I read the text?" (Neufeld, 2005, p. 304).

**During Reading**

Despite the strength of prereading strategies, they cannot be the sole focus of our literacy instruction. Although the gains made for low achieving to high achieving students will be impacted positively, students must have guidance in strategies that should be employed during and after reading.

Strategies utilized during the reading process are aimed at helping students understand and remember what they read as well as instructing them how to use
monitoring strategies and apply new strategies when they realize they are struggling with comprehension (Neufeld, 2005). These strategies fall under the domains of attending to text structure, creating summaries, using graphic organizers, and monitoring comprehension (Beers, 2003; Neufeld, 2005). Student impact is most powerful when teachers are able to explicitly model their use of these strategies (Beers, 2003; Bryant et. al., 2005; Kamil, 2003; Tovani, 2004).

Text structure refers to how a text is organized. In all genres, the majority of texts fit into one of the following structures: enumeration, time order, compare and contrast, cause and effect, problem/solution, and description. Teachers should teach students key words associated with specific text structures so they can identify the structure that will then lead to a framework of how to understand that particular text (Neufeld, 2005). Enumeration is the listing of items or ideas one after another and can be identified through key words such as "first", "secondly", "next", "then", and "finally". Time order lists a series of events over time associated with key words such as: specific dates, not long after, now, before, after, following, and later. Compare and contrast texts describe differences between two or more things and events using words like: as well as, on the other hand, either, unless, similarly, and yet. The development of a problem and descriptions of solutions can be found in problem/solution texts. In cause and effect text, explanations for how events cause other events are noted. Both problem/solution and cause and effect use the key words of "because", "since", "therefore", "as a result of", "accordingly", and "if/then" (Neufeld, 2005).

Oral, written, and visual summaries have been shown to improve comprehension (Beers, 2003; Tovani, 2004; Neufeld, 2005). Key questions to capture the main ideas in
abbreviated form include, "What are the main points of the author?" "What was the gist of the text?" and "What organizational structures did the author use to present the information?" Oral summaries can be expressed through think alouds and involve pausing after reading and checking for understanding. Using visual summaries, or graphic organizers, specifically using ones that are compatible with a particular text structure, deserve explicit teaching. Graphic organizers come in a variety of forms and are useful during reading. They can also be tools before and after reading. Semantic maps, concept maps, text maps, and drawing pictures are visuals that students can, with guidance and modeling, use to increase comprehension (Bryant et al, 2005; D'Arcangelo, 2002). Written summaries in the form of gist statements, marginal notes, structured notes, and outlines are writing tools that can also be used during reading (Bryant et al., 2005; D'Arcangelo, 2002; French, 2003). All of the above mentioned strategies give the students purpose, keeps them focused, and attempts to keep them meaningfully engaged during the reading process.

Many secondary teachers are amazed to learn that many students do not naturally monitor their comprehension. Questions that guide comprehension monitoring such as "Is what I just read clear to me?" "What parts of the text are unclear?" "Who are the main individuals involved?" "When did the events take place?" (Neufeld, 2005). Educators can also model how they use restating, looking back, and even looking ahead for clues as a way to guide their understanding (Kamil, 2003). During this monitoring process, students should be revising predictions, making judgments, using context clues to determine unknown words, and monitoring the relationship of key points and main ideas.
(Bryant et al., 2005). Examining other resources, and asking for assistance from knowledgeable individuals are other options to consider (Neufeld, 2005).

After Reading

After reading strategies include more question generating and answering, summarization, drawing inferences, formulating opinions, using reflection, and presenting new findings through discussions, book reviews, and visuals (Bryant et al., 2005; D'Arcangelo, 2002, Kamil, 2003). Cooperative learning, whether done after reading or in other stages of the reading process offers a set of effective learning strategies. When students are able to work together and learn from each other while working on clearly defined tasks, gains can be made (Kamil, 2003).

Determining which strategy to use may seem like a daunting decision. Thankfully, research suggests that using a combination of strategies in a variety of ways is advantageous (Kamil, 2003). Initially students will need much guidance and support from their teachers just using the strategies. Students will even need assistance with monitoring how they are using the strategies. Obviously, much responsibility is placed in the role of the teacher. Later in this paper we will look more closely at this crucial role.

Explicit Instruction in the Area of Social Studies

The growth and continuum of reading comprehension is clearly evident in the social studies discipline. The social studies discipline requires a broad array of reading skills since it overlaps with multiple disciplines (history, geography, sociology, economics, psychology, political science, etc.) Across the subjects, students must be able to perform higher order thinking skills such as summarizing, generalizing, inferring, making judgments, and opinion formation about an enormous amount of ideas, covering
thousands of years, innumerable cultures, and human complexities. The information explosion of today's world produces daily growth in new information! Knowing that our secondary students are struggling in the area of reading comprehension, one can conclude that social studies can be particularly difficult (Irvin et al., 1995; Massey & Heafner, 2004). Therefore, it makes sense that social studies teachers should have adequate preparation and knowledge to implement reading strategies that will enable students to understand the content demanded by the standards they desire them to meet (Sandmann & Ahern, 1999).

Typical social studies curriculum exposes students to a variety of texts, which are both a curse and a blessing. Textbooks are the most relied upon tool. Often textbooks are used because they cover a great deal of content; however, most are written at grade levels above the grade they are being used (Katims & Harmon, 2000). Textbooks are often considered unmotivating due to their size and design (Sandmann & Ahern, 1999). Students who are less print oriented or who have a social or cultural bias against textbooks are limited in their ability to demonstrate learning when only a single textbook is used (Hinchman et al., 2004). Yet another obstacle is the lack of identifiable textbook structure or inconsistent structure that many students find hard to approach and abstract meaning from (Katims & Harmon, 2000). Students will benefit from explicit instruction in text structures that are often utilized such as hierarchical, time order, cause/effect, description, and comparison/contrast (Ciardiello, 2002). If students are asked to find the main idea they must have instruction as to how to appropriately do so, because finding the main idea in a poem versus historical fiction is entirely different.
Again, explicit instruction is key; otherwise the good intention of using a variety of material only exacerbates reading problems.

If students are given the proper guidance, the abundant variety of literature that relates to social studies can actually "stimulate interest and deepen understanding of selected issues or themes" (Irvin et al., 1995, p. 192). Newspapers can be a motivating tool, allowing students to connect to the environment in which they live. Classified advertisements, editorials, letters to the editor, and cartoons, and articles can all be adapted easily into the curriculum (Irvin et al., 1995). Sandmann & Ahern (1999) have examined the impact of primary sources, poetry, historical fiction, folk tales, picture books, and stories and concluded that such materials impact students in a positive manner.

Prereading strategies are especially important in social studies. Using preparational strategies increases the likelihood that students will learn the planned material and will save teacher time trying to reteach when students do not understand (Sandmann & Ahern, 1999). When activating prior knowledge, LGL, or List, Group, Label is a strategy that helps students make inferences and elaborations. Teachers provide a topic, then students List words related to the topic. In the second step, students Group the brainstormed list into smaller categories. And finally, in the Label category students are asked to title each category, followed by a discussion (Massey & Heafner, 2004). Anticipation guides are another way to activate background knowledge (Doty, Cameron, & Barton, 2003; Sandmann & Ahern, 1999). Building background knowledge can be done by sharing newspaper articles, fascinating stories, and photographs. Vocabulary instruction and semantic mapping will also help students before instruction.
(French, 2003; Sandmann & Ahern, 1999). The "4-P Chart" is a graphic organizer that allows students to preview, predict, make notes on prior knowledge, and establishes a purpose (French, 2003).

During reading strategies are often referred to as "organizational" strategies (Massey & Heafner, 2004) because they help the reader understand the organization of the text, and they allow the learner to organize their thinking. Common text structures in social studies are hierarchical, time order, cause and effect, descriptive, and comparison/contrast (Ciardiello, 2002). One of the most powerful ways to help a student read for meaning in this stage is to use the Think Aloud method (Beers, 2003 & Tovani, 2004). This can be applied to all types of text structure. Using this strategy, teachers will read a short passage, stop when appropriate, and orally share how they are making meaning by sharing images, problems they are having, connections they are making, or even predictions (Beers, 2003).

Hierarchical structures may be coupled with a strategy called Structured Notes. Structured notes can be used with many structures, and often look quite different in order to meet the demands of the text. This strategy asks the reader to take notes, with an emphasis in organizing thoughts as material is read. The paper should be divided into major categories (French, 2003). Initially, the teacher will need to give the categories and slowly guide students into establishing these on their own.

Time order structure can naturally be partnered with timelines. Once students have mastered timelines, creating parallel timelines between different cultures or viewpoints can be meaningful (Sandmann & Ahern, 1999). Inquiry Charts, also known as I-Charts, involve many elements besides chronology. This simple graphic organizer
allows students to compare information between similar readings on the same topic. At the top of the sheet are predetermined questions students try to answer during the reading process. Certainly, pre and post reading applications are in this chart as well (Massey & Heafner, 1999).

Cause and effect texts are often difficult for students (Ciardiello, 2002). Text Frames, T Charts, and Questioning Networks are simplistic graphic organizers that can easily be implemented. Text Frames allow students to "see" cause and effect. Teachers begin by either filling in the cause and effect for various relationships in the reading. Students then read to find its counterpart. Eventually, teachers will have students come up with both on their own. T Charts allow students to sort historical figures and their positions (Sandmann & Ahern, 1999). Questioning Networks (Ciardiello, 2002) are maps that depict causes in nodes connected by arrows that represent effects. This is a good strategy to use when cause and effects are presented in a "domino effect".

Descriptive text is especially open to using a variety of strategies. A few such strategies are Story Pyramids, Historical Frames, Historical Character maps, and About Point Notetaking. Story pyramids are like a puzzle helping the reader look for many parts of a story. On the first line students write one name of the character, the second line is two words describing the character, line three is the setting description in three words. Line four is four words stating the problem, and then students are to describe a significant event with five words. On line six students are instructed to write a second significant event, with line seven being a third significant event. Finally, using eight words students suggest solutions to the problem (Sandmann & Ahern, 1999). Historical Frames are a graphic organizer that allow students to learn the "who, what, where, how, and why" of
the event. A Historical Character Map is simply a quick drawing of the historical figure to be studied. Beside the picture, students make comments about what the person did, said, or was like. Finally, a sentence is written underneath the sketch to summarize why the person was important (Doty, Cameron & Barton, 2003). About Point Notetaking first asks the student to write whom the reading is about. Students then write the point followed by notetaking. In the notetaking students write a main idea statement followed by three details (Sandmann & Ahern, 1999).

The fifth text structure is comparison/contrast. A commonly used strategy is the Venn Diagram (Doty et al., 2003 & Sandmann & Ahern, 1999). Using two interconnected circles, students can take notes on contrasting viewpoints. Where the circles share a common space, students take notes on the similarities. T Charts are a very simple graphic that helps students sort people and their positions, contrasting and comparing information as they go (Sandmann & Ahern, 1999).

Typically, after reading students are asked to answer questions. After reading, or elaboration strategies, require the students to go further. Many types of questioning strategies exist. One is known as ReQuest (Massey & Heafner, 2004) and as the students read they compile questions to quiz the teacher on. The teacher must answer the questions, and then ask them questions in return. Higher level questioning should be emphasized. Many after reading strategies deal with the process of synthesizing information. A unique strategy, known as RAFT, is a writing activity. RAFT is an acronym that stands for Role of the writer, Audience, Format, and Topic. Students are asked to write what they learned in a creative way (Doty et al., 2003). Learning Logs are also extension-writing activities that can be structured as the teacher wishes and provides
an opportunity for students to reflect on what they learned from their own perspective (Sandmann & Ahern, 1999).

Many strategies combine all three aspects of pre, during, and post reading. They include KWL (French, 2003; Sandmann & Ahern, 1999), Literature Circles and Readers Theater (Sandmann & Ahern, 1999), and the PEP strategy (Katims & Harmon, 2000).

Despite the research that supports these strategies, they are seemingly unfamiliar to teachers, and are under utilized. Ness’s 2005-2006 study of secondary teachers’ delivery of explicit comprehension strategies found that only 3% of instructional time was being devoted to comprehension (Ness, 2007). The simple nature of these strategies naturally allows them to be embedded into what is already being taught, many times without a great deal of preparation. Teachers need to be convinced that these are useful; yet, this seems to be a daunting task.

Obstacles to Secondary Literacy Implementation

Knowing that research-based strategies are available to help teachers address the problem of adolescent literacy, it is surprising that such practices have not been widely implemented. However, the merger of reading instruction into secondary content courses has been met with opposition from both preservice and inservice teachers (Stewart, 1990).

Tradition itself is an obstacle that seems to impact preservice teachers (Stewart, 1990; Stewart & O'Brien, 1989). Each future teacher brings to his or her university experience beliefs about the "knowledge and nature of teaching" which directly impacts how he or she will relate to their coursework and future job placements (Abadiano & Turner, 2003). Student teachers also recognize the social and political structure of
secondary schools, based on their own past experiences, and may lead them to the conclusion that these frameworks make it difficult to introduce change such as content literacy (Stewart, 1990). Student teachers sometimes also do not believe that knowledge in pedagogy is a prerequisite to teaching since such practices were often not imparted on them by past teachers (Abadiano & Turner, 2003). Daisey and Shoyer (1993) suggest that since former high school teachers and cooperating teachers do not exhibit using content area literacy strategies, it can be a challenge to impress this need to preservice teachers. Even if teacher educators are able to convince future teachers that these strategies are meaningful, many expressed the realization that they may not have the support of future colleagues when implementing such a change (Stewart & O'Brien, 1989).

A prominent theme in available research concerning preservice teachers' apprehension of mastering literacy practices is content pressure (Daisy & Shyer, 1993; Stewart, 1990; Stewart & O'Brien, 1989). Even before reaching a teaching position they are aware of federal, state, and local mandates that certainly add trepidation for teachers and students. Stewart's 1990 study of university students taking a content reading course found that many saw the benefits of taking such a course but were concerned how literacy instruction would take away time that was needed for content. "The tug of war between quality of instruction and quantity of content covered was foremost in the minds of these preservice teachers who saw the potential for positive outcomes from content reading instruction" p.59. Also in regards to content, many preservice and inservice teachers alike deem they are specialists in their respective fields and are not interested in
how instruction in reading and writing can benefit their chosen areas (Daisey & Shoyer, 1993; Nourie & Lenski, 1998).

Preservice teachers who aspire to be specialists of content in their field, often are resentful of any practices that tend to take the emphasis away from the traditional teacher-centered model (Stewart, 1990). Although many preservice teachers who were interviewed in Stewart's 1990 study claimed disinterest to content reading strategies due to time, further analysis revealed an apprehension of moving away from teacher centered learning. Not only did they not see the benefit of instruction in literacy, they were still influenced by traditional teacher roles, and many welcomed the idea of themselves as the central focus.

Many states and higher education institutions are mandating a content area literacy course for preservice teachers entering the secondary arena as a prerequisite to certification and licensure. However, an introductory course is not enough to effect change and sustain use of literacy strategies across the curriculum (Vacca & Alvermann, 1998). Resentment in taking this course is a common theme. Most did not see the rationale for taking such a course (Daisey & Shoyer, 1993). In one course, teacher educators have the weighty responsibility of helping these disconcerted preservice teachers understand the reason for change, enhance positive attitudes toward the importance of reading, and help them recognize the impact literacy strategies have on their content area (Nourie & Lenski, 1998).

Certainly teacher educators have a meaningful impact on the advancement of literacy. Stewart suggests that by effective modeling, continued studies in programs that use content reading, and allowing for open discussions concerning teacher time, future
teachers may internalize the impact these strategies will have on their content area and move away from the traditional models that are proving to be ineffective (Stewart, 1990 p.62). Sadly, courses that link content and pedagogy are rare. Universities should look at inviting content professors into the process of integrating literacy. Together, content and methods professors could promote a holistic, interdisciplinary approach to help preservice teachers value literacy (Daisey & Shoyer, 1993 p.625).

Inservice teachers face daily obstacles to make reading across the secondary curriculum a reality. Established ways of thinking and established practices are often slow to change. One of the most entrenched ideas is the notion that if any reading instruction is to be done at the secondary level, educators in the language arts department should do it, not by those in the content areas. Many teachers simply believe it is not their job to teach reading and writing (Moore, Bean, Birdyshaw & Rycik, 1999; May & Wright, 2007). Another related sentiment is the idea that high school content teachers are charged with the responsibility of imparting knowledge in their chosen field (D'Arcangelo, 2002; Meltzer, 2001; Moore et al., 1999). Even the organization of schools by department make content appear to be the focus (Moore et al., 1999; May & Wright, 2007). The time and assessment demands that preservice teachers are aware of are living entities for inservice teachers, making it especially difficult for them to embrace a new approach. Teachers think that they do not have the time to teach both literacy skills and content (D'Arcangelo, 2002) and many are often not comfortable moving away from the traditional teacher centered approach that they have been trained in (Stewart, 1990). There are many established ways that are keeping our schools from
embracing literacy education, "yet teaching our students how to think, learn, and use multiple literacies is not just for high school but for life" (D'Arcangelo, 2002, p. 15).

Even if we are able to convince inservice teachers of the benefits of literacy education, many are simply not willing to embrace it because the assumption that they are ill prepared to implement such a program (D'Arcangelo, 2002; Katims & Harmon, 2000; Massey & Heafner, 2004; Meltzer, 2001; Riggs & Serafin, 1998). Not only should we present our teachers with a base of understanding literacy education, we must also thoroughly train our teachers so they see how it fits and provide them with research based strategies (D'Arcangelo, 2002; Taylor, Jones & Mills, 2005).

School Reform and Professional Development

Successful implementation of a school-wide literacy policy must be carefully planned in order to confront deeply ingrained beliefs and practices held by teachers and other members of the learning community (May & Wright, 2007). Content area literacy implementation challenges content supremacy, teacher control, dissemination of knowledge practices, and the compartmentalized structure of our schools. Instead, teachers must incorporate time for literacy practices alongside content, allow for diverse texts, release control to student-centered learning, and embrace a philosophy of shared learning for our students (O'Brien, Stewart, & Moje, 1995; May & Wright, 2007).

Professional development and opportunities for research must be coupled with a commitment to infrastructure changes (Biancarosa & Snow, 2006). D'Arcangelo (2002) interviewed Donna Ogle, a past president of the International Reading Association, who suggested looking at implementing reading programs in three phases. The phases follow the three segments of reading, which include before, during, and after. Before
implementing a program she suggests a group of teachers and other team members study what the district can do. This stage often involves simply understanding the need for literacy. Before setting goals, this group may look at test scores, standards, examining what they already do well, and what other districts are doing. Ideally, all teachers would then be involved in the development of policy with school management centrally involved. Shared formulation of goals and responsibilities is more likely to insure the commitment needed to make such broad changes. In order to develop the school literacy policy, professional development must be artfully crafted to enlist teacher support.

The implementation stage requires the commitment of all teachers. Each content area should be given special attention to provide teachers with literacy strategies that will benefit their discipline. During this phase, assessments and student data will be evaluated looking for overall program achievement and needs and individual student needs. After the implementation stage, reflection and evaluation of goals should be on going. New components can be added as research suggests.

Research has proven that many forms of professional development models are ineffective (Abadiano & Turner, 2003). One of the most ineffective is the model that offers one-time coursework or workshops. The lack of on-going instruction and assistance results in teachers not implementing reading practices (Frey & Fisher, 2004; Stewart, 1990). Professional development is most effective when whole school change is implemented (Taylor et al., 2005; Riggs & Serafin, 1998), has the backing of teachers, and involves every member of the school community, including school leadership who will be integrally connected to the reform efforts (Frey & Fisher, 2004; Riggs & Serafin, 1998).
Professional development is a crucial component to literacy policy implementation. "The attitude of classroom teachers toward content area literacy can be one of the most important factors in reading achievement and reading practice of secondary students" (Nourie & Lenski, 1998 p.372). Richardson, Anders, Tidwell & Lloyd (1991) looked at the relationship between teacher beliefs and their practices in reading comprehension. They found that changes in teacher beliefs come before changes in their practice. This is contrary to most school's professional development models. The Strategic Teaching and Reading Project is a professional development model, designed to improve reading through professional development, increase content-area reading strategies to promote life-long literacy, and includes individual and group inquiry for teachers. The five phases of this program include building a knowledge base, observing models and examples, reflecting on current practice, changing practice, and gaining and sharing expertise. This professional development plan uses the "trainer-of-trainers" model, which is organized and led by three to six teachers (Riggs & Serafin, 1998).

Currently, most educators in charge of professional development plan work on the premise that teachers will make changes and then internalize such practices as beliefs. Instead, May & Wright (2007) challenged those in charge of staff development to not only ground their work in the theory of literacy across the curriculum, but to teach theory as a way to invest teachers in the need for reform. While addressing theory, teachers should be allowed to share their background knowledge and beliefs in the reading and writing process (Richardson et al., 1991). Literacy pedagogy, student centered strategies, and research based learning strategies can then be provided (O'Brien et. al, 1995). This stage must be on going and teachers should be given ample time to practice and plan for
strategy use. Supports must be given to insure that teachers are rethinking and valuing their new role as a teacher and time for student data analysis will motivate teachers to continue the strategies they have chosen or to attempt new ones. Self-study, teacher inquiry projects, and action research are possible modes to evaluate strategy effects (Vacca & Alvermann, 1998). Brabham & Villaume (2003) also agreed that teachers need to have opportunities to engage with and learn from available research or related literacy topics from a broad base of studies and methods, not just those deemed appropriate through the National Reading Panel's recommendations. These authors further implored teachers to "position themselves as active participants in the research community" (p. 700) rather than passively accept findings from experimental studies and programs that offer easy solutions. By engaging in reflection and monitoring of student progress and data, testing hypotheses, reaching evidence based conclusions, and collaborating with our colleagues, teachers will be able to reclaim their importance in classroom scientific research.

Moje (2002) proposed that research not only focus on learning about youth literacy but also should start to value and learn from how this age group is already dealing with complex literacy outside of school. This age group has access to a large variety of information technologies, communication tools, diverse texts, mass media and transportation, as well as, contact with people of different backgrounds. Moje contended that our secondary students already possess the power to navigate various literacy requirements and create new ones. By studying youth literacy we can learn how people learn literacy in new situations, how they navigate multiple experiences, and how they use these experiences to construct new literacies. Perhaps young people today already
have the answer to linking old and new literacies but have yet to be studied from this perspective.

Moje asserted four reasons for studying adolescent literacy practices. They include their complex thinking, their access to more independent literacy time, their involvement in multiple subject school settings, and their construction of identity. Adolescents are more cognizant of their own thinking than younger children, and their ability to analyze print and verbalize their thinking allows researchers access into cognitive reasoning. Metacognition, knowledge about one's own thoughts and understanding the factors that influence our thinking, are crucial to understanding the reading and meaning-making process and these often become apparent during this developmental time. During adolescence, students have increased unstructured time away from adults. The literacy practices they choose to use outside of school, and their strengths in using these literacies, highlights a need to address the disparity between in and out of school literacy. Once students move into secondary schools literacy contexts become unnaturally divided. Moje suggested this is an opportune time to look at how young people come to understand the unique needs of literacy within each content area setting. It is also within this context that we can begin to look at other ways to support them in integrating complex texts. Finally, youth are also a resource in understanding how the literature educators select helps to construct personal identities. Youth should be privileged with experiences in reading, writing, speaking, and thinking that allow researchers to understand how this personal process evolves.

As noted earlier, it is imperative that literacy instruction be embedded into existing curriculum. In order to make this advance, Kamil (2003), suggests using what
he deems the "most popular and promising solution" (p. 27). This solution is using literacy coaching. Coaching involves partnering literacy specialists with content area teachers. The role of the specialist is to help teachers infuse literacy instruction into their current lessons, serve as a resource, present and facilitate instruction for teachers, and assess diagnostic tests (Kemp, 2005). The research based rationale for this is that it can help teachers understand that their students "can develop content knowledge at the same time that they are improving in literacy" (Sturtevant, 2003, p.10). High school teachers will certainly need this type of continuous, "in house" assistance in order to not only learn the new material but to find ways to break the traditional methods of instruction (Kemp, 2005). Professional development around literacy at the secondary level, if done with integrity, can have a positive impact on student achievement (Kamil, 2003).

**Literature Review Closing Thoughts**

Adolescent literacy is an enormous problem that is affecting our schools and children nation wide. However, public attention to this matter appears to be minimal. Surprisingly, we know what can be done to fix the problem and yet, we do not do what is needed. Students must be given explicit, embedded instruction in reading comprehension skills. This should be done throughout their secondary education and should be done by teachers who have been properly trained, and who will continue to receive training and support. Our policymakers need to understand the importance of reading specialists beyond third grade and should help our schools face decisions about program changes. Universities can help to work against tradition and prepare future teachers for their responsibilities to their students' reading needs. Although an immense task, teaching our students to be highly literate citizens should be one of our primary goals.
CHAPTER IV
THE PROJECT

This chapter provides an overview of the project, a series of professional development sessions I have organized to equip secondary social studies teachers with successful strategies they need to foster improved literacy development and independence in their students. The strategies are presented and designed for secondary social studies teachers (grades 5-12) in the disciplines of United States History, World History, Geography, Sociology, Psychology, Government, Economics, and Civics. The content is based on the eleven reading comprehension skills advocated by the Iowa Department of Education. For each of the reading comprehension skills, I have chosen two strategies that have had a positive impact on secondary student achievement, as shown in published research.

Ideally, these professional development sessions would be offered after a school has assessed their literacy data and come to consensus that the way to improve literacy skills for their students is to embed literacy strategies into the content areas. Teachers would have already met to formulate school goals and discuss responsibilities. If the above factors have not been met, I have planned to address these issues in the initial session. My professional development project, "Increasing Student Achievement in Social Studies: Easy, essential, engaging strategies to help students learn social studies content and to become independent learners" would be the initial work of the implementation stage. Since research has proven that one time workshops usually result in little implementation due to lack of on-going support, I would advocate to school leaders that this professional development actually take place over two full school years.

5/4/09
Table 1 highlights the six and eight-week cycles I have envisioned for learning about one of the literacy skills outlined by Iowa's Department of Education and the two strategies I have aligned with each skill. This would allow enough time to implement the strategies, look at lesson objectives and student results, and allow for collaborative time to meet with colleagues to discuss and reflect upon strategy usefulness. Both workshop sessions and collaboration time will give teachers an opportunity to debrief and share both their concerns and their successes. Each of the following days would entail a minimum of seven hours of learning. The workshop is designed to introduce strategies that are appropriate before reading, during reading, and after reading. The sessions are designed using explicit instruction (Eilers & Pinkley, 2006) and participants are encouraged to keep a Learning Log. The presentations are found in their entirety in Appendix A through Appendix L.
<table>
<thead>
<tr>
<th>Table 1 Overview of Two-Year Professional Development Sessions</th>
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<tbody>
<tr>
<td><strong>Year One Cycle</strong></td>
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<tr>
<td><strong>Mid August Workshop One</strong></td>
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<tr>
<td>-Introduction to Literacy Strategies</td>
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<tr>
<td>-Introduction to Assessment (Anecdotal records, rubrics, short constructed response, item selection)</td>
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<tr>
<td>-Activate Schema/Make Connections</td>
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<tr>
<td><strong>Beginning of October Workshop Two</strong></td>
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<tr>
<td>-Predicting</td>
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<td><strong>Mid November Workshop Three</strong></td>
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<tr>
<td>-Monitor Understanding/Use Fix-Up Strategies</td>
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<td><strong>Mid January Workshop Four</strong></td>
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<td>-Visualization</td>
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<td><strong>Beginning of March Workshop Five</strong></td>
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<tr>
<td>-Inference</td>
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<td><strong>Mid April Workshop Six</strong></td>
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<td>-Generate Questions/Answer Questions</td>
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<td><strong>End of May Workshop Seven</strong></td>
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<tr>
<td>-Highlight Success</td>
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<td>-Spring District Wide Assessment Data</td>
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<tr>
<td>-Classroom Action Research Discussion</td>
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<tr>
<td>-Formulate Goals for next year</td>
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<tr>
<td>-Celebrate!</td>
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</tbody>
</table>
Between each workshop, I propose that I serve as a mentor and coach. The initial week would include the workshop, lesson development, and I would also be available to meet with teachers as questions arise. The following week I would like to visit classrooms, develop rapport with teachers and students, and conduct part of a lesson to model the strategy for students. Week three would be the second week teachers are using the strategy with students and my services would be available for co-teaching or observation. By the end of this week teachers would have collected student data to use as evidence for student literacy progress. Data could be in the form of anecdotal records and through rubrics, short constructed responses, and item selection. This type of classroom action research data (see Appendix A) would be collected in weeks five and six and would be shared in department collaboration meetings and at the beginning of workshops to assess the fidelity with which the strategies are being utilized. The fourth and fifth week would focus on the implementation of the second strategy using the same support and procedures as in weeks three and four. Implementation of strategies would continue in week six and peer observations would be encouraged. A department meeting would convene with an agenda including data reflections over the last six weeks, highlights as observed by the consultant and by teachers, and formulation of needs for the next workshop. Table 2 summarizes this part of the professional development session.
Table 2  Six-Week Cycle

<table>
<thead>
<tr>
<th>Week</th>
<th>Content Presented</th>
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</table>
| Week One   | -Introduction of Reading Comprehension Skill and both Strategies  
                          -Lesson Development  
                          -Clarification meetings, if needed, from consultant |
| Week Two   | -Strategy one implementation in classroom  
                          -Consultant modeling the strategy with the classroom |
| Week Three | -Strategy one implementation in classroom  
                          -Co-teaching with consultant or observation by consultant  
                          -Strategy one data collection |
| Week Four  | -Strategy two implementation in classroom  
                          -Consultant modeling the strategy with the classroom |
| Week Five  | -Strategy two implementation in classroom  
                          -Co-teaching with consultant or observation by consultant  
                          -Strategy two data collection |
| Week Six   | -Colleague observations and positive feedback  
                          -Department Collaboration (45 minutes)  
                          -Data reports by consultant  
                          -Highlights of observations by consultant and colleagues  
                          -Formulation of needs for next session |

Workshop One

The initial workshop will involve a comprehensive overview and foundation for the professional development that is to last the next two school years. The PowerPoint and presenter notes can be found in Appendix A. Initially, I will share my experience at the secondary level in the area of social studies and how I became involved in the
creation of this staff development process. I will then give an overview of our learning, highlighting the skills and strategies we will be covering. In order to build consensus and establish justification for this professional development plan, I have included national statistics, Iowa statistics, and statistics from the individual district involved in this session. All statistics involve the stagnant reading growth of our secondary students in increasingly complex, information driven world.

In slide five, I have included what researchers believe can be done about the literacy crisis. This includes explicit professional development in reading comprehension, creating an inquiry based environment where teachers are given time to reflect on their goals, and the use of literacy coaches (Ness, 2007). I have also incorporated a section of the introduction to focus on how these strategies will not only benefit the students, but will benefit the teachers as well. This will help build any consensus that has not been reached. We will highlight how teaching social studies is inherently difficult, and that content area literacy strategies will increase content retention, decrease the amount of time spent reteaching, and promotes student centered learning. After this, I felt it appropriate to deal with any reservations teachers might be having at this point. This will naturally lead into a discussion of obstacles to implementation that involve tradition, content pressure, undergraduate training, established ways of thinking, and school organization. I am hoping that by addressing these obstacles, I will be proactively removing any "hurdles" by reassuring them that I understand their concerns yet can provide them with the necessary training and skills to combat their collective misgivings.
At this point, I think it will be pertinent to share three definitions that are used throughout the workshop including content area literacy, literacy, and comprehension strategies. Slides fourteen through sixteen revisit the notion that reading at the secondary level is imperative by discussing its developmental nature and the increased need for literate citizens in our society. A chart found on slide seventeen visually represents the eleven cognitive comprehension strategies we will be approaching. Explicit instruction moves will be addressed on slide eighteen where I will be explaining the format for presentation. This includes the strategy explanation and why it is useful. The next step is where I will model the use of a strategy as the participants watch. In the next step, referred to as "we do" I will scaffold instruction so that participants are engaged in the strategy with me but are still under my close guidance. In the final section, I will release control of the strategy over to the participants with me watching and only helping when needed. This is exactly the model I want the participants to use with the learners in their classroom. The introduction concludes with research that asserts that the strategy will only effect student achievement if implemented with 75-100% of the teachers implementing with fidelity (Showers, 2002). The last slide is intended to empower the teachers as they begin this extensive learning process and help them realize they can affect the kinds of changes needed in our schools while continuing to do what they have already been doing in conjunction with this new information.

The second part of the first workshop is to begin instruction in the skill of activating schema and making connections. (See Appendix B). This strategy allows teachers to model how reading is an active process that starts before you open the book (Beers, 2003). Information that we have retained is stored in our brains and is commonly
referred to as schema. In order for a student to retain new learning, they must connect it to what they already know (Wilhelm, 2002). Many researchers believe this is the most vital factor in improving student learning (Grady, 2005; Irvin et al., 1995; Tovani, 2004). To activate schema and make connections, I advocated that my colleagues try an Anticipation Guide (Herber, 1978) and Text Tagging (Tovani, 2001). Both strategies improved the quality of classroom discussions and challenged students to connect what they already knew to the information presented. An Anticipation Guide involves agreeing or disagreeing with statements designed by the instructor that covers the major concepts of the text before reading. These are discussed in groups and the text is then read. After reading, the Anticipation Guide is revisited to discuss new understandings or opinions. Text Tagging is another simple strategy that requires the reader to think about what they are reading by having them mark information they already knew, as well as find important information, or new information.

Workshop Two

After six weeks of implementing the above strategies, our second workshop will focus on the related skill of prediction; (see Appendix C). Prediction requires that students think about what they already know, anticipate what might happen based on given clues, and make judgments. This powerful strategy forces students to think about what they are reading as they confirm or disconfirm their predictions. If students independently make predictions and stay attuned to those predictions as they read, their comprehension is likely to improve simply because they have stayed focused on the text. For the skill of prediction, I selected Tea Party and Probable Passage (Beers, 2003). Each of these strategies involves a high level of student interaction and encourages students to
set a purpose for reading. Tea Party is a highly engaging strategy because it involves student interaction with each other based on phrases the teacher has selected from the text to be read. Students then work together to create a "We Think" statement, which predicts what they think the text will be about. The text is read and the prediction statement is looked at again for confirmation, without value judgment. Probable Passage is another activity that can be done in a group setting and asks students to take given statements and place them in given categories. The students make a collective prediction and again read to monitor their prediction. I will encourage teachers to discuss the benefits and challenges of incorporating student interaction and how looking at key concepts before reading a text improves engagement and overall comprehension levels.

Workshop Three

Monitoring understanding and using fix-up strategies, the focus of the fourth workshop (see Appendix D), transitions into skills used during the reading process. This skill is critical as many students are unaware that proficient readers constantly monitor their comprehension as they are reading. Because this process is not visible to the reader naturally, we need to find strategies that help us bring about the awareness of such skills. SMART (Vaughn & Estes, 1986) and Fix-Up Strategies (Tovani, 2000) give students the awareness and tools to attend to content reading material. Using text, a marking tool, a poster with the four steps, and outlined Think Alouds, I will model the use of SMART, an acronym for Self-Monitored Approach to Reading and Thinking. After going through the I Do, We Do, and You Do activities, it will be imperative to discuss the time commitment of this strategy and how this will affect content delivery. The Fix-Up Strategies found on slide nine and the prompts found on page ten are ready for posting in 5/4/09.
the classroom and remind students of some very simple steps to use when something is not making sense. The area that will require the greatest amount of instruction for secondary students is using text features and text structures to assist with understanding. A lesson template that I made is provided and could be used for discussion during collaboration meetings.

**Workshop Four**

Visualization is a critical skill that is crucial to becoming an independent learner. Students have a much easier time visualizing narrative text and need explicit instruction in visualizing the expository texts that dominate the social studies curriculum. I have found particular success with the strategies Visual Timeline and Picture Mapping (Wilhelm, 2004) (See Appendix E). The Visual Timeline strategy gives students the opportunity to visually build their schemata as it relates to a particular unit. Students select events and research is done to fully understand that event. A graphic representation is created and is then compiled with items the rest of the class has constructed to create a visually stimulating, chronologically correct timeline.

After exploring this unit as a whole, students demonstrate their understanding of a given question through a radio interview, a play, a video newscast, a collage, a piece of artwork or a hypermedia stack. Picture Mapping is a strategy that encourages the knowledge of text structure to identify key details and how they can be synthesized into the main idea. Students identify the main idea or event after reading and create a pictorial representation of it. Students then are explicitly taught how to go through the text to find key details such as looking at the first and last sentence of a text, examining quoted material, and identifying paragraph breaks. Students consider how to represent
each key idea and then consider how to represent the main idea and key details into a single picture. This integrated approach allows students to visually summarize and memorize key information for assessments and for schemata development.

**Workshop Five**

The skill of inference requires that students think beyond the literal interpretation of the text and is a skill many students struggle with during standardized assessments and even in our own classrooms. During workshop five, our focus will be assisting teachers so they can model inferring to their students, (see Appendix F). The Think Aloud strategy (Davey, 1983; Olshavsky, 1976-1977) has had the most profound impact on teaching this skill for me and serves to serve as the foundation for teaching all of the other skills. Literally, the strategy involves stopping at strategic points in the text and sharing what you are thinking as you extract meaning from the text. The first half of this session focuses on how, with slight modifications, the Think Aloud strategy works in the secondary setting. This involves eight key moves including introducing the strategy, planning your thoughts ahead of time, and giving a visual clue that you are switching from reading to thinking. Several think aloud prompts are provided and will be utilized during our planning sessions.

The afternoon portion of this session will be centered on Inference Notes (Burke, 2000). This is a graphic organizer that challenges students to make inferences about fictional characters or historical figures. This organizer challenges students to identify their subject, read the passage, and find six quotes that are written about their subject. Students must use their inference skills to explain what they believe the quotes mean and
then draw conclusions about their subject. This really challenges students to think more deeply about biographical information presented in textbooks.

*Workshop Six*

The skill of generating and answering questions is very important at the secondary level (Peter, 1990). Students need to be able to answer different levels of questions and use question generating to stimulate their understanding. I have used Critical Thinking Questions and Question-Answer Relationship (Raphael, 1982) with middle and high school students and have seen gains in questions that go beyond the literal level. (See Appendix G). Students benefit from being taught to form and answer different levels of questions, yet, eighty percent of questions asked by teachers are at the basic knowledge level (Neufeld, 2005). I will spend the first part of workshop six using Bloom's Taxonomy as the foundation for question design that covers six levels of learning: knowledge, comprehension, application, analysis, synthesis, and evaluation (Quick Flip Questions for Critical Thinking, 1997). For each of the six levels we will define it, look at key words associated with this level, and will examine several question stems. This will allow us to analyze the questions we ask in our classrooms and those that are found in our textbooks. Higher levels of questioning naturally lead to project based activities and authentic assessment, therefore, a portion of the morning session will be dedicated to this topic.

5/4/09
The second half of this session will be dedicated to the strategy Question-Answer Relationship that is designed to help students figure out how to go about answering questions using four relationships found between questions and answers. We will examine two types that are found in the book including those answers that can be found "right there" in the book and those that are found in the text but must be put together to form an answer, called "think and search". The final two types are mostly done inside the learner's head, including those questions that can only be answered with the student's experience, which is referred to as "on my own". "Author and you" is a type of question that requires the learner to assimilate when they already know and what the author stated in the text. After modeling proper protocol using this strategy we will analyze questions found in social studies text, watch a model lesson, and develop our own activities that can be used in the classroom.

Workshop Seven

The final session of the first year in the cycle will be a reflection and planning meeting. The first hour and a half will be dedicated to looking at spring district wide assessment data in the area of reading comprehension and social studies data. Administrators will be asked to share overall district scores and growth projections. This large group setting will then break up into a small group session to take a closer look at the subtest data. Small groups of teachers will be assigned a skill from the above sections of the Iowa Test of Educational Development. A spreadsheet will be available with student identification numbers and student identification numbers will highlighted when their score is below the national standard. The purpose is not to identify specific student
needs but needs of the school in general. We will then get together and share out our findings.

The next ninety minutes of the session will look at classroom action research. Initially, we will look at a log that I have compiled highlighting the number of uses that I observed for rubrics, short constructed responses, and item selection. As a result of our department collaborations I will have collected a set of quality lessons from each skill group we have worked on and, with teacher permission, will highlight the positives of each.

A lunch to celebrate or efforts will be in order followed by an afternoon session that will have us formulate goals for the following academic year. We will take the time to align standardized assessment needs with our action research results to synthesize our understanding of our school wide needs. With the help of administration, we will develop goals for the following school year. At this point, I will have us revisit the two-year cycle plan and determine if it is still appropriate or if modifications need to be made.

*Workshop Eight*

Workshop eight will convene just before the school year commences, therefore, we will need to take a look at the goals we set up in workshop seven. It will also be appropriate to spend thirty minutes reacquainting the group with the justification for explicit reading comprehension instruction at the secondary level. This review, will also be important for any new hires that did not go through year one of our professional development (see Appendix A). The rest of the workshop will be dedicated to the skill of determining importance (see Appendix H). With the large amount of text that students are assigned to read, teaching the skill of determining importance is justified (Irvin, 5/4/09)
After defining the skill, I will model the use of the strategy Double S (Irvin, 2001), which guides students to use signal words and the structure of the text to determine which information is critical to understanding the big picture. We will look at the five structures usually found in social studies text including cause and effect, compare and contrast, description, problem and solution, and chronological order and look at ways to help our students approach these different structures. I will then guide the participants through the six main steps of the Double S strategy followed by modeling a lesson in American history. There will also be time for guided and independent practice that utilizes the texts that are currently being used in this district.

I also advocate the use of the Framing Routine (Ellis, 2001) as a way to identify the important information to include in notes. This strategy uses a six part graphic organizer to help students see the relationship between main ideas and supporting details. For three hours the participants will look at the unique parts of the Framing Routine, study past examples, watch me observe a lesson using this strategy, and then plan at least two Frames that will serve as examples for use in their classroom. Time for discussion and sharing is included.

Workshop Nine

Drawing conclusions is the process of interpreting the author's information in relation to the judgments made by the reader. The conclusions that a reader draws from the text are based on the reader's background knowledge, personal perspective on the topic, and the author's intended outcome (Benjamin, 2007). We will focus on the concept of drawing conclusions in workshop nine (see Appendix I). The first half of this session will focus on using the Drawing Conclusions Template to help students put together
expository or narrative text details to come to a richer understanding on their own. The template has three parts: evidence (clues from the story), conclusions (what I already know), and my conclusions (an area to synthesize the first two columns). I will conduct two sessions that will model using this strategy in the fields of world history and American history. As the participants assume the role of students, they will use formative writing as a way to justify their new learning. We will discuss the merits of formative writing and will use a scoring rubric to quantify our responses. The rubric encompasses four levels: emerging, developing, competent, and exemplary.

Questioning the Author (Beck, McKeown, Hamilton, & Kucan, 1997) is a strategy that assists students in constructing meaning from challenging text by having them examine the role of the author. The teacher crafts discussion questions, at critical points in the text that allow the student to think about what the author is saying, not what the textbook states (Buehl, 2001). Students need to be taught that textbooks are written by actual people that may not have conveyed the intended message in the most effective way (Tierney & Readence, 2005). We will examine all four steps of this strategy in the afternoon portion of workshop nine. Step one involves establishing and examining the authorship of the text you are using. The second step entails the teacher previewing the assigned reading for key points and potential problematic areas where a discussion may need to take place. As students read the text, the teacher leads them through a discussion at the predetermined points that are centered on the author, not on traditional queries. Finally, as students develop a level of independence, students can mark places in the text and generate questions for discussion. I will conduct a lesson using economics principles and it is written out for the participants in the Think Aloud format. We will then work
with a civics text to analyze potential stopping points and link them with appropriate queries. Workshop nine will conclude with time to formulate a lesson using this strategy from a textbook the teachers are currently using.

Workshop Ten

In the discipline of social studies, students usually experience more success if they have mastered the skill of summarization (Buehl, 2001). Within the context of workshop ten I have chosen to include the GIST strategy (Cunningham, 1982) and Summary Deciphering (Friend, 2000). Each strategy requires strong teacher modeling and systematic scaffolding to elicit strong written responses.

Summarization involves condensing the information provided by the author, which includes students reading large amounts of information, differentiating important from unimportant ideas, and synthesizing into a unique statement that reflects the original. GIST (Generating Interactions between Schemata and Text) is the strategy we will be focusing on in the first part of this session. (See Appendix J). Students are asked to progressively retell the reading sentence by sentence, using 15 or fewer words. This activity forces students to condense the important information from the preceding GIST into a meaningful statement with the new sentence. During this workshop, I will emphasize the need for teacher modeling and scaffolding to master this complex skill. To do this I have designed activities for the participants to formulate GIST statements using textbook readings and newspaper articles and have established time for them to complete several models that will work with readings from their own classrooms.

Summary Deciphering (Friend, 2000) will fill the remainder of workshop ten. The initial portion of this strategy involves students making a prediction about the text,
reading the text, surmising about the purpose of the text, and possibly rereading to confirm or disconfirm our purpose. Students then try to write out one sentence that encapsulates the main idea, in their own words, after thinking about the entire message of the article and what the author's message is. I find using a T-Chart crafted by Wormeli (2005) to be very helpful with this strategy and have included it as a part of the workshop. Students fill in the details that they believe support the main idea, and write a sentence about each underneath the main idea. Finally, students check and polish the summary paragraph by making sure it was in their own words and used complete sentences. I will have sample summaries on hand and we will evaluate them using a summarization rubric. I will model using Summary Deciphering using a government textbook reading, will conduct a guided practice using the strategy, and will allow time for independent practice.

Workshop Eleven

Our students must be adept at evaluating written text due to the large volume of information that is available to them in print and electronic formats; therefore, workshop eleven will be focused on evaluation (see Appendix K). To evaluate is to form an opinion about the text using several higher order thinking skills (Neufeld, 2005). We will cover the three basic steps, which involve using interpretation to discover the meaning of text, using analysis to determine if the writer has a consistent argument, and placing a value on the case using our own knowledge and others' expertise (Higher Development Center, 2008). The Question Matrix strategy (Dechant, 1991) provides students the support they need to approach text in this meaningful way. A minimum of eight question prompts will be shared with the group that help the students look at a piece of text in an
evaluative manner. In my explicit modeling, I will begin by discussing the skill of evaluation and why it is important. In the direct instruction component of the lesson I will model how to have students read carefully. I often couple this with the strategy of Text Tagging. In analyzing the article we will look closely at the introduction and conclusion. We will also focus on the use of evidence and data and if this supports the claim. Finally, I will model an evaluation that synthesizes what the author states with my own understandings. To do this I have planned an independent and guided practice activity that focuses on a sociology piece and a possible scandal from WWII.

In the second half of workshop eleven we will look at the use of Learning Logs (Commander & Smith, 1996) in combination with Response Heuristic (Bleich, 1978), which also gives students structure in analyzing what they read. Learning Logs are a form of journaling that allow the student to combine prior knowledge with what they have just read and evaluate what the text is telling them (Commander & Smith, 1996). We will discuss the merit of Learning Logs as a tool for students to establish what they know and as a tool for teachers to use as an assessment for lesson plan development. We will also discuss that students will need to see samples of quality, content, and length that is expected by each teacher (Iowa Department of Education, 2008) and how these can be done in a notebook, word document, blog, or wiki. Reflections in Learning Logs using Response Heuristic involve three steps: text perceptions, reactions to text, and associations to text (Tierney & Readence, 2005). Text perceptions are a direct reference to the text, which can be a general statement about what the student noticed while reading. Reactions to the text challenge the reader to think about how they felt about this document. Associations to the text should be the longest response and involve
connecting thoughts and feelings about the readings to what the author is telling you. I will model two selections and will provide a template for teachers to develop quality Learning Logs to use as samples in their classroom.

Workshop Twelve

Workshop twelve is the final session that involves new learning in this professional development cycle. We will focus on the skill of synthesis; see Appendix L. The strategies Key Concept/ Triple Entry Journal (Fisher & Frey, 2006; Strong, 2006) and the RAFT strategy (Santa, 1998) will provide the emphasis of our study on this day. Synthesis requires a sophisticated combination of several reading skills including activating schema, making connections, determining importance, drawing conclusions, and evaluating (Cunningham, 2006). Key Concept Synthesis and Triple Entry Journals are similar graphic organizers that commit the reader to understanding the text, examining what they already know, and create new understanding that synthesizes the above (Fisher & Frey, 2006; Strong, 2006). We will again discuss the merits of using formative writing in the content areas, as this is a natural component to these graphic organizers. Key Concept Synthesis is a three-column chart that asks the student to use text structure and features, topic sentences, transitions, and summary statements to identify five key concepts from the reading. In the second column, students are asked to put these key concepts in their own words and in the third column they must explain why the concept is important and make connections to other concepts. This level of synthesis must be modeled and I have developed lessons using a geography chapter and a journal article that could be used in a sociology classroom.

5/4/09
The Triple Entry Journal format we will be using is adapted from Fulwiler & Young, 2000. In the first section, students are asked to document a predetermined number of phrases, sentences, or quotes they liked or they feel were important from the text. The second column asks them to document their thoughts on the quotation, allowing for the connection of prior knowledge. The final column asks them to synthesize their new understandings by connecting how these quotes are connected to the big ideas of your area of study or to their present life. Both of these strategies have a unique way of challenging students to blend new and existing knowledge.

The final learning strategy presented is the RAFT strategy (Santa, 1998). The last half of this session will focus on learning this strategy, formulating assessment ideas, and looking at two possible rubrics to evaluate student work. RAFT is a strategy that challenges the students to exhibit their understanding of information text by analyzing perspective and synthesizing past and current information through writing. RAFT is an acronym that stands for Role, Audience, Format, and Topic. Teachers develop a chart with possible ideas for each category. First, the teacher analyzes the important ideas you want the students to learn from the text; which becomes the topic. The teacher brainstorms possible roles for the student writer to assume. The audience of the written information is selected, as is the format. After students finish reading the text, the teacher displays this chart and provides the purpose and protocol for the activity (Billmeyer & Barton, 1998). We will look at an assortment of published possibilities and then I will model how I formulated a chart and display several products I have used in the classroom. Participants will be asked to fill in various parts of a RAFT chart and will be asked to write one of their choices. Finally, they will be given a template and will be
asked to create a RAFT chart of their own, along with a writing sample. A rubric will be examined as well.

*Workshop 13*

This cumulative session will mirror workshop seven's morning format. We will look at district wide assessment data and classroom action research. Ideally, the morning and afternoon session will be split by a celebratory lunch provided by local businesses, Parent Teacher Associations, etc. The afternoon session will continue with a planning meeting to determine what the department would like to do to ensure that these strategies are taking place in the classroom. We will discuss the use of turning in implementation logs, continuing peer observations, and collaborative meetings. We will discuss the possibility of using teachers as trainers to ensure that the strategies are being implemented with new staff. An hour will be reserved for the administrative team to formulate goals for next year and responsibilities for these goals. Another half hour will be used for brainstorming future professional development needs. Finally, an evaluation of this professional development will need to be filled out; see Appendix M.

*Summer Meeting*

The purpose of this meeting, time allotment undetermined, will be to go over the results of the evaluation that I have summarized. We will then go over what the teaching staff suggested was needed to ensure that these strategies continue to be implemented and formulate a written policy to be used when teachers return in the fall. Ultimately, we will plan for future professional development using standardized assessment data and the suggestions of our educators.
CHAPTER V
CONCLUSION

This chapter serves a summative function for the literature review and project. Initially, I will reflect on the four research questions that drove the literature review and project and will then examine limitations and recommendations for future research.

*What justifications exist for literacy instruction at the secondary level?*

Historically, reading instruction has been reserved for elementary educators, yet absolutely no evidence supports excluding this practice from secondary classrooms. Reading is not a discrete skill; it is developmental in nature and students need a systematic approach to progress from childhood reading to reading proficiently as an adult. Reading instruction is also justified at the secondary level due to specific, unique literacy characteristics that are found within each content area. Without direct instruction in how to approach each content area's type of text, students will struggle with learning independently. As educators, we obviously want our students to be successful in our classrooms but ultimately we want them to excel in college, in work, and as citizens. To do so, they need to be highly literate.

Standardized assessments report that two out of three American eighth and twelfth graders read below the proficient level and scores have remained stagnant over the last thirty years (Heller & Greenleaf, 2007). This lack of reading proficiency makes our students less competitive in the global job market. In recent years there has been increased focus and investment for reading at the elementary level. Consequently, fourth graders have made gains overall with significant improvement for low-income and minority groups. Secondary students deserve the resources afforded to our elementary
students if we are serious about making an impact in their quality of education. Literacy education must be a key part of our school improvement agendas; overwhelming research exists that discredits the exclusion of secondary literacy practices.

What strategies have been proven effective to raise comprehension in content area courses, including those in the area of social studies at the secondary level?

When I initially began this research I had an undergraduate degree in History and Sociology and twenty-four hours of graduate credit in Behavior Disorders. Despite this training, I was ill-equipped to help my students who were struggling with reading comprehension and was even less equipped to assist students in reaching high levels of literacy. I anticipated that this investigation would yield limited results but instead was dumbfounded by the number of research-based strategies that were easily transferrable to what I was already teaching. The twenty-two strategies that I presented in my professional development were motivating to my students, were easily adapted into lessons, and helped meet the lesson objective.

What obstacles exist for preservice and inservice content area teachers to embed literacy strategies into their curriculum?

Tradition and the demand to cover content are the leading impediments to effect literacy changes at the secondary level. Tradition upholds teaching styles and without proper modeling or exposure to systematic professional development, teachers will often emulate the way they were taught. Inservice teachers are trained to deliver the content of their chosen field and have had little to no training with literacy, therefore, many are resistant because they believe they have not been adequately trained to address this issue.
Tradition at the undergraduate level has placed only minimal attention on this issue. I believe this is a critical time to influence teacher attitudes about their roles with literacy.

The second issue, pressure to deliver content, is especially intense in social studies due to the ever-growing issues that are expected to be covered. Teachers grapple with time constraints and attempting to incorporate reading comprehension skills may be too overwhelming. It is vital that teachers be given the necessary tools and support to adjust to methods that break away from tradition and be assured allowing time for literacy instruction will allow their students to obtain information more independently.

*What is the most effective model of professional development to support content area teachers as they infuse literacy into their practice?*

The success of implementation is contingent on a well-developed professional development plan. The preliminary work is the foundation and should involve a study of the school's needs and strengths. Once these are established administrators and teachers should collaboratively formulate goals. This process should involve extensive attention to enlisting teacher support to challenge existing beliefs about current practice. The implementation of teacher learning can take place when the school community has embraced the need for change, feel invested in the process, and have confidence that change can be attained. Teachers should be given research-based strategies that are proven effective in their discipline. Fellow teachers or literacy coaches should deliver these in on-going sessions. The teaching should be done explicitly, with modeling, and with time to plan specifically for their curriculum. Teachers should be given time outside of learning sessions to collaborate with one another and to look at student data to
determine effectiveness. As desired results are achieved, it is time to study the implementation of other strategies.

Project Implications

The overall purpose of this project was to address the issue of stagnant standardized assessment scores in the area of reading comprehension for adolescents at the local level. This professional development session was designed to explicitly teach educators in the area of social studies effective strategies that would help their students extract meaning from the texts used in their classroom and to develop their students into literate citizens in an information laden society.

This project would impact a school in several ways. First, professional development would be department specific, thereby empowering teachers to use research-based strategies that are proven effective in their domain. The collaborative nature of this process makes this a shared effort and opening up classrooms to other educators will likely cause some anxiety. The expectations of this professional development require that a teacher receive instruction and act upon it, not just continue on with past practices. This will likely cause some initial hostility. This is certainly a paradigm shift for our teachers and this will need to be handled by administration in an effective and consistent manner. In turn, administrators may have an increased role in managing personnel and overseeing classrooms to be sure strategies are being conducted with fidelity. Positive, hands-on support will be critical during the implementation phase. Administrators may also need to be proactive when dealing with parents and the community. Some parents will embrace this new philosophy and others will align themselves to traditional school models. Finally, students will have an increased
responsibility for learning the strategies and making meaning for themselves. Students will also need to be nurtured during this process as they take control and become more independent learners. If implemented successfully, the result should be higher achievement in the areas of reading comprehension and social studies as well as improved student learners.

The impact of this professional development may be the greatest on the educators. This type of learning challenges how they were taught as students, how their teacher preparation courses may have guided them, and how they are currently imparting content. Embracing these new practices will require trust in the research, consultant, and administrators. Mentally, they may need to modify their role as an educator, finding the balance between presenting content and teaching students to access, learn, and reflect on the content on their own. The workload demands on them may be greater as they also struggle with learning the strategies, aligning them with content, and judging their effectiveness. During the interims between professional development sessions, they will be asked to collaborate and do observations of other teachers, which will create time management issues and may induce a level of discomfort. However, as they begin to learn from each other, see the benefits of these strategies in their classrooms, and experience improved school-wide learning their job satisfaction will likely increase.

In the fifth year following this professional development cycle, teachers should be skillfully implementing the twenty-two strategies based on the needs of their students. They should also be more adept at using classroom assessment and district-wide data to determine skill needs and then seek out other research-based strategies that compliment their situation. With more training, teachers may have more knowledge on how to
scaffold instruction differently to learners, based on their level of strategy independence. I would hope that collaboration and peer observations are still a part of the learning process. Perhaps the success of this school may demand that these teachers share their experience outside the district, and serve as catalysts for change in other schools.

Project Limitations

I surmise that there were two limitations to this project. Strategies were mostly introduced in this professional development and implementation was the goal. Therefore, little time was given on how to scaffold and release control to students to help them become independent strategy users. A second limitation is the exclusion of many research-based strategies that are likely to impact student achievement.

Project Recommendations

I am excited to broaden the scope of this literature review and project. I would like to do more research in scaffolding and releasing strategy control to the students. This metacognitive activity could be studied through the use of student rubrics or Likert scales. Writing in the content areas is another area of research I would like to expand. Writing activities serve as an opportunity for students to solidify their learning and for me to use as formative assessment. Authentic assessment practices are intriguing and I would like to link with community agencies to develop lessons that are parallel to activities in the world of work. I could then embed reading comprehension strategies with career-based reading, which has the implication of increasing motivation and establishing purpose for strategy use. Finally, I will expand this research beyond print-based literacy activities. Our students are consumers of a vast amount of information in
print, media, and technological form. These reading comprehension strategies must be applied to all situations where students are asked to derive meaning.
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5/4/09


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Appendix A

Increasing Student Achievement in Social Studies
Easy, Essential, Engaging, and Embedded Strategies to Help Students Learn
Social Studies Content and to Become Independent Learners

Opening PowerPoint Presentation
Appendix A

Increasing Student Achievement in Social Studies
Easy, Essential, Engaging, and Embedded Strategies to Help Students Learn Social Studies Content and to Become Independent Learners

Critical Statistics - National

Critical Statistics - Iowa

How Can We Fix the Literacy Crisis?

1. Provide explicit professional development for reading comprehension strategies with ongoing monitoring.
2. Create an inquiry-based environment where teachers are given time to reflect on instructional goals.
3. Use literacy coaches and curriculum specialists.

Critical Statistics - Your District

Justification for Using Reading Strategies
Why Reading Instruction Can Benefit You as a Teacher.

- Social Studies is inherently difficult.

60 percent of students in elementary school are unable to read at or above the level appropriate for their grade level. Only 15 percent of eighth graders can read at the level appropriate for college entrance. Moreover, students who receive instruction in reading shows a higher average reading achievement on standardized tests than those who receive less instruction (Tobin, 2002).

- Decreases the amount of time spent reteaching.

All the time spent reteaching reading in the classroom can be attributed directly to the quality of instruction provided. A study conducted by the National Education Association found that students who received reading instruction that was well-prepared and well-implemented showed a higher average reading achievement on standardized tests than those who received less instruction. (Tobin, 2002)

Possible Teacher Reservations to Using Reading Strategies:

- "My students will be resistant to use these strategies."
- "I lose control of my class."
- "Things may take a direction I do not like."
- "There are distractions where I cannot control what is being taught."
- "My job to teach the content, language arts is a separate reading taught."

Obstacles to Secondary Literacy Implementation:

- Tradition
- Content Pressure
- Undergraduate Training
- Established Ways of Thinking/Practices
- School Organization
- Language Arts vs. Content Area Teacher Roles
Definitions Used Throughout the Workshop

- Reading ac-rocept: the meaning is assumed that is learned is often not the same as the intended meaning of the text or story.
- Reading instruction involves the development of specific reading strategies and techniques to improve reading comprehension.
- Reading methods include the use of guided reading programs, comprehension strategies, and the use of technology to enhance reading skills.

Developmental Nature of Reading

- Reading a concept: the meaning is assumed that is learned is often not the same as the intended meaning of the text or story.
- Reading instruction involves the development of specific reading strategies and techniques to improve reading comprehension.
- Reading methods include the use of guided reading programs, comprehension strategies, and the use of technology to enhance reading skills.

Despite the lack of public attention to this problem, research clearly shows that reading comprehension must be explicitly taught, be embedded in context, be taught by teachers who are skilled in modeling how to approach their specific text, and be implemented school wide.

Explicit Instruction Moves

1. Teacher introduces the strategy: name, format, and explicit instruction, then practice.
2. Teacher models the application of the strategy: (e.g., think aloud) to engage students in the importance of the strategy.
4. Students practice with minimal support, then feedback. (e.g., think aloud, explicit instruction, with minimal support, then feedback.)
5. Teacher provides for transfer in reading & writing (e.g., number of strategies used in reading vs. writing).
6. Teacher provides for transfer in reading & writing (e.g., number of strategies used in reading vs. writing).

5/4/09
Classroom Action Research
Data Collection

- Anecdotal Records
- Short, Constructed Response
- Item Selection
- Rubrics

Final Thoughts

Classroom instructors are constantly searching for new ways to enhance student learning. There are numerous growth areas and issues that need to be addressed, but one area that stands out is the importance of teacher reflection and improvement.

The goal of quality professional development is for 100% of the staff to be implementing the strategy with fidelity. School-wide student achievement results will only occur when 75% of the staff are implementing with fidelity.

Study of Implementation

Anecdotal Records

The goal of quality professional development is for 100% of the staff to be implementing the strategy with fidelity. School-wide student achievement results will only occur when 75% of the staff are implementing with fidelity.
Appendix B

Activate Schema/ Make Connections PowerPoint Presentation
Appendix B

Activate Schema/Make Connections

Strategies:

Anticipation Guide

Text Tagging/Text Coding

Activate Schema/Make Connections

Strategies:

Anticipation Guide

Text Tagging/Text Coding

This strategy is used before reading to encourage readers to connect their current background knowledge and opinions and anticipate what the text may be about. When used after reading, students connect their prior knowledge with information gained from the reading and evaluate their responses. (Herbert, 1978)

Anticipation Guide (continued)

Do I understand this topic and how can I activate my background knowledge about it?

We do this by working together on an Anticipation Guide based on the savagery of the story: "A Long Way Home: Memory of a Boy Soldier" by Elie Wiesel.

You do! You are encouraged to finish an Anticipation Guide before the reading so that your comprehension is enhanced.

Anticipation Guide (continued)

Learning Log

Reflect on the practices you currently use in your classroom to activate or build background knowledge.

How might an Anticipation Guide be used as an assessment tool to determine the amount of prior knowledge students have in relation to current content?
Text Tagging/ Text Coding

This is a simple strategy to implement that helps keep students mentally involved in their reading by having them make connections, ask questions, and monitor their understanding. Students use symbols to "tag" or "code" the text with a writing instrument, sticky note, or a piece of paper and later share their thinking in a discussion format.

(From: Jemal, 2008)

Text Tagging/ Text Coding (continued)

R: "The main idea of."  
V: "I can visualize this."  
I: "The makes me think."  
Q: "Why I wonder." or other question
K: "I think that..."  
O: "This is important."  
W: "I don't understand this."  

Learning Log

1. Reflect on your text tagging experience from the "I Do" activity.

2. How can you envision using this strategy with struggling readers? With proficient readers? How might you know when students are doing this naturally on their own?

Text Tagging/ Text Coding (continued)

Step 1: Introduce students to the strategy by conducting a think-aloud.

Step 2: Read the text and respond using symbols.

Step 3: Share symbols with partners or small groups.

Step 4: Use the symbols to organize notes from the reading.

Text Tagging/ Text Coding (continued)

I Do: I will model a text tagging/text coding activity while using an Economics textbook covering the concept of "externality."

We Do: We will work together while text tagging/diagramming a section on the-sponsored impact and inherent costs of the federal government.

You Do: You may write on how you might apply this strategy to a song like, such as "Total in Sisyphe" by Charles Darwin.

Bibliography
Appendix C

Predicting PowerPoint Presentation
Appendix C

Predicting Strategies:
Tea Party
Probable Passage

Predicting

Making predictions helps students use prior knowledge to anticipate what is going to occur in text before or during reading. At its core, students will make predictions and read to see how they turned out. Students learn to confirm and disconfirm their predictions, adjust as they read more text, without value judgment.

Strategies Presented
Tea Party
Probable Passage

Tea Party

The purpose of this highly interactive strategy is to have students predict, consider text, make inferences, see causal relationships, compare and contrast, practice sequencing, and draw on prior experiences.

Tea Party (continued)

Teacher Prep: Teacher selects phrases, sentences, or single words that give insight into characters, settings, and conflicts and writes them on index cards.

Step 1: Students are given the cards and are to move from student to student and discuss what the text may be about (first of its kind). What does this mean? What are these three actions?

Step 2: Students return to small groups to discuss what they consume the story is about.

Step 3: Students write a "We Think" statement. Which is a paragraph that begins with "We think this statement is about..." Students share and explain their statements.

Step 4: Read the selection.

Step 5: Discuss how their predictions match with the text.

Tea Party (continued)

Do I will model my thinking as I prepare a Tea Party activity using the following article from the Los Angeles Times: "A Bachelor Nailed by J. Kukavica" 12/31/2007...

We Do: We will collaborate on how to design a Tea Party using the short story "The Kapitan Shanor" set after the Vietnam War by Jack Kukavica.

You Do: You may design a Tea Party activity using a text you choose for the theme. Please use a text selection of your choice.

Learning Log:

1. Take in the relevant text that we used during the Tea Party activity.

2. Reflect on the benefits and challenges of incorporating student interaction. Would it ever be appropriate to skip the "We Think" statement independently? If so, when?
Probable Passage

Probable Passage is a strategy that is designed to have students think about the characters, setting, conflict, resolution, and the vocabulary of the story before they read.

(Bean, 2003)

Probable Passage (continued)

1. Choose 8 to 9 words from the reading that fit into the following categories that are found on the worksheet: character, setting, problem, outcomes, and unknown words.
2. Students then place the words into the boxes where they think they belong.
3. Students write a get statement using the words in the boxes.
4. Students write specific questions they wanted answered when reading the text.
5. Read the story, then return to the worksheet. Do you know the unknown words? How would the author have arranged the words?

Probable Passage (continued)

We Do (We will attempt a Probable Passage using the novel "Passing the Wire" by Nina Ricci.)

You Do (You may work independently or in small groups while attempting to determine how you would use Probable Passage with a short biography on Queen Elizabeth I or with text of your choice.)

Probable Passage (continued)

Learning Log:

1. Affix your Probable Passage sheet to your notebook.
2. How often do you think you might need to revisit students’ Probable Passages when reading longer text? What part of textbook reading could this applied to?

Bibliography

Appendix D

Monitor Understanding/ Use Fix-Up Strategies PowerPoint Presentation
Appendix D

Monitor Understanding/Use Fix-Up Strategies

Strategies:
SMART

Fix-Up Tools

SMART Strategy

SMART is an acronym for A Self-Monitored Approach to Reading and Thinking (Vaughn & Eiles, 1988). This strategy helps students to identify parts of the text that they are understanding or not understanding.

SMART Strategy (continued)

Step 1: Read the text and underline the ideas you do understand. Then underline ideas you do not understand.

Step 2: After each section summarize the key ideas. You may also make notes in the margin to help.

Step 3: After each section review the text you did not understand and note the following:

- Explain what you do not understand.
- Explain what you do understand.
- Explain what you think you do not understand but do not know how to explain.
- Explain how you think you do not understand but you are not sure what is wrong.
- Explain how you think you do not understand but you do not know how to explain.

SMART Strategy (continued)

Do it and model how a student might use the SMART strategy when reading the article, “How Going Became a Life Goal.”

We DO: We are assuming that students are using the SMART strategy to understand the text: “The Effects of Credit-Card and Socioeconomic Factors on Credit Card Acquisition and Use”.

You DO: You are encouraged to identify a portion of the text that you believe your students need support understanding and using the SMART strategy.
SMART Strategy (continued)

Learning Log:

1. Obviously, the strategy will take some time away from the text you could be reading more quietly through another. How often do you think you might have to use this strategy in succession to promote independence? How will you assess what it might need to be revised?

2. Conduct a cost-benefit analysis concerning the use of the strategy.

Fix-Up Strategies

To use fix-up strategies is to identify when comprehension breaks down and then solve the problem. When we use fix-up strategies we stop and think about the meaning of what is read, know that there are ways to solve the problem, and make more than one attempt to construct meaning.

Fix-Up Strategies (continued)

• Make a Connection
• Make a Prediction
• Stop and Think About What You Have Already Read
• Ask a Question
• Reflect on Writing
• Visualize

• Use Print Conventions
• Retell What You’ve Read
• Reread
• Notice Patterns in Text Structure
• Adjust Reading Rate

Fix-Up Strategies (continued)

This is not making what I sense expected what I because because already already because because

Since I’m I have no need to
don’t confused due to I reverse my
understand so I will
better thinking by
revised and do

This is not

This connects to

This connects to

This connects to

Try to figure

Fix-Up Strategies (continued)

Do it! Make a lesson on how these strategies can help you improve your reading skills. Make a lesson plan on the following slide and the slide above. According to Segreto, etc.

We Do: We will need the passage ‘Avoiding those Plastic Picnic’ which was used in the fix-up strategies you used during the lesson plan presented to the teachers at your school.

You Do: You are encouraged to find a difficult passage in your favorite text or reading material and design a short lesson plan for your students.
Fix-Up Strategies (continued)

Learning Log:

1. List the fix-up strategies you generally use.

2. Fix-up strategies are often a part of the elementary curriculum. Reflect on whether or not you believe that fix-up strategies are needed at the secondary level. In your opinion, who should assume the responsibility for teaching them?
Appendix E

Visualization PowerPoint Presentation
Appendix E

Visualization Strategies:
Visual Timeline
Picture Mapping

Visualization

Visualization strategies have been successful in improving comprehension monitoring, a skill integral to expert reading, identifying main ideas, and justifying these with evidence from a text, and seeing patterns of details across a text to other texts to discover complex implied relationships. These are skills that according to recent National Assessments of Educational Progress, fewer than six percent of our high school seniors can effectively use (Wilhelm, 2004).

Visual Timeline Strategy

This strategy gives the students the opportunity to visually build their schemata as it relates to a particular unit.

Students can refer to it as they read the assigned text.

Students can then do follow up activity that encourages them to think deeper about what they read.

Visual Timeline Strategy (continued)

Do (We will share a Civil Rights activity adapted from visual strategy expert Jeffrey Wilhelm's work)

We Do (We will take this activity template and create a similar experience for the Civil War)

You Do (You are encouraged to attempt these activities in your classroom or construct one that meets your students' needs)

Visualization Timeline (continued)

Learning Log

1. Write one of your visual timeline activity sheets and its accompanying follow-up sheet in your learning log.

2. Reflect on the following questions: How important is the follow-up activity in the visual timeline? How important is it that students are able to see relationships or themes in history?

Picture Mapping Strategy

Picture mapping involves identifying and summarizing important pictures, the key ideas of the text. This can be used in biographies, narratives, primary documents, and in textbooks.

Wilhelm modified the strategy to align with how readers identify the key topic and then create a picture representation. It shows that students take a skill at the details and the relationship between the details.
Picture Mapping (continued)

Do (I will model how to do picture mapping after reading from our Economics text)

We Do (We will in groups of three or four create the picture map from the assigned Economics text and then will try the Advanced Picture Mapping of your choice)

You Do (You are encouraged to find a passage in your text and fill out a Basic Picture Mapping Direction sheet so it is ready for your students to try)

Bibliography


Appendix F

Inference PowerPoint Presentation
Appendix F

Inference Strategies:
Think Alouds
Inference Notes

Inference

According to Vander Brock, Fefferman, and Rusanov (1993), inferences occur when the reader activates information that is evoked by, yet goes beyond, the information that is provided explicitly in the text. Helmer's (1978) interpretive level of comprehension, the inference level, is sometimes referred to as "reading between the lines" or "reading of text-based connections" and "schema-based connections." Readers connect what they know to new information encountered in the text.

Think Aloud Strategy

The Think Aloud strategy (Davey, 1983; Oslavsky, 1976-77) trains students to stop and think about the meaning of what they are reading. This oral metacognitive action allows the student to analyze how they are reading and gives the teacher an opportunity to observe any difficulties the student is experiencing.

Think Aloud Strategy (continued)

1. Make thinking aloud.
2. Start: stop students, think aloud about what you see, think about what you are doing.
3. Stop: think aloud: think about what you are doing.
4. Think aloud: think aloud: think about what you are doing.
6. After modeling a few times, have the students try it with a partner.
7. Provide ample opportunities to practice.
8. Have students reflect on how thinking out loud helps change their teaching habits.

Think Aloud Strategy (continued)

Making Predictions, Hypotheses, or Questions

Think Aloud Strategy (continued)

Making Predictions, Hypotheses, or Questions

Interpretive and Explicit Strategies

Interpretive and Explicit Strategies

Making Inferences

Making Inferences

The Last Section

5/4/09
Think Aloud Strategy (continued)

Do (I will model a session in which I have used the Think Aloud strategy for the first chapter of "The Cat in the Hat" by Dr. Seuss.)

We Do (We will collaboratively design think alouds based on a given passage and stopping points. We will then combine them into a lesson plan based on the plot in the culture of the 1910s.)

You Do (You are encouraged to design at least three think alouds from different texts you use within your classroom.)

Think Aloud Strategy (continued)

Learning Log:

1. Place in one of the Think Aloud activities.

2. Most of you already did something similar to this and weren't aware you were doing a strategy. How do you think you might improve to make your thinking stronger and more effective for your students?
Appendix G

Generate Questions/ Answer Questions PowerPoint Presentations
Appendix G

Generate Questions / Answer Questions

Strategies:

Critical Thinking Questions

& Question-Answer Relationship
Critical Thinking Questions

Level Four Analysis
Examine and break down political issues by identifying: motive, cause, subtext and evidence to support general overview.

Key Words
Analysis, Subtext, Evidence, Motivation, Cause, Subtext, Evidence, Analyze, Motivation, Cause, Analyze

Questions
How are the two related? What is their cause? What possible evidence supports their connection? How do we know? What is the evidence? How do we know we can trust the evidence? How do we know we can trust the evidence? What is the reason? How do we know? What possible evidence supports our theory? How do we know? What is the evidence?

Critical Thinking Questions (continued)

Level Five Synthesis
Combine information together to form new ideas and suggest alternative solutions

Key Words
Synthesize, Combine, Information, New Ideas, Suggest, Alternative Solutions

Questions
How is the information related? How did the information influence your thoughts? How can you use the information to make a new idea? How can you use the information to make a new idea? How can you use the information to make a new idea? How is the information related? How did the information influence your thoughts? How can you use the information to make a new idea?
QAR (continued)

Learning Log

1. What are your thoughts on the value of the QAR strategy? Which question did you find the hardest to answer? How could you help students answer this type of question?

2. How could this strategy be used with standardized assessments?
Appendix H

Determining Importance
Strategies:
Double S
Framing Routine

Determining Importance
To determine what is important in text, readers:
1. Identify key words as they read
2. Distinguish between important and unimportant information in relation to key ideas or themes in text
3. Utilize text structure and visual clues to help them distinguish important from unimportant information
4. Use their knowledge of important and relevant parts of text to provide a stringent meaning and symbolic text for others (Najafi, 2005)

Strategies Presented
• Double S
The Framing Routine

Strategy: Double S-Signal Words
That Indicate Structure

Double S (continued)

Step 1: Survey the Text
Step 2: Open the Signal Words
Step 3: Open the Structure of the Text
Step 4: Predict the Main Idea of the Passage
Step 5: Read the Test
Step 6: Revise the Main Idea

Double S Strategy (continued)

Do we have the theme? (Write the paragraph)

We do... What else? (Write the paragraph)

You do... What else? (Write the paragraph)

Step 1: Survey the Text
Step 2: Open the Signal Words
Step 3: Open the Structure of the Text
Step 4: Predict the Main Idea of the Passage
Step 5: Read the Test
Step 6: Revise the Main Idea
Strategy: The Framing Routine

### The Framing Routine

**Step 1:** Focus on the Topic
- Name the topic
- Define the purpose
- Identify key elements
- Select an audience
- Determine the format
- Outline the structure

**Step 2:** Research
- Gather relevant information
- Summarize key points
- Organize data
- Cite sources

**Step 3:** Analyze
- Identify main ideas
- Synthesize information
- Evaluate evidence
- Draw conclusions

**Step 4:** Make a Big Statement
- Craft a compelling thesis
- Define the scope
- Anticipate objections
- Structure the argument

**Step 5:** Externalization
- Revise and refine
- Peer review
- Finalize the document

---

### Double S Strategy (continued)

**Learning Log:**
1. Take notes on your impressions of the activity using the “Parallel Past to the Present: Water Usage in the West.”
2. Reflect: What structures did you notice or primary classroom text? How well did this structure impact the way you want students to organize the material in a meaningful way?

***

### Bibliography


Appendix I

Drawing Conclusions PowerPoint Presentation
Appendix I

Drawing Conclusions

Strategies:
Drawing Conclusions Template

Questioning the Author (Q&A)

- Drawing Conclusions Template
  Authors do not always tell everything about the characters and events in a story. Nor do textbooks writers reveal all the details. Sometimes readers must put together story or expository text details to come to an understanding on their own. This is called drawing conclusions.

- Drawing Conclusions Template (continued)
  - Drawing conclusions is the process of interpreting the author's information in relation to the judgment made by the reader. The conclusions that a reader draws from the text are based on the reader's background knowledge, personal perspective on the topic, and the author's intended outcome.

5/4/09
Questioning the Author (continued)

Questions to ask

What is the author trying to say here?
What is the author's message?
Does the author explain this clearly?
How does the connect with what the author has told us before?
What does the author expect the reader to already know?
Why do you think the author tells us this?

Questioning the Author (continued)

Step 1. Establish and examine the authorship of the text you are using.

Step 2. The teacher will preview the assigned reading for key points and potential problematic areas and determine places where a discussion might take place. (See next slide.)

Step 3. Conduct a session with students.

Step 4. As they develop a sense of independence, have students mark places in the text and generate questions for discussion.

Drawing Conclusions Template (continued)

Learning Log:

1. Tape in the assessment rubric used at the elementary level.

2. Could this rubric be used at the level you teach? Could it be modified to suit your needs?
Questioning the Author (continued)

Do you think that there are other topics that might be discussed in the classroom? We will be discussing these topics in the next session.

We Do: We will work in small groups using a handout. You will analyze the information and discuss how it relates to the topic. Discuss the following points:

1. What are the key points in the handout?
2. How do these points relate to the topic?
3. What are the implications of these points for our discussion?

You Do: You will be given an opportunity to present a discussion session that relates to the topic currently used in your classroom.

Questioning the Author (continued)

Learning Log:

1. In the main textbook you are currently using, who is the author? What are their credentials? What experiences do they bring to the text? What weaknesses?

2. The discussion questions are very different than what we first described. How will you be able to assess student comprehension while using these author inquiry methods?
Appendix J

Summarize PowerPoint Presentation
GIST Strategy (continued)

Learning Log
1. Pass in your newspaper artifacts.

2. Reflection: The GIST strategy can be time-consuming. How might you balance the delivery of content while incorporating time for summary skill instruction? How will you measure student progress and plan for the level of scaffolding needed?

Summary Deciphering (continued)

Guidelines for Summarization

Step 1: Process
What is the main topic? What is the author's message? Put the main ideas in your own words.

Step 2: Main Ideas
What is the whole article about? What is the author's message? Put the main ideas in your own words.

Step 3: Supporting Ideas
- Major details are more specific than the thesis.
- No examples, illustrations, or anecdotes.

Step 4: Check and Polish
- Are they in complete sentences?
- Are they in your own words?

Bibliography


Appendix K

Evaluate PowerPoint Presentation
Appendix K
Evaluate Strategies: Question Matrix Learning Logs & Response Heuristic

Evaluate
Strategies:
Question Matrix Learning Logs & Response Heuristic

To evaluate is to form an opinion about the text using several higher order reading and thinking strategies. It does not involve an isolated set of skills but instead, involves a combination of determining the author's viewpoint and purpose, distinguishing fact from opinion, determining validity, judging literary qualities, making value judgments, and detecting propaganda techniques.

Question Matrix (Q-Matrix) Strategy
A Question Matrix is a series of questions that provide students with the support they need to evaluate a text in a comprehensive and meaningful way. Combined with effective modeling, these are a strong way to promote higher order reading skills (Hehnert, 1991).

Question Matrix Strategy (continued)

Why did the author write this text and was the purpose accomplished?
Do I believe what the author says? Why or why not?
Is the selection clear and vivid?
Did the author do a good job in writing this selection? Why? Why not?
How did I react to this selection?
What does it make me think of?
Does the story remind me of anything? Why?

Question Matrix Strategy (continued)

Did the selection make me laugh? Why or why not?”
Did the selection make me cry?” Why or why not?”

The Author's Viewpoint
The selection's purpose
The selection's theme
The selection's style

The Selection's Message
The selection's message is about
The selection's message is
The selection's message is
The selection's message is

The Selection's Audience
Who is the selection for?
What is the selection about?
How is the selection organized?
What is the selection's tone?
Question Matrix Strategy (continued)

Learning Log:

1. Select one of the proposed Question Matrix items
   - Apply all items to the information about evaluation that
   you have just read.
   - How the specific types of evidence
   - How to write a poem as a means to the students about their work
   - What do you like about the strategy?

2. Discuss this journal entry with your elbow partner.

Learning Logs & Response Heuristic

Learning Logs:

Learning Logs are a form of journaling that
allow the student to integrate their prior
knowledge with new knowledge and
evaluate what the text is telling them.
(Commander & Smith, 1996)

Coupled with a response heuristic
approach, learning logs will give students
a specific structure to evaluate what they have
read. (Bleich, 1978)

Learning Logs & Response Heuristic
(continued)

Reflections in Learning Logs using Response Heuristic involve 3 steps:

1. Text Perceptions
2. Reactions to the Text
3. Associations to the Text

Learning Logs & Response Heuristic
(continued)

Describe your learning log here and discuss the specific
heuristics used in the assessment of your work. (Bleich, 1978)

We have used a response approach to the questions in
the text to evaluate our Learning Logs (Bleich, 1978)

You may want to consider writing about how you
are integrating your prior knowledge with new
knowledge in response to the text.
Learning Logs & Response Heuristic (continued)

Learning Log:
1. Post in the I Do Learning Log
2. How could reading your student's Learning Logs provide you with information to plan your next lesson? How could the students use their learning logs for test or paper writing preparation?
Appendix L

Synthesize PowerPoint Presentation
Appendix L

Synthesize Strategies:
Key Concept Synthesis / Triple Entry Journal

Synthesize
Strategies:
Key Concept Synthesis / Triple Entry Journal
RAFT

Key Concept Synthesis / Triple Entry Journal

These strategies are essentially graphic organizers that commit the reader to understanding the text, examining what they already know, and create new understanding that synthesizes the above.

Tanner & Frey 2006; Strong 2006

Key Concept Synthesis

Do that make sense?

We Do (We need an issue that might be used in a high school social studies class and try both a key concept and triple entry journal)

You Do. You are encouraged to use either or both of the above strategies using high school social studies classroom as a summary for your students.
Key Concept Synthesis

Tripp Envy

Jo

Journal

RAFT Strategy

RAFT (Santa, 1999) is a writing strategy that challenges the student to exhibit their understanding of informational text by analyzing perspective and synthesizing past and current information. RAFT is an acronym that stands for:

- Roles of the writer (reporter, observer, etc.)
- Audience: Who will be reading this?
- Format: What is the best way to present this writing?
- Topic: Who or what is the subject of the writing?

RAFT Strategy (continued)

1. Analyze the important ideas you want students to learn from the text; these will be the roles.

2. Brainstorm possible roles students could assume.

3. Decide who the audience will be and determine the format you would like them to use.

4. After students finish reading, explain the purpose and protocol for the RAFT strategy.

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5/4/09
### RAFT Strategy

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RAFT Strategy (continued)

Learning Log

1. Place in a type of RAFT
2. How does engaging students in writing from a different perspective challenge students to use the skill of synthesis?
Appendix M

Professional Development Evaluation
Appendix M

Professional Development Evaluation

Describe the impact of this professional development on you as an educator.

Describe the impact this professional development has had on your students.

What strategies have had the strongest impact on your students? Explain.

What supports will you need in the future to continue implementing these strategies?

How did peer observations and collaboration meetings impact your learning?

How could the consultant have improved this professional development?

Evaluate the role of administration in this process.

What suggestions would you offer for implementation of this professional development in other school districts?

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