

1984

## Reading in the content areas: A review of in-service approaches and a personal experience

Marnell Keas Lyle  
*University of Northern Iowa*

*Let us know how access to this document benefits you*

Copyright ©1984 Marnell Keas Lyle

Follow this and additional works at: <https://scholarworks.uni.edu/grp>



Part of the [Education Commons](#)

---

### Recommended Citation

Lyle, Marnell Keas, "Reading in the content areas: A review of in-service approaches and a personal experience" (1984). *Graduate Research Papers*. 2816.

<https://scholarworks.uni.edu/grp/2816>

This Open Access Graduate Research Paper is brought to you for free and open access by the Student Work at UNI ScholarWorks. It has been accepted for inclusion in Graduate Research Papers by an authorized administrator of UNI ScholarWorks. For more information, please contact [scholarworks@uni.edu](mailto:scholarworks@uni.edu).

**Offensive Materials Statement:** Materials located in UNI ScholarWorks come from a broad range of sources and time periods. Some of these materials may contain offensive stereotypes, ideas, visuals, or language.

---

## Reading in the content areas: A review of in-service approaches and a personal experience

### Abstract

Prior to the 1930's, the function of secondary school reading instruction was to expand upon the basic reading knowledge a student had acquired by concentrating on the literary works. However, by 1937, thinking began to change regarding secondary school participation in the reading skills process and, in particular, the content area teacher's participation in the teaching of reading.

READING IN THE CONTENT AREAS:  
A REVIEW OF IN-SERVICE APPROACHES  
AND A PERSONAL EXPERIENCE

A Research Paper

Submitted to

The Department of Curriculum and Instruction

In Partial Fulfillment

of the Requirements for the Degree

Master of arts in Education

UNIVERSITY OF NORTHERN IOWA

by

Marnell Keas Lyle

April 16, 1984

This Research Paper by: Marnell Keas Lyle

Entitled: Reading in the Content Areas: A Review of In-service  
Approaches and a Personal Experience

has been approved as meeting the research paper requirement for the  
Degree of Master of Arts in Education

Ned Ratekin

\_\_\_\_\_  
Director of Research Paper

April 16, 1984  
Date Approved

Ned Ratekin

\_\_\_\_\_  
Graduate Faculty Adviser

April 16, 1984  
Date Approved

Max Hosier

\_\_\_\_\_  
Graduate Faculty Reader

April 17, 1984  
Date Approved

Charles R. May

\_\_\_\_\_  
Head, Department of Curriculum  
and Instruction

April 27, 1984  
Date Approved

## TABLE OF CONTENTS

CHAPTER ONE: INTRODUCTION.....	1
CHAPTER TWO: REVIEW OF LITERATURE.....	3
GOALS OF A SECONDARY READING PROGRAM.....	3
DELINEATION OF ROLES.....	4
THE CONTENT TEACHER.....	4
THE READING SPECIALIST.....	5
PROGRESS TOWARD GOALS.....	6
CHANGES IN ATTITUDES.....	9
STUDIES.....	11
IN-SERVICE PROGRAMS ON CONTENT AREA READING.....	14
CHAPTER THREE: A PERSONAL EXPERIENCE.....	19
APPENDIX A.....	25
APPENDIX B.....	27
SELECTED BIBLIOGRAPHY.....	31

## CHAPTER ONE

### INTRODUCTION

Prior to the 1930's, the function of secondary school reading instruction was to expand upon the basic reading knowledge a student had acquired by concentrating on the literary works. However, by 1937, thinking began to change regarding secondary school participation in the reading skills process and, in particular, the content area teacher's participation in the teaching of reading.

Although mention of teaching reading in the content area came relatively early in the Twentieth Century, widescale development and implementation of such programs did not come about for some time. During the 40's, 50's, and into the 60's, those secondary reading programs that were implemented were remedial in nature. A reading specialist diagnosed which skills and subskills the student had previously failed to develop and then used specialized materials and facilities to teach those skills necessary for reading in various subject areas. All of this was done with little or no input from the experts in those subject areas--the content teachers.

There must be an integration of instruction in subject matter and training in learning skills. And the content area classroom is the primary setting for developing these functional reading skills. Therefore, the content area teachers must become knowledgeable of various reading process strategies and willing to incorporate these strategies into their curricula.

Today, there is both pre-service and in-service instruction available for content area reading. But mere instruction does not

guarantee implementation of these strategies in a curriculum (Dewitz, 1982). Chances for success appear to be greatest when an in-service program is conducted in such a way as to work with content teachers in the context of a real classroom setting (Vacca, 1983).

## CHAPTER TWO

### REVIEW OF LITERATURE

#### Goals of a Secondary Reading Program

Each school must assess local needs in determining what particular goals to try to achieve. One common problem recognized by schools everywhere, though, is that there are students graduating who have not attained functional reading ability. Klumb and Otto (1977, p. 99) attribute the failure of some reading programs to combat this problem to a:

lack of focus in the goals set for secondary programs and a general insensitivity of such programs to the realities of the organization of secondary schools and to the priorities of secondary teachers.

Reading programs that do not address themselves to the reading problems faced by students after they walk out of the reading room will have little success. Students need to see a connection between "isolated" reading/study skills presented in the reading room and reading they must do for social studies, science and all other content subjects. What better opportunity to see those formerly "isolated" skills put into practice than a direct application to content areas? The students will begin to see the relationship between good reading habits and study skills and more success in other academic subjects. Hasselriis and Sanders (1967, p. 86) stress this idea when discussing the content teacher:

... specialist in his subject--is uniquely qualified to identify the process and demands of his particular field. He has the opportunity of demonstrating in a meaningful situation the application of specific reading skills, those skills necessary to the reading



he has assigned ... and by doing so can contribute to his students' ability to function in independent learning situations.

The goals of a content area reading program, then, should reflect the particular needs of the secondary school sponsoring it, as well as the individual needs of the student. Overall goals could include: 1.) an integration of reading process strategies with reasoning processes necessary for comprehension in the content area 2.) an attainment of the skill of independent reading.

### Delineation of Roles

Once a needs assessment survey has been examined and goals have been established to design a reading program at the secondary level it is necessary to determine who should do the teaching. Should every teacher be "a teacher of reading"? To what extent should the content area teacher become involved? What experience and training is needed? Where does the reading specialist fit in? What are the responsibilities of each?

### The Content Teacher

Barron (1969, p. 198) examines the responsibilities of the content teacher. He states the the content area teacher views his/her role as one which involves the communication of a body of knowledge (his/her subject specialty to the students. It is the duty of the content teacher to guide the students' learning of that domain of knowledge. If teaching reading skills is added on to the responsibilities of the content area teacher, when will he/she find time to concentrate on his/her first duty--that of fostering knowledge of the content? Many content teachers reject the idea of teaching reading skills for that very reason and rightly so. Only through integration of reading skills with content will

the teacher succeed in doing an adequate job.

Herber (1978, p. 26) explains how these skills can be integrated into the teaching of a content:

... a teacher will first establish the content objectives for a lesson; the knowledge to be gained; the undertakings to be developed. He or she will then determine what is to be read to attain these objectives. The teacher will examine the reading selection to determine how students should read that material to gain the information it contains and to develop the concepts it supports. By noting the technical vocabulary, the organization of the material, the levels of abstraction, what is said as well as what is implied, the teacher identifies the reading process which the students must apply to understand the material... That's the functional teaching of reading: teaching the process students need if they are to understand what you require them to read, as they actually read it.

Thus it is not the role of the content teacher to become another reading teacher. Rather, the content teacher must determine the reading process necessary to acquire the body of knowledge he/she wishes to impart. If his/her students are lacking in those skills then the content teacher must assume the duty of instructing those skills. He/she must provide the link to comprehension of the subject matter.

### The Reading Specialist

The reading specialist has many duties. Perhaps the most important service he/she can perform is to improve the student's self-concept. By the mere design of the reading program, personalized to fit diagnostic information, the specialist can show confidence in the individual's ability to learn and thus help him succeed. His increased reading skills will prompt him to function better in the classroom and, more importantly, in the society that awaits him.

In addition, the reading specialist must work closely with the

content area teachers, assisting them in the modification of their curriculum. He/she may do readability studies of texts, suggest ways to teach content vocabulary, assist in devising study guides and even visit classrooms to provide instruction in various study techniques. It is also the duty of the reading specialist to advise content teachers of significant diagnostic information concerning particular students.

Finally, the reading specialist must be available for in-service programs which may aid in bringing the reading problems of secondary students to light. Perhaps, in-service programs could be operated on a department basis thereby allowing the specialist and teachers to determine specific reading skills germane to a particular content area.

#### Progress Toward Goals

Since the 1940's the need for secondary reading programs has gained more widespread acceptance. How have schools responded to the demand for secondary programs? What are states doing to establish certification standards? How are content teachers responding to the call for reading instruction?

In early 1973, Freed (1973, p. 195-201) discussed two studies of current practices in secondary reading. The first was a survey of state departments of education seeking information on certification qualifications for teaching reading. The second survey detailed instructional practices in the teaching of secondary reading in selected school districts country-wide.

Of the fifty state departments which were sent the survey, forty-one of the fifty responded. While the majority of the states do not set a minimum number of hours per week devoted to reading, they do make

recommendations regarding the types of reading courses schools could implement. They place top emphasis on developmental reading courses, followed by remedial reading courses.

In addition to course recommendations, states were questioned on their requirements for secondary reading certification. More than half (51 percent) of the state departments of education do not demand minimum reading certification. Many, however, were in the process of considering criteria for reading certification. Among those states which do require certification, the percentage of secondary level reading teachers who are currently certified varies greatly from state to state. In seven of the responding states more than 75 percent of the secondary reading teachers are certified while in seven others the figure certified is less than 50 percent.

Regardless of the percentage of reading certified in the various states, a clear majority (88 percent) of the state departments responding see a need to expand secondary reading programs.

Replies received from fifty percent of the four-hundred-eighty-five school districts surveyed indicated that when compared to state departments, they have gone beyond what is required by state mandates in establishing required secondary reading courses. Fifty-five percent of the school districts require reading in their junior highs while only twenty-two percent require such courses in their senior high schools.

In stressing particular types of reading programs to be implemented, the school districts agreed with state departments of education in placing the emphasis on developmental reading with remedial reading following it. They did not, however, show as great a difference between their emphasis on developmental reading and remedial reading as did the

states. Sixty-eight percent of the school districts require some type of developmental reading programs while sixty-two percent require some kind of remedial program. In contrast, eighty-nine percent of the state departments showed emphasis on developmental reading with forty-six percent emphasizing remedial.

Freed suggested that the most encouraging aspect of the information indicated by the surveys was that both state departments and schools districts readily acknowledged the need for change. An effort to attain better trained personnel through certification requirements and an intention to increase the number and quality of secondary reading courses required is progress toward goals in secondary reading.

Rather than look statistically at the state of secondary reading programs Margaret Early (1973, p. 364-373) took a personal look at the people involved. If schools are to become more adept at coping with the reading problems of secondary students, certain attitudes must change.

First of all the viewpoint of school administrators must change. It is essential that reading certification requirements be adhered to. In addition, the administration may require all teachers to show competency in some reading skills, such as: teaching vocabulary, reference skills, reading for main ideas and specific content skills. To aid teachers in developing this competency the administration should be flexible in scheduling staff development time within the school day.

The possibility of offering a variety of reading electives at the secondary level is a way in which the administration can be responsive to the particular reading problem of the individual student. The elective courses could cover both basic and advanced reading skills. Courses, both short and long term, in vocabulary development, study skills and

speed reading will assist not only the poor reader but will also, as Early predicts: "turn good readers into good students."

The content area teachers themselves are in the process of change. They are becoming less dependent on textbooks, utilizing independent study and project methods. Many are now moving toward multi-leveled textbooks. Early feels, however, that even though teachers are more willing to send students to skills centers they still are not willing to teach reading skills themselves. This attitude of content teachers must change before a school wide secondary reading program can succeed.

### Changes in Attitudes

In order for the goals of secondary reading programs to be realized the cooperation of content teachers is essential. By drawing a comparison between two attitude surveys which were conducted ten years apart, perhaps, any evidence of attitude change can be examined. Although the surveys were not identical, they contained items which were similar in scope. Have the attitudes changed greatly? Does knowledge of the field affect responses?

Otto (1969, p. 49-54) conducted a Likert Model attitude survey of fourteen items intended to determine teachers' perceptions of their role in teaching reading, their ability and preparation to teach reading, the reading teachers' role and the actual task of teaching reading. Eighty-seven teachers provided the data.

A general summary of the data indicated a recognition of the need for reading at the secondary level and an acceptance of responsibility on the part of the content teacher for teaching special skills required in their content area. Concern for more training in the reading skills area was indicated by many.

A noticeable difference can be seen between the junior high and senior high teachers' attitudes on two items. When item five ("With rare exceptions, students should know what there is to know about reading before they are permitted to leave elementary school") was listed, sixty-six percent of the senior high teachers agreed; whereas only thirty-nine percent of the junior high teachers and fifty-seven percent disagreed. Item eleven ("Every high school teacher should be a teacher of reading") found only forty-eight percent of the senior high teachers in agreement while seventy-one percent of the junior high teachers agreed. This is, perhaps, an indication that junior high school teachers' expectations of student abilities are more realistic.

In comparison to Otto's (1969, p. 49-54) study, another attitude inventory survey was conducted ten years later by Usova (1979, p. 169-174). This attitude survey, again using the Likert Scale, was a comparison of the attitudes of principals, reading specialists and content teachers toward reading in secondary schools. A favorable attitude and thus a favorable score was determined by what was considered an ideal response. Authorities in the field of reading instruction had stated the ideal responses to the questionnaire. Content teachers scored significantly less favorably than either principals or reading specialists. As an example, Usova points to item six which reads "The responsibility for helping the poor reader develop adequate reading skills lies with the reading specialist". Again the content teachers were abdicating the responsibility for helping the poor reader.

In both the Otto and Usova studies, content teachers recognized the need for secondary reading programs. Each study also pointed out the need for more training in reading instruction. How well trained are

content teachers in dealing with reading difficulties?

Palmatier and Strader (1977, p. 60-62) conducted a study to determine how accurately content area teachers could predict the reading difficulty of content materials. They selected the total faculty of a large high school (N = 180). The faculty was divided into seven content area groups: social studies, math, science, English, physical education, career education and miscellaneous which included librarians and teachers of art, music and foreign language. All teacher groups were given five passages of one hundred to one hundred and fifty words selected from Walter Pauk's "Six--Way Paragraphs". The passages were from the following content areas: sports, math, history, science and literature. The reading difficulty ranged from seventh to eleventh grade according to the Fry Readability Formula. Each group took less than fifteen minutes to evaluate the selections.

A chi square evaluation of association between content teacher groups and accuracy of rankings was done. No pattern could be recognized in the relationship between content of passages and the subject area taught by teachers in the designated groups. And in no case was a single passage ranked correctly by more than twenty-nine percent.

The Palmatier and Strader study was conducted as a preface to an in-service training session with that faculty on readability. The use of in-service sessions is one method of making content teachers aware of various reading problems and providing instruction which is helpful to them.

### Studies

As secondary content teachers become more aware of various reading difficulties faced by their students and begin to accept the



responsibility for dealing with these difficulties, the question arises of how to integrate reading/study skills with their content. Will it make a difference? How effective are integrated programs?

In 1977, Hawkins and Bartlett (1977) conducted a study at Howard University in an attempt to discern the effect a Study Skills in Science minicourse would have upon marginal freshmen students enrolled in the undergraduate Allied Health School. They were interested in whether a significant difference in Fall 1976 and Spring 1977 grade point average would occur as a result of the minicourse. As a control group, Hawkins and Bartlett used the science students in the general survey study skills course offered to students.

Classroom instruction for the experimental group was designed specifically to help science majors to study and read scientific materials. Four instructional topics were covered in the science study skills/reading course: college life (academic and non-academic obstacles which threaten academic survival), science study skills, science reading skills and proper scientific attitudes. No description was given of the regular survey study skills control group instruction.

A comparison of the science grades revealed that the science gpa of the experimental group was slightly higher, though not statistically significant ( $t = 0.06$ ;  $p > .05$ ), than the science gpa of the control group. It was also felt that the minicourse offered to the experimental group was more effective in reducing the attrition rate of the marginal students than the general survey study skills course offered to the control group.

The Hawkins and Bartlett study (1977) introduced science study skills as a companion course to the content classes. Although content

material was used in the minicourse it was not a complete fusion of content and reading skills. How do programs which actually incorporate the study skills within the content class succeed? How can the reading specialist assist the content teacher in content reading skills instruction?

Stoodt and Balbo (1979, p. 247-52) undertook such a study. The hypothesis for their study was: The integration of study skills and content information in a twelfth grade economics class will result in greater mastery of study skills and content materials as measured by an informal inventory.

The subjects were enrolled in two economics classes which were divided into an experimental group and a control group. The same instructor taught both groups. The experimental group received instruction in both economics and study skills, while the control group received instruction in economics only. The study skills included: outlining, locating information, vocabulary in content, chart interpretation and study reading. The reading teacher assisted the economics teacher in developing lesson plans for the control group.

A pretest form of the informal inventory used in the study was administered to both groups to insure that they were equivalent. It tested both study skills and knowledge of content. The pretest data indicated that there was no significant difference between the control group and the experimental group.

The study lasted for a nine week period in which the control group received instruction on economics only while the experimental group received instruction in both economics and study skills. During the last week of the nine week period, the students were given a posttest. This

inventory was identical in form to the pretest inventory; however, the economics content included was different:

The results of the study were as follows:

- 1.) The integration of study skills with content resulted in a significant difference (.05) between the pretest scores and posttest scores of the experimental group.
- 2.) The control group which did not receive the integrated study skills instruction showed no significant difference between the pretest and posttest scores.
- 3.) The experimental group scored significantly higher on the posttest than the control group.

Through the discussions and studies cited one can see the progress being made toward the integration of content materials and study skills. The use of content area materials with reading skills instruction can be beneficial to the student receiving such instruction. With the assistance of the reading specialist the content teacher can identify important concepts, determine which reading skills must be used to gain those concepts and implement a program incorporating those skills.

In order for the content teacher to incorporate those skills which will facilitate learning of subject matter concepts, he must have adequate training in certain reading strategies. Therefore, in-service programs should be made available in order to provide the content teacher with such training.

#### In-Service Programs on Content Area Reading

The use of the in-service program as a means of instruction for content area reading strategies has become quite prevalent recently. But in-service programs differ greatly, not only in their goals but also in their approach, length of time and effect. What are the goals of such

in-service programs? What is the reaction of content teachers involved? What long-lasting effect, if any, does the in-service method have on actual classroom practice? Are there certain characteristics which continually surface in successful in-service programs?

McLaughlin and Marsh (1978), as cited by Laine (1981), take a very dim view of the effectiveness of many in-service programs:

... the only consensus that appears to exist about staff development is that what we have now is ineffective and a waste of time. The general feeling is that most staff development programs have benefitted neither teachers nor students.

Dupuis (1978) concurs with this assessment, at least as it pertains to short term in-service programs:

... The great problem with typical in-service is that the visiting expert comes in and delivers his/her message, perhaps with great effect, but is dropped immediately afterward and teachers go on doing the same thing.

Thus, it would appear that an in-service program designed to spread over a greater length of time would attain greater effectiveness.

Laine (1981) describes a successful three year model and discusses its basic goals and advantages. The goals of the in-service program were three-fold: 1) a change in teachers' attitudes toward teaching reading as part of content; 2) a change in the direction of classroom practice; and 3) a change in the reading/study skills achievement scores of students taught by the participation teachers.

Twenty-five fourth through tenth grade teachers participated in the in-service program. They met for two three-hour sessions per school month over a three year period. The participants first considered their content objectives and then decided what reading skills were necessary for students to master those objectives. This method of integrating

content objectives and reading skills with a teaching unit was judged successful by its participants.

The advantages of a long term program, according to Laine (1981), were many. First, the volunteer teachers were "change agents" during the final two years, affecting change in the attitudes of non-volunteers. Secondly, a minimum one year involvement gave teachers enough time to design, implement, evaluate and become comfortable with new techniques. Thirdly, the teachers were able to focus on materials and plans for their own classes. And finally, non-teaching personnel (the district reading specialist, among others) were able to work with content teachers between sessions to implement new techniques.

In an earlier paper, Dupuis (1977) reported on the progress of an in-service program in Pennsylvania which also advocated long-range planning in the integration of content objectives with those of reading. This program took place over a period of six months (November 1976-May 1977) and had plans to continue through the next school year.

Dupuis listed various issues surrounding the problem of content area reading instruction. Three such issues dealt with the content teachers' general ignorance of reading skills associated with their areas, their feelings of inadequacy in dealing with reading instruction and their negative attitudes toward integration.

The goals of the first year, then, were to improve teacher attitudes, to generate a feeling of confidence in one's own ability and to give the content teachers a command of some ready techniques. Dupuis (1977) also made mention of the fact that reading specialists were included so that they:

"might become more sensitive to the demands of the content area classroom and provide help to content area teachers as they deal with students of all reading abilities."

Crismore (1980) examined perhaps one of the most extensive in-service programs conducted. In response to an Indiana mandate that each school district carry out its own educational improvement plan, the Fort Wayne Community Schools implemented a four year program.

An outside reading consultant with a specialty in content area reading gave an initial presentation at a faculty meeting. This prompted volunteers from various content areas to join the program. They met for four hours per week every other month during the school year.

During the first year, the reading consultant returned (due to the interest and strong support of the assistant principal) to promote an awareness of Herber's program of content reading and classroom techniques. The participants made three level comprehension guides which were used in their classrooms.

During the second year, the original reading consultant was convinced to come back for sixty days of in-service instruction. At this point, the teachers used their newly learned techniques to develop a four to six week teaching unit. They became less dependent upon the consultant and new volunteer participants joined the program.

By the third year, the original reading consultant was hired for one hundred days and classroom testing and evaluation were introduced.

The fourth year of the program saw the original consultant on a full time basis with the Ft. Wayne Community Schools. There was local expertise developing. Teachers taught others. A product bank was developed in which teachers submitted lesson designs and bibliographies of materials.

The three models described may differ in detail but some basic components of a successful content area reading in-service programs can be determined. For an in-service program to have an impact it must be conducted on an on-going basis. Single session programs do not allow enough time to implement change in teacher attitudes and actual classroom practice. Feedback must be provided and support given to its participants. The participants most likely to devise strategies and use them are those which voluntarily do so.

Vacca (1982) lists some basic assumptions that any practical in-service program has to consider:

- 1.) School wide change is accomplished by individuals.
- 2.) Change in individuals occur in stages.
- 3.) Different staff development procedures impact individuals differentially
- 4.) The stages of the participating teachers need to be considered in the planning of staff development activities.

He goes on to explain the various stages a teacher undergoes upon encountering a new strategy. First, the teacher must become aware that such a strategy exists. Next, he becomes knowledgeable of the strategy. Thirdly, he begins to use the newly learned strategy in his classroom and, finally, he devises new ways to improve the strategy for his particular classes.

The point made by Vacca (1982) is one well worth remembering by anyone interested in conducting an in-service program on content area reading strategies. Content teachers enter an in-service program with different personalities, teaching styles and varying levels of expertise. The in-service program must be designed to allow for individual choices of reading techniques based on subject matter, personality and teaching patterns.

## CHAPTER THREE

### A PERSONAL EXPERIENCE

Chapter Three of this paper describes a specific in-service project carried out in a junior high school (7-9) in a medium-sized Midwestern town. The school district is located in a university community which places importance on excellence in education. The district's teacher population, the majority of which holds masters' degrees, is relatively stable.

The school itself is an accredited member of the North Central Association and maintains a predominantly white student population of approximately five hundred. It represents a wide range socio-economic level which qualifies the school under federal guidelines for a Chapter One program. In addition, there are many special resource programs offered in this junior high and therefore students from other school districts are transported to attend classes there. These students are mainstreamed into the other classes as much as possible. As a result, the reading level of the students may range from second to twelfth grade.

The reading specialist is a Chapter One teacher who works with small groups of individuals the majority of the time. However, due to fine administrative support, she spends one hour per day assisting two seventh grade social studies teachers in their classrooms. The majority of students in those sections was selected on the basis of their reading levels. (At or below 40 percent on the reading scores in the Iowa Test of Basic Skills.)

Since the in-service was conducted on an informal basis, the approaches used varied. The reading specialist took into account their



personalities and teaching styles as well as their personal relationship with the specialist. It was also important to recognize the level of expertise any one of the three teachers had in regard to various reading strategies.

In conducting an informal in-service program, the reading specialist has to establish a working relationship with those teachers involved. This relationship is, of course, dependent upon their individual personalities, classroom structure, level of expertise in reading strategies and their eagerness to change their current program. In the three situations that follow, each relationship described is different. The role of the reading specialist, whether it be an advisor, a support person or a team member, must be adapted to fit each relationship.

Teacher A is an eighth grade social studies teacher whose teaching units cover various aspects of civics. His classroom structure is mainly a lecture style with the students taking notes. Since there are some textbook reading assignments given throughout his course, this instructor introduces the SQ3R method at the onset of the semester and stresses its use. He also distributes a terms and concepts study guide at the beginning of each unit listing the various vocabulary words and key concepts to be learned during the course of the unit.

The personal relationship of the reading specialist and the content teacher fosters a strong line of communication. Both teachers feel at ease visiting each other's classroom to check on the progress of mutual students. The professional role of the reading specialist to this teacher is an advisory one.

Upon seeing the reading specialist work with one of his students on

the vocabulary required for a particular unit, the social studies teacher decided to try the technique the reading teacher was using. Further discussions ensued with the reading specialist suggesting that he cluster the vocabulary around key concepts rather than just randomly list all the vocabulary words together. Fortunately, the content teacher had a student teacher conducting his classes, providing free time for him to completely revise all of his study guides in this manner.

Thus, the content teacher examined his objectives for the course and devised a vocabulary strategy that would facilitate learning those concepts. He returned to the reading specialist for feedback on his revisions. The content teacher is pleased with the result and has expressed a willingness to consider other strategies.

Teacher B is a seventh grade social studies teacher whose course units progress through studies of increasingly complex animals to help students learn more about themselves and their relationship with their environment. His course is highly structured with many teacher directed activities. Teacher B uses various reading materials with many study guides to help the students grasp key concepts. He will oftentimes read the material aloud interacting with the print as he reads and stressing important ideas for his students to note or underline. In addition, Teacher B offers many options for student directed activities and has written two versions of his tests which cover the same content but at differing reading levels.

The personal relationship between the reading specialist and this content teacher is friendly. Once the specialist discovered Teacher B's weakness for puns, she used this knowledge to get to know him better.

The professional role of the reading specialist to Teacher B is that of a support person. Two to three days a week (the amount of time is determined according to the activities), the reading specialist actually spends the first hour of the day within the content teacher's classroom. Many of the students in the first hour class have been determined to have reading difficulties. Therefore, the reading specialist circulates around the classroom assisting individuals or small groups of students with their reading. She also gives advice to the content teacher in regard to which level test should be administered to certain individuals. In addition, she will read the tests to some students who require that kind of assistance.

Teacher B's reaction seems to be favorable. He is now seeking advice on the method of handling a short story to be incorporated into one of his teaching units. The reading specialist has suggested a few things and hopefully will assist in designing a study guide for the story.

Teacher C is a seventh grade social studies teacher whose semester course is entitled World Cultures. It consists of an introductory geography unit followed by an in-depth study of Australian and African cultures. His classroom structure is a mixture of lecture presentations, map work and selected readings. In addition, the students are responsible for a semester research project on the country of their choice.

With the support of the junior high administration, the reading specialist and this content area teacher have initiated an integrated program of reading and social studies. The reading specialist spends the

first class period working within the social studies class. The students have been selected based on their low reading ability. The personal relationship between the two lends itself easily to the team teaching situation.

At the onset of this program, the content teacher and reading specialist sat down and discussed the course content objectives. As these objectives were enumerated, the reading process skills that were necessary to achieve them were listed. (See Appendix A).

Next, the reading specialist used the social studies materials to develop diagnostic measures which provided the content area teacher with information concerning areas of difficulty some students would encounter. Some of the items used were a Group Reading Inventory (See Appendix B), cloze tests and a readability analysis of the novel used in the course.

Finally, throughout the semester, the reading specialist and social studies teacher met regularly to discuss daily lesson plans, presentations, revisions of unit worksheets and study guides. Examples of efforts in these areas follow:

1. Revision of unit worksheets
  - a. Re-wording for clarification
  - b. Change in grouping information (clustering ideas)
2. Study guides
  - a. Reading teacher discussed the use of study guide and provided instruction on how to fill it out during lecture or film
  - b. Structured overviews were also developed to help students organize the information and to assist in studying for quizzes and exams
3. Vocabulary
  - a. Vocabulary words were introduced in such a way as to draw on the experiential background of the students
  - b. A general language approach was also used--showing relationships of words through common affixes and roots

#### 4. Presentations/Activities

Note-taking will be used as the example

- a. Comparison of reading teacher's notes of lectures to those of students. The students would then arrive at good styles of note-taking
- b. Note-taking modelling on overhead during lecture
- c. Modified survey-question technique in taking notes over the Current Events articles

Teacher C has indicated that he now has a greater awareness of the reading process. With the reading specialist, he has conducted a presentation of the program to the regional IRA conference, but, more importantly, to the school faculty.

#### Implications

The reading specialist must become skilled in analyzing what particular reading strategies certain content teachers can readily adapt to their curriculum. There is no one way to teach reading in the content area; the reading specialist must get to know his/her faculty well in order to make this assessment. Such factors as the personality of the content area teacher, his teaching style and his personal relationship with the reading specialist must be considered.

Secondly, no in-service program, whether formal or informal, will be successful without strong administrative support. An administrative commitment to a secondary content area reading program manifests itself through flexibility of scheduling and time allotment for program development.

## APPENDIX A

### Objective of World Cultures Course

#### Unit One--Longitude/Latitude

1. Student will learn the meaning of the following terms:

longitude	Equator
latitude	Prime Meridian
parallel	International Dateline
meridian	continent
hemisphere	country

Reading activities: Study methods for learning specialized vocabulary. Use of context clues to figure out meaning

2. The student will be able to locate various cities, countries, etc., by use of his knowledge of latitude and longitude

Reading activities: Locational reading skills --skimming, scanning, use of index in atlas, etc.

3. Student will improve his note-taking skills

Reading activities : Reading for main idea, modified SQ3R, use of structured overviews

#### Unit Two--Australia

1. Student will understand the cultural differences between the Aboriginal and American Caucasian

- a. Novel, The Walkabout

Reading activities: Read novel with a readability level of 7.5-8.5 range. Tape of book is available for those with difficulty at that range

- b. Journal expressing viewpoint of either the white girl or aboriginal

Reading activities: Drawing inferences, selecting main ideas, selecting supporting details

- c. Grasp basic cultural differences between novel characters

Reading activities: Comparison/Contrast, Cause-effect

- d. Student will answer questions over the book

Reading activities: Literal recall, interpretive reasoning, application of knowledge

## APPENDIX A CONTINUED

### OBJECTIVES OF UNIT THREE

#### AFRICA

- OBJECTIVE 1: Given an outline map of Africa the student will:
- a. locate the five geographic regions of Africa
  - b. locate at least three countries of each region
  - c. locate important land features of the continent
  - d. locate and label neighboring European and Asian countries
  - e. locate and label surrounding bodies of water

READING ACTIVITIES: Map reading skills, study skills

- OBJECTIVE 2: The student will be able to identify, spell and define the following terms:

Africa	buttress	nocturnal
anthropologist	decomposition	okapi
anthropology	ethnic	paleontologist
arboreal	folklore	prehistory
archaeologist	Ituri	pygmy
archaeology	loincloth	savannah
artifact	near-man	tannin

READING ACTIVITIES: Study methods for learning specialized vocabulary, use of context clues to figure out meaning, use of word endings to figure out relationships of certain words, dictionary skills

- OBJECTIVE 3: Upon listening to lectures and completing various worksheets, the student will display a basic understanding of the science of anthropology as demonstrated by passing a test

READING ACTIVITIES: Listening and note-taking skills, grasping main ideas, selecting important details, study skills

## APPENDIX B

1. a.) Turn to the table of contents of the Africa book. On what page does the chapter on "Land and Livelihood" begin?
    - b.) What is the title of the part of which "Land and Livelihood" is a section?
- (Book parts)
- c.) What type of map is the "Colonial Africa in 1914"?
  - d.) Turn to the index. On what pages will you find information on Louis and Mary Leakey?
2. a.) What library aid will tell you the call number of the book, The Forest People?
    - b.) What library aid will tell you what magazines have articles on your subject?
    - c.) Which volume in the set of encyclopedias can you use to find related material to your subject?
    - d.) Why this volume?
- (Reference skills)
3. a.) Turn to pp. 24-25 of the Atlas. What do the various colors tell you about the countries?
    - b.) Turn to p. 56 of the Atlas. What is the capital of Spain?
    - c.) Turn to pp. 72-73 of the Atlas. Which capital city is closer to the Equator---Kampala or Brazzaville?
    - d.) Turn to pp. 72-73 of the Atlas. What Ocean is on the western coast of Africa?
- (Graphic aids)
4. Answer the following after listening to the tape.
    - a.) Did the Pygmies catch the boar?
    - b.) How many Pygmies were in camp?
    - c.) How important is the capture of the boar?
    - d.) What did young Sindula have on his mind?
- (Listening skills)



**APPENDIX B CONTINUED**

5. a.) Define: decomposition
- b.) Define: polygamy
- (Vocabulary) c.) What does the word annual mean? (The annual rainfall determines the type of climate an area has.)
- d.) What does the word anthropologist mean? (In studying early humans, anthropologists consider walking upright on two legs highly significant.)
6. a.) Open the Africa book to p. 17. What is the main idea of the paragraph which begins with "But a dominant...?"
- (Main idea) b.) Turn to p. 52 of the Africa book. What is the main idea of the second paragraph?
- c.) Turn to p. 43 of the Africa book. What is the main idea of the first paragraph?
- d.) Turn to p. 75 of the Africa book. What is the main idea of the first paragraph?

Damage to Sino-American relations?

# Woodcock raps Bush trip

PEKING (UPI) — U.S. Ambassador Leonard Woodcock, ignoring the diplomatic code of silence, publicly attacked Ronald Reagan Tuesday, saying the Republican presidential nominee's China policy could wreck Sino-American relations and endanger Washington's global position.

Following his unprecedented news conference, Woodcock was summoned to the Chinese Foreign Ministry to receive a reported formal protest about Reagan's campaign promise to restore "official" links with Taiwan.

Early Wednesday, China categorically rejected Reagan's explanation of his views on U.S. ties with Taiwan, saying the Republican presidential candidate "is still sticking to his erroneous 'two-China'

stance."

The official Xinhua news agency made the remarks in reporting on Reagan's news conference in Los Angeles Monday.

"In his statement Reagan made no mention at all of the principles established in the Sino-American Shanghai Communiqué and the communiqué on establishment of diplomatic relations between China and the United States," the agency said.

But Reagan "still clung to his erroneous stance on U.S. relations," the agency charged in an ongoing assault on the Republican's policy.

Woodcock's statements were the latest in a growing controversy in Peking on the issue which has been clouded by confusion and contradiction and which has blossomed

into Reagan's most serious foreign policy dilemma.

Reagan Monday shrugged off the collapse of the "peace mission" to China by his running mate George Bush and reiterated he favored "official" links with Taiwan. He said the current handling of relations was "demeaning to our Chinese friends on Taiwan."

Woodcock said Reagan's policy could lead to the closure of the U.S. Embassy in Peking, the rupture of improving relations and a deterioration of America's overall global position.

Both nations, Woodcock said, "made an agreement and now one proposes deliberately to violate the agreement though things are going very well."

7. a.) U.S. Ambassador Leonard Woodcock is the ambassador to what country?
- b.) Whom did Ambassador Woodcock attack?
- c.) What did the Chinese Foreign Ministry do about Reagan's statement?
- d.) In what city did Woodstock make his statements?
8. a.) Why was Woodstock upset with Reagan's statement?
- b.) Are the Chinese pleased with Reagan's position on U.S. ties with Taiwan?
- c.) What is a "two-China" stance?
- d.) What is the diplomatic code of silence?

(Noting details)

(Interpretation)



## SELECTED BIBLIOGRAPHY

- Barron, Richard F., "Teaching Vocabulary Concepts in Content Subjects", Proceedings of the Tenth Annual Reading Conference held June 17-21, 1968 and Proceedings of the Eleventh Annual Reading Conference held June 23-27, 1969 under the auspices of the Reading and Language Arts Center, Syracuse University, Syracuse, New York, pp. 198-201.
- Crismore, Avon,  
An Examination of the Content Area Reading Inservice Program at Fort Wayne Community Schools. (Bethesda, Maryland: ERIC Document Reproduction Service, ED 214 140, 1980)
- DeWitz, Peter, Henning, Mary Jo, and Patberg, Judythe P., "The Effects of Content Area Reading Instruction on Teacher Behavior". In Reading in the Content Areas: Application of a Concept (1982/Educational Comment), pp. 11-39. Edited by Judythe P. Patberg. Toledo, Ohio: University of Toledo College of Education, 1982.
- Dupuis, Mary M. and Askov, Eunice D., Combining University and School-Based Inservice Education in Content Area Reading. (Bethesda, Maryland : ERIC Document Reproduction Service, ED 166, 646, 1978)
- Dupuis, Mary M. and others, The Content Area Reading Project : an Inservice Education Program for Junior High School Teachers and Teachers of Adults : Final Report (Bethesda, Maryland : ERIC Document Reproduction Service, ED 155 665, 1977)
- Early, Margaret J., "Taking Stock; Secondary Reading in the '70's", Journal of Reading, Vol. 16, no. 5, February 1973, pp. 364-373.
- Freed, Barbara F., "Secondary Reading--State of the Art", Journal of Reading, Vol. 17, no. 3, December 1973, pp. 195-201.
- Gehrke, Nathalie J., Reading in Content Areas: a Comparative Study of Attitudes, Perceptions, and Practices of Preservice and Inservice Secondary Teachers. (Bethesda, Maryland: ERIC Document Reproduction Service, ED 215 331, 1982)
- Hasselriis, Peter and Sanders, Peter L., "Reading in the Content Areas", Reading: the Third Level, Proceedings of the Ninth Annual Reading Conference held June 19-23, 1967, under the auspices of the Reading and Language Arts Center, Syracuse University, New York, pp. 85-87.
- Hawkins, Joseph A., Jr., and Bartlett, Joan C., The Relationship Between Study Skills Reinforcement and Academic Performance of Underachieving Science Majors. (Bethesda, Maryland : ERIC Document Reproduction Service, ED 165 122, 1977).
- Herber, Harold L., Teaching Reading in Content Areas, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1978.

- Klumb, Roger and Otto, Wayne, "Developing an Essential Reading Skills Program for Post-Elementary Students", Reading: Theory, Research and Practice, Twenty-Sixth Yearbook National Reading Conference, 1977, pp. 99-104.
- Larne, Chet, An Overview of an Inservice Content Area Reading Program. (Bethesda, Maryland : ERIC Document Reproduction Service, ED 211 964, 1981)
- McLaughlin, M. W. and Marsh, D.D., "Staff Development and Social Changes", Teachers College Record, Vol.80, no.1, 1978, pp.69-94.
- Otto, Wayne, "Junior and Senior High School Teachers' Attitudes Toward Teaching Reading in Content Areas", Eighteenth Yearbook of the National Reading Conference, 1969, pp. 49-54.
- Palmatier, Robert A. and Strader, Susan S., "Teacher Performance in Assessment of Comparative Reading Difficulty of Content Materials", Twenty-Sixth Yearbook of the National Reading Conference, 1977, pp. 60-62.
- Stoodt, Barbara D. and Balbo, Elvira, "Integrating Study Skills Instruction With Content in a Secondary Classroom", Reading World, Vol. 18, no. 3, March 1979, pp. 247-252.
- Usova, George M. "Comparing Attitudes Toward Reading Instruction Among Secondary Principals, Reading Specialists, and Content Area Teachers", Reading Improvement, Vol. 16, no. 2, Summer 1979, pp. 169-174.
- Vacca, Jo Anne L., "How to Be an Effective Staff Developer for Content Teachers", Journal of Reading, Vol. 26, no. 4, January 1983, pp. 293-296.