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The Effects of Reading Apprenticeship on Junior College Students' Metacognitive Awareness and Comprehension of Academic Texts

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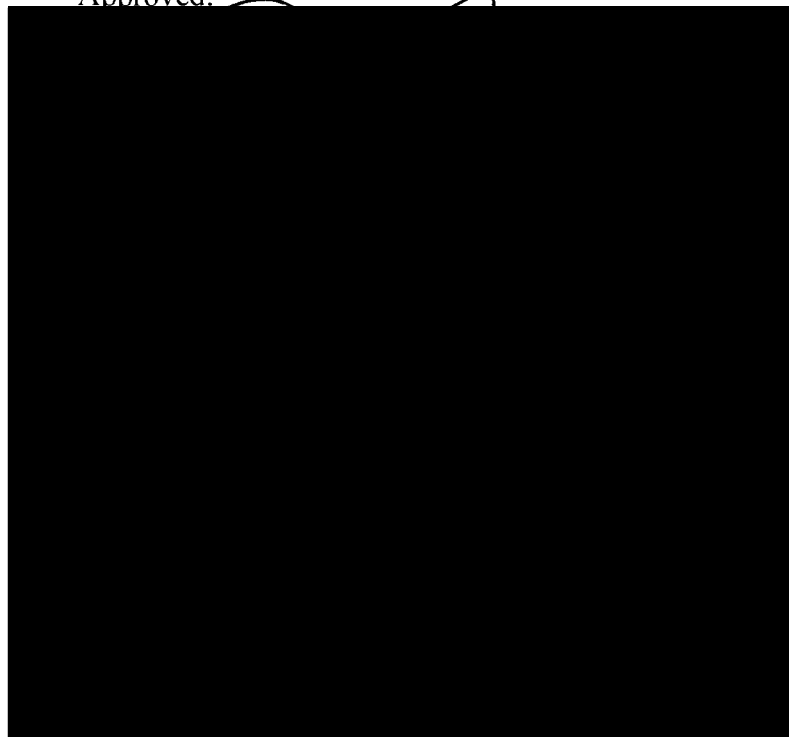
THE EFFECTS OF READING APPRENTICESHIP ON JUNIOR COLLEGE
STUDENTS' METACOGNITIVE AWARENESS AND COMPREHENSION OF
ACADEMIC TEXTS

by

Patti Rasberry Smith

A Dissertation
Submitted to the Graduate School
of The University of Southern Mississippi
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Philosophy

Approved:



August 2009

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ABSTRACT

THE EFFECTS OF READING APPRENTICESHIP ON JUNIOR COLLEGE STUDENTS' METACOGNITIVE AWARENESS AND COMPREHENSION OF ACADEMIC TEXTS

by Patti Rasberry Smith

August 2009

This descriptive quantitative research study explored if a focus on Reading Apprenticeship strategies and routines in a college level composition class would affect students' metacognitive awareness and comprehension of academic text. Participants included 141 students from one junior college in a southeastern state. The 141 participants were enrolled by choice in six sections of composition taught by three instructors who had all received extensive training in implementing the Reading Apprenticeship framework in their classes. The participants were administered the Revised-Curriculum Embedded Reading Assessment (CERA) twice (pre and post intervention) during the fall semester of the 2008-2009 school year. Participants read and annotated an instructor selected piece of text which was characteristic of the kind of text assigned in a junior college level composition class. The students then responded to six open-ended prompts about the reading and how they made sense of the reading. The instructors used the CERA rubric to score metacognitive awareness and comprehension of academic text at 1 (Beginning), 2 (Noticing), 3 (Developing) or 4 (Internalizing) levels based on the student's responses.

After analyzing the data collected, the results of this study indicated that

implementing Reading Apprenticeship strategies in a first year composition course does significantly impact CERA metacognitive awareness and comprehension scores. No students received a score of four for the pre-metacognitive awareness assignment or pre-comprehension assignments, but eleven students received a score of four on the post-metacognitive awareness assignment and thirteen students received a score of four on the post-comprehension assignment. The results indicated that of the 141 subjects who participated in the this study, 71 experienced improved metacognitive awareness scores and 102 experienced improved comprehension scores after the Reading Apprenticeship strategies were employed during the semester. Fifty-four students scored the same on the pre and post metacognitive awareness assignments, and thirty three students scored the same on the pre and post comprehension assignments. Sixteen students experienced a decrease in their metacognitive awareness scores while six students experienced a decrease in their comprehension scores.

DEDICATION

This dissertation is dedicated to my daughters, Kendal Ann, Whitney Katherine & Reagan Elizabeth Smith. You are the lights of my life, my greatest accomplishments and the reasons that all of this has been worth it. You are each strong, independent young women who I hope and pray will continue to grow and make smart decisions in your own lives.

Kendal, remember to let your stubbornness keep you ahead of the game and be unwilling to accept less than you expect and deserve. Stand up for what you believe and look ahead to the future. Whitney, embrace your sensitive spirit and ability to love others as a strength; grow into who you are and shine your beautiful spirit on the rest of the world. Reagan, even though you were born in the middle of this process, I can't imagine life without you and wouldn't change one moment for the world! So far I see in you strength, an ability to speak for yourself, and independence but yet sensitivity at the same time.

I hope that my completion of this dissertation and PhD shows all three of you that you can do anything you set your mind to do, no matter how many obstacles get thrown in your way and no matter how many times your efforts seem futile. Keep persevering; keep working hard; accept responsibility without making excuses; and always be able to support yourself. Most importantly, always remember that I love you and will be here for you...no matter what.

ACKNOWLEDGEMENTS

To my dissertation committee, Dr. David Daves, Dr. Stacy Reeves, Dr. J.T. Johnson, Dr. Rose Jones and Dr. Ellen Ramp, words cannot express my heartfelt thanks for taking my study and moving me forward. Dr. Daves, my Co-Chair, I thank you for supporting me without hesitation when we first met and making sure that my quest for a diploma was reignited! Dr. Jones, thank you for sticking to your guns, insisting that my study, even though a small portion of the original, still be a study that I would be proud of, APA and all. Dr. Ramp, thank you for encouraging me to practice my scientific mind and question the data, the instruments and making sure that the study was sound.

Dr. Johnson, thank you for your unending assistance, whatever time of day, whatever my questions. Thank you for answering my questions and guiding me to see the answers myself. You are an RA teacher and didn't even know it! Your generosity with your time, your knowledge, your patience is well known and well appreciated.

Dr. Reeves, my Co-Chair, my cheerleader, my encourager, my advisor, my teacher, and my friend, the words "thank-you" do not even begin to express my gratitude for all that you have helped me accomplish. In six months with your guidance, I was able to accomplish more than I have in the past six years on my own. Your willingness to take on my study, work in the trenches with me and push me to finish will never be forgotten. Throughout this process you also showed me through your actions what a good teacher should be...even at the PhD level. I will forever be indebted to you and will take the lessons I've learned from you into my own classrooms. THANK YOU!

Without the love, support and constant encouragement and reminders from my family and friends, I would have never finished this dissertation. I would like to take this opportunity to recognize individuals without whose support, this dissertation would not have been possible.

I would like to thank Dr. Jesse Smith for giving me the freedom to conduct the dissertation research, teach, and work on the QEP all at the same time. While at times overwhelming, I believe all of these tasks benefited from the others at various points in the process. Jane Braunger at WestEd also deserves a very special thanks for her obvious input into all of our Reading Apprenticeship projects on our campus but also for using Reading Apprenticeship strategies and routines to help me become a better researcher as well as teacher.

Three particular individuals have made a great deal of sacrifice in working on not only the QEP and my dissertation but also in everyday life. I would like to thank Dr. Laverne Ulmer, my older “sister,” who prods me, doesn’t accept excuses, speaks frankly and honestly, trusts me and has high expectations for me while at the same time reminding me that family trumps everything. Thank you, Laverne for helping me focus on my strengths and recognize my weaknesses in order to become a better instructor, colleague, leader and institutional researcher. Thank you for being my friend and for being so real.

Missie Meeks and David Lowery deserve a special place in heaven for all that they have endured working with me. There is not another office on our campus quite as animated as ours. David, thank you for adding “spice” to our lives and keeping us rolling

in laughter when things get tough or when we get too serious. Thanks also for acting as referee and as our third perspective in more than a few situations where Missie and I have to agree to disagree. Missie, my younger sister, I can't imagine two different personalities than what you and I possess, but somehow they mesh perfectly. Together we manage to produce exceptional content in a timely manner. Thanks for asking me daily whether or not I've completed things that are due. Thanks even more for being a daily sounding board for all of life's dramas.

Last but certainly not least, without the love and support of my family, this dissertation would not only have been impossible, but it would have also been worthless. My perseverance, determination, and sometimes even my spirit were tested during this process, but my family has prepared and supported me to endure those lessons from the day I was born. Life is not easy and I never expect it to be. It makes the rewards that much sweeter!

To my mother and father, I would like to thank each of you for helping me in your own individual ways through the dissertation process. Both of you have beaten the odds in your lives and shown me that hard work does pay off in the end. Dad, I did it. I finished it. I'm proud of myself and now realize just how many options I have just from adding those 3 letters behind my name. Thanks for never doubting that it would get done, and thanks for asking me every time we talked on the phone over the last 8 years, "How's the dissertation coming?" Mom, even though it may sound corny, you are truly the wind beneath my wings. From you I have learned the meaning of unconditional love, not just in your words but your actions. I have no idea how it feels to think that I have no

one in the world to catch me when I fall and then to encourage me to get up and stand on my own two feet again. I never doubt that you are on my side and always know there is someone in the world who loves me...no matter what. I know that I am blessed.

Last but certainly not least I thank my husband of 20 years who I know is just as thrilled that this process is over as I am. I love you, Ed. Thanks for all the times that I have been pre-occupied, all the times that I have been gone and you have had to play Mom and Dad, and for all the hot suppers you have done without. Thanks most of all for giving me room to grow and become my own person and for loving me through it all.

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CHAPTER I

INTRODUCTION

“...like Freire, I believe that reflection and action must work together in a relationship wherein reflection informs and shapes action, but action also informs and shapes reflection. In praxis, one engages in a kind of reflective action that is not merely reflection (theory) nor action (practice), but a unique and generative combination of the two.”

Elizabeth B. Moje (2000, p. 5)

According to Freire (2000), praxis has been defined as a reciprocal process in which teaching and learning happen simultaneously and in response to one another within an inquiry framework (Freire, 2000). Building on Freire’s praxis, Stenberg (2006) and Wilson (2007) further purported that in an inquiry framework instructors and students work together to build a classroom community where student knowledge is valued as much as instructor knowledge as a “resource in the process of collaborative knowledge making” (Stenberg, 2006, p. 284). Stenberg also claimed that supported by an exemplary instructor, students will learn to accept responsibility for their own learning, understand how to make sense of information available to them, and how to use their knowledge for the advancement of society. The classroom community where human beings and praxis are honored can be exemplified by students and instructors, working side by side toward future goals (Delpit, 2006; Rose, 1989; Shor, 1992; Smith, 1994). Nowhere has the importance of praxis and creating knowledge within an inquiry framework become so important than in the field of reading research. Reading researchers have long purported comprehension to be the goal of reading instruction RAND Reading Study Group, 2002;

Smith, 1994; Weaver, 1990). However, recent studies have shown United States 11th graders' reading scores remain very close to the bottom behind several developing nations (American Diploma Project, 2004; Kamil, 2003; National Center for Education Statistics, 2003.) As a result of this trend, a new population of students has begun entering institutions of higher learning (Perin, 2006; Venezia, Kirst & Antonio, 2003). Many of these students graduated high school without the reading skills and strategies they need to successfully negotiate more difficult, unfamiliar text. They then found themselves in a college environment where they face a more demanding and challenging reading load than they have ever before encountered (Orlando, Caverly, Swetnam, & Flippo, 2003; Soldner, 2003). Consequently, the percentage of college students needing reading remediation has soared (Levin & Calcagno, 2008; Perin, 2006; Pulley, 2008).

Many of those students who graduated high school still needing further support with college level reading tasks have chosen to enroll in junior colleges. In fact, up to 80% of junior college students enrolled in at least one remedial course during their college years (National Center for Education Statistics, 2003; Perin, 2006; Pulley, 2008). Remedial reading courses, however, many times have only provided an isolated skill driven, reading curriculum (Johnson & Carpenter, 2000; Levin & Calcagno, 2008) rather than a curriculum that takes into consideration the complex, integrated and contextually based nature of the reading process (Braunger & Lewis, 2006).

Even at the junior college level, teaching in the content areas does not just consist of teaching subject matter. Content area teaching also includes helping students acquire the processes necessary for successful learning from content materials (Biancarosa & Snow, 2004; Friedman & Wallace, 2006; Schoenbach, Greenleaf, Cziko & Hurwitz, 1999). Junior college instructors must also support students as they learn with academic

texts and learn to strategically navigate various academic discourse (Allington, 2002; Readence, Bean & Baldwin, 2004).

Reading Apprenticeship has been described by Schoenbach, Braunger, Greenleaf, and Litman (2003) as a framework for embedded content area reading instruction. Using the Reading Apprenticeship framework as a classroom guide for instruction, content area teachers identify their own discipline-specific reading processes and share those with their students. The Reading Apprenticeship framework has been used successfully in middle grades as well as high schools over the last ten years and integration of Reading Apprenticeship has begun in community colleges over the last two years. To date, community colleges in 12 states (Alaska, Arizona, California, Colorado, Connecticut, Indiana, Michigan, Mississippi, North Carolina, Pennsylvania, Texas, and Washington) have begun Reading Apprenticeship professional development and implementation of the Reading Apprenticeship framework into their community/junior college content area classrooms. This study examined how implementing the Reading Apprenticeship framework by three Reading Apprenticeship trained instructors in six community college composition classrooms affected students' metacognitive awareness and comprehension of academic text.

Theoretical Framework

This study was guided by the social constructivist theory of learning. The cognitive apprenticeship theory of teaching and learning was also used.

Social Constructivist Theory

Vygotsky (1978) asserted that learning is a social process with an individual's understanding constructed through interactions with others. According to Braunger and Lewis (2006), "Reading is a sociocultural process" (p. 59). Comprehension occurs within

a specific context and depends on the readers' purposes for reading, attitudes toward reading, background of experiences, and interactions with other readers and the text (Au, 1998; Gee, 1996). Following a social constructivist framework, "meaning is socially constructed by teachers and students when they interact with texts, media, and each other" (Bean, 2000, p. 631).

Constructivist theory suggests that the learner develops knowledge through a combination of prior knowledge and experiences. Each learner creates his or her own learning and personalizes it. A learner's knowledge continually changes as he or she has new experiences. Conceptions and misconceptions are developed, and it is these experiences that modify or add to the knowledge one has obtained (Bean, 2000; Readence, Bean, & Baldwin, 2004). "Piaget emphasized that cognitive change only takes place when previous conceptions go through a process of disequilibrium in light of new information" and "knowledge comes neither from the subject nor the object but from the unity of the two" (Brooks & Brooks, 1993, p. 5). The constructivist view of learning takes into consideration the learner's prior experiences, schema, and beliefs as well as the social dynamic and transactions with the content to be learned (Piaget, 1965).

Rosenblatt's transactional theory explains that the reader derives meaning from the text within specific contexts; the reader and the text are essential to the meaning making process (Rosenblatt, 1978). Rosenblatt's theory is further support for the social constructivist view of learning where the reader, text and poem are interconnected. The variables that affect comprehension cannot be separated if the "transaction" is to occur. The idea of a transaction between reader and text suggests that there is a "to and fro, spiraling, nonlinear, continuously reciprocal influence" between reader and text (Church, 1997, p. 73).

When reading from subject area textbooks, a student must combine prior knowledge of the subject being studied with reading strategies and taking into consideration the student's purposes for reading in order to tackle new vocabulary and difficult concepts. Students construct new knowledge by actively building and rebuilding their existing knowledge when they learn. As students construct new knowledge, they use strategies to remember, incorporate, and apply the knowledge to situations, problems, and issues that are relevant to them. The meaning that is constructed by the reader through combining his/her response to the particular textual contribution promotes and creates an individual and personal understanding of the content (Readence et al., 2004).

Cognitive Apprenticeship Theory

Cognitive apprenticeship theory supports students' vital need to connect with their instructor in a reciprocal sponsor/sponsored, master/apprentice, coach/player relationship (Osana & Seymour, 2004; Maaka & Ward, 2000). "The best teachers act as coaches; they explain, guide, demonstrate, cajole, quiz, and more – all with an eye toward helping students grasp academic content" (Fordham, 2006, p. 390). Cognitive apprenticeship theory builds on the Vygotskian idea of a zone of proximal development or ZPD. According to Vygotsky (1978), a learner's ZPD is "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (p. 86). It is within this zone of proximal development where the most meaningful learning experiences take place.

Both coach and sponsor titles insinuate an expert/novice relationship between teacher and student where both gain from interaction with the other. In a cognitive apprenticeship setting the teacher as coach and/or sponsor also becomes the master of the

particular content area. According to Osana and Seymour (2004), “learning is considered a process of active knowledge construction that is dependent on the activity, discourse, and social negotiations that are embedded within a particular community of practice” (p. 474). The teacher as expert models, guides, facilitates, instructs and constructs a bridge by way of which the student is able to make connections between what he or she already knows and the new knowledge expertly shared by the teacher. The students try out the new skill, closely coached by the teacher who steps in and out of the learning process when necessary. The students internalize the cognitive and metacognitive activities of the expert and become more independent learners over time (Vygotsky, 1978). In this active, reciprocal construction of knowledge, the teacher slowly fades away leaving the apprentice to slowly develop more confidence and become more proficient with the cognitive skill at hand (Cambourne, 2002; RAND Reading Study Group, 2002; Roehler & Duffy, 1984).

Study Rationale

The rational for this study was twofold: Junior college content area instructors lack the necessary training to support junior college students’ ongoing literacy development within their disciplinary courses. The second rational is that a research gap exists pertaining to literacy development of junior college students within the general population.

Junior College Instructors Lack Training

According to Friedman and Wallace (2006), “a highly qualified teacher is one who is proficient in both subject matter and pedagogical knowledge” (p. 16). It is vital that teachers understand that achieving reading proficiency is a “long-term developmental process” and “what constitutes ‘reading well’ is different at different points in a reader’s

development (RAND Reading Study Group, 2002, p. 9). Many junior college level content area instructors have not been trained to support the ongoing literacy development of their students within their subject area content courses (Albert, 2004; Clarke, 2006). Quality of instruction has been addressed as a significant even “critical” variable in student achievement (Bray, Pascarella, & Pierson, 2004; Friedman & Wallace, 2006; RAND Reading Study Group, 2002). Good instruction has been shown to be the most powerful means of promoting the development of proficient comprehenders and preventing reading comprehension problems. According to the RAND Reading Study Group (2002)

A good teacher makes use of practices that employ his or her knowledge about the complex and fluid interrelationships among readers, texts purposeful activities, and contexts to advance students’ thoughtful, competent, motivated reading (p. xvii).

Reading Research Gap

Although much has been discovered about the way students grow as literate individuals during the elementary and secondary school years, the same cannot be said about literacy development during college (Bray et al., 2004). Bray, Pascarella, and Pierson (2004) explained, “the study of developmental college readers has a long history but with few exceptions relatively little is known about the literacy development of the general college population” (p. 306). A search for college reading practices provided more developmental reading literature than literature that addressed the needs of college students who are not enrolled in developmental programs (Simpson, Stahl & Anderson, 2004; Valeri-Gold & Deming, 2000; Zhang, 2003). A few examples of research

encouraging specific strategy use in content area instruction within community colleges were found (Peterman, 2000; Maaka & Ward, 2000; Phillips, 2006; Sommers, 2005). However, studies exploring classroom routines and strategies to apprentice student readers embedded across disciplines in a junior college environment do not yet exist.

Purpose Statement

This study explored whether or not Reading Apprenticeship (RA) strategies and routines in a first year writing course has an effect on comprehension of academic text. This study also explored whether or not Reading Apprenticeship (RA) strategies and routines in a first year writing course has an effect on student metacognitive awareness.

Research Hypotheses and Research Questions

In order to study this problem the following null hypotheses were formulated:

1. There is no significant difference in student reading comprehension scores on the Curriculum Embedded Reading Assessment (CERA) pre and post RA implementation.
2. There is no significant difference in student metacognitive awareness scores on the Curriculum Embedded Reading Assessment (CERA) pre and post RA implementation.

To explore the problem further, the following research questions were posed:

1. Does implementation of RA strategies and routines in a first-year writing course affect student comprehension of academic text as indicated by pre and post test scores of the Curriculum Embedded Reading Assessment (CERA)?
2. Does implementation of RA strategies and routines in a first-year writing course affect student metacognitive awareness as indicated by pre and post test scores of the Curriculum Embedded Reading Assessment (CERA)?

Study Delimitations

The following delimitations exist for this study and should be taken into consideration when interpreting the results. First, the population studied was limited to six intact classes taught by three particular instructors at one particular junior college in a southeastern state. Second, this study is the first of its kind with junior college students in a particular content area. Third, the Curriculum Embedded Reading Assessment (CERA) was revised with the assistance of the creators of the original Curriculum Embedded Reading Assessment and was deemed reliable, but the revision process is expected to continue as the Curriculum Embedded Reading Assessment is used within other content areas at this particular institution.

Study Limitations

1. The population was restricted to junior college students enrolled in Composition I classes at an institution in southeast Mississippi. Results obtained in this study should not be generalized to populations with different characteristics.
2. The study participants were limited to junior college students enrolled in classes taught by instructors who had been extensively trained in Reading Apprenticeship framework and who collaborated on a daily basis about Reading Apprenticeship implementation within Composition I classes.
3. While qualitative data was collected for the larger institutional research, it was not included within this study. Results obtained in this study, therefore, are an incomplete snapshot of the implementation of Reading Apprenticeship in junior college classes.

4. The Curriculum Embedded Reading Assessment was administered by three different instructors on days and times that were self-selected given the differences in class schedules, lesson plans, etc. Reading Apprenticeship implementation was carried out by three different instructors in six different sections of Composition I, consisting of varied populations of students.

Definitions

For the purposes of this research, the following definitions were used:

Comprehension occurs when learners construct new meaning as it is integrated with what they already know.

LIRA is an acronym for Leadership in Reading Apprenticeship which is a twice yearly trainer of trainers experience designed to prepare instructors and literacy coaches to lead professional development in Reading Apprenticeship (RA).

Metacognition refers to both the knowledge (awareness) and the control (monitoring and correction) which a learner has over his own thinking and learning activities (Rinehart & Platt, 2003).

Metacognitive Awareness occurs when students become “conscious of what they know, how they learn, what tasks require, and how they are progressing” (Allan & Miller, 2000, p. 16).

QEP is a Quality Enhancement Plan implemented by the Southern Association of Colleges and Schools. The QEP is five years long and used to improve upon an area of student need and in an area of need related to student learning.

RA is an acronym for Reading Apprenticeship, which is an approach to reading instruction that helps students to develop the knowledge, dispositions and strategies

that they need to become innovative and inventive readers (Strategic Literacy Initiative, 2007).

SLI is an acronym for the Strategic Literacy Initiative which is a research organization whose mission is to expand academic, creative, career and civic opportunities by working with educators and communities to develop higher level literacy (Strategic Literacy Initiative, 1995-2007).

WestEd is a nonprofit educational research, development, and service agency responsible for the establishment of the Strategic Literacy Initiative (SLI).

CHAPTER II

REVIEW OF RELATED LITERATURE

The purpose of the review of literature is to provide an overview of the literature on metacognitive awareness and comprehension. The following review is divided into six major sections as follows: (a) the state of reading in American public schools, (b) junior colleges, (c) college level reading comprehension, (d) metacognition and metacognitive awareness, (e) best practices, and (f) Reading Apprenticeship.

The State of Reading in American Public Schools

Nationwide data has shown widening gaps and troubling inconsistencies between high school, college and workforce literacy expectations (Patterson & Duer, 2006; Spellings, 2006; Venezia, Kirst & Antonio, 2003). The National Assessment of Adult Literacy Survey, conducted in 1993 and again in 2003 showed 47% and 43% of Americans aged 16 and older, have very limited literacy skills (National Center for Education Statistics, 2006). The National Assessment of Education Progress (NAEP) results showed that reading scores of high school students have not improved over the last thirty years. In fact, between 1992 and 2005 high school reading scores have actually declined (National Center for Education Statistics, 2007a).

In an effort to further explain these alarming results, ACT set the following benchmark score for the level of reading a student needs to be able to reach in order to be successful in college:

ACT's College Readiness Benchmark for Reading represents the level of achievement required for students to have a high probability of success (a 75 percent chance of earning a course grade of C or better, a 50 percent

chance of earning a B or better) in such credit-bearing courses as Psychology and U.S. History – first-year courses generally considered to be typically reading dependent. The benchmark corresponds to a score of 21 on the ACT Reading Test (ACT, 2006b, p. 1).

According to 2006, 2007 and 2008 ACT reports, only 53% of all U.S. college-bound high school graduates are prepared for college level reading tasks. In comparison to national percentages only 35% of all Mississippi college-bound high school graduates are prepared for college level reading tasks. Still further, a comparison made with national and state data shows only 30%, 32%, and 31% respectively of first time freshmen (FtF) enrolled at the junior college where this study took place were prepared for college level reading tasks.

Table 1

Percent of ACT-Tested Students Ready for College Level Coursework Based on ACT

Reading Score Criteria

<u>Year</u>	<u>National Percentage</u>	<u>State Percentage</u>	<u>FtF Percentage</u>
2006	53%	35%	30%
2007	53%	35%	32%
2008	53%	35%	31%

According to Wilhelm (2008), so many students are not ready for college level reading tasks because of the way reading instruction has been structured in today's schools. By the time students reach high school, academic texts have become more difficult, work expectations have soared, and teachers assume that students have acquired the necessary cognitive skill levels to navigate unfamiliar academic texts. Unfortunately, support for developing appropriate reading skills and strategies is not available at the

high school level. For most students reading instruction ends by the 6th grade. Therefore, many schools “end up with a bottleneck of poor readers at the secondary level” (Clarke, 2006, p. 66). Some reports even show that 8th grade students are actually more prepared for college level reading tasks than they are when they are in the 12th grade and have had so many years without continued reading support (Spellings, 2006). According to Spellings (2006), “these shortcomings have real-world consequences” (p. 3).

Successful college students and strategic readers have been described as self-regulated learners or those who are aware of cognitive rules. They are able to use metacognitive knowledge to justify, plan, and evaluate the cognitive processes they use in reading, speaking, and writing. These students know what skills they possess and how they prefer to learn. They are also able to analyze text and task characteristics and demands in order to select and use the processes and strategies most likely to result in learning (Allgood, Risko, Alvarez & Fairbanks, 2000). They have learned to monitor their study behaviors and learning progress and adjust their behaviors to contextual demands while understanding the demands of academia and monitoring and evaluating their progress toward meeting those demands (Allgood et al., 2000). Freebody and Luke (1990) found that effective readers are: (a) code breakers, (b) meaning makers, (c) text users and (d) text analysts. Effective readers are able to practice these four roles “seamlessly.” As code breakers effective readers decode and grasp the text’s literal meaning. They automatically understand how print works and use various strategies almost unconsciously to read unknown words, find the meanings of difficult words and phrases and make sense of ideas and concepts. As meaning makers, effective readers interact with the text. They use personal and background knowledge to make

connections with the text, make predictions, revise predictions as they read, make inferences, ask questions, summarize, synthesize and monitor comprehension.

Along with code breaking and making meaning, effective readers also decide how to use the text and the meaning they gain from that text. Effective readers as text users set a clear purpose for reading, create or identify a method of expressing what they have learned while reading, and understand that different reading situations call for different kinds of reading and expression. Finally, as text analysts, effective readers analyze the text with a critical eye. They identify the author's purpose and point of view, and they accept or resist the author's implied message.

In today's shifting technological society there is not a standard, universally accepted definition of literacy, nor what it means to be a literate citizen (Gallego & Hollingsworth, 2000; Moje & O'Brien, 2001). Daggett and Hasselbring (2007) asserted, "reading is the key enabler of learning for academic proficiency across all subject areas" (p. 1). Furthermore, "the ability to find, analyze, and synthesize written information provides access to lifelong learning in a rapidly changing world" (Daggett & Hasselbring, 2007, p. 1). Graduates and dropouts with poor reading and literacy skills are statistically less likely to find employment, more likely to have jobs with inadequate pay to support a family, more likely to require public assistance and more likely to serve time in a correctional facility (Daggett & Hasselbring, 2007). The ability to read and comprehend a variety of unfamiliar text is an essential component of an educational equation that balances social structures and empowers students for success in the world ahead of them.

Junior Colleges

The Morrill Act of 1862 opened higher education enrollment to many students previously denied access to college (Cohen & Brawer, 2003). By 1901 the first

community college within the United States was established in Joliet, IL (Vaughan, 2000). According to Abelman and Dalessandro, “from their inception, community colleges have been a critical point of entry to higher education for many Americans” (2008, p. 2). By 2008 approximately half of all undergraduates in the United States were enrolled in community colleges (Abelman & Dalessandro, 2008). The mission of community and junior colleges from their inception has been to provide “an accessible, adaptable, and affordable two-year education” (Abelman & Dalessandro, 2008, p. 2). Because of open door enrollment policies, junior colleges have found themselves increasingly responsible for the academic welfare of a diverse population of students including “a disproportionate share of low-income, minority, and academically underprepared students” (Abelman & Dalessandro, 2008, p. 2).

Community colleges have been “in a contradictory position in the world of higher education” (Weisberger, 2005, p. 129). Legitimacy in higher education depends on academic transfer programs that closely resemble liberal arts courses at four year colleges and universities, but solvency many times depends on close relationships that develop with business contacts from providing a trained work force from the lower income working class public that needs to get a job as quickly as possible (Weisberger, 2005, p. 132).

College Level Reading Comprehension

Comprehension is the backbone of reading (Anderson & Freebody, 1981; Goodman, 1996; Smith, 1994; Weaver, 1990). Although many other functions exist and are utilized in the reading process, systematic patterns of symbols and sounds cannot stand alone unless the print is understood. Reading is an active process where comprehension is successful only if students are engaged with the text (Pressley, 2000).

Students construct meaning from new information that is integrated with what they already know. For comprehension to take place, students must interact with texts both consciously and unconsciously (Pressley, 2000). According to the RAND Reading Study Group (2002), comprehension entails three elements: (a) the *reader* who is doing the comprehending (including all the capacities, abilities, knowledge, and experiences that a person brings to the act of reading); (b) the *text* that is to be comprehended (including printed and electronic text); and (c) the *activity* in which comprehension is a part including the purposes, processes, and consequences associated with the act of reading.

The comprehension phenomenon always takes place within a specific context, and content material is understood based on the effects of “contextual factors, including economic resources, class membership, ethnicity, neighborhood, and school culture” (RAND Reading Study Group, 2002, p. 17). Comprehension also depends on the readers’ purposes for reading, attitudes toward reading, background of experiences, and interactions with other readers and the text (Au, 1998; Gee, 1996).

Because of the complex even “complicated” nature of the comprehension phenomenon, “it requires a complicated educational strategy to meet the goal of improving readers’ comprehension skills” (Pressley, 2000, p. 551). According to Readence, Bean and Baldwin (2004), “programs in which reading is the subject matter are inferior to programs in which each teacher is committed to making students literate with respect to the specific source materials that make up curriculum” (p. 2).

“Instruction aimed at promoting comprehension skills should be multicomponential” (Pressley, 2000, p. 551). In other words, Pressley believes that because of the complexity involved the learning of comprehension, it has to be embedded and covered in a variety of fashions if students are to learn it well. Further, Pressley states

The development of comprehension skills is a long-term developmental process, which depends on rich world, language and text experiences from early in life; learning how to decode; becoming fluent in decoding, in part, through the development of an extensive repertoire of sight words; learning the meanings of vocabulary words commonly encountered in texts; and learning how to abstract meaning from text using the comprehension processes used by skilled readers (Pressley, 2000, p. 556).

“Comprehension occurs within a larger sociocultural context that shapes and is shaped by the reader and that interacts with each of the three elements” (Readence et al., 2004, p. 11). The reader brings cognitive capacities, motivation, and various types of knowledge to the text, extracts material from the text, and constructs knowledge based on its relevance to the reader’s purposes with guidance from an effective teacher (RAND Reading Study Group, 2002).

Metacognition and Metacognitive Awareness

Metacognition, thinking about thinking, has been identified by a considerable body of research in the past two decades “as a key to deep learning and flexible use of knowledge and skills” (Schoenbach et al., 1999, p. 23). “Metacognition occurs when a person monitors his or her own thinking, recognizes what he or she does not know, and determines what strategies are necessary to complete the assignment” (Allan & Miller, 2000, p. 17). Metacognition refers to both the knowledge or awareness and the control, which includes the monitoring and correction, which a learner has over his or her own thinking and learning activities (Rinehart & Platt, 2003). Metacognitive awareness is learned as students become “conscious of what they know, how they learn, what tasks require, and how they are progressing” (Allan & Miller, 2000, p. 16).

Flavell (1977) first related the term metacognition to reading. Flavell (1977) defined metacognition as “knowledge that takes as its subject or regulates any aspect of any cognitive endeavor” (p. 8). According to O’Connor (1986), “75-85 percent of all that is learned at the secondary level is acquired through reading (p. 17). As students progress through school and reading becomes more difficult, older students are expected to be more sophisticated readers who use metacognitive strategies to monitor and correct their own comprehension processes (Alnassar, 2000). Tei and Stewart (2003) found that understanding and learning from texts is not automatic, and text alone is only potentially meaningful. “Only when learners deliberately use strategies can that potential be realized and effective studying achieved” (Tei & Stewart, 2003, p. 224-225). According to Tei and Stewart (2003), “when students engage in the self-regulatory activities while reading, this enables them to be aware of when they have understood, how well and how much they have understood, and what strategies to use when learning is less than satisfactory” (p. 224). When students are not aware of “the level or state of their knowledge,” they may only be “going through the motions” of reading (Tei & Stewart, 2003, p. 224).

Both effective reading and studying demand that the learner deliberately choose strategies that meet the goals and demands of the task at hand. This implies monitoring of the task demands, the learner’s own capacities and limitations, and the interaction between the task demand and the learner’s abilities. Flexibility and efficiency are essential to this learner-control interaction.

In comparison study of adult and college level readers with elementary readers, Rinehart and Platt (2003) found adult and college readers usually monitor their comprehension but still lack awareness of some process, task and strategy variables, sensitivity to the hierarchy of ideas found in text, and specific processing strategies.

Because adult and college readers do seem to be more aware of and capable of monitoring their own mental processes while reading, “they may be the most promising candidates for strategy training” (Rinehart & Platt, 2003, p. 26). Hare and Pulliam (1980) tested the hypothesis that college students’ metacognitive behavior would predict their reading achievement scores. They found that higher scoring readers were more actively involved readers and that they tended to utilize multiple strategies while reading and working.

Best Practices

No matter the level, classroom instructional practices should match the way students learn. “One struggling reader is not every struggling reader,” (Franzak, 2006, p. 222). Even among scientifically research based comprehension strategies, some work best with particular age groups, certain kinds of text, or in a specific content area (Alvermann & Swafford, 1989). Furthermore, the effectiveness of a classroom instructional strategy can vary greatly depending on the person using it. Research makes very clear that “one size literacy does not fit all” (Franzak, 2006, p. 222).

Alvermann (2003) suggests that underachieving students may, in fact, be “alliterate” (p. 1); they are capable of reading even subject areas texts but choose not to engage. Engaged readers “read regularly and enthusiastically for a variety of their own purposes” (Applegate & Applegate, 2004, p. 554). Because the amount of reading an individual does is related to achievement in reading and even to an increased level of text comprehension, “it is all the more important to find ways to motivate students to read” (Applegate & Applegate, 2004, p. 554). Alvermann (2003) faults the outdated notion of fixing or remediating learners for the never-ending search for a magic bullet to solve all the problems with motivating young adult students to read and comprehend. Instead,

Alvermann (2003) feels educators should be “in the business of ‘fixing’ or ‘remediating’ the instructional conditions in which students learn” (p. 2). Students today participate in and manipulate much more complex versions of literacy daily with their friends than what is required at school (Gallego & Hollingsworth, 2000; Moje, 2000; Moje & O’Brien, 2001), yet they are seen as failures according to grades and standardized tests scores. According to Alvermann, it is time to “re/mediate curriculum” by approaching media and texts important to the students as vehicles to learn about and through rather than “remediating the student” (2003, p.2).

Searching for a quick fix to solve the literacy obstacles faced by all learners is futile (Alvermann & Swafford, 1989; Alvermann, 2003; Patterson & Duer, 2006). However, research continually reiterates the notion that the instructor is the most significant variable in student achievement (Cochran-Smith, 2004; Darling-Hammond, 2000; Friedman & Wallace, 2006). The instructor/practitioner’s responsibilities include assessing students’ progress, designing instruction and literacy experiences to fit student needs, teaching all students regardless of ability, and providing a space where students feel comfortable to take risks (Weaver, 1990). The quality instruction for which an exemplary instructor takes responsibility should prepare his/her students for becoming lifelong learners. The exemplary instructor uses any available recourses or whatever resources available and his/her expert knowledge to support students’ learning. According to Allington (2002), an instructor/mentor relationship with students and quality instruction are more important than any instructional strategy or packaged curriculum. The RAND Reading Study Group (2002) acknowledges instructor quality as a “critical variable in student achievement” (p. xviii). “Methods, materials, and

techniques are important but only the teacher can make them work effectively”
(O’Connor, 1986, p. 23-24).

Reading Apprenticeship

Reading Apprenticeship (RA) is an instructional framework that was developed by the Strategic Literacy Initiative (SLI) at West Ed. WestEd is a nonprofit educational research, development, and service agency with 15 offices nationwide and headquartered in San Francisco, California. WestEd conducts wide-ranging programs aimed at improving education through the establishment of entities such as the Strategic Literacy Initiative. The SLI’s mission is to expand academic, creative, career and civic opportunities by working with educators and communities to develop higher level literacy (SLI, 1995-2007).

The SLI’s work with students and instructors using RA has demonstrated that instructors can make a considerable difference in older students’ reading abilities (SLI, 1995-2007). The SLI has gained a national reputation for its work in adolescent literacy. In fact, WestEd’s Strategic Literacy Initiative is one of only two adolescent literacy programs in the nation designated by the U.S. Department of Education’s Institute of Education Sciences for further study and evaluation. The SLI is recognized and supported through grants and funding by such agencies as the William and Flora Hewlett Foundation, the Lumina Foundation, The Stuart Foundations, the Spencer Foundation, the MacArthur Foundation, the Rockefeller Foundation, the National Science Foundation and the U.S. Department of Education’s Office of Educational Research and Improvement. Professional development in Reading Apprenticeship demonstrates for instructors the means to provide students with the necessary tools to be able to successfully read and comprehend content area text material.

In this framework, instructors learn how to make the complex, invisible processes they use as readers visible to students. Much like expert practitioners in a craft, instructors as master readers help their apprentices – students – develop reading expertise within the content area (SLI, 1995-2007, para. 10).

Reading Apprenticeship engages students and instructors in a collaborative inquiry about their own and each other's reading process, fostering a metacognitive conversation in the classroom. In a Reading Apprenticeship classroom, students begin to understand that reading involves thinking and helps students identify their strengths, weaknesses and preferences for reading.

Rather than using a transmission approach to teaching and learning, where the teacher imparts his/her knowledge onto the learner, who then regurgitates that same information, teachers who utilize a Reading Apprenticeship framework in their classrooms have much higher goals for their students and use a transactional approach to teaching and learning (Rosenblatt, 1978). A Reading Apprenticeship classroom is an environment where the daily teaching and learning activities help students develop confidence and competence as readers and an environment where teachers and students interact and recognize the social, personal, cognitive, and knowledge-building dimensions of classroom life (Shoenbach, Greenleaf, Cziko, & Hurwitz, 1999). An instructor who utilizes the Reading Apprenticeship framework in his or her class integrates the four interacting dimensions of classroom life (social, personal, cognitive and knowledge-building) that support reading development [Appendix A]. Through metacognitive conversation, instructors and students examine the thought processes they engage in as they read. The dynamic interaction of the social, personal,

cognitive, and knowledge-building dimensions developed through employment of metacognitive conversations is a unique feature of a Reading Apprenticeship classroom where comprehension, collaboration and student independence are key aspects of student learning [Appendix B].

A 1996-1999 study funded through The Stuart Foundations, The William and Flora Hewlett Foundation and the San Francisco Foundation documented the progress of ninth grade students enrolled in an Academic Literacy class that incorporated a Reading Apprenticeship instructional approach in three thematic content-based curriculum units at Thurgood Marshall High School. The researchers utilized a variety of quantitative as well as qualitative data collection methods including: (a) student focus group reading interviews, (b) the Degrees of Reading Power standardized test of reading comprehension, (c) standardized reading scores from the California Test of Basic Skills, (d) pre and post course reading surveys, (e) student written reflections and course evaluations, (f) classroom observations, and (g) samples of student work for thirty randomly selected students (Greenleaf, Schoenbach, Cziko & Mueller, 2001). The researchers found that the students enrolled in the Academic Literacy class “gained an average of two years growth in seven months of instruction” (Greenleaf et al., 2001, p. 2). Furthermore, the student gains were accomplished “while engaging in rigorous academic work rather than remediation focused on basic skills” (WestEd, 2004, p. 1). A follow up study the next year on with these same students indicated that the Academic Literacy course utilizing the Reading Apprenticeship framework had been a “jump start” for most of the students whose scores on the DRP showed a gain of over a year at their independent reading levels (WestEd, 2004).

A 1997-2000 study of how teacher learning affected student achievement also found that high school teachers who were involved in a Reading Apprenticeship professional development network made positive changes in their conceptions about reading and their classroom practices related to reading in their content area classes. As the teachers developed more complex understandings about reading and the reading process, expanded their thinking about student reading, and gained knowledge and experience with a variety of teaching strategies designed to apprentice their students efforts in content area reading, these teacher changes positively affected their students gains in reading (Greenleaf & Schoenbach, 2004). On the Degrees of Power test of reading comprehension the students of these teachers who spent approximately forty hours each year in Reading Apprenticeship professional development during the first two years of the study were also able to make substantial gains. Of the 302 middle school students whose teachers were involved in the Reading Apprenticeship professional development network, gained three points in normal curve ranking, from 46.8 in fall to 49.5 in spring ($t = -5.462$, $df = 301$, $p < .000$). The 72 high school students whose teachers were involved in the Reading Apprenticeship professional development network gained two points in normal curve ranking from 49.6 in fall to 51.5 in spring ($t = -2.111$, $df = 71$, $p < .05$) (WestEd, 2004).

During the 1999-2000 school year the Bay Area Coalition of Essential Schools drew subject area teachers, in teams, from seven different Bay Area middle and high schools to help form a Secondary School Literacy Project with the Strategic Literacy Initiative. After participating in Reading Apprenticeship professional development and implementing the Reading Apprenticeship framework within their classrooms, gave their students the Degrees of Reading Power test of reading comprehension in the fall and

spring of the school year 1999-2000. Of the 478 students tested, 42% scored at or above the mean (50) on the normal curve. At the end of the year, 57% scored at or above the mean. The students of the teachers who were participating in the Secondary School Literacy Project including Reading Apprenticeship professional development gained an average of five points in independent reading level from fall to spring, moving from the 46th to the 53rd percentile when compared to their grade-level peers ($t = -9.379$, $df = 477$, $p < .0000$). Significantly, these students advanced up the normal curve, from a rank of 47 to 54 ($t = -12.206$, $df = 477$, $p < .000$) (WestEd, 2004). Similar studies with similar student gains were also carried out during the 2000-2001, 2001-2002 school years for Los Angeles Unified School District Humanitas Network and Oakland Technical High School. Furthermore, the most rapid increases in achievement seemed to occur among those students who were in the most need of support.

Two schools in the Bay Area identified in 2000 by the California Department of Education as academically underperforming schools, Dixon High School and Westlake Middle School, documented substantial student growth after teachers in selected classrooms received Reading Apprenticeship professional development and implemented the Reading Apprenticeship instructional framework in their classes. In 2002 Dixon High School exceeded its target growth for the second year in a row and was ranked 9 out of a 10 point scale for ranking purposes in the state of California. Target growth for Latino and socio-economically disadvantaged students was also exceeded (WestEd, 2004).

Westlake High School sent teams of teachers from 2001-2005 to Reading Apprenticeship professional development networks and created an Academic Literacy course as well as implemented Reading Apprenticeship across the curriculum. Through school year 2002-2003 Westlake High School has exceeded its target growth for all

students as well as sub-group targets including African American, socio-economically disadvantaged student groups, and Asian students (WestEd, 2004).

In an ongoing study of how Reading Apprenticeship professional development for teachers affects student outcomes in diverse subject-area classrooms, researchers not only looked at student achievement and engagement in eleven middle and high school classrooms but also took into consideration the level of Reading Apprenticeship implementation of their teachers (Greenleaf, Brown & Litman, 2004). Over a two year period, the 2001-2002 school year and the 2002-2003 school year, seven subject area teachers classrooms were earmarked for this Reading Apprenticeship Classroom Study including teachers of the following courses: (a) Academic Literacy, (b) Pre-Algebra, (c) Biology, (d) Chemistry for English Learners, (e) English Language Arts, (f) English, (g) Intro to Chemistry, (h) English, (i) English Language Development, and (j) Honors History. This study confirmed earlier findings that students made impressive gains in reading achievement, making “more than a year’s growth during a single academic year” (WestEd, 2004, p. 5)

Woodrow Wilson Senior High School in the Washington D.C. School System with approximately 1,500 students made Reading Apprenticeship professional development a school-wide focus. From 2005-2006 the school’s AYP reading proficiency rose 24% with subgroups including Latin American, Asian American and socio-economically disadvantaged students making the most gains from 13%-80% (WestEd, 2004).

Other currently ongoing studies involving Reading Apprenticeship include a Randomized Study of Integrated Biology and Reading Apprenticeship (2005-2008) funded by the National Science Foundation and two studies funded by the National

Center for Education Evaluation at the U.S. Department of Education's Institute of Education Sciences. The first study funded by the U.S. Department of Education focuses on the Academic Literacy course for low performing ninth graders (2005-2008), and the other student funded by the U.S. Department of Education focuses on high school disciplinary classes that embed Reading Apprenticeship instruction (2006-2010). Several pilot studies are also currently underway in junior and community college settings across the country including a five-year longitudinal study led by the researcher of the impact of Reading Apprenticeship on student achievement in reading comprehension across the curriculum.

CHAPTER III

METHODOLOGY

This chapter describes the methods and procedures used to answer the quantitative research questions posed in this study. The four main sections include (a) an overview of the study, including the purpose statement and the research questions; (b) research methods, including the context and setting of the study, student enrollment and characteristics, participants, permission to conduct the study, quantitative instrumentation, CERA revisions, scoring the CERA, Revised CERA inter-rater reliability, inter-rater reliability for the Revised-CERA after retraining, and administration of the Revised-CERA; (c) the intervention, including researcher perspective and what does RA in a Comp I class look like; and (d) data analysis, including quantitative analysis

Overview of Study

Purpose Statement

This study explored if a focus on Reading Apprenticeship (RA) strategies and routines in a first year writing course has an effect on comprehension of academic text. This study also explored if Reading Apprenticeship (RA) strategies and routines has an effect on student metacognitive awareness.

Research Questions

This study was designed to answer the following questions:

1. Does implementation of RA strategies and routines in a first-year writing course affect student comprehension of academic text as indicated by pre and post test scores of the Curriculum Embedded Reading Assessment (CERA)?

2. Does implementation of RA strategies and routines in a first-year writing course affect student metacognitive awareness as indicated by pre and post test scores of the Curriculum Embedded Reading Assessment (CERA)?

Research Methods

Context and Setting of Study

According to the school's fall 2008 "Institutional Profile," this junior college is an "open door," two year institution – it accepts all who apply and there is no minimum ACT score. The junior college grants Associate in Arts (AA) degrees, Associate in Applied Science (AAS) degrees, and Vocational Certificates. The junior college specifically serves eight surrounding counties that encompass its district and is located within a city of approximately 3,794 residents.

Student Enrollment and Characteristics

Enrollment for fall 2008 included 5,002 students, representatives from 63 Mississippi counties and 14 states with 80.1% enrolled in academic programs, 15.3% in technical programs, and 4.6% in vocational programs. In-district enrollment was 64.4% and out-of-district enrollment was 35.6%. The average age of students enrolled in fall 2008 was 22.6; 86.0% of those students were full time students, and 14% were part time students. The racial/ ethnic breakdown of the total number of students for fall 2008 was as follows: 34.6% Black; 62.8% White; 1.9% Other, including American Indian, Asian, Hispanic, and Not Reported. 39.3% of the students enrolled in fall 2008 were male, and 59.8% were female. The average ACT score of students enrolled in fall 2008 was 18.4. The study took place during fall semester of the academic school year 2008-2009.

Participants

This study included students enrolled in six sections of Composition I taught by three Reading Apprenticeship trained instructors, including the researcher, at one junior college in a southern state (n=141). The students were purposefully selected for this study because of their Composition instructors' training and experience in Reading Apprenticeship and their level of expertise in Reading Apprenticeship implementation. Although there was no demographic data collected for the students enrolled in the six selected sections of Composition I, it can be assumed that those students were a representative sample of the overall demographic makeup of the institution. Composition I is a general education academic course offered by the institution that 97% of the students in all degree areas are required to complete.

A total of 174 students were administered the Curriculum Embedded Reading Assessment. Instructor A administered 64 CERA pre tests and 55 CERA post tests. Instructor B administered 58 CERA pre tests and 39 CERA post tests. Instructor C administered 52 CERA pre tests and 46 CERA post tests. Assessment data was not used if data was not collected for both pre and post testing. Because this study took place in a college classroom, some students dropped the course or withdrew from school before the end of the semester. Of the 174 subjects in the original sample, 141 completed both the CERA pre and post test administrations.

Permission to Conduct the Study

The researcher obtained permission from the director of institutional effectiveness and the president of the college to use the data collected for the QEP [Appendix C]. The researcher obtained permission conduct the study from the Graduate School of The University of Southern Mississippi and the Institutional Review Board for the Protection

of Human Subjects [Appendix D]. After the study was approved, the researcher contacted the President and the Director of Institutional Effectiveness of the community college and requested permission to conduct the study. Permission was granted and the researcher met with the other instructors involved in the study to inform them about the study and request their assistance during the process of the study. Because all of the students involved in this study were 18 years of age or older, each instructor explained the study to his or her class and gave them the opportunity to grant or deny the instructor and researcher permission to participate in the research study. Each student was asked to sign an individual Informed Consent document [Appendix E].

Quantitative Research Measurement Instrument

Quantitative data was collected by means of the Metacognitive Awareness and Comprehension scores from the Curriculum Embedded Reading Assessment (CERA) pre and post treatment. According to the Strategic Literacy Initiative

The Curriculum Embedded Reading Assessment is designed as a beginning and end of the year assessment of students' subject area reading. The assessment is built around an everyday classroom reading experience and provides a rich picture of students' ability to make sense of text and their awareness of their reading processes (SLI, 2007, p. 6). Per conversation with Jane Braunger, Senior Research Associate for WestEd-SLI on August 31, 2008, no measures of validity or reliability had been established for the original CERA due to its fluid nature. The CERA, intended to be used by others as one possible suggested model of assessment for Reading Apprenticeship classes, was designed to be revised by individuals and their institutions to better match their purposes for assessment and content area(s) in which the assessment would be used [Appendix F]. The researcher selected the CERA rather than other currently accepted standardized

assessments which likely would not be sensitive enough measures to capture the complexity of the reading process and metacognitive awareness that are hallmarks of Reading Apprenticeship classrooms.

In its original form, the CERA included an instructor selected reading assignment that is comparable to one assigned for the instructor's particular content area. According to the guidelines for CERA administration, before the scheduled administration dates, the instructor should select a short, self-contained passage of text from a textbook, a supplementary text, or core literature. The text should be representative of possible assigned texts for the particular discipline and class and at a level of difficulty from which the students are expected to learn during the course of the year. The text selected for the CERA should be similar to materials that the instructor will teach during the year, but should not be a piece that the instructor will actually teach. It is quite possible that the text may be challenging for many students at the beginning of the year. The researchers selected the text "Salvation" by Langston Hughes for the CERA pre and post administration during the fall of 2008 [Appendix G].

The original CERA also includes six open-ended questions designed to elicit responses about the content of the reading selection as well as the students' processes of reading [Appendix H]. Question One, for example, prompts the student to give his/her overall understanding of the assigned text: "In your own words, write a short (one or two sentences) summary of this piece." On the other hand, in order to assess the student's awareness of the processes he or she uses to as he or she attempts to understand the text, Question Two asks: "What kinds of things were happening in your mind as you read this?"

CERA Revisions

The researcher and colleagues felt the open-ended prompts and the instructor selected text were applicable for the purposes of this study; however, it was decided that the rubric needed revision before being used in this study or the institution's larger study. Several other ongoing research projects were utilizing the CERA instrument at the time of this study including one designed for the Academic Literacy course [Appendix I] and one for the CRESST Biology study in progress [Appendix J]. However, both of these versions had been revised to fit the needs of the particular institutions, organizations, and content areas for which they were being used, and purposes of the individual studies as is recommended by the Strategic Literacy Initiative. Both rubric drafts were consulted in the formulation of the Revised CERA for this study and the institution's longitudinal study but overall were not completely adaptable for the purposes of this or the institution's study.

The researcher worked with WestEd associates Jane Braunger and Diane Waff on CERA revisions. The original CERA was used with middle and high school students so the researcher and colleagues wanted to ensure that the rubric was appropriate for college level courses. Some of the language on the original rubric indicated an integrated language arts curriculum particularly on the comprehension section at the Developing and Internalizing levels, which is very different from courses offered on a junior college campus. The researcher and colleagues decided to delete the entire section titled Use of Text Form and Structure for this reason as well. The rubric would also eventually be used in a variety of general education courses so the indicators at each level for comprehension and metacognitive awareness needed to be applicable to a variety of content area reading. Lastly, the original rubric contained two other measures of content

area reading, Discipline-Based Thinking and Repertoire of Strategies. These measures remain on the Revised-CERA and are being used in the institution's longitudinal study but were not examined for the purposes of this study.

The first complete draft of the revised CERA was presented at a regularly scheduled meeting of the Community College Literacy Research Group in March 2008 in Oakland, CA for feedback. After a pilot administration and scoring of the Revised CERA to a group of 35 students, the researcher and colleagues made the decision to add another level to the rubric. The original rubric contained only three levels, 1 (Beginning), 2 (Developing), and 3 (Internalizing). While scoring the pilot CERAs it became apparent that the jump between the Developing and Internalizing was too broad for junior college students and the decision was made to change the existing Developing section to Noticing and shift Developing and Internalizing up to higher levels. The final draft of the Revised CERA was completed on August 15, 2008 [Appendix K]. Jane Braunger, also gave feedback on the scoring process through personal conversation on September 22, 2008 and a conference call with the researcher and colleagues on September 25, 2008.

Scoring the CERA

Taking into consideration a student's responses to the six questions and his or her annotations on the instructor selected text, the instructor uses the CERA rubric to rate a student metacognitive awareness as 1 (Beginning), 2 (Noticing), 3 (Developing) or 4 (Internalizing). The instructor marks the student's score on the Tracking Student Responses on CERA score sheet [Appendix L] with a justification for that score. The Beginning level signifies a student who has no awareness of a reading process. The student may say he or she did not understand the text but may also say he or she did

understand the text but is not aware that a process occurred as he or she understood the text.

A student who scores at the Noticing level signifies that the student may or may not be confused about the text. The student may be able to indicate some confusion, but the student will most likely not be able to indicate where in the text the confusion occurs.

The Developing level for metacognitive awareness signifies a student who understands the text well enough to articulate the overall meaning of the assigned text in the written short summary. At the developing level the student is able to indicate areas of confusion or areas that were more challenging than others. The student is able to articulate how his or her prior knowledge assisted him or her in understanding the assigned text.

Finally, metacognitive awareness at the Internalizing level signifies a student indicates a complete understanding of the assigned text, is able to articulate the main ideas of the text and make connections from the text to even larger concepts. The student is aware of a variety of strategies and uses them selectively.

For comprehension, a student who scores at the Beginning level shows no evidence of understanding the text whether it is through annotations or the student's responses to the open-ended prompts. The student also does not indicate any schema or prior knowledge with which to connect the new information presented in the text.

A score in the Noticing range signifies a literal understanding of the text. The student makes no indication of schema or prior knowledge and focuses on details rather than the text as a whole. For comprehension, a score at the developing level signifies that the student is reading somewhat beyond word level and has some relevant background

knowledge with which to connect the important ideas in the text. The student may also notice key parts of the text as imperative to a larger understanding of the text as a whole.

Finally, at the Internalizing level, the student score signifies that the student is making sense of the text through a variety of strategic methods. The student is able to understand the larger meaning in the text and can connect it to background knowledge and use schema to build onto the author's ideas.

Revised CERA Inter-rater Reliability

While employing a rubric as an assessment measure, instructors must ensure that the rubric will be used and scored in the same manner in order to control for reliability. With a rubric inter-rater reliability is actually vital to the success of a research study where a rubric is used as a part of the assessment plan. The researcher and colleagues worked with the Director of Research Studies for an institution of higher learning in a southeastern state to establish the inter-rater reliability for the Revised-CERA rubric.

During the first administration of the CERA for inter-rater reliability purposes, the results were mixed. Inter-rater reliability between the three instructors for metacognitive awareness was 91.8% for Instructor A and Instructor B; 87.6% for Instructor A and Instructor C; and 92.7% for Instructor B and C. The inter-rater reliability for comprehension, however, did not fall within the accepted range. Inter-rater reliability for comprehension was 55.2% for Instructor A and Instructor B; 55.6% for Instructor A and Instructor C; and 68.6% for Instructor B and Instructor C.

At the onset of the study it was decided that an inter-rater reliability of 75% was needed to insure that each instructor was scoring the Revised CERA the same for each of his or her students as the other instructors were scoring for each of his or her other students. Because that criterion was not reached for comprehension it was necessary to

spend an extended period of time re-training each instructor on how to use the CERA rubric to score student CERAs.

The re-training took place over a two-day period of time during which the following procedure were followed. Instructors A, B and C took the scored pre intervention CERA's (n=171) and compiled a three column list of the comprehension scores assigned by each instructor for each individual student. The instructors then pulled each individually scored CERA and together reviewed the comprehension score from each instructor along with the rubric to evaluate why and how the variability in the scores was occurring.

Collaboratively, the instructors were able to see that the comprehension score was a more subjective score based on the components of the rubric. Each instructor scored comprehension based on his or her definition of comprehension and what evidence indicates that comprehension is occurring. For example, Instructor B scored comprehension heavily based on the number of annotations a student did or did not make [Appendix M]. Hence, if a student did not annotate at all, Instructor B would score that student lower simply because he/she did not annotate. Instructor B's scores were lower than Instructors A and C overall as well, indicating that Instructor B had a tendency to score more critically than the other instructors. Instructor A, on the other hand, had a tendency to score higher than Instructors B and C, many times giving credit even when there was not evidence to substantiate the student's response from the actual text [Appendix N]. Instructor A also did not weigh the students' annotations or lack thereof at all in her comprehension scores. On the contrary, Instructor A only looked for annotation if she had a question about something else the student had written in his or her answer for the comprehension questions. Instructor C scored comprehension somewhere

in between Instructors A and C consistently. Instructor C did look at student annotations as an indication of comprehension consistently but did not weigh it as heavily as Instructor A. Hence, Instructor C's scores for comprehension on the CERA were not as low as Instructor B's scores but not as high as Instructor A's scores [Appendix O].

On the comprehension questions for the CERA, the one example that kept resurfacing was the instructor use of the short summary paragraph written by the students. Instructor A again gave the students credit for understanding parts of the text that was not actually evidenced in their summaries to support [Appendix P]. She did seem to expect the students to comprehend beyond their initial connection to the text (i.e. have some indication of the author's intent rather than just the reader); however, she many times still gave credit where evidence did not support. All three instructors scored summaries based on the qualifications or expectations of an English instructor, which is all three instructors' content area [Appendices Q, R, and S]. The instructors looked for indicators of a quality "summary" rather than indications of comprehension. As was evident with the annotation/comprehension dilemma, the instructors became aware that students were able to comprehend the text without writing a perfect summary of the text.

There was also evidence to support a certain amount of bias in the scoring of the first CERAs. Students had been asked to put their names and ID numbers on the CERA's so when the instructors were scoring they could actually see the students' names. Students may have sometimes been given credit for vague answers because the instructors knew the students' other work in the class and gave the students the benefit of the doubt. The instructors in this research study came to the consensus that the annotations should be used more as an indicator of metacognitive awareness rather than comprehension. Student annotations were a much more valuable indicator of where in

the text the student made a connection or where in the text comprehension broke down rather than a measure of whether or not comprehension actually took place. However, it was noted that comprehension did sometimes take place even when the students did not annotate. Therefore, a student did not have to annotate a text in order to comprehend the text. The consensus between the instructors who score the CERA was that student annotations would be used as a supplemental indicator of comprehension when evaluated with the student's answers to the comprehension questions. If the student did not annotate at all, his or her score would not be affected.

The instructors also came to the consensus that student names would not be used on the CERAs, and all names on existing CERAs were removed. Student IDs, however, would remain due to the data being used for institutional research purposes. In order to track students across semesters, student IDs were a vital piece of information. The instructors agreed that all CERAs would be scored in a timely manner immediately following administration so that the instructors would not recognize handwriting or other student indicators but also so that enough time would lapse between the pre and post scoring so that the instructors would not be biased as they scored the post tests.

Inter-rater Reliability for Revised CERA after Re-Training

After retraining, inter-rater reliability for was 74.0% for Instructor A and Instructor B; 80.9% for Instructor A and Instructor C; and 85.0% for Instructor B and C. These levels were much more within the acceptable range and a decision was made to go forward with the study. The instructors did decide that five students in every class section would be scored by all three instructors in order to ensure maintenance of inter-rater reliability over the course of the study.

Administering the Revised-CERA

Each of the Reading Apprenticeship trained instructors administered the Curriculum Embedded Reading Assessment twice during the fall semester of 2008. The pre administration of the CERA took place in August 2008 while the post administration of the CERA took place in December 2008. The Reading Apprenticeship trained instructors explained to the students enrolled in their classes that the Curriculum Embedded Reading Assessment is designed to provide information about students' strengths and needs as readers of subject area materials and of their growth as readers of content area texts over the course of the semester. Students were told that the selected text may even seem difficult, especially at the beginning of the semester, but that the assessment would give the instructor a better sense of how to help the students become better readers of content area materials.

Students were given ten minutes to read and annotate the selected text. Students were told to feel free to make any notes or marks on the page to help them make sense of what they are reading. Students were told they could write in the margins, underline and/or circle words and phrases, ask questions and make comments or predictions.

After the ten minutes of reading and annotating, the Reading Apprenticeship trained instructors prompted their students to respond in writing to the six comprehension and reading process questions. Each of the instructors explained to his or her students that they would be writing about the text they had just completed reading and annotating. The instructors explained that they were interested in knowing not only what the students thought the piece meant but also about any confusions they had as they read and what they did to make sense of what they were reading.

After the second ten minute period, the Reading Apprenticeship trained instructors spent a few minutes debriefing the experience with their students. The instructors asked the students to share what went well with the reading (and why); what was hard about the reading (and why); and any questions they have. The instructors wrapped things up by reiterating that during the course of the semester the instructor and students will spend time working on strategies to improve their ability to read and understand similar kinds of reading materials.

The Intervention

Researcher Perspective

During Fall 2005 the institution within which this research study takes place began a reaccreditation process which included developing a Quality Enhancement Plan (QEP). The purpose of a QEP is to identify an area of need on campus related to student learning and develop a five year plan to address that need. A committee of representatives from all content areas convened was asked to come up with several areas for subcommittees to research. Administrators, faculty and students were allowed to vote for one of the final three areas of improvement that they felt was most critical. The area chosen overwhelmingly was reading comprehension.

The researcher teaches reading and composition classes at the institution where this study takes place and is the Chairperson of the QEP Committee. The researcher and the other instructors involved in data collection during fall 2008 successfully completed the SLI's Leadership in Reading Apprenticeship (LIRA) Training before implementing RA in their Composition classes. WestEd's LIRA training is designed to prepare instructors and literacy coaches to lead professional development in RA. The LIRA

provides an in-depth understanding of RA as a framework for teaching specific classroom reading strategies.

Through LIRA training instructors develop a new understanding of the reading process, new ways of thinking about student reading and sources of difficulty and powerful literacy support strategies that can be embedded in content area curricula.

RA training raises awareness for instructors that reading is not just a basic skill but rather a complex mental process akin to problem solving. Fluent, skillful readers not only engage in the decoding process but build frameworks, relating knowledge and experience as they interact with text.

The researcher completed the LIRA training during summer 2007 and has served as a member of WestEd's Community College Literacy Research Group (CCLRG) for the past two years. The other LIRA trained instructors completed their training during summer 2008. One of the other instructors involved in data collection also belongs to WestEd's CCLRG. The researcher has also completed the first year of consultant training for WestEd.

What Does Reading Apprenticeship in a Composition I Class Look Like?

Because of their involvement in the larger institutional research project, the QEP, the Reading Apprenticeship instructors involved in this research study keep the long term goals of the composition class at the forefront of the decisions they make as they plan and implement Reading Apprenticeship at the junior college level. If Reading Apprenticeship is to be successful across disciplines and at the college level, it must be utilized in such a way that instructors do not find themselves teaching Reading Apprenticeship rather than the course content or using Reading Apprenticeship as a remediation tool rather than an

instructional framework designed to assist student reach higher levels of understanding with unfamiliar content rich texts.

In Composition I the ultimate goal is to help students become better communicators through writing depending mainly on their audience and purpose for writing. Students who successfully complete Composition I must be able to transfer those skills immediately to the research based writing class, Composition II, where they will be expected to use those skills to produce an even denser piece of writing, a college level research paper from various content areas. The Reading Apprenticeship trained instructors who participated in this research study feel that a large misconception about writing classes is that producing a piece of writing is simply mastering the mechanical aspects of writing. On the contrary, the Reading Apprenticeship trained instructors who participated in this study believe that a great deal of thought, discussion, and brainwork goes into producing a formal essay that truly serves the purpose for which the author intended.

Reading and writing assignments are included in all composition classes regardless of the instructor at the community college where this research study took place. Instructors are, however, allowed the academic freedom to integrate those reciprocal skills as they deem effective for their particular groups of students. The instructors in this research study use the reading assignments in their composition classes as an impetus for the kinds of thinking that students need to be able to do in order to produce formal compositions within a variety of rhetorical modes. Students in the Reading Apprenticeship composition classes where this research study took place follow a process of reading and annotating four carefully chosen texts per unit, posting an initial response to the reading on a computerized Discussion Board, completing a Metacognitive

Reading Log assignment, and participating in a group discussion of the text and reading logs after listening to Reading Process Analysis PowerPoint presentations. Students are encouraged consistently throughout all of these assignments to become aware of not simply what the author is trying to say but how the author is making his or her points and how the student is attempting to make sense of the text.

The final class period of a particular unit is a discussion of the reading/writing connection where the students begin to develop their own formal essays using the skills they've learned as they worked through the unit readings. Students complete first drafts of their essays, peer edit, annotate each other's essays and then produce a final draft for grading. This four week process is repeated for each of the four units of the semester within the Reading Apprenticeship composition classes at the community college where this study took place [Appendix T]. An overview of each of the assignments in the four week process is included in this manuscript.

Personal Reading/Writing History Essay

During the first week of class students are asked to complete the Personal Reading/Writing history essay in order to find out more about their lives as readers and writers before they enter the Comp I class. The assignment contains questions used as prompts to guide the students in discussing aspects of their lives as readers and writers in and out of school [Appendix U].

Reading Assignments

The reading assignments for the semester are divided based on four units thematically organized in categories based on rhetorical modes. Within each of the four units, the students read four carefully chosen texts selected by the instructor. The instructors involved in this study choose the text selections together based on high

interest, applicability to the overall goals of a composition class and societal issues that can stimulate classroom discussion. A sample reading selection from the argument/persuasion unit, “Incidents with White People” by Sarah L. and A. Elizabeth Delany is included in the appendices [Appendix V].

Annotations

Students in the composition classes that utilized the Reading Apprenticeship framework are taught to annotate their texts as they read. They are given opportunities to learn the process of annotation, and they annotate their reading assignments as well as essays during peer editing and class assignment guidelines. Students are required to annotate each of the sixteen reading assignments over the course of the semester. Annotation instructions are included in the appendices [Appendix W].

Discussion Board Postings

For each reading assignment, students are required to post a response to a Blackboard Discussion Board before the class discussion. The students are provided with questions from the instructor designed to facilitate higher level comprehension of the text. Students in the course are required to respond to one question per reading assignment and then respond to each other twice for each assignment. Students are required to respond to the discussion board 16 times for original postings and 32 times for responses to each other [Appendix X].

Metacognitive Reading Logs

Metacognitive reading logs are designed to guide students as they learn to focus on not only what they are reading (content) but the “how” of reading. Students use the metacognitive reading logs to identify problematic areas of text, focus on their use of strategies for those areas, and to practice strategies that encourage active reading.

Students are required to complete 16 metacognitive reading logs over the course of the semester. The instructions for completing the Metacognitive Reading Logs as is printed in the course syllabus is available in the appendices [Appendix Y] as is a sample Metacognitive Reading Log from the text selection “Incidents with White People” [Appendix Z].

Reading Process Analysis Powerpoint Presentations

Each student is required to present a reading process analysis assignment via PowerPoint at a chosen time during the semester with a self-chosen reading assignment. The student is required to specifically discuss the strategies he/she used as he/she read the assignment and whether or not those strategies were efficient reading comprehension strategies. Students are required to complete and present one metacognitive PowerPoint presentation over the course of the semester. The Metacognitive PowerPoint Presentation assignment as outlined in the course syllabus is available in the appendices along with a list of the four reading assignments for each of the four rhetorical mode units [Appendix AA].

Group Metacognitive Reading Discussions

Using a variety of group discussion formats students share their responses on metacognitive logs and discuss aspects of the text that were problematic. This procedure is completed during regularly scheduled class meetings to discuss each of the reading assignments and how they pertain to the writing assignments 16 times per semester. An example format for these group discussions, The Final Word, is included in the appendices [Appendix BB].

Self-Evaluation Essay

During the final week of class students are asked to complete a Self-Evaluation essay in order to find out how the Reading Apprenticeship strategies have aided their personal and academic growth as readers and writers. The assignment contains questions used as prompts to guide the students in discussing aspects of their lives as readers and writers based on the effects of successfully completing Comp I [Appendix CC].

Data Analysis

Quantitative Analysis Procedures

Student pre and post intervention scores on the Curriculum Embedded Reading Assessment (CERA) will be compared to examine student growth in reading comprehension and metacognitive awareness. Student CERA's pre intervention and post intervention will be scored using a revised version of the Strategic Literacy Initiative's CERA Rubric. Each category, comprehension and metacognitive awareness will be coded with a 1-4 based on the comparison of the student's responses to the CERA questions and markings on the text. Score frequencies and from each of the categories, comprehension and metacognitive awareness, will be examined and score differences between pre and post administrations of the Revised CERA will be compared using Chi Square analysis.

CHAPTER IV

RESULTS

Introduction

This study explored how a focus on Reading Apprenticeship (RA) strategies and routines in a first year college writing course affect student metacognitive awareness and comprehension of academic text. The students in this study were enrolled by their own choice in six sections of a Composition I course taught by the three Reading Apprenticeship trained instructors, including the researcher, at a junior college in a southeastern region of Mississippi. Data were collected on 141 students during the Fall 2008 semester.

Sample Characteristics

Although no demographic data was collected specifically when conducting this study, the demographics of students taking Composition I courses are typically similar to the overall institution's demographics because Composition I is a first year, required course for all academic-track students. Institution-level demographic data for the Fall 2008 semester is reported, and historically, this institution has consistently served this type of population.

Enrollment for fall 2008 included 5,002 students, representatives from 63 Mississippi counties and 14 states with 80.1% enrolled in academic programs, 15.3% in technical programs, and 4.6% in vocational programs. In-district enrollment was 64.4% and out-of-district enrollment was 35.6%. The average age of students enrolled in fall 2008 was 22.6; 86.0% of those students were full time students, and 14% were part-time students.

The racial/ethnic breakdown of the total number of students for Fall 2008 was as follows: 34.6% Black; 62.8% White; 1.9% Other, including American Indian, Asian, Hispanic, and Not reported. Of the students enrolled in fall 2008, 31.2% were male and 59.8% were female.

Descriptive

For the purpose of analysis, after each student read the required text passage, the students were scored by their instructors from the CERA rubric. Students were scored twice during the fall 2008 semester, once at the beginning of the semester and again at the end. Each student received two scores at the beginning and end of the semester. At the beginning of the semester, each student was given a pre-metacognitive awareness score and a pre-comprehension score. Then, at the end of the semester, after the reading apprenticeship strategies had been employed, the students were scored again after reading an assigned text passage. For both the pre and post scores, students could be assigned the following marks: 1 (Beginning), 2 (Noticing), 3 (Developing), and 4 (Internalizing).

For the pre-metacognitive awareness scores, over half of the students scored a one and no students scored a four. For the post-metacognitive awareness scores, most students received a score of two. The frequencies for the pre and post metacognitive awareness scores are presented in Table 2.

Table 2

Frequencies for Metacognitive Awareness Pre and Post Scores

		Post Scores				Total
		One	Two	Three	Four	
Pre Scores	One	26	34	16	4	80
	Two	9	21	10	2	42
	Three	3	4	7	5	19
	Total	38	59	33	11	141

Scores for comprehension were similar to the metacognitive awareness scores. Over half of the students scored a one and no students scored a four on pre-comprehension. For the post-comprehension scores, most students received a score of two. The frequencies for the pre and post-comprehension scores are presented in Table 3.

Table 3

Frequencies for Comprehension Pre and Post Scores

		Post Scores				Total
		One	Two	Three	Four	
Pre Scores	One	15	41	29	2	87
	Two	1	14	19	7	41
	Three	0	5	4	4	13
	Total	16	60	52	13	141

Statistical

Chi-square tests were used to determine if statistically significant differences existed between the pre-metacognitive and post-metacognitive scores and the pre-

comprehension and post-comprehension scores. The results of the chi-square tests revealed that statistically significant differences existed for both the metacognitive scores, $\chi^2 (N = 141, df = 6) = 16.42, p = .012$, and comprehension scores $\chi^2 (N = 141, df = 6) = 23.39, p = .001$.

Research Question 1

Does implementation of RA strategies and routines in a first-year writing course affect student comprehension of academic text as indicated by pre and post test scores of the Curriculum Embedded Reading Assessment (CERA)?

After analyzing the data collected, the results of this study indicated that implementing Reading Apprenticeship strategies in a first year college composition course does significantly impact CERA comprehension scores. No students received a score of four for the pre-comprehension assignment, but thirteen students received a score of four on the post-comprehension assignment. The results indicated that of the 141 subjects who participated in this study, 102 experienced increases in their comprehension scores after the Reading Apprenticeship strategies were employed during the semester. Thirty-three students scored the same on the pre and post comprehension assignments, while six students experienced a decrease in their comprehension scores.

Research Question 2

Does implementation of RA strategies and routines in a first-year writing course affect student metacognitive awareness as indicated by pre and post test scores of the Curriculum Embedded Reading Assessment (CERA)?

After analyzing the data collected, the results of this study indicated that implementing Reading Apprenticeship strategies in a first year composition course does significantly impact CERA metacognitive awareness scores. No students received a

score of four for the pre-metacognitive awareness assignment, but eleven students received a score of four on the post-metacognitive awareness assignment. The results indicated that of the 141 subjects who participated in the this study, 71 experienced improved metacognitive awareness scores after the Reading Apprenticeship strategies were employed during the semester. Fifty-four students scored the same on the pre and post metacognitive awareness assignments, while sixteen students experienced a decrease in their scores.

CHAPTER V

DISCUSSION

The results of this research study verify the low level of comprehension reported by national statistics. However, the results of this research study also verify that it is not too late to support college level readers in their attempts to make sense of academic texts.

Recommendations for Instructional Practices

Recommendations for instructional practices include the following: (1) reading instruction must continue at the college level (2) reading instruction can be and should be embedded within content areas rather than as a pull-out model for the general population (3) content area teachers (pre-service as well as in-service) must be trained to support their students as they read much more dense college level content rich text and learn to switch codes between disciplines

Reading Instruction at the College Level

Research supports the notion of comprehension as a skill that develops over time. One does not just learn to read and is able to read from then on no matter how difficult the text. According to Griffith and Ruan (2005), metacognitive awareness is specifically a late developing skill which makes it that much more justifiable to continue reading instruction later in students' lives. As more students enter higher education without the skills they need to succeed in a society where higher level thinking is expected, instruction in reading comprehension and metacognitive awareness must continue (Spellings, 2006; Vitale & Schmeiser, 2006).

Embedded Reading Instruction

Each content area has its own style of vocabulary, format, and organization. It is for these reasons that the content area instructors are in the best position to continue

reading instruction into the junior college general population. Content area instructors are also the ones who are most knowledgeable about the expectations of their content area. Reading instruction embedded into content areas should be for the purpose of scaffolding students to a more complete understanding of the course content (RAND Reading Study Group, 2002).

Content Area Teachers Should Be Better Prepared

It is justifiable for content area instructors, especially those at the college level to claim that they have not been prepared to teach reading in their classrooms (Cochran-Smith, 2004; Friedman & Wallace, 2006). It is also justifiable for them to claim that they cannot teach their students reading skills because they must cover course content. From the results of this study it is clear that junior college students are capable of learning reading skills embedded within course content and will gain much from the experience.

Recommendations for Reading Research

Recommendations for reading research include the following: (a) research in junior colleges should continue, (b) future studies should include longer timeframes, (c) more studies are needed to develop and validate rubrics as assessment tools, (d) the importance of text selection in reading assessments, and (e) qualitative data as well as quantitative data should be included in future studies.

Research at the Junior College Level

The first recommendation from this study is that research on reading at the junior college level continues. Not only is there a gap in the research on how embedded reading instruction at the junior college level affects junior college students, but there is also a chasm in the research on instruments to measure higher level reading. Among the instruments that do exist, many of them attempt to simplify reading comprehension. A

standardized reading assessment does not exist that measures the complexity of comprehension at the junior college level.

Longitudinal Studies

Another recommendation of this study is that it should continue over a course of at least four semesters. At the junior college level with a smaller population, it would be feasible to follow a number of the students involved in the fall 2008 study throughout their academic tenure (two years) at the junior college. Their performance in other classes as well as a comparison between their long term growth in metacognitive awareness and comprehension of academic text over time and across various disciplines would further strengthen the research base on implementing reading instruction within content area classes at the junior college level. To further support the notion of instructor training and pre-service further studies could also focus on the gains students make when they have more than one teacher in the same semester or over the course of their two years in junior college as was indicated in the 2001-2004 Reading Apprenticeship Classroom Study (WestEd, 2004). Studies comparing student growth in Reading Apprenticeship classes in comparison to other similar classes that do not utilize the Reading Apprenticeship framework as an instructional guide might also help pinpoint the benefits of Reading Apprenticeship implementation.

Development and Validation of Rubrics as Assessment Tools

Rubrics provide researchers with the ability to create assessments that actually match the purposes of their research studies as well as their populations. Within reading research, this concept is vital. Rubrics, however, are not simple and can many times not be generalized easily. Subjectivity of scoring exists even between scorers who have been trained to score; the subjectivity increases exponentially with instructors who are not

trained. Many rubrics abound as well that have not been examined for reliability and validity. Studies illustrating the rubric development process as well as the process of establishing validity and reliability of rubrics are desperately needed.

Choosing Texts for Reading Assessments

The process of choosing an appropriate text when assessing reading comprehension cannot be minimized. As researchers continue to evaluate the role of metacognition and metacognitive awareness as part of the reading comprehension process, a text that will incite response that can somehow be measured cannot be stressed enough. It is recommended that students be presented with a text that is on the higher end of their instructional level. While the researcher shouldn't choose a text that is frustrating to the students being evaluated, he or she should choose a text that the students are forced to think about. Metacognitive behavior may in fact become automatic over time according to Flavell and Wellman (1977); the reader actually does become unaware that he or she is making sense of the text. Hence, some students' tendency to assert that they have no idea how they understood the text and to respond, *I just understood it*.

The Importance of Mixed Method Studies

Possibly the most important recommendation for future studies is that they use a mixture of quantitative as well as qualitative data. A mixed-method study uses both quantitative and qualitative methods within a single study (Cresswell, 1998).

Instructors in the classroom, action researchers, explore "multiple, socially constructed realities or 'qualities' that are complex and indivisible into discrete variables; they regard their research task as coming to understand and interpret how the various participants in a social setting construct the world around them" (Glesne & Peshkin, 1992, p. 6). Action researchers understand that human behavior occurs in context, and a more complete

understanding of human behavior requires understanding the context in which the behavior occurs, and as it occurs, not in researcher controlled environments under researcher controlled conditions (Wilson, 2007).

Mixed method studies allow action researchers to combine the advantages of both qualitative and quantitative research in order to fully explain and interpret the findings of the study. Sequential explanatory design particularly is “characterized by the collection and analysis of quantitative data followed by the collection and analysis of qualitative data,” and its purpose is “to use qualitative results to assist in explaining and interpreting the findings of a primarily quantitative study” (Cresswell, 1998, p. 215). According to Snow (2002), “a research program that incorporates a range of quantitative and qualitative methodologies is essential to ensure rigor in answering the research questions and to generate practice and useful knowledge” (p. xvii).

Research using experimental designs and randomized trials have recently been privileged as “the gold standard” of research design (Demerath, 2006, p. 97). However, as it has been narrowly defined, “scientific based research,” which has been used to guide the US Department of Education’s attempts to evaluate the condition of today’s classrooms, has left a chasm where the stories of the researched once stood. Consider the following vignette from one of the instructors who participated in this study:

In my Comp I class we cover 4 units that cover 4 rhetorical modes. When we begin each unit, the students are assigned to read, annotate and begin a metacognitive reading log for each of the example essays they are assigned. The day before an assigned reading is discussed in class, the students must post a response to the assigned reading in a Discussion Board forum for accountability purposes as well as to get the students thinking before they come to class. The day each reading assignment is due we

begin the class with metacognitive reading process analysis powerpoint presentations. After the presentations (there are usually 3-4 at the most on any given day), we break into small groups. The students will then use an assigned group structure (Final Word, Jigsaw, ThinkPairShare) depending on our purposes for the day.

I assign reading selections such as "I Have a Dream," "Drugs" by Gore Vidal, "The Farce of Feminism," etc. in order to really get students to think about their topics. I want them to practice reading and thinking about issues that don't always have clear cut answers and learn to defend their opinions/positions with LOGIC, not emotion. As a specific part of my assignment I require my students to also imagine as they are thinking about these topics that they are talking to an audience of people who do NOT believe the same way they do. Therefore, having justifications such as "the Bible says..." or "My grandma always told me..." or "it works for me" are not considered LOGICAL. I explain that in order to be an effective arguer, one must be able to think about what the other side will say against you and be prepared to respond.

On this particular day, we had completed four days of reading assignments, PowerPoint presentations, worked in groups on our Metacognitive Reading Log Questions and had talked extensively about LOGIC and what each person would/could use from the reading assignments to help him/her make his/her points in his/her essay. The students were in groups collaborating on topics. Their assignment was to take the topics they had chosen and come up with 3 LOGICAL points to justify their position that they had chosen to argue. They had used the Final Word format to discuss their proposed topics, their three logical justifications & some of the main points of the essay. While the students begin working in groups, I wait for a few minutes to let them get started and then begin circulating the room as an outside "listener" – I do not let them

ask me questions at this time because I want them to learn to depend on each other rather than the all powerful teacher.

I was excited about what I was hearing from the groups – one group in particular of guys who tend to always think “outside the box” were preparing some very interesting topics to argue, legalizing marijuana, lowering the drinking age, jail experiences for prisoners, etc. Around the room students seemed to be taking all that we had talked about to heart and were dealing with many controversial topics using higher level thinking.

As groups completed their assignments, I asked if anyone still had confusions, needed help from the entire group, etc. One student raised her hand. The other students were still in their groups, with chairs scattered around the rooms. “Victoria,” a traditional aged African American student with a tough background stood up in the middle of a classroom of her peers and said that she was having trouble coming up with three logical justifications for why gay couples should be allowed to be married. She discussed briefly the ideas she had so far and why she wanted to argue this point. She explained that she had family members who were gay and she did not like the way these family members were treated. As Victoria was explaining her dilemma, I heard a student behind where I was sitting ask another student if Victoria was gay. I grimaced, not knowing where this conversation was going to lead us but hoping for the best. Victoria explained using examples from her family experiences that she felt gay couples should have the same rights as other couples, but she knew her position was based on emotion and that she was afraid she did not have LOGIC on her side. Before I could respond a student from the back of the classroom said, “you’ve just described how your uncle has struggled with his situation and how it hurts you to see him treated badly for

something that he did not choose, so it seems to me that one logical justification would be that homosexuals do not choose to be homosexual; they are born homosexual. Victoria responded to this student and after a short interchange clarifying how to move from the personal aspect of Victoria's family situation to a logical justification, another student, this time from the front of the room, spoke up. "What about the simple fact that your uncle should have the same rights as every other individual in the world no matter what he chooses or does not choose, no matter whether it's 'who he sleeps with' or anything else. Another short interchange occurred in which the logic of individual rights for all was used as Victoria's second logical justification for her point. Several other students chimed in with a comment or two about how everybody has rights in this country, it's America, etc. By this point in the conversation I was stunned. My first thoughts were actually about how I was not getting to say anything. As soon as the thought entered my mind, however, I realized that my students were doing exactly what we had been practicing all semester long, using conversation and talking about text inspired ideas as they meet the specific requirements of Comp I. They almost didn't need me at all during this conversation. Finally, a student behind me brought up the word discrimination and a discussion began about the law, historical aspects of other groups that had been discriminated against, etc. Again, I was stunned.

Shortly thereafter, Victoria finally looked at me and said, "Ok, I'm good; I got it." I spoke briefly about what had just happened, how they had taken Victoria's ideas, talked about her position from a logical standpoint (whether they agreed with her position or not) and were now ready to put their ideas into their own essays.

There are some obvious outcomes to the exchanges that took place that day in my classroom. Using RA routines & strategies, particularly those that require the students

to talk through their ideas use evidence to justify their interpretation, has obviously made my students more independent in their thinking processes. They are able to think on a much higher level about “hard” topics and put their personal feelings, biases, etc. aside. The outcome that impressed me most this day, however, was how natural this was for them. I honestly don’t believe any of the students that spoke up this day actually even consciously realized what they were doing. To me, when students have learned something so deeply that it just becomes a part of them, then true learning has taken place. These thinking, conversation skills are not only beneficial in my class but will be beneficial to them for the rest of their lives.

I think this event happened because we use this kind of talk, group, evidence interpretation challenge on a daily basis – no matter what the assignment is or what we are talking about, the students learn to back up everything. After so much practice, it seems logical that when we actually got around to the rhetorical mode that best matches what they are asked to do every day, they really knew what to do. These essays were some of the best I’ve ever had – not only did they deal with controversial subjects, but they did it with logic and even style.

My challenge is that this kind of teaching is hard work. There are days when I walk into the classroom and think, “today I wish I could just tell them all the answers and not try to guide them to come up with the answers.” There are also a few students in the class that choose not to participate whenever possible – just like the students that Smokey Wilson describes – the ones that lay their heads down on their desk, never come prepared for class, don’t seem to want much of what I have to say. I’m really thinking about them right now and wondering what I can do to bring them into this conversation. My role in this conversation was facilitator. Also like Smokey mentioned I find myself

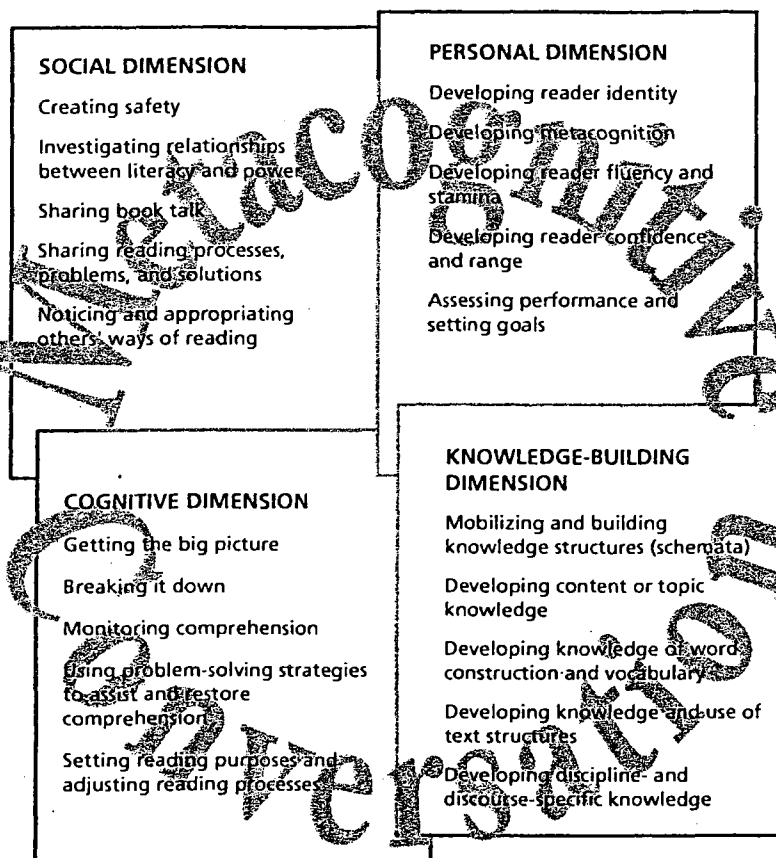
struggling sometimes fighting off that traditional teacher/power position when things get tough (i.e. my first impulse on this day was that the students were not even giving me a chance to talk!). If the purpose of education is to help guide students to becoming more independent learners/thinkers, then I think we have to fight off that traditional teacher mode of thinking and let go when it's time.

The statistically significant difference of the pre and post CERA scores in this study shows that Reading Apprenticeship in a junior college level composition course does make a difference in student scores in students' metacognitive awareness and comprehension of academic text. However, the statistically significant difference in the pre and post CERA scores in this study cannot show the richness of the effects a classroom guided by the Reading Apprenticeship framework entails. In the above vignette is a wealth of data about student's higher level thinking processes, their abilities to work collaboratively on larger projects, and societal issues just to name a few. Researchers, especially classroom researchers cannot allow random numbers take the place of the classroom stories of the real world.

APPENDIX A

READING APPRENTICESHIP FRAMEWORK

Dimensions of Reading Apprenticeship®



GOAL: To help students become more active, strategic, and independent readers by

- 1) supporting students' discovery of their own reasons to read and ways of reading
- 2) modeling disciplinary ways of reading in different subject areas and genres
- 3) guiding students to explore, strengthen, and assess their own reading



APPENDIX B

WHAT DOES A READING APPRENTICESHIP CLASSROOM LOOK LIKE?

What Does a Reading Apprenticeship® Classroom Look Like?

A Focus on Comprehension

- Reading Apprenticeship is embedded in subject-area learning; students develop strategies, identify and use text features, build topic knowledge, and carry out discipline-based activities while reading course-related materials.
- The work of comprehending reading materials takes place in the classroom; the teacher scaffolds the learning and serves as model and guide.
- The work of comprehending is metacognitive; how readers make sense of text is as important as what sense they make of it.

A Climate of Collaboration

- Class members draw on each other's knowledge, serving as resources to make sense of text together.
- Class members respect and value problem-solving processes; classroom norms support risk taking, sharing knowledge and confusion, and working together to solve comprehension problems.
- Grouping arrangements support collaboration and inquiry; students work independently, in pairs, in small groups and as a class, depending on the task and the text.
- A shared vocabulary to describe reading processes and text features is evident in classroom talk, materials in use, and materials on display.

An Emphasis on Student Independence

- Students are agents in the process of reading and learning; they actively inquire into text meaning, their own and others' reading processes, the utility of particular reading strategies, and their preferences, strengths and weaknesses as readers.
- Students are expected and supported to read extensively; course-related materials are available on various levels, and accountability systems are in place to ensure that students read large quantities of connected text.
- Over time, students are expected and able to do more reading, make more sophisticated interpretations, and accomplish more work with texts with less support from the teacher during class time.



What Does a Reading Apprenticeship Classroom Look Like

Things to Notice

Materials

- What materials are present? How are they being used?
- What kind of work is displayed in the classroom? On the walls? On the board?
- What do these displays indicate about how reading is approached and the role it plays in the class?

Groupings

- How is the classroom arranged?
- What kinds of groupings are students in as they carry out classroom tasks?
- What do these arrangements offer students as learning environments?

Tasks and Activities

- What activities are the teacher and students engaged in?
- What activities seem to be routine in this classroom?
- Who is doing the work of reading and comprehending?

Teaching and Learning Roles

- What roles do the teacher and students play in classroom activities?
- Does the teacher model, guide, and collaborate in comprehension as well as give instructions, assign, and question students?
- Do students pose questions and problems as well as respond to questions about course readings?
- Do all members of the classroom community collaborate in comprehension, share their knowledge and experience, inquire?

Classroom Talk

- What does the teacher say? to the class? to small groups? to individual students?
- What do the students say? to the teacher? to each other?
- What do the teacher and the class talk about?
- What kind of language is being used?



APPENDIX C

PERMISSION LETTER FROM JUNIOR COLLEGE



INSTITUTIONAL EFFECTIVENESS AND PLANNING

Jones County Junior College

January 9, 2009

Patti Smith
900 South Court Street
Ellisville, MS 39437

Dear Patti

In response to your request to use the data collected by the Quality Enhancement Plan Team at Jones County Junior College as a part of your dissertation, President Smith and I readily grant permission for you to do so.

We wish you the best in your endeavors and look forward to reading the results of your studies.

Sincerely

Laverne Ulmer, Ph. D
Director of Institutional Effectiveness and Planning

Inspiring Greatness

APPENDIX D

HUMAN SUBJECTS REVIEW COMMITTEE APPROVAL



 THE UNIVERSITY OF SOUTHERN MISSISSIPPI

Institutional Review Board

118 College Drive #5147
 Hattiesburg, MS 39406-0001
 Tel: 601.266.6820
 Fax: 601.266.5509
 www.usm.edu/irb

**HUMAN SUBJECTS PROTECTION REVIEW COMMITTEE
 NOTICE OF COMMITTEE ACTION**

The project has been reviewed by The University of Southern Mississippi Human Subjects Protection Review Committee in accordance with Federal Drug Administration regulations (21 CFR 26, 111), Department of Health and Human Services (45 CFR Part 46), and university guidelines to ensure adherence to the following criteria:

- The risks to subjects are minimized.
- The risks to subjects are reasonable in relation to the anticipated benefits.
- The selection of subjects is equitable.
- Informed consent is adequate and appropriately documented.
- Where appropriate, the research plan makes adequate provisions for monitoring the data collected to ensure the safety of the subjects.
- Where appropriate, there are adequate provisions to protect the privacy of subjects and to maintain the confidentiality of all data.
- Appropriate additional safeguards have been included to protect vulnerable subjects.
- Any unanticipated, serious, or continuing problems encountered regarding risks to subjects must be reported immediately, but not later than 10 days following the event. This should be reported to the IRB Office via the "Adverse Effect Report Form".
- If approved, the maximum period of approval is limited to twelve months. Projects that exceed this period must submit an application for renewal or continuation.

PROTOCOL NUMBER: 29032305

PROJECT TITLE: The Effects of Reading Apprenticeship on Junior College Students' Metacognitive Awareness and Comprehension of Academic Texts

PROPOSED PROJECT DATES: 08/01/08 to 12/31/09

PROJECT TYPE: Dissertation or Thesis

PRINCIPAL INVESTIGATORS: Patti Rasberry Smith

COLLEGE/DIVISION: College of Education & Psychology

DEPARTMENT: Curriculum, Instruction, and Special Education

FUNDING AGENCY: N/A

HSPRC COMMITTEE ACTION: Exempt Approval

PERIOD OF APPROVAL: 04/06/09 to 04/05/10

Lawrence A. Hosman

Lawrence A. Hosman, Ph.D.
 HSPRC Chair

4-13-09

Date

APPENDIX E
INFORMED CONSENT

Informed Consent Form

English Composition I

I _____ give / do not give (Please circle one)
(Name of Student)

Mrs. Patti Smith permission to use my CERA pre and post test scores, reading assignment annotations, Reading Process Analysis logs, and PowerPoint handouts for research purposes.

I understand that Mrs. Smith will share my work with colleagues and other researchers for the purpose of improving instruction at JCJC and other community colleges.

I understand that Mrs. Smith will not use my name when sharing my work with other colleagues, and any identifying information will be removed before such sharing takes place.

I also understand that my grade in Mrs. Smith's class in no way is affected by my decision to participate or not to participate in her research.

Signed _____ Date _____

APPENDIX F
ORIGINAL CERA RUBRIC

Rubric for Subject Area Reading Assessment

Teacher: _____

Class/Content Area: _____ Grade Level: _____

	Beginning	Developing	Internalizing
<p>Metacognition</p> <p>Awareness and articulation of thinking process; mental engagement</p>	<ul style="list-style-type: none"> Not yet able to articulate an awareness of own reading process May not be aware of confusion or may express general confusion without understanding where and when it occurs Not yet able to identify strategies that could aid in comprehension 	<ul style="list-style-type: none"> Able to describe own reading process Aware of points at which confusion occurs May name comprehension strategies but not always aware of how and when to use them strategically to build comprehension Some understanding of need for schema and prior knowledge 	<ul style="list-style-type: none"> Able to monitor own reading process Aware of where confusion occurs and of appropriate strategies to get back on track Aware of a range of comprehension strategies and when to use them Makes personal connections to build schema and make links with the text world
<p>Repertoire of Strategies</p> <p>Strategy use; range and appropriateness of strategies</p>	<ul style="list-style-type: none"> Little or no evidence of interacting with the text No strategy use or use is limited to a single strategy that may not be the most useful in the context 	<ul style="list-style-type: none"> Evidence of interacting with the text, but not always with a clear sense of purpose or ownership Some strategy use (e.g. re-reading, visualizing, questioning) but not always the best match for addressing the reading difficulty 	<ul style="list-style-type: none"> Interaction with text guided by internalized sense of reading purpose Flexible and purposeful use of a range of strategies (visualizing, predicting, questioning, clarifying, paraphrasing, connecting, etc.) to support comprehension



Rubric for Subject Area Reading Assessment

	Beginning	Developing	Internalizing
Discipline-based Thinking Thinking processes and conventions of reading in this discipline	<p>English</p> <ul style="list-style-type: none"> Reads without awareness that context may be important to meaning Reads primarily for plot, narrative line Minimal awareness of elements that constitute literary text 	<p>English</p> <ul style="list-style-type: none"> Notices context in which text was written Recognizes literary elements (e.g. plot, setting, character) but not necessarily with a clear sense of how these elements contribute to impact of the text Notes some elements of style, tone 	<p>English</p> <ul style="list-style-type: none"> Considers significance of context to text meaning Aware of how literary elements contribute to meaning and develop theme and text world Reads with an awareness of style and aesthetic impact Reads with a n awareness of possible critical & interpretive stances (e.g. reader response, social criticism, feminist interpretation, etc.)
Discipline-based Thinking (continued) Thinking processes and conventions of reading in this discipline	<p>History</p> <ul style="list-style-type: none"> Limited awareness of significance of context Reads with little or no awareness of cause/effect relationships or interrelatedness of people, places, events Takes historical accounts at face value; does not consider perspective, point of view, or possible bias Reads historical text primarily as a chronology Does not read for patterns, context, or the big picture Pays little or no attention to maps, charts, illustrations 	<p>History</p> <ul style="list-style-type: none"> Notifies historical context Makes connections between personal experience and/or historical events Understands causes and effects Recognizes point of view, bias and perspective in primary sources but not necessarily in secondary sources Compares and contrasts two or more ideas, philosophies, events, people or places Uses maps, charts, illustrations as a resource for understanding the text 	<p>History</p> <ul style="list-style-type: none"> Reads text (including maps, charts, illustrations) critically for point of view, bias, reliability, what is missing from the text, evidence, logic and reasoning Demonstrates an understanding that history is interpretive and presented from multiple perspectives Reads with awareness of historical context Traces causes and effects, and influence of historical, economic, cultural, political, and/or religious forces that shape events



Rubric for Subject Area Reading Assessment

	Beginning	Developing	Internalizing
Discipline-based Thinking (continued) Thinking processes and conventions of reading in this discipline	<p>Math</p> <ul style="list-style-type: none"> Reads the text like a story rather than a problem to be solved Uses little or no mathematical language, or uses it imprecisely 	<p>Math</p> <ul style="list-style-type: none"> Identifies a problem to be solved and initiates a solution Identifies math operations Uses some mathematical language 	<p>Math</p> <ul style="list-style-type: none"> Demonstrates and justifies solution to the problem Represents the path to a solution Expresses math-related ideas with symbols, numbers, and clear, concise language
Discipline-based Thinking (continued) Thinking processes and conventions of reading in this discipline	<p>Science</p> <ul style="list-style-type: none"> Reads without attention to scientific meanings of words used in science texts Reads with little or no awareness of role of evidence in science Pays little or no attention to graphs or illustrations Little or no awareness of cause/effect relationships or interactions in science Reads science text primarily as a set of facts 	<p>Science</p> <ul style="list-style-type: none"> Aware of the need to identify precise meanings of words Attends to evidence in science texts, but has little skepticism toward the evidence presented Reads with awareness of cause and effect May refer to graphs or illustrations when reading Does not yet read to challenge topics and phenomena 	<p>Science</p> <ul style="list-style-type: none"> Judges validity of evidence (how recent, sample size) Reads and interprets graphs and other visuals and sees their relationship to written text Separates correlation from causes & effect Considers implications beyond the classroom Is able to build on prior knowledge, extend concepts, revise schema based on new information



Rubric for Subject Area Reading Assessment

	Beginning	Developing	Internalizing
<p>Use of Text Form and Structure</p> <p>Understanding and use of conventional forms of text (discourse) and structural features of text to make meaning</p>	<ul style="list-style-type: none"> Little or no recognition of conventional forms of discourse beyond narrative Little or no evidence of awareness of structural features of text 	<ul style="list-style-type: none"> Notifies/names some general categories of discourse (e.g. narrative/expository text) Some awareness of structural features and forms of discourse but limited use of these features to build comprehension 	<ul style="list-style-type: none"> Aware of refined and elaborated categories of discourse/forms of text (e.g. memoir, argument, editorial) Uses knowledge of text structure and discourse to anticipate content and build schema Uses text form and/or structure to guide the reading process Uses knowledge of discourse and/or structure of text to build an interpretation
<p>Comprehension</p> <p>Understanding the important ideas in the text</p>	<ul style="list-style-type: none"> Little or no evidence of comprehension of important ideas in the text May focus on details that are not central to the meaning of the whole 	<ul style="list-style-type: none"> Makes an effort to get the gist of the text (paraphrasing, summarizing) Demonstrates a literal understanding of text Notifies some key passages phrases but may not yet use them to build an interpretation 	<ul style="list-style-type: none"> Distills meaning (gist statements, paraphrasing, summarizing) while reading Identifies significant passages or phrases that contribute to the key ideas Builds an interpretation based on textual evidence Synthesizes ideas into some larger meaning



APPENDIX G

TEXT SELECTION FOR CERA PRE AND POST

Name: _____ Date: _____ Class Period: _____

Salvation

LANGSTON HUGHES

Langston Hughes (1902–1967) was born in Joplin, Missouri, and educated at Columbia University, New York, and Lincoln University, Pennsylvania. He worked at odd jobs in this country and in France before becoming established as a writer. His lifelong interest was the promotion of black art, history, and causes. In addition to many collections of poetry, Hughes wrote a novel, *Not Without Laughter* (1930), and an autobiography, *The Big Sea* (1940).

In this selection from The Big Sea, Hughes recounts a dramatic incident from his childhood. The incident is narrated from the perspective of a twelve-year-old boy and demonstrates a skillful writer's use of language to re-create the innocent voice of childhood.

• • •

- 1 I was saved from sin when I was going on thirteen. But not really saved. It happened like this. There was a big revival at my Auntie Reed's church. Every night for weeks there had been much preaching, singing, praying, and shouting, and some very hardened sinners had been brought to Christ, and the membership of the church had grown by leaps and bounds. Then just before the revival ended, they held a special meeting for children, "to bring the young lambs to the fold." My aunt spoke of it for days ahead. That night I was escorted to the front row and placed on the mourners' bench with all the other young sinners, who had not yet been brought to Jesus.
- 2 My aunt told me that when you were saved you saw a light, and something happened to you inside! And Jesus came into your life! And God was with you from then on! She said you could see and hear and feel Jesus in your soul. I believed her. I had heard a great many old people say the same thing and it seemed to me they ought to know. So I sat there calmly in the hot, crowded church, waiting for Jesus to come to me.
- 3 The preacher preached a wonderful rhythmical sermon, all moans and shouts and lonely cries and dire pictures of hell, and then he sang a song about the ninety and nine safe in the fold, but one little lamb was left out in the cold. Then he said: "Won't you come? Won't you come to Jesus? Young lambs, won't you come?" And he held out his arms to all us young sinners there on the mourners' bench. And the little girls cried. And some of them jumped up and went to Jesus right away. But most of us just sat there.
- 4 A great many old people came and knelt around us and prayed, old women with jet-black faces and braided hair, old men with work-gnarled hands. And the church sang a song about the lower lights are burning, some poor sinners to be saved. And the whole building rocked with prayer and song.
- 5 Still I keep waiting to see Jesus.

- 6 Finally all the young people had gone to the altar and were saved, but one boy and me. He was a rounder's son named Westley. Westley and I were surrounded by sisters and deacons praying. It was very hot in the church, and getting late now. Finally Westley said to me in a whisper: "God damn! I'm tired o' sitting here. Let's get up and be saved." So he got up and was saved.
- 7 Then I was left all alone on the mourners' bench. My aunt came and knelt at my knees and cried, while prayers and songs swirled all around me in the little church. The whole congregation prayed for me alone, in a mighty wail of moans and voices. And I kept waiting serenely for Jesus, waiting, waiting—but he didn't come. I wanted to see him, but nothing happened to me. Nothing! I wanted something to happen to me, but nothing happened.
- 8 I heard the songs and the minister saying: "Why don't you come? My dear child, why don' you come to Jesus? Jesus is waiting for you. He wants you. Why don't you come? Sister Reed, what is this child's name?"
- 9 "Langston," my aunt sobbed.
- 10 "Langston, why don't you come? Why don't you come and be saved? Oh, Lamb of God! Why don't you come?"
- 11 Now it was really getting late. I began to be ashamed of myself, holding everything up so long. I began to wonder what God thought about Westley, who certainly hadn't seen Jesus either, but who was now sitting proudly on the platform, swinging his knickerbockered legs and grinning down at me, surrounded by deacons and old women on their knees praying. God had not struck Westley dead for taking his name in vain or for lying in the temple. So I decided that maybe to save further trouble, I'd better lie, too, and say that Jesus had come, and get up and be saved.
- 12 So I got up.
- 13 Suddenly the whole room broke into a sea of shouting, as they saw me rise. Waves of rejoicing swept the place. Women leaped in the air. My aunt threw her arms around me. The minister took me by the hand and led me to the platform.
- 14 When things quieted down, in a hushed silence, punctuated by a few ecstatic "Amens," all the new young lambs were blessed in the name of God. Then joyous singing filled the room.
- 15 That night, for the last time in my life but one—for I was a big boy twelve years old—I cried. I cried, in bed alone, and couldn't stop. I buried my head under the quilts, but my aunt heard me. She woke up and told my uncle I was crying because the Holy Ghost had come into my life, and because I had seen Jesus. But I was really crying because I couldn't bear to tell her that I had lied, that I had deceived everybody in the church, and I hadn't seen Jesus, and that now I didn't believe there was a Jesus any more, since he didn't come to help me.

APPENDIX H
CERA OPEN-ENDED PROMPTS

Name:

Date:

Please tell me about your reading.

1. In your own words, write a short (one or two sentences) summary of this piece.
2. What kinds of things were happening in your mind as you read this?
3. What did you do that helped you to understand the reading?
4. What questions or problems do you still have with this piece?
5. How easy or difficult was this piece for you? (circle one)
easy not too hard too hard
6. How well would you say you understood this piece?



APPENDIX I

CERA DRAFT FROM ACADEMIC LITERACY COURSE

CERA Rubric (from Reading Apprenticeship Academic Literacy)

Rubric for Curriculum-Embedded Reading Assessment (CERA) TEACHER RESOURCE

Overview	NOTICING READING	FOCUSING ON READING	TAKING CONTROL OF READING
	Few or no marks on the page along with vague responses to process questions and confused answers to comprehension questions. Teacher gains little insight into student's reading process, what is confusing, or how to support the student.	Marks on the page and responses to questions give insight into student's reading process and comprehension. Teacher gathers important information about problems student encountered and next steps for supporting the student.	Substantial marking on the page and elaborated answers to questions give detailed information about student's reading process and comprehension. Teacher is able to develop rich ideas for instruction and how to support student's reading comprehension.
Metacognitive Conversation	<p>ANNOTATIONS ON THE TEXT</p> <p>Few or no marks to give evidence of strategic or thoughtful reader interaction with the text, for example:</p> <ul style="list-style-type: none"> • sparse underlining with no written comments • whole paragraphs highlighted with no indication of important ideas or questions • marks limited to a single type of interaction, such as underlining unfamiliar words <p>RESPONSES TO CERA QUESTIONS</p> <p>Summary misses the main idea or indicates confusions, yet student indicates text was "easy" and he or she understood it "well."</p> <p>Process responses offer little evidence of strategic reading, for example, the response is vague, no problems or confusions are identified, strategies are vague: "I just read it."</p> <p>Taken together, responses suggest student is unaware of reading difficulty.</p>	<p>Marking indicates some reader interaction with the text, for example:</p> <ul style="list-style-type: none"> • some limited strategic marks focused on one or more strategies, such as making connections, asking questions • comments in margins are generalized responses, such as "boring," "cool," or "me too" • comments and marks identify specific problems, such as "what?" connected to a highlighted section <p>Summary indicates identification of the main ideas.</p> <p>Process responses indicate some evidence of what is seen in the marking and annotating; for example, student thought about what a key term meant.</p> <p>Taken together, responses indicate an awareness of roadblocks and processes. Student identifies at least one comprehension problem either solved or unsolved.</p>	<p>Marking indicates substantial reader-text interactions focused on problem solving and building understanding, for example:</p> <ul style="list-style-type: none"> • variety of marks for varying purposes, such as highlights, circles, underlines • strategic marking of main ideas, text signals • purposeful comments clarify, ask and answer questions, make connections, summarize <p>Summary indicates understanding of the main ideas and may connect to larger themes.</p> <p>Process responses use literacy vocabulary to specifically describe reading processes.</p> <p>Taken together, responses demonstrate student is aware of confusions and able to apply strategies to get back on track.</p>

LESSON 6 | CERA AND THE READING STRATEGIES LIST 129



CERA Rubric

Using Cognitive Strategies	NOTICING READING	FOCUSING ON READING	TAKING CONTROL OF READING
Student uses strategies to focus on reading and take control <i>setting reading purpose</i> <i>choosing reading process</i> <i>previewing</i> <i>identifying and evaluating roadblocks</i> <i>tolerating ambiguity</i> <i>clarifying</i> <i>using context</i> <i>making connections</i> <i>chunking</i> <i>visualizing</i> <i>listening for voice</i> <i>questioning</i> <i>predicting</i> <i>organizing ideas and information</i> <i>paraphrasing</i> <i>getting the gist</i> <i>summarizing</i>	ANNOTATIONS ON THE TEXT Few or no marks give evidence of strategic interaction with the text.	Specific areas of the text are marked and commented on as roadblocks or confusions.	Marks and comments connect to one another. For example, an underline of a key term is connected to a definition; a section underlined is related to a summary note or question.
	Marks, if any, indicate a single strategy, such as underlining only key words or highlighting everything indiscriminately.	Marks indicate the use of one or more literacy strategies but may not lead to solutions. Marks may appear "practiced." For example, many questions are asked but not all seem useful, purposeful, or strategic and few are answered.	Multiple strategies are in use, possibly signaling student's attempt to resolve a persistent confusion.
	Comments, if any, indicate general confusion or reactions, such as "huh?" or "why am I reading this?" and do not draw attention to specific problems to be solved.	Comments focus on the text and reader response but not on identifying roadblocks and problems.	Comments clarify problems or answer questions posed by student.
	RESPONSES TO CERA QUESTIONS		
	Summary does not clearly demonstrate comprehension.	Summary identifies main ideas.	Summary clearly states main ideas, which may also be marked in the text.
	Process responses do not identify roadblocks or problems to solve.	Process responses relate to marks and annotations on the text and describe at least one strategy used or problem solved.	Process responses relate to marks and annotations on the text and demonstrate the use of multiple strategies to solve problems.
	Taken together, responses indicate student is unable to use strategies to get back on track.	Self-assessment demonstrates understanding of challenges and how to get back on track.	Self-assessment demonstrates understanding of main ideas and awareness of how reading problems were solved.



CERA Rubric

Building Knowledge	NOTICING READING	FOCUSING ON READING	TAKING CONTROL OF READING
Student mobilizes, builds, and revises schema about . . . the world language text disciplines	ANNOTATIONS ON THE TEXT		
	Marks indicate little or no attention to developing word knowledge. For example, student highlights all long words or words, such as proper nouns, that do not interfere with comprehension.	Marks indicate a focus on understanding. For example, student highlights words that have importance for comprehension of the big ideas in the text.	Marks indicate several strategies for word learning and attention to syntax and context clues. For example, context clues in addition to words are highlighted; margin notes indicate word analysis.
	No indication that student is reading beyond word level to attend to sentence and context clues.	Some indication that student is reading beyond word level and attending to sentence and context clues.	Student reads beyond word level, attending to range of sentence and context clues.
	RESPONSES TO CERA QUESTIONS		
	Responses indicate student is not connecting to background knowledge to understand the author's ideas or themes.	Responses indicate some relevant background knowledge to understand the author's ideas or themes.	Responses indicate ample background knowledge to understand the author's ideas and themes.
	Summary reflects limited schema about the author's ideas or theme. For example, "This was about reading and how he hated it."	Summary reflects general understanding and unelaborated referencing of the author's ideas. For example, "This is about how going to jail made him want to learn how to read."	Summary reflects strong understanding and references the author's ideas and themes. For example, "Learning to read may have been the most important turning point in his life."
	Responses indicate no attention to word learning and language, or responses to language are generalized. For example, "It had lots of hard words."	Students may describe clarifying a difficult word or phrase.	Process responses indicate ways student learned new words or solved complex syntax problems. Student may use new vocabulary from the text in his or her summary in ways that reflect understanding.
	Process responses do not reference text structures or signals as guides to reading.	Process responses indicate awareness of text structures or signals. For example, student references the introduction.	Process responses indicate use of text structures and signals to solve problems and build understanding of the text. For example, "I figured out that it had two different parts when she said 'all that changed when . . .'"



APPENDIX J

CERA DRAFT FROM CRESST BIOLOGY STUDY

ILA Scoring Rubric: Reading

II READING COMPREHENSION

To summarize the main idea of science text

This dimension looks at student responses to Part III, Question 1 of the ILA.

The main idea of the text is: "Biotechnology is used to modify organisms for the purpose of improving the human food supply. Genetic engineering is the most current and effective form of biotechnology used by scientists."

Components of the main idea:

- | | |
|---------|---|
| WHAT | <ul style="list-style-type: none"> • Biotechnology involves modifying organisms. (Students may instead describe what genetic engineering is: e.g., genetic engineering involves taking a gene from one organism and adding it to the DNA of another organism.) |
| PURPOSE | <ul style="list-style-type: none"> • Genetic engineering is the most recent method of biotechnology. • One purpose of biotechnology is to improve food products. |

Score Point	Criteria for Scoring
3	<p>The response demonstrates ADEQUATE understanding of the text's main idea. This may be evidenced in the following ways:</p> <ul style="list-style-type: none"> • The response generally articulates most or all of the main idea. • The response is mostly accurate. • May contain some information from the text that is not related to the main idea. • The response is mostly clear and focused. • Most of the content is paraphrased (i.e., in the students' own words).
2	<p>The response demonstrates LOW understanding of the text's main idea. This may be evidenced in the following ways:</p> <ul style="list-style-type: none"> • The response partially articulates the main idea. • The response is somewhat accurate. • May include information from the text that is not related to the main idea. • May be somewhat vague. • Some of the content may be plagiarized.
1	<p>The response demonstrates VERY LOW or NO grasp of the text's main idea. This may be evidenced in the following ways:</p> <ul style="list-style-type: none"> • Does not articulate the main idea. • Little to none of the response is accurate. • May include information that is not related to the text. • The response is very vague or unclear. • All of the content may be plagiarized.

ILA Scoring Rubric: Reading Process

EVIDENCE AND QUALITY OF READING STRATEGIES

Score Point

Criteria for Scoring

The student text annotations and responses to questions 1-5 (Part III) demonstrate **strong** use of reading strategies that support building understanding of the passage content and excellent comprehension monitoring. This may be demonstrated through:

- Markings and comments on the text passage that are **strong** in their:
 - frequency (e.g., seen throughout the passage)
 - purposefulness (e.g., well targeted with comments and markings connected)
 - variety (e.g., annotations used to make connections with prior knowledge, ask questions, and clarify statements in the text)
- Responses to questions that provide:
 - evidence of **strong awareness** of reading comprehension level (e.g., the quality of the summary strongly matches the level of comprehension indicated in the answers to the other questions, especially 4 and 5)
 - **clear explanations** of comprehension strategies used in reading (e.g., a student articulates specific strategies utilizing clear and specific language)

4
 evaluation
 lots of annotations - doesn't mean lots of comprehension

The student text annotations and responses to questions 1-5 (Part III) demonstrate **adequate** use of reading strategies that support building understanding of the passage content and good comprehension monitoring. This may be demonstrated through:

- Markings and comments on the text passage that are **adequate** in their:
 - frequency (e.g., seen throughout much of the passage)
 - purposefulness (e.g., mostly targeted with comments and markings generally connected)
 - variety (e.g., at least two strategies are used)
- Responses to questions that provide:
 - evidence of **adequate awareness** of reading comprehension level (e.g., the quality of the summary generally matches the level of comprehension indicated in the answers to the other questions, especially 4 and 5)
 - **adequate explanations** of comprehension strategies used in the reading (e.g., a student articulates strategies used with some specificity)

3

The student text annotations and responses to questions 1-5 (Part III) demonstrate **weak or limited use of reading strategies** that may not support building understanding of the passage content and **insufficient comprehension monitoring**. This may be demonstrated through:

- **Markings and comments on the text passage that:**
 - are **sparse or overused in frequency** though their purpose may be discernable
 - **lack variety** (e.g., only one strategy may be used)
 - reflect **weak or unclear connections** (e.g., between markings and comments)
- **Responses to questions that provide:**
 - evidence of **limited awareness** of reading comprehension level (e.g., the quality of the summary only moderately matches the level of comprehension indicated in answer to the other questions, especially 4 and 5)
 - provide **inadequate explanations** of comprehension strategies (e.g., they are overly vague or confusing)

The student text annotations and responses to questions 1-5 (Part III) demonstrate **no or poor use of reading strategies** that do not support building understanding of the passage content and **very low or no comprehension monitoring**. This may be demonstrated through:

- **Markings and comments on the text passage that:**
 - are **absent, minimal, or indiscriminate** (e.g., large sections of the passage may be highlighted or underlined without apparent purpose)
 - **lack variety** (e.g., one or no strategies may be used)
 - **lack connections** (e.g., markings and comments, if any, may be isolated)
- **Responses to questions that:**
 - demonstrate evidence of **no to minimal awareness** of reading comprehension level (e.g., the quality of the summary does not match the level of comprehension indicated in answer to the other questions, especially 4 and 5)
 - describe use of **no, extremely limited, or incomprehensible** reading strategies

APPENDIX K

REVISED CERA RUBRIC – FINAL COPY

Rubric for Curriculum Embedded Reading Assessment (CERA) – Community College Adaption				
	Beginning	Noticing	Developing	Internalizing
<p>Metacognitive Awareness</p> <p>(2, 3, 4 and text marking)</p> <p>Awareness and articulation of thinking process; mental engagement</p>	<p>ANNOTATIONS</p> <p>1. No marks to give evidence of thoughtful reader interaction with the text.</p> <p>RESPONSES</p> <p>2. Summary misses the main idea or indicates confusions, yet student indicates text was "easy" and was understood "well." 3. Process responses offer no evidence of strategic reading; responses are vague, no problems or confusions are identified, not yet able to identify strategies that could aid in comprehension: ("I just read it"). 4. Overall, responses indicate student is unaware or not yet able to articulate an awareness of own reading process.</p>	<p>ANNOTATIONS</p> <p>1. Some markings but very little evidence of thoughtful reader interaction with the text.</p> <p>RESPONSES</p> <p>2. Summary misses most or some of the main idea or indicates that confusion may still exist 3. Process responses offer very little evidence of strategic reading; responses may address a partial problem or confusion without understanding where or when it occurs 4. Overall, responses indicate student is able to articulate some aspects of own reading process, but student may still be unaware of own reading difficulty.</p>	<p>ANNOTATIONS</p> <p>1. Markings indicate some reader interaction with the text.</p> <p>RESPONSES</p> <p>2. Summary indicates identification of the main ideas. 3. Process responses indicate some evidence of what is seen in the marking and annotating. Student may name comprehension strategies but not always aware of how and when to use them strategically 4. Overall, responses indicate student is able to describe own reading process. Responses indicate an awareness of points of confusion and some understanding of the need for schema and prior knowledge.</p>	<p>ANNOTATIONS</p> <p>1. Markings indicate substantial reader-text interactions focused on problem solving and building understanding.</p> <p>RESPONSES</p> <p>2. Summary indicates understanding of the main ideas and may connect to larger themes. 3. Process responses use literacy vocabulary to specifically describe reading processes. Student is aware of a range of comprehension strategies and when to use them. 4. Overall, responses demonstrate student is able to monitor own reading processes, is aware of confusions and able to apply strategies to get back on track. Student makes personal connections to build schema and make links with the text world.</p>

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Adapted from the Strategic Literacy Initiative Rubric for Subject Area Reading Assessment, WestEd, 2004 and
CERA Rubric (from Reading Apprenticeship Academic Literacy), WestEd, 2007

Rubric for Curriculum Embedded Reading Assessment (CERA) – Community College Adaption

Repertoire of Strategies (3 and text marking) Use of strategies; range and appropriateness of strategies	Beginning	Noticing	Developing	Internalizing
	<p>ANNOTATIONS</p> <p>1. No markings; no evidence of strategic interaction with the text</p> <p>RESPONSES</p> <p>2. Summary does not demonstrate comprehension. 3. Process responses do not identify roadblocks or problems to solve. 4. No strategies used. 5. Overall, responses indicate no evidence of student interaction with text.</p>	<p>ANNOTATIONS</p> <p>1. Marks, if any, indicate a single strategy, such as underlining only key words or indiscriminate highlighting 2. Comments, if any, indicate general confusion or reactions, such as "huh?" and do not draw attention to specific problems to be solved.</p> <p>RESPONSES</p> <p>3. Summary may not clearly demonstrate comprehension. 4. Process responses may not identify roadblocks or problems to solve. 5. Strategy use, if any, is limited to a single strategy that may not be the most useful in the context 6. Overall, responses indicate little or no evidence of student interaction with text.</p>	<p>ANNOTATIONS</p> <p>1. Specific areas of text are marked and commented on as roadblocks or confusions 2. Marks indicate the use of one or more literacy strategies but may not lead to solutions. Questions are asked but not all seem useful, purposeful, or strategic and few are answered. 3. Comments focus on the text and reader response but not on identifying roadblocks and problems.</p> <p>RESPONSES</p> <p>4. Summary identifies main ideas. 5. Process responses relate to marks and annotations on the text and describe at least one strategy used or problem solved. 6. Some strategies used (re-reading, visualizing, questioning, etc.) but not always the best match for addressing the reading difficulty. 7. Overall, responses indicate evidence of student interaction with text but not always with purpose or ownership.</p>	<p>ANNOTATIONS</p> <p>1. Marks and comments connect to one another. For example, an underline of a key term is connected to a definition, a section underlined is related to a summary note or question 2. Multiple strategies are in use, possibly signaling student's attempt to resolve a persistent confusion. 3. Comments clarify problems or answer questions posed by student.</p> <p>RESPONSES</p> <p>4. Summary clearly states main ideas, which may be marked in text. 5. Process responses relate to marks and annotations on the text and demonstrate the use of multiple strategies to solve problems 6. Flexible and purposeful use of strategies (visualizing, predicting, questioning, clarifying, paraphrasing, connecting, etc.) to support comprehension 7. Overall, responses indicate interaction with text guided by internalized sense of reading purpose.</p>

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Rubric for Curriculum Embedded Reading Assessment (CERA) – Community College Adaption

	Beginning	Noticing	Developing	Internalizing
<p>Comprehension (1, 4 and text marking)</p> <p>Understanding the important ideas in the text</p>	<p style="text-align: center;">ANNOTATIONS</p> <p>1. Marks indicate no attention to developing word knowledge. 2. No indication student is reading beyond word level to attend to sentence and context clues</p> <p style="text-align: center;">RESPONSES</p> <p>3. Summary reflects no schema about the author's ideas or theme. 4. Process responses do not reference text structures or signals as guides to reading. 5. Overall, responses indicate no evidence of comprehension of the text.</p>	<p style="text-align: center;">ANNOTATIONS</p> <p>1. Marks indicate little attention to developing word knowledge. Student may mark or highlight words that do not interfere with comprehension. 2. May be some indication that student is reading beyond word level to attend to sentence and context clues</p> <p style="text-align: center;">RESPONSES</p> <p>3. Summary indicates limited schema about the author's ideas or themes; however, student does not connect to background knowledge to understand the author's ideas or themes. 4. Process responses may reference text structures or signals as guides to reading. 5. Overall, responses indicate evidence of a literal, if any, comprehension of important ideas in the text. Student may focus on details that are not central to the meaning of the whole.</p>	<p style="text-align: center;">ANNOTATIONS</p> <p>1. Marks indicate a focus on understanding. Student may have highlighted words that have importance for comprehension of the big ideas. 2. Some indication that student is reading beyond word level and attending to sentence and context clues. 3. Student makes an effort to get the gist of the text (paraphrasing, summarizing) while reading.</p> <p style="text-align: center;">RESPONSES</p> <p>4. Summary reflects general understanding and unelaborated referencing of the author's ideas. Indication of some relevant background knowledge to understand the author's ideas or themes. 5. Process responses indicate awareness of text structures or signals 6. Overall, responses indicate evidence that the student notices some key passages or phrases but may not yet use them to build an interpretation.</p>	<p style="text-align: center;">ANNOTATIONS</p> <p>1. Marks indicate several strategies for word learning and attention to syntax and context clues (context clues, margin notes indicate word analysis, highlighted words). 2. Student reads beyond word level, attending to a range of sentence and context clues. 3. Student distills meaning (gist statements, paraphrasing, summarizing) while reading.</p> <p style="text-align: center;">RESPONSES</p> <p>4. Summary reflects strong understanding and references the author's ideas and themes. Indication of ample background knowledge to understand the author's ideas and themes. 5. Process responses indicate use of text structures and signals to solve problems and build understanding of text 6. Overall, responses indicate evidence that student is able to build an interpretation based on textual evidence, synthesize ideas into larger meaning, and identify significant passages or phrases that contribute to key ideas.</p>

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Rubric for Curriculum Embedded Reading Assessment (CERA) – Community College Adaption

	Beginning	Noticing	Developing	Internalizing
<p>Discipline-based Thinking - Composition</p> <p>Thinking processes and conventions of reading in this discipline</p>	<p>1. Reads without awareness that context may be important to meaning</p> <p>2. Reads primarily for plot</p> <p>3. Little or no awareness of literary elements such as conflict, characterization, irony, theme, symbolism, imagery, style, mood/tone, metaphors</p>	<p>1. Reads with some awareness that context may be important to meaning</p> <p>2. Begins to read the text for more than just the plot</p> <p>3. May note some literary elements such as conflict, characterization, irony, theme, symbolism, imagery, style, mood/tone, metaphors</p>	<p>1. Notices the context in which text is written</p> <p>2. Recognized literary elements such as plot, setting, character but not necessarily with a clear sense of how they impact the text</p> <p>3. Notes some elements such as conflict, characterization, irony, theme, symbolism, imagery, style, mood/tone, metaphors</p>	<p>1. Considers significance of context to text meaning</p> <p>2. Aware of how elements contribute to meaning and develop theme</p> <p>3. Reads with awareness of style and aesthetic impact</p> <p>4. Reads with an awareness of possible critical and interpretive stances (social criticism, feminist interpretation)</p>

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Rubric for Curriculum Embedded Reading Assessment (CERA) – Community College Adaption

	Beginning	Noticing	Developing	Internalizing
<p>Discipline-based Thinking Biology*</p> <p>Thinking processes and conventions of reading in this discipline</p>	<p>Reads without attention to scientific meanings of words used in science texts</p> <p>Does not articulate the main idea</p> <p>Little to none of the response is accurate</p> <p>May include information that is not related to the text</p> <p>The response is very vague or unclear</p> <p>All of the content may be copied directly from the text</p> <p>Is not aware or able to express general confusion</p> <p>Pays little or no attention to graphs or illustrations</p>	<p>The response partially articulates the idea & is somewhat accurate but may still be somewhat vague</p> <p>May include information from the text that is not related to the main idea</p> <p>May refer to graphs & illustrations</p> <p>Reads with little or no awareness of the role of evidence in science</p> <p>Reads science text primarily as a set of facts</p> <p>Aware of the need to identify precise meanings of science vocabulary</p> <p>Reads with an awareness of cause and effect and tries to predict</p>	<p>The response articulates most or all of the main idea, is accurate, clear & focused</p> <p>May contain some information from the text that is not related to the main idea</p> <p>Most of the content is paraphrased in the student's own words</p> <p>Reads and interprets graphs and illustrations and sees relationship to text</p> <p>Considers implications or applications beyond the classroom</p> <p>Is able to build upon prior knowledge and review schema based on new information</p>	<p>Precisely articulates the main idea</p> <p>Judges validity of evidence (how recent, sample size, etc.)</p> <p>Targets confusing ideas and has skill set to work through confusion</p> <p>Separates correlation from causes and effect</p>

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Adapted from the Strategic Literacy Initiative Rubric for Subject Area Reading Assessment, WestEd, 2004, and CERA Rubric (from Reading Apprenticeship Academic Literacy), WestEd, 2007
 *Adapted from the CRESST/WestEd Biology Study Rubric

Rubric for Curriculum Embedded Reading Assessment (CERA) – Community College Adaption

	Beginning			Internalizing
<p>Discipline-based Thinking Music Appreciation</p> <p>Thinking processes and conventions of reading in this discipline</p>	<p>Reads without application of basic musical elements.</p> <p>Responses are inaccurate and do not relate to context clues.</p> <p>World knowledge relevant to the ideas in the text is not evident</p> <p>does not draw any relationship between art forms and social/historical content</p> <p>Is not aware of inaccuracies or incorrect terminology</p> <p>No evidence of strategies to get at meanings of unfamiliar terms or specialized language, e.g. noting roots, affixes; translating foreign terms</p> <p>Responses to listening-based questions are "gut reaction" and do not relate to the listening text.</p>	<p>Reads with some application of basic musical elements.</p> <p>Responses somewhat relate to context clues.</p> <p>World knowledge is somewhat evident.</p> <p>has some idea of relationship between art forms and social/historical content</p> <p>Is somewhat aware of accurate statements and correct terminology</p> <p>Has limited language skills, but no foreign language skills to assist with terms in foreign languages.</p> <p>Responses to listening-based questions somewhat relate to the listening text.</p>	<p>Is able to apply knowledge of basic musical elements to text.</p> <p>Is able to utilize context clues to interpret dense section of text</p> <p>World knowledge is extensive enough to begin to develop comparison/contrast between styles and style periods.</p> <p>Is able to identify some connections between complex musical forms and social/historical content</p> <p>Is able to use terminology with some degree of certainty in making informed judgments.</p> <p>Has strong language skills, but limited foreign language skills to assist with terms in languages other than English.</p> <p>Is able to answer listening-based questions with somewhat logical, structured arguments.</p>	<p>Is able to interweave knowledge of musical elements and all creative aspects of musical works.</p> <p>Is able to make inferences, deductions and conclusions based on the text</p> <p>Extensive world knowledge is evident in connections, conclusions, and logically supported arguments.</p> <p>Terminology is used with confidence and deep understanding in making informed observations.</p> <p>Foreign language and English language vocabulary skills are strong- student is comfortable with making inferences regarding non-English terms.</p> <p>Is able to address listening questions with well-structured, logical arguments that cross disciplines.</p>

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APPENDIX L

TRACKING SHEET FOR SCORING CERAS

Tracking Student Responses on CERA

Student ID _____

	1 - Beginning	2 - Noticing	3 - Developing	4 - Internalizing
Metacognitive Awareness (2,3,4 and text marking) Awareness and articulation of thinking process; mental engagement				
Repertoire of Strategies (3 and text marking) Strategy use; range and appropriateness of strategies				
Comprehension (1,4,6 and text marking) Understanding the important ideas in the text				
Disciplined-based Thinking Discipline Course Code				

APPENDIX M
INSTRUCTOR B EXAMPLE

Student ID Tracking Student Responses on CERA

	1	2	3	4
Metacognition (2,3,4 and text marking) Awareness and articulation of thinking process; mental engagement	no strategies reading			
Repertoire of Strategies (3 and text marking) Strategy use; range and appropriateness of strategies	no marks no strategies			
Comprehension (1,4,6 and text marking) Understanding the important ideas in the text	no marks no selection			
Disciplined-based Thinking Discipline Count I Course Code 1330	Read for plot			

B

Name: _____ Date: 8/19/56 Class Period: 7

Salvation

LANGSTON HUGHES

Langston Hughes (1902–1967) was born in Joplin, Missouri, and educated at Columbia University, New York, and Lincoln University, Pennsylvania. He worked at odd jobs in this country and in France before becoming established as a writer. His lifelong interest was the promotion of black art, history, and causes. In addition to many collections of poetry, Hughes wrote a novel, *Not Without Laughter* (1930), and an autobiography, *The Big Sea* (1940).

In this selection from The Big Sea, Hughes recounts a dramatic incident from his childhood. The incident is narrated from the perspective of a twelve-year-old boy and demonstrates a skillful writer's use of language to re-create the innocent voice of childhood.

. . .

- 1 I was saved from sin when I was going on thirteen. But not really saved. It happened like this. There was a big revival at my Auntie Reed's church. Every night for weeks there had been much preaching, singing, praying, and shouting, and some very hardened sinners had been brought to Christ, and the membership of the church had grown by leaps and bounds. Then just before the revival ended, they held a special meeting for children, "to bring the young lambs to the fold." My aunt spoke of it for days ahead. That night I was escorted to the front row and placed on the mourners' bench with all the other young sinners, who had not yet been brought to Jesus.
- 2 My aunt told me that when you were saved you saw a light, and something happened to you inside! And Jesus came into your life! And God was with you from then on! She said you could see and hear and feel Jesus in your soul. I believed her. I had heard a great many old people say the same thing and it seemed to me they ought to know. So I sat there calmly in the hot, crowded church, waiting for Jesus to come to me.
- 3 The preacher preached a wonderful rhythmical sermon, all moans and shouts and lonely cries and dire pictures of hell, and then he sang a song about the ninety and nine safe in the fold, but one little lamb was left out in the cold. Then he said: "Won't you come? Won't you come to Jesus? Young lambs, won't you come?" And he held out his arms to all us young sinners there on the mourners' bench. And the little girls cried. And some of them jumped up and went to Jesus right away. But most of us just sat there.
- 4 A great many old people came and knelt around us and prayed, old women with jet-black faces and braided hair, old men with work-gnarled hands. And the church sang a song about the lower lights are burning, some poor sinners to be saved. And the whole building rocked with prayer and song.
- 5 Still I keep waiting to see Jesus.

Name: ~~XXXXXXXXXX~~

Date: 5/20/15

Please tell me about your reading.

1. In your own words, write a short (one or two sentences) summary of this piece.

Talking about a young girl that claims to be saved, but on the same time has a lot of doubts. A young girl that goes to church and feels it while in church, but confused as to what is happening. The other kids feel the spirit, but they really don't know what to do, because they really looking to see Jesus in person.

2. What kinds of things were happening in your mind as you read this?

I could see it in my mind. It was like I was there, because that exactly how I felt some times at church.

3. What did you do that helped you to understand the reading?

Think about the times I have and do go to church.

4. What questions or problems do you still have with this piece?

Did they ever get and accept Jesus?
Did they ever see the light?

5. How easy or difficult was this piece for you? (circle one)

easy

not too hard

too hard

6. How well would you say you understood this piece?

I understood this piece fairly well, because I was related to this passage.



Name: XXXXXXXXXX

Date: 8-21-08

Please tell me about your reading.

1. In your own words, write a short (one or two sentences) summary of this piece.

Mr. Hughes was expecting this religious experience to be body shaking from his Aunt's description. And when he didn't see the lights and feel the right emotion he wasn't sure about his salvation.

2. What kinds of things were happening in your mind as you read this?

How when it comes to finding God everyone is different. He comes to us in different manners and in different situations, without a preacher ~~starts~~

3. What did you do that helped you to understand the reading?

I put myself in his place and imagined how scared some of the children must have felt with a preacher preaching fire and brimstone to them, shouting at us.

4. What questions or problems do you still have with this piece?

Why didn't the preacher mention the good qualities about God and how he forgives and love. And how he gives a second chance.

5. How easy or difficult was this piece for you? (circle one)

easy

not too hard

too hard

6. How well would you say you understood this piece?

I am thinking good.



Name: _____

Date: 8-21-08 Class Period: 2*Salvation*

LANGSTON HUGHES

Langston Hughes (1902–1967) was born in Joplin, Missouri, and educated at Columbia University, New York, and Lincoln University, Pennsylvania. He worked at odd jobs in this country and in France before becoming established as a writer. His lifelong interest was the promotion of black art, history, and causes. In addition to many collections of poetry, Hughes wrote a novel, *Not Without Laughter* (1930), and an autobiography, *The Big Sea* (1940).

In this selection from The Big Sea, Hughes recounts a dramatic incident from his childhood. The incident is narrated from the perspective of a twelve-year-old boy and demonstrates a skillful writer's use of language to re-create the innocent voice of childhood.

- • •
- 1 I was saved from sin when I was going on thirteen. But not really saved. It happened like this. There was a big revival at my Auntie Reed's church. Every night for weeks there had been much preaching, singing, praying, and shouting, and some very hardened sinners had been brought to Christ, and the membership of the church had grown by leaps and bounds. Then just before the revival ended, they held a special meeting for children, "to bring the young lambs to the fold." My aunt spoke of it for days ahead. That night I was escorted to the front row and placed on the mourners' bench with all the other young sinners, who had not yet been brought to Jesus.
 - 2 My aunt told me that when you were saved you saw a light, and something happened to you inside! And Jesus came into your life! And God was with you from then on! She said you could see and hear and feel Jesus in your soul. I believed her. I had heard a great many old people say the same thing and it seemed to me they ought to know. So I sat there calmly in the hot, crowded church, waiting for Jesus to come to me.
 - 3 The preacher preached a wonderful rhythmical sermon, all moans and shouts and lonely cries and dire pictures of hell, and then he sang a song about the ninety and nine safe in the fold, but one little lamb was left out in the cold. Then he said: "Won't you come? Won't you come to Jesus? Young lambs, won't you come?" And he held out his arms to all us young sinners there on the mourners' bench. And the little girls cried. And some of them jumped up and went to Jesus right away. But most of us just sat there.
 - 4 A great many old people came and knelt around us and prayed, old women with jet-black faces and braided hair, old men with work-gnarled hands. And the church sang a song about the lower lights are burning, some poor sinners to be saved. And the whole building rocked with prayer and song.
 - 5 Still I keep waiting to see Jesus.

it seem it was a pressure on him to see something he wasnt able to see at a young age. It seem the older people expected more than some of them was capable of. I imagine this young man was expecting to feel all these things his aunt had described to him.

APPENDIX O
INSTRUCTOR C EXAMPLE


Tracking Student Responses on CERA
Student ID 

B

	1	2	3	4
Metacognition (2,3,4 and text marking) Awareness and articulation of thinking process; mental engagement			1 3	
Repertoire of Strategies (3 and text marking) Strategy use; range and appropriateness of strategies		1 3		
Comprehension (1,4,6 and text marking) Understanding the important ideas in the text			2	
Disciplined-based Thinking Discipline ENG 1113 Course Code 1325		2		

Name: _____

Date: 8-22-18

Class Period: C

2

Salvation

LANGSTON HUGHES

Langston Hughes (1902–1967) was born in Joplin, Missouri, and educated at Columbia University, New York, and Lincoln University, Pennsylvania. He worked at odd jobs in this country and in France before becoming established as a writer. His lifelong interest was the promotion of black art, history, and causes. In addition to many collections of poetry, Hughes wrote a novel, *Not Without Laughter* (1930), and an autobiography, *The Big Sea* (1940).

In this selection from The Big Sea, Hughes recounts a dramatic incident from his childhood. The incident is narrated from the perspective of a twelve-year-old boy and demonstrates a skillful writer's use of language to re-create the innocent voice of childhood.

• • •

1 I was saved from sin when I was going on thirteen. But not really saved. It happened like this. There was a big revival at my Auntie Reed's church. Every night for weeks there had been much preaching, singing, praying, and shouting, and some very hardened sinners had been brought to Christ, and the membership of the church had grown by leaps and bounds. Then just before the revival ended, they held a special meeting for children, "to bring the young lambs to the fold." My aunt spoke of it for days ahead. That night I was escorted to the front row and placed on the mourners' bench with all the other young sinners, who had not yet been brought to Jesus.

2 My aunt told me that when you were saved you saw a light, and something happened to you inside! And Jesus came into your life! And God was with you from then on! She said you could see and hear and feel Jesus in your soul. I believed her. I had heard a great many old people say the same thing and it seemed to me they ought to know. So I sat there calmly in the hot, crowded church, waiting for Jesus to come to me.

3 The preacher preached a wonderful rhythmical sermon, all moans and shouts and lonely cries and dire pictures of hell, and then he sang a song about the ninety and nine safe in the fold, but one little lamb was left out in the cold. Then he said: "Won't you come? Won't you come to Jesus? Young lambs, won't you come?" And he held out his arms to all us young sinners there on the mourners' bench. And the little girls cried. And some of them jumped up and went to Jesus right away. But most of us just sat there.

4 A great many old people came and knelt around us and prayed, old women with jet-black faces and braided hair, old men with work-gnarled hands. And the church sang a song about the lower lights are burning, some poor sinners to be saved. And the whole building rocked with prayer and song.

5 Still I keep waiting to see Jesus.

lots of faith

2 1 2

Name: *Quinn*

Date: *8-20-08*

Please tell me about your reading.

1. In your own words, write a short (one or two sentences) summary of this piece.

A young boy attended a revival at his aunt's church.

2. What kinds of things were happening in your mind as you read this?

I imagined the boy sitting on the front bench of a hot, small church; seeing the preacher shout his sermon and the old people crying, and not understanding exactly what was happening.

3. What did you do that helped you to understand the reading?

I tried to visualize the story in my mind by relating it to similar experiences.

4. What questions or problems do you still have with this piece?

Why did the minister speak on what was going on around him instead of what was going on in his mind?

5. How easy or difficult was this piece for you? (circle one)

easy

not too hard

too hard

6. How well would you say you understood this piece?

I believe I understood very well.



Name: [Signature]

Date: 8/01/18

Please tell me about your reading.

1. In your own words, write a short (one or two sentences) summary of this piece.

This story is about a little boy who misinterpreted his Aunt when she said that he would see Jesus. So when he sat on the mourners he really wanted to see Jesus to come and save him.

2. What kinds of things were happening in your mind as you read this?

I predicted that the little boy was not going to receive Christ, whereas he says at the beginning of the story "But not really saved". I also was thinking about what if that would have happened to me when I was that young.

3. What did you do that helped you to understand the reading?

To understand this story I read it twice. Also to understand I put myself into the little boy's shoes.

4. What questions or problems do you still have with this piece?

I have a problem with his Aunt not going into detail about the whole experience of receiving Christ.

5. How easy or difficult was this piece for you? (circle one)

easy

not too hard

too hard

6. How well would you say you understood this piece?

I would say that I understood this story more than any story that I read in high school.



Name: _____

Date: 8/21/07Class Period: 2

Salvation

LANGSTON HUGHES

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- 2 My aunt told me that when you were saved you saw a light and something happened to you inside! And Jesus came into your life! And God was with you from then on! She said you could see and hear and feel Jesus in your soul. I believed her. I had heard a great many old people say the same thing and it seemed to me they ought to know. So I sat there calmly in the hot, crowded church, waiting for Jesus to come to me.
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- 4 A great many old people came and knelt around us and prayed, old women with jet-black faces and braided hair, old men with work-gnarled hands. And the church sang a song about the lower lights are burning, some poor sinners to be saved. And the whole building rocked with prayer and song.
- 5 Still I keep waiting to see Jesus.

APPENDIX Q
INSTRUCTOR C EXAMPLE

Tracking Student Responses on CERA
Student ID XXXXXXXXXX

PS

	1	2	3	4
Metacognition (2,3,4 and text marking) Awareness and articulation of thinking process; mental engagement		1, 2		
Repertoire of Strategies (3 and text marking) Strategy use; range and appropriateness of strategies		1, 2		
Comprehension (1,4,6 and text marking) Understanding the important ideas in the text		2 - grammar <hr/> chill disappointment		
Disciplined-based Thinking Discipline ENG 1113 Course Code 1375	1, 2	1 - points out writing concept		

Name: _____

Date: _____

Class Period: _____

Salvation

LANGSTON HUGHES

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- 5 Still I keep waiting to see Jesus.

| | |

Name: [blacked out]
Date: [blacked out]

Please tell me about your reading.

1. In your own words, write a short (one or two sentences) summary of this piece.
I saw the piece as the writer/writer's recollection of an experience he had at work. I believe he had to be there and was disappointed or he just didn't want to be there.

2. What kinds of things were happening in your mind as you read this?
I was visualizing everything that was happening. The scene and the different things that were going on. From the beginning of the story to the end of the story.

3. What did you do that helped you to understand the reading?
I was able to visualize the story in my mind and tried to see what the writer was trying to say.

4. What questions or problems do you still have with this piece?
I noticed that in certain context the writer's grammar was somewhat flawed.

5. How easy or difficult was this piece for you? (circle one)
easy not too hard too hard

6. How well would you say you understood this piece?
I think I understood the piece well.

APPENDIX R
INSTRUCTOR B EXAMPLE

Tracking Student Responses on CERA

Student ID XXXXXXXXXX

PS

	1	2	3	4
Metacognition (2,3,4 and text marking) Awareness and articulation of thinking process; mental engagement	Focused on solution itself. No thoughtful interaction			
Repertoire of Strategies (3 and text marking) Strategy use; range and appropriateness of strategies	Did not interact with text No feedback			
Comprehension (1,4,6 and text marking) Understanding the important ideas in the text	No summary with details of story			
Disciplined-based Thinking Discipline Comp Lit Course Code 1347	No answer			

Name: _____

Date: 8/21/08

Class Period: 5

Salvation

LANGSTON HUGHES

Langston Hughes (1902–1967) was born in Joplin, Missouri, and educated at Columbia University, New York, and Lincoln University, Pennsylvania. He worked at odd jobs in this country and in France before becoming established as a writer. His lifelong interest was the promotion of black art, history, and causes. In addition to many collections of poetry, Hughes wrote a novel, *Not Without Laughter* (1930), and an autobiography, *The Big Sea* (1940).

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- 4 A great many old people came and knelt around us and prayed, old women with jet-black faces and braided hair, old men with work-gnarled hands. And the church sang a song about the lower lights are burning, some poor sinners to be saved. And the whole building rocked with prayer and song.
- 5 Still I keep waiting to see Jesus.

211

Name: 

Date: 2/10/08

Please tell me about your reading.

1. In your own words, write a short (one or two sentences) summary of this piece.

As children they look at things more materialistic than adults do. Langston Hughes as a child was an example of that. Because his aunt told him once you become saved you can see, hear, and feel Jesus in your soul, which Langston Hughes took it as you have to see, feel, and hear Jesus to be saved.

2. What kinds of things were happening in your mind as you read this?

I was wondering if he was every going to get up and go to the preacher or stay seated.

3. What did you do that helped you to understand the reading?

When Langston Hughes began his piece he wrote "I was saved from sin when I was going on thirteen, but not really." And throughout his piece he wrote about the revival and what had to happen in order for someone to be saved, which made me think about his age and ending statement of the piece. "still I keep waiting to see Jesus."

4. What questions or problems do you still have with this piece?

Why he was not really saved

5. How easy or difficult was this piece for you? (circle one)

easy

not too hard

too hard

6. How well would you say you understood this piece?

I understood this piece well I think.



APPENDIX S
INSTRUCTOR A EXAMPLE

Tracking Student Responses on CERA

Student ID XXXXXXXXXX

	1	2	3	4
Metacognitive Awareness (2,3,4 and text marking) Awareness and articulation of thinking process; mental engagement	1 2			
Repertoire of Strategies (3 and text marking) Strategy use; range and appropriateness of strategies	3			
Comprehension (1,4,6 and text marking) Understanding the important ideas in the text		2 <i>Sum</i>		
Disciplined-based Thinking Discipline <i>ENG</i> Course Code	1 2			

Name: 

Date: 12/22

Class Period: MWF

Salvation

LANGSTON HUGHES

Langston Hughes (1902–1967) was born in Joplin, Missouri, and educated at Columbia University, New York, and Lincoln University, Pennsylvania. He worked at odd jobs in this country and in France before becoming established as a writer. His lifelong interest was the promotion of black art, history, and causes. In addition to many collections of poetry, Hughes wrote a novel, *Not Without Laughter* (1930), and an autobiography, *The Big Sea* (1940).

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- 5 Still I keep waiting to see Jesus.

Name: 


Date: 12-3-08

Please tell me about your reading.

1. In your own words, write a short (one or two sentences) summary of this piece.

This man was misled as a child and taught the correct way of salvation. He was taught that Jesus would come to him but in actuality you have to go to Jesus before he can help you.

2. What kinds of things were happening in your mind as you read this?

I was sad for this author because unless he turned his life around before his 1967 death, he is now in hell.

3. What did you do that helped you to understand the reading?

This reading was easy for me because I've been raised in church my whole life.

4. What questions or problems do you still have with this piece?

I wonder if the boy ever found salvation later.

5. How easy or difficult was this piece for you? (circle one)

easy

not too hard

too hard

6. How well would you say you understood this piece?

Very well I think



APPENDIX T

READING APPRENTICESHIP EMBEDDED COMP I

AGENDA				
Wk Day	Date	Comp I	Fall Agenda	Monday/Wednesday/Friday
1	Fri	15-Aug	Class Introduction / Blackboard Instructions	
2	Mon	18-Aug	Review Syllabus / English Handout	
	Wed	20-Aug	CERA - Pre / Informed Consent	
	Fri	22-Aug	"My Life as a Reader/Writer" Essay	
3	Mon	25-Aug	Discuss Reading assignments, Annotation, & Reading Logs	
	Wed	27-Aug	Essay instruction sheet for Compare & Contrast Essay / Unit 1 PreReading / Homework: read & annotate Unit 1 stories	
	Fri	29-Aug	Group work to prepare for presentations on Unit 1	
4	Mon	1-Sep	Off - Labor Day	
	Wed	3-Sep	Unit 1: Group 1 Presentations / Discussion Board #1 "Baba and Me" original posting due before class begins	
	Fri	5-Sep	Unit 1: Group 2 Presentations / Discussion Board #2 "That Lean and Hungry..." original posting due before class begins	
5	Mon	8-Sep	Unit 1: Group 3 Presentations / Discussion Board #3 "Diogenes & Alexander" original posting due before class begins	
	Wed	10-Sep	Unit 1: Group 4 Presentations / Discussion Board #4 "Grant & Lee..." original posting due before class begins	
	Fri	12-Sep	Unit 1 reading group discussions / Reading Logs due for Unit 1 / Discussion Board response postings due by 2:00 p.m. today	
6	Mon	15-Sep	Essay Evaluations of Compare&Contrast essay (Bring 3 copies of typed essay rough draft to class)	
	Wed	17-Sep	Essay instruction sheet for Cause & Effect Essay / Unit 2 PreReading / Homework: read & annotate Unit 2 stories	
	Fri	19-Sep	Compare & Contrast Essay Due	
7	Mon	22-Sep	Group work to prepare for presentations on Unit 2	
	Wed	24-Sep	Unit 2: Group 4 Presentations / Discussion Board #5 "A Peaceful Women..." original posting due before class begins	
	Fri	26-Sep	Unit 2: Group 3 Presentations / Discussion Board #6 "The Storm" original posting due before class begins	
8	Mon	29-Sep	Unit 2: Group 2 Presentations / Discussion Board #7 "The New Feminism" original posting due before class begins	
	Wed	1-Oct	Unit 2: Group 1 Presentations / Discussion Board #8 "The Farce..." original posting due before class begins	
	Fri	3-Oct	Unit 2 reading group discussions / Reading Logs due for Unit 2 / Discussion Board response postings due by 2:00 p.m. today	
9	Mon	6-Oct	Essay Evaluations of Cause & Effect Essay (Bring 3 copies of typed essay to class)	
	Wed	8-Oct	Essay instruction sheet for Argument Essay / Unit 3 PreReading / Homework: read & annotate Unit 3 stories	
	Fri	10-Oct	Cause and Effect Essay Due	
10	Mon	13-Oct	Group work to prepare for presentations on Unit 3	
	Wed	15-Oct	Unit 3: Group 3 Presentations / Discussion Board #9 "Drugs" original posting due before class begins	
	Fri	17-Oct	Unit 3: Group 4 Presentations / Discussion Board #10 "In Defense of Gender" original posting due before class begins	
11	Mon	20-Oct	Unit 3: Group 1 Presentations / Discussion Board #11 "I Want a Wife" original posting due before class begins	
	Wed	22-Oct	Unit 3: Group 2 Presentations / Discussion Board #12 "Sex Predators..." original posting due before class begins	
	Fri	24-Oct	Unit 3 reading group discussions / Reading Logs due for Unit 3 / Discussion Board response postings due by 2:00 p.m. today	
12	Mon	27-Oct	Essay Evaluations of Argument Essay (Bring 3 copies of typed essay to class)	
	Wed	29-Oct	Essay instruction sheet for Classification Essay / Unit 4 PreReading / Homework: read & annotate Unit 4 stories	
	Fri	31-Oct	Argument Essay Due	
13	Mon	3-Nov	Group work to prepare for presentations on Unit 4	
	Wed	5-Nov	Unit 4: Group 2 / Discussion Board #13 "Incidents with White..." original posting due before class begins	
	Fri	7-Nov	Unit 4: Group 1 / Discussion Board #14 "Move Over, Teams" original posting due before class begins	
14	Mon	10-Nov	Unit 4: Group 4 / Discussion Board #15 "Warriors Don't..." original posting due before class begins	
	Wed	12-Nov	Unit 4: Group 3 / Discussion Board #16 "Kinds of Discipline" original posting due before class begins	
	Fri	14-Nov	Unit 4 reading group discussions / Reading Logs due for Unit 4 / Discussion Board response postings due by 2:00 p.m. today	
15	Mon	17-Nov	Essay Evaluations of Classification Essay (Bring 3 copies of typed essay rough draft to class)	
	Wed	19-Nov	Essay instruction sheet for Self-Evaluation Essay	
	Fri	21-Nov	Classification Essay Due	
16	Mon	24-Nov	Off - Thanksgiving	
	Wed	26-Nov	Off - Thanksgiving	
	Fri	28-Nov	Off - Thanksgiving	
17	Mon	1-Dec	Work on Self-Evaluation Essay	
	Wed	3-Dec	Work on Binders	
	Fri	5-Dec	CERA - Post	
18	Mon	8-Dec	Semester exam week - Binders & Self-Evaluation Essay Due	
	Wed	10-Dec	Semester exam week	

AGENDA			
Wk	Day	Date	Comp I Fall Agenda Tuesday/Thursday
1	Thur	14-Aug	Class Introduction / Blackboard Instructions
2	Tue	19-Aug	Review Syllabus / English Handout
	Thur	21-Aug	CERA - Pre/Informed Consent / "My Life as a Reader/Writer" Essay
3	Tue	26-Aug	Discuss Reading assignments, Annotation & Reading Logs / Unit 1 PreReading / Homework: read & annotate Unit 1 stories
	Thur	28-Aug	Essay Instruction Sheet for Compare & Contrast Essay / Group Work to prepare for presentations on Unit 1
4	Tue	2-Sep	Unit 1: Group 1 and 2 / Discussion Board #1 and #2 original postings due before class begins
	Thur	4-Sep	Unit 1: Group 3 and 4 / Discussion Board #3 and #4 original postings due before class begins
5	Tue	9-Sep	Unit 1 reading group discussions / Reading Logs due for Unit 1 / Discussion Board response postings due by 2:00 p.m. today
	Thur	11-Sep	Essay Evaluations of Compare&Contrast essay (Bring 3 copies of typed essay rough draft to class)/
6	Tue	16-Sep	Essay instruction sheet for Cause & Effect Essay / Unit 2 PreReading / Homework: read & annotate Unit 2 stories
	Thur	18-Sep	Compare & Contrast Essay Due / Group work to prepare for presentations on Unit 2
7	Tue	23-Sep	Unit 2: Group 4 and 3 / Discussion Board #5 and #6 original postings due before class begins
	Thur	25-Sep	Unit 2: Group 2 and 1/ Discussion Board #7 and #8 original postings due before class begins
8	Tue	30-Sep	Unit 2 reading group discussions / Reading Logs due for Unit 2 / Discussion Board response postings due by 2:00 p.m. today
	Thur	2-Oct	Essay Evaluations of Cause & Effect Essay (Bring 3 copies of typed essay rough draft to class)/
9	Tue	7-Oct	Essay instruction sheet for Argument Essay / Unit 3 PreReading / Homework: read & annotate Unit 3 stories
	Thur	9-Oct	Cause and Effect Essay Due / Group work to prepare for presentations on Unit 3
10	Tue	14-Oct	Unit 3: Group 3 and 4 / Discussion Board #9 and #10 original postings due before class begins
	Thur	16-Oct	Unit 3: Group 1 and 2 / Discussion Board #11 and #12 original postings due before class begins
11	Tue	21-Oct	Unit 3 reading group discussions / Reading Logs due for Unit 3 / Discussion Board response postings due by 2:00 p.m. today
	Thur	23-Oct	Essay Evaluations of Argument Essay (Bring 3 copies of typed essay rough draft to class)/
12	Tue	28-Oct	Essay instruction sheet for Classification Essay / Unit 4 PreReading
	Thur	30-Oct	Argument Essay Due / Group work to prepare for presentations on Unit 4 and Reading Log writing time
13	Tue	4-Nov	Unit 4: Group 2 and 1/ Discussion Board #13 and #14 original postings due before class begins
	Thur	6-Nov	Unit 4: Group 4 and 3 / Discussion Board #15 and #16 original postings due before class begins
14	Tue	11-Nov	Unit 4 reading group discussions / Reading Logs due for Unit 4 / Discussion Board response postings due by 2:00 p.m. today
	Thur	13-Nov	Essay Evaluations of Classification Essay (Bring 3 copies of typed essay rough draft to class)
15	Tue	18-Nov	Essay Instruction Sheet for Self-Evaluation Essay
	Thur	20-Nov	Classification Essay Due /
16	Tue	25-Nov	Off - Thanksgiving
	Thur	27-Nov	Off - Thanksgiving
17	Tue	2-Dec	Work on Self-Evaluation Essays
	Thur	4-Dec	CERA - Post / Work on Binders
18	Tue	9-Dec	Semester exam week - Binders & Self-Evaluation Essay Due
	Thur	11-Dec	Semester exam week

APPENDIX U

PERSONAL READING/WRITING HISTORY ASSIGNMENT

ENG 1113 – Fall 2008
 Personal Reading/Writing History

For the Personal Reading/Writing History I would like for you to reflect on your life as a reader and writer. Use the following questions as a guide – you do not have to answer *every single question*. These are simply meant to give you some ideas of things to write about.

As you think about the answers to the questions, pay attention to patterns and connections, and use them to help you organize your narrative. You may choose to structure your paper thematically, focusing on specific topics (such as good reading experiences, influential people, bad experiences, etc.) or you may prefer to write your narrative chronologically, describing your evolving literacy experiences over your lifetime so far. Use whichever structure makes most sense to you. Feel free to use “I” and “me” in this essay because you will be talking about yourself.

What are your first memories of reading and writing?

When did you learn to read and write? Who taught you? From what you can remember, learning how to read was? How did you feel about reading and writing? How much do you remember family members reading and writing as you were growing up? Does anyone in your home read? If so, what do they read? How much do you remember family members encouraging (or discouraging) your reading and writing?

What role did school play in the development of your reading and writing skills?

Were there any specific teachers or school friends who played a part in your development as a reader/writer? What setbacks did you encounter? What encouragements?

How often do you read something that is NOT a school assignment? What do you read outside school?

During the past 12 months, how many books have you read? How many of these were NOT for school? What kinds of books do you like to read? What is your favorite book? Why?

Who is your favorite book character? Why?

Who or what has been the single most important influence on your development as a reader and writer so far?

How often do you read something at home FOR school assignments? What kinds of school reading assignments do you have mostly? Do you ever have difficulty understanding school reading assignments? What strategies do you use to overcome these difficulties?

Knowing about your past as a writer and reader, what do you hope to gain from this course? What are your strengths and weaknesses as a writer/reader?

What do you uniquely bring to this class?

Identify specific components of yourself as a reader and writer that you would like to improve on this semester? Why are these aspects important to improve?

How successful do you expect to be in Comp I, and what will it take for you to make the grades you want?

Please be very specific about the information above. Write about these experiences in essay form (5 paragraphs, double-spaced, 12 font, 1 inch margins)

APPENDIX V

COMP I READING ASSIGNMENT EXAMPLE

508 CHAPTER 13 • Division/Classification



- Why do love and hate coexist in life's great controversy between good and evil?

Incidents with White People

SARAH L. AND A. ELIZABETH DELANY

Sarah (Sadie) L. Delany (1890–1999) and Dr. A. Elizabeth (Bessie) Delany (1891–1995) were African American centenarian sisters who found fame and fortune in 1993 with the publication of their co-authored memoirs *Having Our Say: The Delany Sisters' First 100 Years*, written in collaboration with Amy Hill Hearth. The book was on the *New York Times* bestseller list for two years and has been translated into seven languages. The Delany sisters left one million dollars to St. Augustine College, on whose campus they were born, lived, and were educated.

In this excerpt from Having Our Say, Bessie tells of leaving home in 1911 at age twenty to teach school in Boardman, North Carolina, where she boarded with a couple, Mr. and Mrs. Atkinson. We learn of her reaction to the news that the Titanic had sunk (1912) and how she narrowly escaped being lynched in Georgia. As you read the essay, ask yourself how you would have reacted if you had been in Bessie's shoes during the encounter with the drunken white man.

• • •

- 1 Mr. Atkinson was the ugliest man I ever saw, and not at all well educated, but he was an absolute gentleman. He never bothered me once. His first name was Spudge, which was short for Spudgeon, or so he told me. He said he was named after a Baptist preacher who was legendary in those parts, and he was just appalled that this little Episcopalian girl had never heard of him.
- 2 There was no Episcopal Church in Boardman, so I attended Baptist or Methodist services. They were poor and had no hymnals. The Methodists had

the words to their hymns scratched out in the margins of old pieces of paper, like the Sears catalog.

3 The food we ate in Boardman was about the worst diet I have ever been on. I have always been a slim thing, but Honey, I got fat while I was there! When I came home at Christmas I weighed 153 pounds, and people came from everywhere to see this fat Bessie. But I lost that weight eventually, and never gained it back. Sadie says it was from eating all that fatback and collards and sweet potatoes in Boardman.

4 Those people didn't know the first thing about vitamins or minerals. They were so poor and ignorant. It was the same thing Sadie was running into as Jeanes Supervisor in Wake County. Mama was worried about me, and she would send me these little care packages. She would go to a store in Raleigh called the California Fruit Company, and buy some grapefruits and ship them to me.

5 Well, Mr. Spudge Atkinson had never seen a grapefruit before. He said, "Miss Delany, what is that ugly-looking piece of fruit?" Now, I gave him a piece and he just puckered up and spit it out and said it was the worst, most sour, miserable thing he'd ever put in his mouth! And I said, "Mr. Atkinson, if you're just going to waste my grapefruit, then please give it back to me." And he gave me the rest back, gladly. He sure did think that Miss Delany from Raleigh was peculiar, sitting on his porch sucking down grapefruit.

6 Mr. Atkinson tended to be a rather dramatic man. One time he came into my classroom and said, "Oh, Miss Delany! Miss Delany!" And I said, "What's the matter, Mr. Atkinson?" And he fell to the ground and said, "It's terrible, it's just terrible!" And I said, "What's terrible?" And he said, "That ship they said could not sink, well, it's done sunk! And all those rich white people have gone down with it, in that icy water!"

7 I didn't say it out loud, but I remember thinking, Too bad the *Titanic* didn't take more rich white people down with it, to its watery grave! Especially some of the rebby boys around here! Now, isn't that awful of me? Isn't it vicious? You see why this child is worried about getting into Heaven? Sadie is just shocked by me sometimes. Sadie just says, "Live, and let live."

8 But in a way, I was a sweet child, too. You know, when I was in Boardman and got my first paycheck—\$40 a month—I paid nine dollars for my room and board and sent the rest home to Papa immediately. No one had asked me to do that. It just seemed like the right thing to do.

9 Well, I got a letter back from Mama. She thanked me for the money but she told me not to send any more. She told me to save it for myself, or I'd never get to college.

10 I saved most of my money, but I will admit that I spent some on a silk dress, yes, sir! Papa wouldn't let me have a silk dress—I guess because it was so expensive but also kind of sexy. So, when I was in Boardman I ordered several yards of silk. I think it was blue, with a thin white stripe. And I made myself a dress. Skirts were going up, and you could see the ankle when you walked. And when the men would see a glimpse of ankle they would say,

"Ooooohweeee!" Papa didn't like that at all. When Sadie and I would wear those dresses, he would just scowl at us!! Today women show everything. They're crazy. Trust me, you can get in enough trouble just with a little ankle showing.

11 Now, after two years in Boardman, it was time for me to move on to a new teaching assignment. The people didn't want to see me go, but I was ready for a new challenge. So in 1913 I went to Brunswick, Georgia, to teach at Saint Athanasius, an Episcopal school for colored children. I wanted to see the world!

12 Brunswick was a sophisticated place compared to Boardman. The faculty lived together in a dormitory, and that is how I met my lifelong friend, Elizabeth Gooch. "Gooch," as I always called her, was the oldest one of us, and I was the youngest, and so the principal assigned the two of us to room together. I guess he thought Gooch would be a good influence on me, but I think I was a good influence on Gooch!

13 I didn't like Gooch that much at first. She didn't treat me the way I would have liked to be treated. For instance, she took the bed away from the window, so that I'd get the draft at night. But after a while, Gooch and I became good friends. Sometimes, we'd go to the beach and see the turtles come in from the sea to nest.

14 Now, Georgia was a mean place—meaner than North Carolina. You know that song about Georgia, that sentimental song? Well, they can have it! They can have the whole state as far as I'm concerned.

15 In Georgia, they never missed a chance to keep you down. If you were colored and you tried on a hat or a pair of shoes, Honey, you owned 'em. What a rebby state! To be fair, I can understand why they didn't want Negroes to try on hats without buying them: because in those days, Negroes would grease their hair. And the store couldn't sell the hat if it got grease on it. So, to be fair, I think that was OK.

16 But it was on my way to my job in Brunswick in 1913 that I came close to being lynched. You see, I had to change trains in Waycross, Georgia. I was sitting in the little colored waiting room at the station, and I took my hair down and was combing it. I was fixing myself up. I was going to my new job, and I wanted to look nice.

17 Well, there I was with my long hair down when this white man opened the door, to the colored waiting room. There was no one in there except me and two colored teachers from New York who were traveling with me to Brunswick. The white man stuck his head in and started, well, leering at me. He was drunk, and he smelled bad, and he started mumbling things. And I said, "Oh, why don't you shut up and go wait with your own kind in the white waiting room?"

18 What happened next was kind of like an explosion. He slammed the door and I could hear him shouting at the top of his lungs outside, "The nigger bitch insulted me! The nigger bitch insulted me!"

19 The two colored teachers traveling with me slipped out the back without a word and made a beeline for the woods. They hid in the woods! I guess I

can't blame them. A colored porter came in to see what this was all about, and he whispered to me, "Good for you!" But then he ran out on me, too. He left me there by myself.

20 Well, I could see a crowd begin to gather on the platform, and I knew I was in big trouble. Papa always said, "If you see a crowd, you go the other way. Don't even hang around long enough to find out what it's about!" Now, this crowd was outside, gathering for me.

21 By now, there were dozens of white people in the crowd, and the white man kept yelling, "Nigger bitch insulted me!" I was just waiting for somebody to get a rope. Thousands of Negroes had been lynched for far less than what I had just done. But I just continued to sit on the bench, combing my hair, while that white man was a-carrying on! I realized that my best chance was to act like nothing was happening. You see, if you acted real scared, sometimes that spurred them on.

22 Two things saved me: That glorious, blessed train rounded the bend, breaking up the crowd and giving me my way to get on out of there. And it helped that the white man was drunk as a skunk, and that turned off some of the white people.

23 But I wasn't afraid to die! I know you ain't got to die but once, and it seemed as good a reason to die as any. I was ready. Lord, help me, I was ready.

24 You know what Sadie says? Sadie says I was a fool to provoke that white man. As if I provoked him! Honey, he provoked me! Sadie says she would have ignored him. I say, how do you ignore some drunk, smelly white man treating you like trash? She says, child, it's better to put up with it, and live to tell about it. She says at the very least I should have run off into the woods with those other two teachers. She says I am lucky to be alive. But I would rather die than back down, Honey.

● Vocabulary

legendary (1)	appalled (1)	vicious (7)
sophisticated (12)	lynched (16)	spurred (21)

● The Facts

1. Which of the three religions in Boardman—Methodist, Baptist, Episcopalian—had the poorest membership? How was the poverty revealed? Who do you think made up the membership of the churches mentioned by the narrator?
2. What kind of diet made Bessie gain weight? What do we find out about Bessie's family and its knowledge of healthy foods? What kinds of foods should be blamed today for making so many youngsters obese?
3. What was your reaction to Bessie's admission that she wished more rich white people had sunk with the *Titanic*?
4. What is the difference between Bessie's personality and that of the rest of her family? Which attitude do you admire most? Explain your answer.

APPENDIX W
 COMP I ANNOTATION INSTRUCTIONS

ENG 1113 
 ANNOTATION INSTRUCTIONS

If you have the habit of asking a book questions as you read, you are a better reader than if you do not. But . . .merely asking questions is not enough. You have to try to answer them. And although that could be done, theoretically, in your mind only, it is easier to do it with a pencil in your hand. The pencil then becomes the sign of your alertness while you read.

When you buy a book, you establish a property right in it, just as you do in clothes or furniture when you buy and pay for them. But the act of purchase is actually only the prelude to possession in the case of a book. Full ownership of a book only comes when you have made it a part of yourself, and the best way to make yourself a part of it -- which comes to the same thing - is by writing in it. Why is marking a book indispensable to reading it?

- First, it keeps you awake -- not merely conscious, but wide awake.
- Second, reading, if it is active, is thinking, and thinking tends to express itself in words, spoken or written. The person who says he knows what he thinks but cannot express it usually does not know what he thinks.
- Third, writing your reactions down helps you to remember the thoughts of the author.

For this course and for these reasons among others, you will be asked to annotate the reading selections that we will be reading and that you have purchased in your textbook. I will spot check your textbooks during discussion groups and you will turn in one sample of your annotations per unit (4 total samples) for a grade.

Note: Reading assignments should be read *and* annotated before class. It is perfectly okay to add to your markings (in fact I encourage you to do so) while we discuss in class or after you finish the reading assignment and are working on an essay, but the bulk of the job should be done in conjunction with your reading for class preparation.

Note: If you find annotating while you read to be annoying and awkward, do it after you read. Go back after a chapter or assignment and then mark it carefully. You should be reading assignments twice anyway, so this isn't any less efficient than marking as you read and then rereading the material.

Grading: Annotation grades will be based on thoroughness, clarity, neatness, and apparent effort ("apparent effort" because I will obviously not read all the notes on every page of everyone's book).

Inside Back Cover: Themes, allusions, images, motifs, key scenes, plot line, epiphanies, etc. List and add page references and/or notes as you read.

Bottom and Side Page Margins: Interpretive notes, questions, and/or remarks that refer to meaning of the page. Markings or notes to tie in with information on the inside back cover. Also include your "editorial remarks." Specific items to write about might include

- ▶ character description
- ▶ literary elements
- ▶ figurative language
- ▶ diction (effective or unusual word choice)
- ▶ unfamiliar vocabulary words

Top Margins: Plot -- a quick few words or phrases that summarize what happens here (useful for quick location of passages in discussion and for writing assignments).

Additional Markings:

Underlining: done while or after reading to help locate passages for discussion, essays, or questions.

Brackets: if several lines seem important, place a bracket around the passage, then highlight or underline only key phrases within the bracketed area. This will draw attention to the passage without cluttering it with too many highlighted or underlined sentences.

Asterisks *: this indicates something unusual, special, or important. Multiple asterisks indicate a stronger degree of importance.

Individual Annotation of Each Short Story

Each student must annotate all four stories in each Unit in the margin of his or her Readings for Writers book.

1. Highlight or underline any sentences you feel are important or you want to remember as you read the story. There is no right or wrong here.
2. Place a star beside sentences or paragraphs that you had difficulty understanding or had to reread for clarity. Try to break the confusing sentences into small pieces and see if you are able to understand any part of the sentence.
3. Write a 2 – 3 sentence summary of the story.
4. The following are examples of ways to annotate the story in the margins of the pages:

I wonder...	I thought...
I suppose...	I could not believe it when...
I predict...	I was reminded of ...
I don't see...	Why did...
I like the way the author...	Maybe....
I was surprised when...	I wish...
I didn't really understand...	It bothered me when...

APPENDIX X

DISCUSSION BOARD ASSIGNMENT INSTRUCTIONS

Individual Annotation of Each Short Story

1. Highlight or underline any sentences you feel are important or you want to remember as you read the story.
2. Place a star or asterisk * beside sentences or paragraphs that you had difficulty understanding or had to reread for clarity.
Try to break the confusing sentences into small pieces and see if you are able to understand any part of the sentence. Make notes on HOW you attempted to make sense of the text, any connections you made, and why you think this portion of the text was more difficult than others.
3. Bracket { } and summarize more difficult "chunks" of the text
4. The following are examples of ways to annotate the story in the margins of the pages:

I wonder...	I thought...
I suppose...	I could not believe it when...
I predict...	I was reminded of ...
I don't see...	Why did...
I like the way the author...	Maybe...
I was surprised when...	I wish...
I didn't really understand...	It bothered me when...
5. Annotations will be spot checked during discussion groups and you will turn in one sample of your annotations per unit (4 total samples) for a grade.
6. Annotation grades will be based on thoroughness, clarity, & neatness.

Discussion Board (DB) Postings

1. Initial DB Postings are due by midnight the night before Discussion Groups/Presentations are scheduled. The DB will automatically lock you out at midnight, so no postings will be accepted late.
2. DB Postings should be completed AFTER you've read the assigned reading. Dig past generalities and question the author. Do not simply tell us whether or not you "liked" the assignment. React to what you've read; find the central idea and wonder and question.
3. DB Postings are not summaries; we've all read the same text! DB Postings are an opportunity for you to analyze a particularly important piece of the text which will help you get your thoughts together before you begin your own writing assignments similar to the ones you are reading.
4. By midnight the night before final Reading Logs are due, you should have posted a response to 1 of your classmates' initial postings on the DB for each story (4 total). Find something interesting or provocative in the variety of postings that you would like to comment on or a question you would like to raise. I'm looking for evidence that you are reading and really thinking about your classmates' responses – again, don't just say you agree...or you liked it too...make this an extended conversation about the reading selections. You are required to post to 1 of your classmates' initial postings for each story, but extra **EXCEPTIONAL QUALITY** postings will be **considered** for extra credit.

APPENDIX Y

READING LOG ASSIGNMENT INSTRUCTIONS

Reading Logs

1. Reading Logs are completed BEFORE, DURING & AFTER you read your assigned reading selection.

BEFORE you read the assigned text, you will answer question #1 which is intended to get you thinking about the topic area before you actually read anything. This is called "activating prior knowledge" and is a very important process that aids in comprehension once you actually do begin to read the text. Look at any visuals that are provided, note whether or not you recognize the author, the time period the text was written, who the intended audience was when it was originally published, etc. Think of pre-reading as "getting your brain juices flowing."

DURING your reading, train yourself to pay attention to what you are reading and how you are making sense as you go. Annotating will help you slow down and think. Questions #4, 5, 6, & 8 are designed also to help you make note of important text characteristics as you read. Train yourself to look for important vocabulary, format, rhetorical writing strategies, and specific sentences that really "hit the nail on the head." We'll call those sentences that the author uses to capture our attention, "Golden Lines." Question #4 is specifically designed to help you become more aware of your own reading processes, what's going on in your brain as you make sense of the text, what tools you use to aid your comprehension & what tools/strategies are most effective for you as we switch around between the readings.

AFTER you finish reading the text, think about the overall meaning of the text before you answer #2. A summary is the "big picture." Think about the point you think the author was trying to make with the entire text. Question #3 is essentially your criticism of the text. Criticism is not always a negative comment. Learn to analyze the text as you go along. What did you think about the subject matter and the positions the author takes? What did you think about the text itself, etc?

2. Reading Logs will be given in class the day before the beginning of each unit and are due the day Discussion Groups/Presentations are scheduled to take place.

3. Reading Logs will be used in an assigned Discussion Group activity so you should be prepared to participate and add something of value to your group discussion. You will know ahead of time which topics we will focus on in Discussion Groups.

YOU WILL NOT BE ALLOWED TO PARTICIPATE IN DISCUSSION GROUPS IF YOUR READING LOG IS INCOMPLETE! (That's not fair to the others in your group!)

Evidence Interpretation Protocol

All assignments related to the reading assignments (Discussion Board Postings, Reading Logs, Power Point presentations & Discussion Groups) will follow an **Evidence Interpretation** protocol. Most of us have no problem giving our opinion of something. However, when it comes to giving a logical justification for our opinions, we stumble tremendously. In this class, you will train yourself to always justify why you give certain answers. On your Discussion Board Postings, Reading Logs, PowerPoint presentations and in your Discussion Groups, you will not only answer the questions, but you will also show specifically where in the text you read something that brought you to your conclusions and explain how you made those connections.

Your "**interpretation**" of the text must always be matched with "**evidence**" from the text. By the end of the semester you will find yourself unconsciously using this reading strategy as you write your own essays. Learning how to provide evidence for your interpretations will help you become a stronger, clearer, more organized writer who has something important to say and says it in an effective manner.

APPENDIX Z
EXAMPLE READING LOG

Name
Reading Log #
Argument - "Incidents with White People"
Nov. 2008

1. Before reading this story, what do you think it is going to be about and why do you think this?
2. After reading the story, write a very brief summary of what you read – 2-3 sentences to a paragraph, maximum.
3. Thinking critically, what questions does this reading raise in your mind?
4. *What* made this reading easy or difficult for you? What strategies did you try to improve your comprehension? Be sure to give examples from the text to illustrate.
5. Choose **ONE** word whose meaning is imperative to completely comprehend the story? Tell what pg. & paragraph the word is found. Copy the sentence that contains this word and underline the word. *Explain why the meaning of this word is imperative to completely comprehend the story.* Use the text to justify your choice.

6. Choose and write one sentence from the story that you thought had an interesting style or was particularly effective in communicating the author's meaning. *Explain why you chose this particular sentence, and why it is a "golden line"* of this particular essay. Be sure to use specific info from the text to justify your choice. Tell what page and paragraph the sentence came from.

7. Now that you've read the story, look back to your response to Question #1; were your predictions correct? Why or why not? Be sure to use specific information from the text to explain your answer.

8. Give specific examples from the text to show how this reading assignment fits the characteristics of a classification essay? What strategies does the author use that are effective in getting his/her point across? What strategies does the author use that are ineffective or cause confusion? Give specific examples from the text.

APPENDIX AA

METACOGNITIVE POWER POINT PRESENTATION ASSIGNMENT

Presentation Assignments

Students must read and annotate all four stories in each Unit (16 stories).

Each student will only present (PowerPoint) the Reading Process Analysis on one story during the course of the semester.

Unit 1: Compare and Contrast

- "Baba and Me" p. 441
- "That Lean and Hungry Look" p. 428
- "Diogenes and Alexander" p. 431
- "Grant and Lee: A Study in Contrasts" p. 437

Unit 2: Cause and Effect

- "A Peaceful Woman Explains Why She Carries a Gun" p. 524
- "The Storm" p. 548
- "The New Feminism" p. 556
- "The Farce of Feminism" p. 560

Unit 3: Argument

- "Drugs" p. 361
- "In Defense of Gender" p. 576
- "I Want a Wife" p. 587
- "Sex Predators Can't Be Saved" p. 590

Unit 4: Classification

- "Incidents with White People" p. 508
- "Move Over, Teams" p. 481
- "Warriors Don't Cry" p. 503
- "Kinds of Discipline" p. 493

Reading Process Analysis Questions for PowerPoint Presentation

Choose a minimum of five questions from the following list to fulfill the three minute presentation time.

1. Do you agree with the author's point of view? Why or why not?
2. What distractions did you have while trying to comprehend the story? Explain these distractions and describe if or how you were able to overcome these distractions.
3. What is the purpose of the story / what is the "big idea" / explain why you think so?
4. Were there parts of the story you had to reread in order to fully comprehend the story? If so, what lines or paragraphs did you reread, and why were these passages difficult for you?
5. What visual images did you see, and/or what sounds did you hear while reading the story?
6. In your own words, write a two - three sentence summary of the story.
7. What questions or problems do you still have with the story?
8. What was hard about reading the story and why? Give examples.
9. What thoughts, connections, or memories went through your mind as you were reading the story?
10. Did you make any predictions about the story as you read it? If so, what predictions did you make, and which ones actually occurred?

Presentation Grading Rubric:

_____ 50 points **PowerPoint Slides:** (5 slide minimum -10 points per slide short)
Grammar & spelling must be correct on each slide. Title and Ending slide do not count as part of the 5 slide minimum

_____ 30 points **Delivery of Content:**

1. _____ Student discussed presentation and did not read presentation (10 points)
2. _____ Student understood content he or she presented (10 points)
3. _____ Student explained content of material in a clear manner (5 points)
4. _____ Student addressed a minimum of five questions from the list given (5)

_____ 20 points Slideshow Handout for Teacher

Time Deduction: -25 per each minute under 3:00 minutes

_____ **Total Points**

APPENDIX BB

SELF EVALUATION ESSAY ASSIGNMENT

Self-Evaluation: Comp. I

Each student will need to write self-evaluation to be included in his or her portfolio. The primary focus of the evaluation is for you to assess what you have done in this course during this semester. The evaluation is no more than a piece of writing that provides personal insight into what you feel that you've learned this semester.

I would like for you to address the following questions in your personal evaluation:

1. What kind of English student was I before I started this class?
2. How have my writing skills developed while I was in this course (or have they developed any)?
3. What challenges did this English course offer that were different from other English courses I have taken—either in high school or college? Did I feel that my writing skills were proficient before I entered this course, or do I feel that my skills have improved through personal evaluation and peer evaluation?
4. Were there any grammatical mistakes that I was making at the beginning of the semester that I learned to correct by the end of the semester? Give some examples to support your answer.
5. Which essay was the greatest challenge to write? Which essay was the easiest to write?
6. What selection from Readings for Writers was the most enjoyable? Which selection was the least enjoyable?
7. What skill did I learn in this class that I will be able to use in the future? Identify "something" that you learned which you feel will be useful either in your everyday life or in your choice of career.

This self-evaluation needs to be set up in paragraph format (much like an essay). I want you to provide in-depth answers to these questions. Each question should be equivalent to a paragraph. Do not number the paragraphs, however. Please be sure to put a heading and headers on your evaluation (the same as you would a regular essay). Your evaluation needs to be around 2 to 2 ½ pages in length. Please proofread over the evaluation before placing it in your portfolio.

APPENDIX CC

GROUP DISCUSSION FORMAT EXAMPLE

The Final Word

Purpose:

- The purpose of this discussion format is to give each person in the group an opportunity to have his or her ideas, understandings, and perspective enhanced by hearing from others. With this format, the group can explore an article, clarify their thinking, and have their assumptions and beliefs questioned in order to gain a deeper understanding of the issue.

Roles:

- Facilitator/timekeeper and participants

Facilitation:

- Have participants identify one “most” significant idea from the text (underlined or highlighted ahead of time), stick to the time limits, avoid dialogue, have equal sized circles so all small groups finish at approximately the same time.

Process:

- Sit in a circle, and identify a facilitator/timekeeper. The role of the facilitator is to keep the process moving, keep it clear and directed to the article, and keep time so everyone gets an opportunity for a round.
- Each person needs to have one “most” significant idea from the text underlined or highlighted in the article. It is often helpful to identify a “back-up” quote as well.
- The first person begins by reading what “struck him or her the most” from the article. Have this person refer to where the quote is in the text – one thought or quote only. Then, in less than 3 minutes, this person describes why that quote struck him or her. For example, why does s/he agree/disagree with the quote, what questions does s/he have about that quote, what issues does it raise for him or her, what does s/he now wonder about in relation to that quote, etc.
- Continuing around the circle, each person responds to that quote and what the presenter said, briefly, in less than a minute. The purpose of the response is to expand on the presenter’s thinking about the issue, to provide a different look at the issue, to clarify thinking about that issue, and/or to question the presenter’s assumptions about the issue (although at this time there is no response from the presenter).



The Final Word

- After going around the circle with each person having responded for less than one minute, the person who began has the “final word.” In no more than one minute, the presenter responds to what has been said. Now what is s/he thinking? What is his or her reaction to what s/he has heard?
- The next person in the circle then begins by sharing what struck him or her most from the text. Proceed around the circle, responding to this next presenter’s quote in the same way as the first presenter’s. This process continues until each person has had a round with his or her quote.
- For each round, allow about 8 minutes (circles of 5 participants: presenter 3 minutes, response 1 minute for 4 people, final word for presenter 1 minute). Total time is about 40 minutes for a circle of 5 (32 minutes for a circle of 4; 48 minutes for a circle of 6). End by debriefing the process in your small group.

National School Reform Faculty
Harmony Education Center, Bloomington, Indiana

*This version of The Final Word was adapted from the original by
Jennifer Fischer-Mueller and Gene Thompson-Grove for NSRF, November 2000.*



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