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Literacy Learner Case Study 2: Secondary

Student Description

Alan is a seventeen-year-old boy who has just finished his sophomore year at a suburban high school outside of Lansing, Michigan; he will be starting his junior year this fall. He has attended this school for the past year; before moving to Michigan he attended a large urban middle school near Camden, New Jersey. Alan has moved between Michigan and New Jersey three times (his father lived here, his mother in New Jersey; now they are back together), each time beginning a new school. Both parents are college graduates with a Master's degree. His twin brother attends the same school, but is a year ahead; Alan and his brother lived apart during middle school – Alan with his mother in New Jersey, and his brother here in Michigan with their father. He is a native English speaker. Alan repeated the seventh grade, due to discipline issues (fighting, truancy) and has had to work hard to recover credits needed to graduate. He has participated in his school's PASS program – a computer-aided after school program designed to help students to regain credits in core classes needed to be on target for graduation. Though he has failed math and science classes in the past, he has always passed his high school English classes, claiming that it is his best subject (besides P.E.). Alan's parents describe him as intelligent, but lacking direction. They have had issues with discipline at home, and often feel that they fight with him “constantly”; they also suspect that he often experiments with alcohol and recreational drugs.

I chose to meet with Alan for this case study because I am interested in looking at how his motivation and interests affect his academic success. Through analysis and reflection, I hope to be able to design and implement lessons that will peak his interest and help him to improve his skills for more success in the classroom. When we met for the first time, I introduced myself to Alan and explained to him the purpose of the project. It was important to me that I be able to establish a safe and open atmosphere during our work together so Alan would feel comfortable working with me and independently (Standard IV). He was interested in the subject matter of the Master's class I was taking,

and asked me many questions about what I was going to do with his assessments and who would be reading my case study. I was honest with him about my interest in his struggles in school, but stressed that he would be helping me quite a bit with my schoolwork. I urged him to do his best and be honest. Alan agreed to work with me readily, making a point to add, “I’m not dumb...I just find it hard to care about school.”

Individual Motivation Differences

Because motivation was one of my main reasons for choosing Alan for this case study, I decided to begin with assessments that would give me an idea about his interest and motivation toward reading. Because Alan has struggled in subjects other than English (Math and Science), I also wanted to evaluate how familiar he was with strategies that would help him work with informational texts to find pertinent information and use it for success across the curriculum. Assessing his attitudes and interests, along with his textbook reading skills and study strategies, would help me to design effective activities to work with him as a literacy learner, and also to design lessons to strengthen his academic achievements (Standard III).

Subtopic 1: Attitudes and Motivations Toward Reading

The first assessment I administered was the *Reading Attitude Survey* (Appendix: Artifact 1). Alan responded that he would much rather watch TV than read, but stated that he reads other than when reading is merely required and reads a somewhat diverse array of materials. He stated that he doesn’t have difficulty reading literature, but that he has a hard time concentrating long enough to read a whole book. Alan expressed that there is a lot of reading material in his home and that his parents read often to him when he was young, and that he does enjoy browsing in bookstores.

I also gave Alan the *Motivations for Reading Questionnaire* (Appendix: Artifact 2) to provide me with some more detailed insight about his reading attitudes and preferences. I read the statements aloud to him, and he gave his answers aloud – this gave us the opportunity to talk about many of his responses and I was able to gain quite a bit of insight into reading attitudes, along with other factors that may play a role in his struggles in school and with success in the classroom. Alan expresses a great deal

of confidence about his abilities as a reader, citing that he knows he is a good reader, and that he enjoys when others recognize this. Alan answered questions that were “more” or “much” like himself in the areas of intrinsic and extrinsic motivation, curiosity, and competition. He answered questions that were “not at all” or “somewhat” like himself in the categories of compliance, involvement, grades, and social factors.

Looking at Alan’s responses to these questionnaires leads me to believe that his intelligence and seeming intelligent are very important to him. He is motivated by many extrinsic reasons – recognition, competition – but not by grades. He likes the fact that he can read and comprehend challenging literature, but may lack the concentration to finish them. In fact, he states that he does not like reading long works of fiction, and in our conversation, stated that he would rather read short stories or articles about topics that interest him. Curiosity is a motivation factor for Alan, and he states that he might choose to read more about a topic in class that he finds compelling. Reading seems like an issue of personal success for Alan, however, since he responded the most negatively within the *social* category. Reading is not something that is shared within his family, and he does not admit to discussing his reading with family or friends. Though Alan does read for pleasure (if it interests him) and is proud of his ability to read, he does not like writing about what he has read, or vocabulary or comprehension questions. I asked him about this and he responded that he hates taking tests, and that tests don’t really measure what he knows. He added that he often thinks he does well on a test and ends up failing. This prompted me to want to find out more about his study habits, writing and vocabulary skills, and the possible obstacle of test anxiety.

Instructional Arrangements

Subtopic 2: Study Skills and Strategy Instruction

To gauge Alan’s knowledge and use of strategies to best pull important information from texts across the curriculum, I used the *Textbook Reading/Study Strategies Inventory (TRSSI)* (Appendix: Artifact 3). According to Alan’s responses, he tends to employ many of the strategies he is familiar with for reading for pertinent information. He cites that he highlights key words and passages, uses the

glossary to define unknown words, and takes notes on key concepts presented in the text. Many of these strategies he is able to do naturally because of his confidence with reading – using context clues along with prefixes and suffixes to get word meanings, identifying main ideas, looking for words which are bold or underlined, using punctuation clues, predicting what the author will say next, and relating new information to what he already knows. Looking at his answers, his poor performance on tests is perhaps not because of an inability to comprehend the material, but poor study skills. Alan admits on the inventory that he does not review his notes soon after taking them, creating a disconnect between the day the notes were taken and his need to recall information for the test using these same notes. He does not set goals and schedule for study sessions, make flashcards, or use his performance on previous tests to adjust his study strategies. He also does not create tables or charts to remember and organize information, or read chapter previews or summaries before delving into the chapter. Developing Alan's ability to use these strategies will help him to meet the High School Content Standards of using writing and visual expression for personal understanding and growth, and developing reading, listening and viewing strategies (Standard II)

Based on Alan's past test scores in school and his responses to the *TRSSI* survey, I believe that Alan would benefit from strategy instruction to better organize, review, and study information. He admits that he often depends on his initial reading and teacher-presented note taking sessions to pull needed information from texts. Perhaps because he comprehends the reading easily, he believes that he knows the material – discounting the need for review and study before a test. I decided that I would have to further assess his reading comprehension and skills for decoding vocabulary to better support my suspicions.

Core Components of Effective Literacy Instruction

Though Alan was confident in his own reading ability, I thought it important to administer assessments to gauge his reading fluency, comprehension, vocabulary, and written expression. Since he has not done well in his classes and specifically on tests, assessing his reading ability may give some

insight into his peer performance. Using Alan's reading interest assessments, I gathered materials for activities that would help me to better understand his reading and writing processes (Standard I).

Subtopic 3: Reading Fluency

Based on his reading interest surveys, I chose the short story Harrison Bergeron by Kurt Vonnegut, Jr. to help me to assess Alan's reading fluency. Alan stated that he liked short stories and science fiction, and I wanted to select a text that would challenge his thinking as well. I asked him to read the first section aloud, and I followed along on my own copy while he read. I listened for vocal inflection and expression, and noted any miscues using the guidelines listed in the *Oral Reading Accuracy* section of the *Reading Rockets* website (www.readingrockets.org/article/3412#accuracy) (Appendix: Artifact 4). Alan read at a confident pace, with inflection and vocal inflection that implied comprehension of the text, its themes, and tone. He was able to recount the story including key story point such as plot, characters, setting, events and author tone. This satisfies the many of the Content Standards in developing skills of close and contextual literary reading. Alan also seemed eager to read aloud and comfortable doing so.

Subtopic 4: Reading Comprehension

After reading aloud, I asked Alan to read the rest of Harrison Bergeron independently so I could ask him some questions that I had prepared to assess his reading comprehension and connections (Appendix: Artifact 5). I created two lists – the first contained questions that I consider to be more basic comprehension, and the second urges the reader to make stronger connections between the text and authorial intent and issues in the world. Alan was able to answer the question in List 1 easily – he recalled details from the text quickly, and added pieces to his answers that implied a deeper understanding and wish to discuss things further. For example, when asked the question, “How do Hazel and George react to the televised murder of their son?” Alan responded by saying, “George wasn't there to see it...he was in the kitchen. Hazel was crying, but when George got back, she couldn't tell him what happened because she forgot what she saw.” Though this answer satisfied the basic

comprehension question, Alan added, “It’s weird that the author said she had average intelligence and that’s why she didn’t need any handicaps. She is so below average. The average person doesn’t forget that they saw their son killed in front of them. It’s like instead of making everybody equal at an average level they had to make everyone stupid because you can’t make people smarter... but you can give everybody else handicaps to dumb them down. Like, for us to be equal, we have to be equal at the bottom. Does that make sense?” Alan goes beyond mere comprehension here, and is able to make deeper connections between the behavior of the characters and the author’s message. When I asked him who he thought Vonnegut’s targets were in this satire, he stated, “The government. Wait...I think I’m saying that because I think the government is behind everything [laughter]. I mean, the government is obviously oppressing everyone and taking away their talents, but I think it’s really the media. Harrison could’ve escaped and barged in on the Oval Office or something, but he went straight to the TV instead. He knew everybody would be watching and he could get his message out to more people. We only know things about the government that the media tells us anyway. They have more power.” Again, Alan was able to consider authorial intent and make connections between the fictional events of the story and the culture in which he lives. Alan has met many of the Content Standards in developing critical reading strategies, constructing meaning beyond the literal level, developing as a reader for personal, social and political purposes and developing the skills of close and contextual literary meaning.

Subtopic 5: Vocabulary

I used two activities to assess Alan’s grasp of vocabulary. The first assessed Alan’s understanding of vocabulary terms in the context of Harrison Bergeron (Appendix: Artifact 5). I pulled out five high level words used within the text and asked Alan questions containing these words – in order to answer the question correctly, he would have to understand the meaning of each word (vigilance, impediment, luminous, hindrances, and synchronized). Alan was able to answer each question correctly, proving his strength in using context clues to decode the meaning of words. He

answered these text-based questions with the same accuracy and confidence as with the comprehension questions.

The next assessment I administered was a timed standardized test called *Maze Measures* (Appendix: Article 6) which asks students to read two passages and select the best word from a group of three to complete each sentence. Students have three minutes to complete each passage, and the assessment evaluates a reader's ability to use context clues to decode vocabulary for correct use within a text. Though Alan expressed confidence in his vocabulary skills and was able to answer the vocabulary questions based on the text easily, he became apprehensive when faced with a written, timed test. He asked me if he would be penalized if he didn't finish, and stated that "tests are stupid – smart people fail tests all the time." I explained that this assessment would be evaluating the same skills he had already proven to have, but in a different way. He agreed to take the test, but looked in the direction of the timer often during the assessment. He did not finish either passage. Though the test is meant to be graded by the number answered right divided by the totally number of questions (giving Alan a score of 66%), he was 100% accurate on the questions he did answer.

Alan is able to determine the meaning of unfamiliar words through context clues and other methods (Content Standard 2.1.3). Alan's ability to decode vocabulary is strong, but his test score was influenced greatly by his test anxiety, and perhaps a fear of looking unintelligent or unsuccessful. Working with Alan on test taking strategies and relaxation techniques would be a logical step toward helping him to overcome test anxiety.

Subtopic 6: Written Expression/Connections

Because so many of the High School Grade Level Expectations are focused on writing and written expression, I thought it crucial that I incorporate writing assessment into my work with Alan. After reviewing and thinking about our past conversations, his interest inventories, and information received from my talks with his parents, I decided to prompt Alan to write a narrative comparing life on the east coast with life here in the Midwest. He was enthusiastic about the idea, and worked on his writing during the time between our meetings. When we met, he gave me his writing sample and we

read it together. I had a hard time reading much of his handwriting, so I had him read his writing aloud while I followed along. I noticed that while he read aloud, he identified many spelling and grammatical errors that he orally adjusted. For example, he wrote, “People a much more lad back ...” and verbally corrected this in his reading by saying, “People *are* much more *laid* back...” I counted nine errors like this, along with seven spelling errors – six of which Alan apologized for when he came across them in his oral reading to me. His ideas were organized logically, but missing many pertinent details and explanation, which created a superficial tone in his writing.

Because Alan easily picked out and corrected the spelling and grammatical errors in his writing as he read aloud, it was obvious to me that he had not looked over his writing after he finished the draft. This reminded me of some of his responses on the *TRSSI* survey – he did not reread his notes soon after taking them in class, and therefore was unfamiliar with much of the information in them by the time he was faced with a test. As I listened to Alan’s responses to the comprehension questions linked to Harrison Bergeron, I realized that he does pick up on details, nuances and tone in his *reading*, and wanted him to work toward creating these elements in his *writing* as well. One of the Grade Level Standards requires that students see writing as a recursive process, and to help Alan to meet this standard, I would need to develop some activities geared toward editing and revising his writing (Standards V and VI).

The first step in this lesson was to have Alan proofread his paper and edit for spelling and grammatical errors. I then gave him a student rubric based on the 6 Traits of Writing, and asked him to assess his own writing using this, circling where he thought his first draft fell on each of the six sections of the rubric. I also encouraged him to make notes about how he could improve his writing based on these ideas. Alan corrected his paper for convention errors easily, and I noticed that he made notes about revision both on his original draft and on the rubric (Appendix: Artifacts 7 and 8). After reviewing these steps with Alan and discussing his ideas with him, I asked him to incorporate them into a second draft. Alan worked on this during the time between our meetings, and when I saw him again, was proud to show me the revised draft (Appendix: Artifact 9). Alan added many more details which made his

writing more interesting and hooked the reader, and created more of a personal tone in his writing. For example, he added that Laurel Springs (where he lived for a time in New Jersey) was a frequent vacation spot for Walt Whitman. He added some compelling word choices as well which also helped to create an interested, personal tone – calling the inhabitants of the east coast “denizens” for example. He added personal details about the struggles he had with fighting and getting suspended in middle school, which created a much stronger bond between reader and writer. The rubric seemed a helpful tool for Alan’s revision process. I did notice quite a few spelling and letter omission errors, which lead me to believe that he still needs practice with proofreading immediately after drafting.

Subtopic 7: Literacy Across the Disciplines

One of the main issues that came out in Alan’s TRSSI survey was that fact that he did not take advantage of strategies other than reading and note taking for success on tests and to better learn the material. Alan depends mainly on his reading comprehension skills and notes given by the instructor, but does not review or study this information effectively. Alan and I discussed ways to organize, manipulate and review information to better success and retention of knowledge in all of his classes. Just as proofreading and editing his writing is something he needs to work on doing immediately after drafting, reviewing and editing his notes is something he needs to do soon after taking them. He can also reread the material in textbooks and add to his notes.

Along with these strategies, we talked about other methods he can employ to better review, study and learn material across the disciplines. Flashcards, mnemonic devices, and charts/graphs will help him to visually represent written information in a way which is easy to study and will help him to recall information more effectively. We discussed that the more he is familiar with the information and has developed varied ways of recalling information, the more confident he will feel going into a test, and the more strategies he will have for successful recall if he feel overwhelmed or anxious.

Reflection

As I met with Alan, conducted assessments and taught lessons, I found a strong connection between Alan’s confidence in certain areas and his academic success. Because he views himself as a

strong reader, he works harder in this subject and carries a higher grade. He is also able to prove his knowledge of material in discussions and in writing more than in other core subjects; this is another reason his grade is consistently higher in English – his grade is influenced more strongly by objective tests in other disciplines, an area in which he feels anxiety and has performed poorly. Using the strategies that we discussed, hopefully Alan will be able to more effectively prepare for tests and recall needed information. Feeling prepared will increase his confidence when testing, and foster a feeling of success that will decrease his feelings of anxiety.

Alan responded well to his lesson about editing and revising. He was able to effectively and distinctively improve his writing using the rubric. During my lessons with him, Alan seemed to respond positively when he understood that there are concrete steps that he can take to plan and carry out his writing assignments. A focus on prewriting and organization will help him to gain confidence before he sits down to write. Further interest surveys and formative assessments will help to strengthen a positive attitude toward his own ability and willingness to write, which I believe will help him to achieve High School Content Standards in writing and working with texts.

"Alan" Art #1

Reading Attitude Survey

Directions:

This is a survey that describes how you feel about reading. Please circle the answer that best describes your feelings toward reading.

SD - Strongly Disagree D - Disagree U - Undecided A - Agree SA - Strongly Agree

- ⇒ When I have free time, I am more likely to pick up a book than turn on the television.
SD D U A SA
- ⇒ One of my favorite pastimes, is walking around a bookstore looking at all the books.
SD D U A SA
- ⇒ I like to read but literature is often too difficult to understand and read.
SD D U A SA
- ⇒ I only read when I have to.
SD D U A SA
- ⇒ I would rather have my teacher tell me what I need to know than read it.
SD D U A SA
- ⇒ I have a special spot where I go to read a book.
SD D U A SA
- ⇒ I only read magazines and comic books.
SD D U A SA
- ⇒ We have a lot of reading material in my home.
SD D U A SA
- ⇒ I cannot concentrate long enough to read a book.
SD D U A SA
- ⇒ My family never read things while I was growing up.
SD D U A SA



Abbott, BYU, 2002

"Alan" Artifact

APPENDIX E

Motivations for Reading Questionnaire* (MRQ)

Intrinsic Motivations:

Reading Efficacy

Know I will do well in reading this year.
I am a good reader.
I learn more from reading than most students in the class.
In comparison to my other school subjects, I am best at reading.

- 1 Not at all like me
- 2 Somewhat like me
- 3 More like me
- 4 Most like me

Challenge

I like hard, challenging books.
I like it when the questions in books make me think.
I usually learn difficult things by reading.
If the project is interesting, I can read difficult material.
If a book is interesting, I don't care how hard it is to read.

Curiosity

If the teacher discusses something interesting, I might read more about it.
I read about my hobbies to learn more about them.
I need to learn new information about topics that interest me.
I like to read about new things.

Most successful but average student in class. 2:5-3:0

Quantitative PE best
Science & math
Statistics
Reading
My friend
finest
Novelist

If I am reading about an interesting topic, I sometimes lose track of time.
I enjoy reading books about people in different countries.

Involvement

I read stories about fantasy and make believe.
I make pictures in my mind when I read.
I feel like I make friends with people in good books.
I like mysteries.
I enjoy a long, involved story or fiction book.
I read a lot of adventure stories.

Importance

It is very important to me to be a good reader.
In comparison to other activities I do, it is very important to me to be a good reader.

Extrinsic Motivations:

Recognition

My friends sometimes tell me I am a good reader.
I like hearing the teacher say I read well.
I am happy when someone recognizes my reading.
My parents often tell me what a good job I am doing in reading.
I like to get compliments for my reading.

Grades

I look forward to finding out my reading grade.
Grades are a good way to see how well you are doing in reading.
I read to improve my grades.
My parents ask me about my reading grade.

Social

I visit the library often with my family.
I often read to my brother or my sister.
I sometimes read to my parents.
My friends and I like to trade things to read.
I talk to my friends about what I am reading.
I like to help my friends with their schoolwork in reading.
I like to tell my family about what I am reading.

- 1 Not at all like me
- 2 Somewhat like me
- 3 More like me
- 4 Most like me

@ Columbia
Reading is fun
Gives me a
positive attitude
on homework

pleasure

Fantasy Day

*Revised Version. To administer this questionnaire, the statements need to be presented in random order (check the categories or headings) and numbered. The students write the numeral (1, 2, 3, or 4) next to each statement that tells how true the statement is for them.
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Competition

I like being the only one who knows an answer in something we read.
 I like being the best at reading.
 It is important for me to see my name on a list of good readers.
 I try to get more answers right than my friends.
 I like to finish my reading before other students.
 I am willing to work hard to read better than my friends.

Compliance

I do as little schoolwork as possible in reading.
 I read because I have to.
 I always do my reading work exactly as the teacher wants it.
 Finishing every reading assignment is very important to me.
 I always try to finish my reading on time.

Reading Work Avoidance

I don't like to read out loud in class.
 I don't like having to write about what I read.
 I don't like reading stories that are too short.
 I don't like reading something when the words are too difficult.
 I don't like the vocabulary questions.
 I don't like it when there are too many people in the story.

	1 Not at all like me	2 Some what like me	3 More like me	4 Most like me
Competition				
Compliance				
Reading Work Avoidance				

Test anxiety
 doubts own knowledge -
 questions answered
 confidence doesn't read questions
 (Mushy, doesn't read questions)
 Oral tests more successful
 Math + Science - struggles
 Foreign language (Spanish) as well
 "School is a linear, un-abstract way of teaching people"

	1	2	3	4
Competition				
Compliance				
Reading Work Avoidance				

Depends on other
 Scholastic - 2
 For pleasure - 3
 Reading not a struggle

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Held back
 7th grade -
 fighting suspension
 not doing school work
 Attendance record - since 9th grade
 Connections w/ teachers important -
 2-2 GPA
 End of Junior Year

History of drug + alcohol use, parents unaware of extent (or uninvolved)

"Alan" Artificial 3

FORM 9.3. Textbook Reading/Study Strategies Inventory

**Textbook Reading/Study
Strategies Inventory (TRSSI)**

Directions: The purpose of this scale is to learn more about your perceptions of various reading and study strategies. We are interested in knowing how familiar you are with different strategies, how effective you feel the strategies are in helping you learn, and how often you use the strategies to read and study for tests.

For example, you may be very familiar with how to outline textbook chapters, so your familiarity rating might be a 5. However, because outlining is very time-consuming, you use that strategy only rarely, so your use rating might be a 2.

Rate each of the strategies below on a 1-5 scale (1 = low; 5 = high) in terms of familiarity and use. Circle the number of your rating for each strategy in the appropriate column.

Strategy	Familiarity					Actual use				
	1	2	3	4	5	1	2	3	4	5
1. Identify prefixes and suffixes to pronounce words or get the meaning of words.					5					4
2. Use context clues to get the meaning of words.					5					4
3. Use the glossary or dictionary to define words in textbooks.					5				3	4
4. Conduct a chapter preview before you read.		2			5		1			4
5. Read chapter introduction and summary before reading the whole chapter.		2			5		1			4
6. Underline key concepts in the textbook.				4	5				3	4
7. Make notes on key concepts presented in the textbook.				4	5				3	4
8. Take notes on key concepts presented in the textbook.				4	5				3	4
9. Outline textbook information.				4	5		1		2	4
10. Create tables or charts of textbook information.	1			4	5		1		2	4
11. Draw semantic maps of textbook information.	1			4	5		1		2	4

(con)

Adapted from Saumell, L., Schumm, J., & Post, S. (1993). *College Students' Perceptions of the Feasibility of Reading and Study Strategies*. Paper presented at the College Reading Association Conference, Richmond, VA. Reprinted in *Reading Assessment and Instruction for All Learners*, edited by Jeanne S. Schumm. Permission to photocopy this form is granted to purchasers of this book for personal use only (see copyright page for details).

FORM 9.3. (page 2 of 3)

Strategy	Familiarity					Actual use				
	1	2	3	4	5	1	2	3	4	5
12. Use study questions presented in the textbook to guide your reading or review of a chapter.					5		2			
13. Develop flashcards of key textbook information.			3					3		
14. Reread chapters to prepare for tests.					5					5
15. Use chapter headings and subheadings to guide reading and study.				4				3		
16. Monitor your understanding while you read, and take action to use "fix-up" strategies when you don't understand.		2					2			
17. Identify main ideas of paragraphs as you read.					5					5
18. Identify most important details as you read.				4					4	
19. Use paragraph organization (such as cause and effect or problem and solution) to help you understand as you read.					5					5
20. Use punctuation clues to help you understand difficult sentences.				4					4	
21. Use typographic aids such as boldface type and italics to help identify key information.					5					5
22. Use multistep reading strategies such as SQ3R.	1					1				
23. Relate new information to what you already know.					5					5
24. Create mental pictures or images to envision what you are reading.					5					5
25. Anticipate or predict what the author will say next as you read.					5					5
26. Predict questions teachers might ask on tests.		2					2			
27. Write summaries to reflect on key information in chapters.	1					1				

(cont.)

FORM 9.3. (page 3 of 3)

Strategy	Familiarity					Actual use				
	1	2	3	4	5	1	2	3	4	5
28. Adjust your reading rate to your purpose for reading and the level of difficulty of the material.					5					5
29. Practice for tests using rehearsal or recitation strategies.	1	2	3	4	5	1	2	3	4	5
30. Use mnemonic or memory systems to remember information for tests.	1	2	3	4	5	1	2	3	4	5
31. Read chapter before taking notes on the topic in class.	1	2	3	4	5	1	2	3	4	5
32. Review lecture notes within 24 hours after taking the notes.	1	2	3	4	5	1	2	3	4	5
33. Rewrite lecture notes.	1	2	3	4	5	1	2	3	4	5
34. Examine author's ideas to judge the use and value of the reading assignment.	1	2	3	4	5	1	2	3	4	5
35. Identify facts and opinions as you read.	1	2	3	4	5	1	2	3	4	5
36. Set goals and schedule for study sessions.	1	2	3	4	5	1	2	3	4	5
37. Use specific strategies to study for different kinds of tests (e.g., multiple-choice, essay, identification).	1	2	3	4	5	1	2	3	4	5
38. Use performances on first test in a class to adjust study strategies for subsequent tests.	1	2	3	4	5	1	2	3	4	5
39. Prepare for tests by meeting with a study partner or study group.	1	2	3	4	5	1	2	3	4	5

My goals for improving my reading and study strategies this semester are:

1. Reread lecture notes 24 hours after taking them.
2. Change strategies for different kinds of tests.
3. Use first performance as indicator (Broken? Fix? Learn alone?)

HARRISON BERGERON

by Kurt Vonnegut, Jr.

THE YEAR WAS 2081, and everybody was finally equal. They weren't only equal before God and the law. They were equal every which way. Nobody was smarter than anybody else. Nobody was better looking than anybody else. Nobody was stronger or quicker than anybody else. All this equality was due to the 211th, 212th, and 213th Amendments to the Constitution, and to the unceasing vigilance of agents of the United States Handicapper General.

Some things about living still weren't quite right, though. April for instance, still drove people crazy by not being springtime. And it was in that clammy month that the H-G men took George and Hazel Bergeron's fourteen-year-old son, Harrison, away.

It was tragic, all right, but George and Hazel couldn't think about it very hard. Hazel had a perfectly average intelligence, which meant she couldn't think about anything except in short bursts. And George, while his intelligence was way above normal, had a little mental handicap radio in his ear. He was required by law to wear it at all times. It was tuned to a government transmitter. Every twenty seconds or so, the transmitter would send out some sharp noise to keep people like George from taking unfair advantage of their brains.

George and Hazel were watching television. There were tears on Hazel's cheeks, but she'd forgotten for the moment what they were about.

"Alan" ~~April~~ 4

On the television screen were ballerinas.

A buzzer sounded in George's head. His thoughts fled in panic, like bandits from a burglar alarm.

"That was a real pretty dance, that dance they just did," said Hazel.

"Huh" said George.

"That dance-it was nice," said Hazel.

"Yup," said George. He tried to think a little about the ballerinas. They weren't really very good-no better than anybody else, would have been, anyway. They were burdened with sashweights and bags of birdshot, and their faces were masked, so that no one, seeing a free and graceful gesture or a pretty face, would feel like something the cat drug in. George was toying with the vague notion that maybe dancers shouldn't be handicapped. But he didn't get very far with it before another noise in his ear radio scattered his thoughts.

George winced. So did two out of the eight ballerinas.

Hazel saw him wince. Having no mental handicap herself, she had to ask George what the latest sound had been.

"Sounded like somebody hitting a milk bottle with a ball peen hammer," said George.

"I'd think it would be real interesting, hearing all the different sounds," said Hazel a little envious. "All the things they think up."

"Um," said George.

"Only, if I was Handicapper General, you know what I would do?" said Hazel. Hazel, as a matter of fact, bore a strong resemblance to the Handicapper General, a woman named Diana Moon Glampers. "If I was Diana Moon

Harrison Bergeron

Comprehension/Connection Questions

LIST 1

1. What is the state of U.S. society as described in the first paragraph of the story? How has "equality" been achieved?
2. Consider the characters of Hazel and George. Why isn't Hazel handicapped? How does George seem to feel about his handicaps?
3. Consider the character of Harrison in terms of both his physical qualities and personality traits.
4. What is the significance of the dance that Harrison performs with the ballerina? How does the style in which the story is written change in this passage?
5. How are we as readers supposed to react to Harrison and the ballerina's execution?
6. How do Hazel and George react to the televised murder of their son?
7. What do you consider to be Vonnegut's targets in this story?

LIST 2

- 1) What are the implications of the opening sentence, "The year was 2081, and everyone was finally equal?"
- 2) What human tendencies underlie the sort of world described by Vonnegut?
- 3) What are the functions of the agents of "the United States Handicapper General"?
- 4) What might Vonnegut be satirizing about the world?
- 5) How are George and Hazel Bergeron described? What sort of life do they lead? What is Vonnegut parodying here?
- 6) What does the story warn against? To what extent do television, radio, and the mass media generally function like George's mental handicap radio?
- 7) Why is Harrison Bergeron such a threat to society? How old is he? How has he been "handicapped"?
- 8) What is the meaning of Harrison's and the ballerina's flight-like dance and kissing? What is meant by the statement, "not only were the laws of the land abandoned, but the law of gravity and the laws of motion as well"?
- 9) Why does Hazel Bergeron forget what she is crying about?
- 10) What are the appropriate limits to ensuring equality and why?

Vocabulary

Describe the unceasing *vigilance* of the HG men.

What kind of speech *impediment* do you imagine the TV announcer had?

The ballerina's voice is described as *luminous*. What might it have sounded like?

What type of *hindrances* do the ballerinas have?

What does it mean if things are *synchronized*?

Maze Measures

Artifact 6
HIGH SCHOOL

Assessment 3: 2006-2007

Grade: 10/11

Name: "Alan"

PLACE STUDENT
LABEL HERE

Passage 1:	24/50
Passage 2:	37/58
Average Score:	71/108

66%

Only the averaged score is entered into the PMRN

Read each sentence. When you come to three words that are underlined and in dark print, you will circle the word that belongs in the sentence.

1. The snow was falling and the air was crisp. He put on his trees / boots / houses and walked to school.
2. He was late, so he map / see / ran to catch the bus.

Do not turn this page until you are instructed to do so.



Name: _____

STARS

Looking to the Stars

Throughout history, even before the invention of the telescope, we have watched the heavens. We have created constellations of stars that / arid / game say more about us than about bat / the / paw stars themselves: the Dragon, the Hunter, was / mid / the Southern Cross, the Great Bear. We hid / inn / may use the stars to steer by, but / mad / pie we also use them as symbols. For barrage / example / hideous, our most popular actors and musicians cup / joy / are called "stars," while students receive gold stars / alter / diced for excellent work.

In recent years, fan / our / icy knowledge of stars has begun to adult / doors / catch up to our fascination with them—and / nab / pod that knowledge has proven just as combustion / evacuation / intriguing. A star's formation, its lifecycle, even buy / its / duo eventual death, all involve energy on a dice / heal / vast scale.

The Birth of a Star

The birth of a star is a ambivalence / impoundment / complicated process, but Dr. Jean Turner, a professor of / in / at astronomy at UCLA in California, has found / bonus / known a simple way to discuss an mount / event / large of vast proportions: "Gravity tends to ponds / cause / rebel gas clouds to shrink into spherical scrap / tamed / balls and that's basically what a star at / is / by. If you let a gas cloud collapse / beginner / abstract, it will form a ball. If bell / dawn / that ball is massive enough, it will box / get / ego hot enough inside to fuse hydrogen, overcome / surfaced / creating a star."

The key components are heat / acid / each and compression, the compression occurring because of / in / my gravity. Both the heat and the

salesperson / unauthentic / compression are almost inconceivable because they occur so on / he such a cosmic scale. Even if the / end / had entire surface of the Earth suddenly begrudge / carousel / imploded in a torrent of flames, it below / would / error not come close to the catastrophic forces / agenda / clinic on display during the birth of a dose / hype / star.

Specifically, when the temperature reaches 15 to / in / or 20 million degrees Fahrenheit, the gases due / and / nab dust produce hydrogen plasma. This plasma plea / meet / will form the core of the new star / meat / howl. The shrinkage of the gas causes hip / the / day pressure and temperature to increase, and causes / admire / buzzer the plasma to rotate at an appraisals / percentage / increasing rate of speed. This rotation causes gas / den / spa and dust to be flung away bike / dorm / from the star. The cast off material diet / will / hand form comets, moons, and planets. That but / the / out creation of an entire solar system is / or / at the mere byproduct of a star's dressing / creation / flooding helps provide a sense of scale.

When / Debt / Howl the core of the protostar reaches 10 baggage / million / daggers degrees, nuclear reactions begin. This sudden cured / fight / burst of energy creates a stable body jug / and / nob a new star has been born. Red / How / Zoo long does this process take? Until recently / animated / cleanest, scientists believed star formation took a cultivated / immobilize / relatively short amount of time. However, work by / in / at astronomer Clair Chandler has led to mug / the / hot discovery that star birth takes much longer / domino / health than previously thought, perhaps as long or / as / is 200,000 years.



Name: _____

WILLIAM PENN: A PERFECT FREEDOM

William Penn is considered one of America's first proponents of liberty. A century before the Declaration of / at / in Independence, Penn proposed a colonial constitution calling how / for / win freedom of the press, freedom of sidewalk / vacation / religion, free enterprise, and trial by jury. At / In / Or addition to setting forth these principles, Penn also / when / hair established important relationships with Native Americans not / and / the founded the city of Philadelphia.

Religious Freedom in Pennsylvania

William Penn has / was / end born in 1644 in London, the egg / low / son of a British admiral, William Penn, Sr. As / It / No a young man, Penn led a bothering / moonlight / privileged life: he attended college briefly, studied was / law / cow briefly, and managed his father's estate in / or / to Ireland. All that changed, however, when Penn somewhere / converted / reminding to Quakerism, a religion based on can / the / who ideas of tolerance and pacifism. Because Quaker house / plant / ideas conflicted with Puritan doctrine in England, Quakers / Frowned / Booklet were imprisoned for holding or attending rubbed / public / tomato meetings, and Penn was imprisoned for low / and / his writings. As a result, Penn began to / in / be envision a utopian community in which little / wailed / people with different religious beliefs could live together / diamond / extremes peacefully.

Penn soon gained the resources by sport / change / which he created his vision. To repay a have / them / debt owed to Penn's father, King Charles II cans / gave / take Penn the rights to a large tract / sport / hotel of land in America. Penn butterfly / requested / indicated and received a charter from the then / been / king.

allowing him to establish a colony called / driven / became Pennsylvania in honor of William Penn, Sr.

Penn / From / Band came to America in 1682 to previous / establish / objective a colony based upon principles of attending / backpack / political and religious freedom for all. Penn visited / ranking / attached America only twice, in 1682-1684 and 1699-1701, when / each / them time for less than two years. World / Front / Still he left a lasting mark on cat / our / saw nation.

Fair Dealings and Peace with the Native Americans

Penn was unusual in his dealings / pillows / athlete with Native Americans. He understood that lands granted to are / can / him actually belonged to the native people. Before / Women / Oranges he would sell or settle on the / can / art land, he intended to purchase it playing / footing / legally. Soon after his arrival, he made reports / contact / perfect with the Delaware tribe (also called for / his / the Leni Lenape), the true owners of "his" want / land / flat.

However, there were many difficulties to involved / overcome / rankings. Overlapping claims of ownership among various / premium / becomes tribal groups made negotiations difficult. In when / fort / some cases it wasn't clear who owned how / the / was land. Moreover, the Delaware had many whose / years / sport of experience in working out treaties and / how / was were rightfully suspicious.



37/5

Got Space?

"Alan" Artifact 7
DRAFT #1

Having lived in both Michigan and New Jersey, I have a unique perspective on the people who live in both places.

I was born in the town of Stratford NJ. It's a small town south of Philadelphia Pennsylvania. My mother's family is from an even smaller town in the area called Laurel Springs. Living on the east coast, which is a very congested part of the country, you get used to people having a whole lot of attitude. Things tend to move at a much quicker pace and the limited space is only out done by the lack of patience of the people living there. People ^{elsewhere} would see this as rude, but when you have very little space ~~and~~ realize that it takes on a sense of urgency. Moving from the midwest, the attitude does take some getting used to. Some times with disastrous results. (Examples?)

Moving to the midwest however was much easier. People are much more laid back and there seems to be no sense of urgency about the place. People are not nearly as guarded as they are on the coast and much easier to talk to.

Personally, I found asking girls ^(or boys) but to be much easier in Michigan. Not that it ups the success rate, but its a whole lot easier to be turned down ^{here} in Michigan.

So which do I like better? Well I do have a sentimental spot for New Jersey. Its my home and I have lots of great memories there with friends and family. Michigan is also great and making out hangs out with friends ^{husbands} is much simpler here. Not to mention that my family is here and they ^{make} any translation much easier.

I think that everyone should try living somewhere different. I certainly find you perspective on where you call home.

"Plan" Appendix 8

6-TRAIT SCORING GUIDE FOR STUDENTS

Ideas

5. My paper is clear, focused, and filled with details not everybody knows.

- You can tell I know a lot about this topic.
- My writing is full of interesting tidbits, but it doesn't overwhelm you.
- I can sum up my main point in one clear sentence.
- When you start reading, you *won't* want to stop.
- You can picture what I'm talking about. I *show* things happening (*Fred squinted*); I don't just *tell* about them (*Fred couldn't read the small print*).

3. Even though my writing grabs your attention here and there, it could use some spicy details.

- more examples
- situations
- more unknowns

- I know *just* enough to write about this topic—but more information would make it more interesting.
- Some "details" are things most people probably already know.
- My topic is too big. I'm trying to tell too much. Or else it's too skimpy.
- It might be hard to picture what I'm talking about.
- I'm afraid my reader will get bored and go raid the refrigerator.

1. I'm still figuring out what I want to say.

- I need a LOT more information before I'm really ready to write.
- I'm still thinking on paper. What's my main idea? Beats me.
- I'm not sure *anyone* reading this could picture *anything*.
- I wouldn't want to share this aloud. It's not ready.
- Could I sum it up in one clear sentence? No way! It's just a list of stuff.

Organization

5. My paper is as clear as a good road map. It takes readers by the hand and guides them along every step.

- My beginning hints at what's coming, and makes you want to read on.
- Every detail falls in just the right place. Nothing seems out of order.
- You never feel lost; however, there could be a surprise or two.
- Everything connects to my main point or the main story.
- My paper ends at just the right spot, and ties everything together.

3. You can begin to see where I'm headed. If you pay attention, you can follow along pretty well.

- I have a beginning. Will my reader be hooked, though?
- Most things fit where I have put them. I might move *some* things around.
- Usually, you can see how one idea links to another.
- I guess everything should lead up to the most important part. Let's see, *where* would that be?
- My paper has an ending. But does it tie things together for the reader?

- find depth
- what would I find interesting?

• Where are we headed? I'm lost myself.

- A beginning? Well, I might have just repeated the assignment
- I never knew what to say next, so I wrote the first thing that came to me.
- I'm not really sure which things to include—or what order to put them in.
- Things are just piled together—like in a messy closet!
- An ending? I just stopped when I ran out of things to say.

Voice

5. I have put my personal, recognizable stamp on this paper.

- You can hear my voice *booming* through. It's *me*.
- I care about this topic—and it shows.
- I speak right to my audience, always thinking of questions they might have.
- I wrote to please myself, too.
- My writing rings with confidence.

3. What I truly think and feel shows up sometimes.

- more humor
- what's funny about this?

- You might not laugh or cry when you read this, but you'll hang in there and finish it.
- I'm right on the edge of finding my own voice—so close!
- My personality pokes out here and there. You *might* guess this was my writing.
- I didn't think about my audience *all* the time. Sometimes I just wrote to get it over with!

1. I did not put much energy or personality into this writing.

- It could be hard to tell who wrote this. It could be anybody's.
- I kept my feelings in check.
- If I liked this topic better or knew more, I could put more life into it.
- Audience? *What* audience?

Word Choice

5. I picked *just* the right words to express my ideas and feelings.

- The words and phrases I've used seem *exactly* right.
- My phrases are colorful and lively, but not overdone.
- I used some everyday words in new ways. Expect a few surprises.
- Do you have a favorite phrase or two in here? I do.
- Every word is accurate. You won't find yourself wondering what I mean.
- Verbs and nouns carry the meaning. I don't bury my reader in adjectives.

- even though it
may bore you to
tears...
- It sounds nice.

3. It might not tweak your imagination, but hey, it gets the basic meaning across.

- It's functional and it gets the job done, but I can't honestly say I stretched.
- OK, so there are some clichés hiding in the corners.
- I've also got a favorite phrase lurking around here *someplace*.
- Verbs? What's wrong with good old *is, are, was, were* . . . ?
- I might have overutilized the functionality of my thesaurus.
- You can understand it, though, right? Like, nothing's really wrong.

1. My reader might go, "Huh?"

- See, I'm like this victim of vague wording and fuzzy phrasing.
- It's, you know, kind of hard to get what I'm talking about. I don't even remember what I meant, and *I wrote this stuff!*
- Maybe I misutilized a word or two.
- Some redundant phrases might be redundant.
- I need verby power.

Sentence Fluency

5. My sentences are clear and varied—you'll WANT to read it out loud.

- Go ahead—read with expression! You won't need to practice.
- Sentence variety is my middle name.
- Hear the rhythm?
- Deadwood has been cut. Every word counts.

3. My sentences are clear and readable.

- My writing is *pretty* smooth—you can get through it all right.
- Some sentences should be joined together. Others might be cut in two.
- There's a little deadwood, sure, but it doesn't bury the good ideas too badly under extra verbiage, even though I must say it wouldn't hurt to cut some unneeded words here and there and shorten things up just a bit now and then.
- I guess I did get into a rut with sentence beginnings. I guess I could use more variety. Sometimes I start a sentence a different way.

1. I have to admit it's a challenge to read aloud (even for me).

- You might have to stop or reread now and then it just feels like one sentence picked up right in the middle of another a new sentence begins and, oh boy, I'm lost . . . Help! Untangle me!
- My sentences all begin the same way. My sentences are all alike. My sentences need variety. My sentences need work. My goodness.
- Some sentences are short. They're too short. They're really short. Way short. Short. S-h-o-r-t. Get it? Right.
- Reading this is like trying to skate on cardboard. Tough going!

- Its not poetry
- Flow could be better with more funny stuff

Conventions

5. An editor would fall asleep looking for mistakes in this paper.
- Capitals are all in the right places.
 - Paragraphs begin at the right spots.
 - Great punctuation—grammar, too.
 - My spelling (even of difficult words) would knock your socks off.
 - I made so few errors, it would be a snap getting this ready to publish.
3. Some bothersome mistakes show up when I read carefully.
- Spelling is correct on simple words.
 - Capitals are mostly Ok. maybe i should look again, Though.
 - The grammar and usage are OK for everyday writing.
 - A few pronouns do not match what IT refers to.
 - You might stumble over my innovative! punctuation.
 - It reads like a rough draft, all right.
 - I'd definitely need to do some editing to get this ready to publish.
1. Better read it once to decode, then once again for meaning.
- Lotsuv errors Mak? the going ruf.
 - i've forgotten some CAPS—otherS aren't Needed.
 - Look out four speling mysteaks.
 - To tell the truth, I didn't spend much time editing.
 - I'll really have to roll up my sleeves to get this ready to publish.

*- needs to be cleaned up
LOTS!!*

GOT SPACE?

"Plan" Artifact 9
DRAFT #2

-I've had the opportunity to live in two very different places, New Jersey and Michigan. My perspective on the people living in both places is unique and well earned.

-I was born in the small town of Stratford, NJ. Your typical small town about twenty miles of Philadelphia Pennsylvania. Mom's family is from an even smaller, more-so typical small town in the area named Laurel Springs. Laurel Springs claim to fame is that it's the place where Walt Whitman spend his summer vacations. Yeah I know, exciting. But no matter how small the town (Laurel Springs is a half-a-mile square in size) South Jersey is still more crowded than most other areas of the country.

-For the most part, you wouldn't be able to usually distinguish New Jersey from any where else. Everything looks of normalcy. That is until you talk w/ someone. What you'll notice first is that most denizens of the east coast have a heaping dose of allidite. After a short time there I noticed that this attitude was completely second nature and most if asked about it wouldn't even acknowledge it as being present. This does take some jelly used too. Especially in school. For me, this transition period was one filled w/ fighting, yelling, and getting suspended. I eventually learned to deal w/ it, but it took some time (and bruises)

- Conversely, moving to the midwest was much easier. People here were generally much nicer and not so judgemental. I couldn't believe how laid back everyone was. At my school back east there were weekly fights with kids really getting hurt. Here, I did not see my first fight until I'd been at school here for two years. Oh posturing and threats were abundant, but actual fights were very very rare. Additionally, asking girls out here is much easier. Don't get me wrong, moving here did not increase my success rate, but getting turned down by girls here is MUCH MUCH nicer. Jersey girls turn you down and getting fetal and crying for a while was the best way to cope. They were just plain nasty. Michigan girls did what they could to be nice and sometimes even apologetic. This was a very nice change.

- Which do I like better? I really do have a soft spot for New Jersey. It's my home and I have great memories w/ friends and family there. But coming to Michigan and making friends was fun, and w/ family here made it much easier.

- Having the chance to live somewhere else was a great experience for me. I feel it would be a good experience for anyone to get perspective on wherever they call home.

**TE 846 Rubric for Case Study Two
For Student Self-Assessment and Instructor Feedback**

Name: _____

Points: _____/40 points

Expectations for Quality

Criteria	Expectations for Quality				Comments
	Outstanding Exemplary Range	High Quality Range	Good Quality Range	Below Expected Quality Range	
Clear, consistent, and convincing evidence that standards have been addressed with case study students					
Description: Accurately and precisely explains elements or features of events, persons, concepts, or strategies under investigation					
Analysis: Interprets and examines how students responded, the factors that influenced these responses, supported by specific evidence and examples					
Reflection: Provides a rationale and justification for teaching actions and an understanding of future actions					
*Course topical areas are addressed in each type of writing (description, analysis, and reflection) *Contracted number of subtopics	At least 7 sub-topics	5 sub-topics	3 sub-topics	1 sub-topic	
Meets professional standards of writing mechanics					

* I have contracted for 7 subtopics.

