October 1992

Supporting Content Literacy: How Can University Supervisors and Cooperating Teachers Assist Student Teachers (and themselves)?

Cathleen D. Rafferty

Follow this and additional works at: https://scholarworks.gvsu.edu/mrj

Supporting Content Literacy: How Can University Supervisors and Cooperating Teachers Assist Student Teachers (and themselves)?

Cover Page Footnote

Supporting Content Literacy: How Can University Supervisors and Cooperating Teachers Assist Student Teachers (and themselves)?

by Cathleen D. Rafferty, Ph.D.

Is content reading a dead issue? Perhaps. Despite decades of discourse and research into content reading which has recently included: 1) the ability of such instruction to create positive attitudes toward the concept but not subsequent implementation (O'Rourke, 1980; Stieglitz, 1983; Christiansen, 1986; Ratekin et al., 1985), b) identification of common misconceptions about content reading (Stewart and O'Brien, 1989; O'Brien and Stewart, 1990), c) a call for a "broader rationale" for content reading (O'Brien, 1988), and a new definition of content literacy (McKenna and Robinson, 1990), resistance persists.

Does content literacy have to be a dead issue? Hopefully not. Several recent articles have proposed a re-aligned and expanded professional education sequence to help support development of content literacy teaching strategies and subsequent implementation (Sturtevant, 1991; Rafferty, 1990b, 1991). Changes outlined by these authors are likely to be ineffectual, however, particularly if the following personnel are themselves resistant to the role of content literacy in middle grades, high school, or university classrooms:

1) On-campus faculty - either in teacher education or in various subject matter disciplines - need to know, understand, embrace, model, and support various content literacy techniques in their own courses.
2) Student teaching supervisors should facilitate implementation and further development of these techniques.
3) Cooperating classroom teachers must be knowledgeable and supportive of experimentation with content literacy teaching strategies.

The following checklist was originally designed to assist cooperating teachers and university supervisors to support student teachers' use of content area literacy/learning teaching techniques (CAL/LTS). It has been expanded and refined based upon input from a number of classroom teachers and university supervisors. It might also be useful to help various university faculty and classroom teachers who wish to expand their own knowledge of such strategies. In light of recent research that indicates that there is a relationship between cooperating teachers' knowledge of content reading strategies and student teachers' use of them (Sturtevant and Spor, 1990) and evidence that university supervisors may need assistance to upgrade their own understanding of these techniques (Rafferty, 1990a), such a resource seems both important and necessary.

The checklist and resource guide, however, are neither prescriptive nor completely comprehensive. In other

words, not all strategies listed are necessary during every lesson and certain strategies could be listed in more than one place. For example, an activity like brainstorming could occur at various points during an instructional sequence. It is listed under the category entitled, **BEFORE**, primarily because brainstorming has been documented as a successful pre-reading or pre-instructional strategy. Furthermore, there are other strategies that could have been listed as well as additional texts that include these types of techniques. Limited space precludes a more exhaustive listing.

This next section is structured to complement and supplement the

---

Checklist of Content Area Literacy/Learning Teaching Strategies (CAL/LTS) to Support Reading, Writing, and Thinking for Learning in Content Area Classrooms

Student Teacher _____   Content Area _____

Grade Level of Class: _____   Type of Class _____

Date _____   Size of Class _____

Nature of Lesson _____

Directions: Check the items exhibited or observed either in pre-planning or actual lesson. It is NOT expected that all items listed will or should be included in any single instructional sequence. Spaces for comments are provided beneath each section. The following key may be useful:

+ Successful attempt
- Attempted but needs improvement
0 Not evident, but would be an appropriate strategy
X Not applicable to this lesson

The student teacher uses these activities during <u>PRE-PLANNING</u> for instruction.

Relative Success	Teaching Strategy	Specific Examples
	determines difficulty or appropriateness of the material	Readability, Cloze, etc.
	uses pretests of prior knowledge	
	uses pretests of student attitudes or interests	
	incorporates supplementary materials to meet needs of all ability levels	
	other (please describe)	

Comments related to **PREPLANNING** Phase:

The student teacher uses these activities to prepare the class <u>BEFORE</u> instruction:

Relative Success	Teaching Strategy	Specific Examples
	uses advanced organizers or structured overviews as framework for the lesson	Analogies, K-W-L, Webbing, etc.
	activates students' prior knowledge	brainstorming, PRep, etc.
	helps students set purposes for reading	
	helps students make predictions or ask questions	DR-TA
	preteaches difficult vocabulary	
	teaches or reminds students to use a study system	SQ3R, PRNR(Q)
	reminds students of their responsibilities as learners	New definition of Reading/ Learning, Metcognition
	other (please describe)	

Comments related to **BEFORE INSTRUCTION** Phase:

The student teacher uses these activities to focus and guide students' attention <u>DURING</u> instruction:

Relative Success	Teaching Strategy	Specific Examples
	helps students be aware of their own reading/learning strategies and effectiveness	self-monitoring or metacognition
	uses teaching techniques to help students learn to focus on key concepts	Directed Reading Lesson, Directed Reading, Thinking Activity, etc.
	uses reading guides to help students know how to interact with expository text	Pattern Guides, Textbook Activity Guides, etc.
	uses a variety of textbook discussion strategies to provide for individual, small group, and whole class interaction	Inferential Strategy, Intra-Act, Radio Reading, ReQuest, K-W-L, Guided Reading Procedure, etc.
	provides cooperative learning opportunities	
	uses community resources	guest speakers, field trips, etc.
	other (please describe)	

Comments related to **DURING INSTRUCTION** Phase:

The student teacher uses these activities to consolidate learning <u>AFTER</u> instruction:		
Relative Success	**Teaching Strategy**	**Specific Examples**
	models various notetaking strategies	semantic maps, webs, double-entry, etc.
	asks varied questions that involve interpretation, application, synthesis, evaluation, etc. rather than mere factual recall	higher order thinking skills
	provides adequate wait time for student response	
	helps students understand information at literal, interpretive, and applied levels	3-Level Reading Guides, QARs (Question-Answer Relationships)
	distinguishes between and appropriately uses both recitation and discussion techniques	
	uses various Writing to Learn strategies	Journals, Learning Logs, Summarizing, Admit or Exit Slips
	reminds students to use SQ3R or similar strategy to review and practice newly learned information	New definition of Reading/Learning, metacognition
	other (please describe)	

Comments related to **AFTER INSTRUCTION** Phase:

observational checklist. An alphabetical listing of twelve content reading textbooks from which references were selected is presented first. It is followed by an index that cross-references strategies from the checklist categories **PRE-PLANNING, BEFORE, DURING**, and **AFTER** instruction with page numbers from the twelve content reading textbooks. Textbooks are identified by the first author's last name.

CONTENT AREA READING/LITERACY TEXTBOOK REFERENCES

Brozo, W.G., and Simpson, M.L. (1991). **Readers, teachers, learners: Expanding literacy in secondary schools.** New York, NY: Merrill Publishing Company.

Crawley, S.J, and Mountain, L.H. (1988). **Strategies for guiding content reading.** Boston, MA: Allyn and Bacon, Inc.

Dishner, E.K., Bean, T.W., Readence, J.E., and Moore, D.W. (1986). **Reading in the content areas**, 2nd

ed. Dubuque, IO: Kendall/Hunt Publishing Company.

Lapp, D., Flood, J., and Farnan, N. (1989). **Content area reading and learning: Instructional strategies.** Englewood Cliffs, NJ: Prentice Hall.

Manzo, A.V., and Manzo, U.C. (1990). **Content area reading: A heuristic approach.** Columbus, OH: Merrill Publishing Company.

Moore, D.W., Moore, S.A., Cunningham, P.M., and Cunningham, J.W. (1986). **Developing readers and writers in the content areas.** New York, NY: Longman.

Readence, J.E., Bean, T.W., and Baldwin, R.S. (1985). **Content area reading: An integrated approach**. Dubuque, IO: Kendall/Hunt Publishing Company.

Richardson, J.S., and Morgan, R.F. (1990). **Reading to learn in the content areas.** Belmont, CA: Wadsworth Publishing Company.

Roe, B.D., Stoodt, B.D., and Burns, P.C. (1987). **Secondary school reading instruction: The content areas**. Boston, MA: Houghton Mifflin Company.

Standal, T.C., and Betza, R.E. (1990). **Content area reading: Teachers, texts, and students.** Englewood Cliffs, NJ: Prentice-Hall, Inc.

Tonjes, M.J., and Zintz, M.V. (1987). **Teaching reading, thinking, study skills in content classrooms.** Dubuque, IO: Wm. C. Brown Publishers.

Vacca, R.T., and Vacca, J.L. (1989). **Content area reading**, 3rd ed., Glenview, IL: Scott, Foresman and Company.

TEXTBOOK RESOURCE INDEX FOR BEFORE, DURING, AFTER STRATEGIES

PRE-PLANNING	BROZO	CRAWLEY	DISHNER	LAPP	MANZO	MOORE	READENCE	RICHARDSON	ROE	STANDAL	TONJES	VACCA
Readability	16	17-28	49 117-128	8-10 34-42	57-66 84-87	163-64	41-43	22 73-84	204 386-395	11-12 29-38	58-72	9 49-51
Cloze		32-35	285-86	37 352-54	44-45 60-65	29, 78	65-71	87-89 126-129	367-370 390-392	159-162	18-19 90-91	51-54
Pretests	62-88	44-48	129-168	164-67 258-269	76-77 129			18-23 185-196	34-51 89-90	350 386-387	162-164 172	82-88 93, 94	42-43

BEFORE INSTRUCTION	BROZO	CRAWLEY	DISHNER	LAPP	MANZO	MOORE	READENCE	RICHARDSON	ROE	STANDAL	TONJES	VACCA
Advance Organizer Structured Overview Analogies/Other Anticipatory Sets	25-29 32-33 111-112 129-137	87 128-130	110-111 224-233 289	261-269 273-278	106-109 148-150 256-257 374	64-65	23-29 131-133	134-145	49 56-57 408		12-20 294-296	74 125-128 133-137
Webbing/Mapping	33-36 105-108 235-238	149-157		235	234-235 347-348 408-409	92, 97 150-153 263-264	106-109	209-213	121		231	204-211 311-313
Prior Knowledge Activation	100-105 108-110	126-143	148-155 229 278-280	226-228 263-264 274-282	136-146		20-21 100-102	118-121 126-130	409			351 137-138
Brainstorming	97-98	205-206		231 273-282	119	38-39	23	93 265-268 326, 357, 373	99-100	131-132	29	38 137-138
PReP	28-29	138-139			147	33	138-139	23, 126		173		137-138
Setting Purpose	98-105	140	251-257	11, 64	105, 146	27-28 165	157	286-288	98-102	76-80 88, 93 97-99	255-257	
Predictions and Questions	40-45	135, 140	174-178 261	226	106, 143 291-292 315-319	11, 32 178-179	134-142	138, 257 287, 433	101-102 444-446	96-100	181	142-148
Preteaching Vocabulary	127, 129 137-140	13, 54	55 172-208	214-224 363	155-163	48-81 234-236	96	352-353 362	28-29 39-43	66-67	137-138	70 297-302
Study Systems	36-40 45-54	173-175 185	57 295-299	11, 194 228, 234 278	221-228 276-278 282-283 291-292	30-32	173-174	289-291	133-137	142-144	254-255	226-227 234
Metacognition	18-21 54-58 219-242 261-263	143-144 148	257-262	232-234	298-300	22-25 43-44 165	167-168 173	273-284	81-83 86-87 102-103		176-186	220

DURING INSTRUCTION	BROZO	CRAWLEY	DISHNER	LAPP	MANZO	MOORE	READENCE	RICHARDSON	ROE	STANDAL	TONJES	VACCA
Self-Monitoring Reading/Learning Strategies	228-230 240-242		281-306	66-69 254-257 361	255, 276 298-300	9-15	168-169	276-277 291-292	11-12 371-372	50-51 98-99		20-23
Directed or Guided Reading	155-160 235-238	149	285-288	322-324 358	35 126-128 140, 210		173	295-296 299-300 327	409-418	98-99	309-311	67-80
Directed Reading - Thinking Acitivity	101	160-162	278-280	72-74 322-324	104-107 110-111 119, 126 128, 315	30	154-156	131 288-291	266-268 409-418 248-249	96-100	220, 286 292	67-80 100-107
Reading Guides	45-54	143-149	215-222 229-233	323	183-195	145		201-202 208 249-250 410, 420	400-405	24-25	291	161-167 182, 185 190-195
Discussion Strategies	32-33 97-98	152	247-250	244-257	69-73		151-152	324, 378	3,5,81,82 85-86 103	67-68 78-80 93-101 111, 116 165 172-173	300, 307	100 116-119 147-149
Cooperative Learning	43-45 129 228-230	227-236	312 316-318	74-80 330-345	112-118 227-229 255		149	249	137 322-324 395-400	99-100	270-279	98-100 205 211-213

AFTER INSTRUCTION	BROZO	CRAWLEY	DISHNER	LAPP	MANZO	MOORE	READENCE	RICHARDSON	ROE	STANDAL	TONJES	VACCA
Modeling of Various Note-taking Strategies	230-235	187-189	274-278 291	145-146	13, 99 278-282 323-326	146-148	147, 153 169-173	291-299	144-146 186	95, 142 148-151 174	220-230	227-242 304
Levels and Types of Questions	45-47		56-57 289-290	323	186 276-278 282-283		149-152	222 299-301 331, 433	109-120 228-229 404-405	75-88 95, 99 131 172-175	299, 307	163-177
Recitation vs. Discussion			246-251	324	210-213 275		151 170-171	130-131 378-379	95-97 117-120	67-68 78-80 94-101	308	94-100
Writing to Learn	150-152 155-164	198-200	343-347	147-151 323		114-129	137 174-175	434-446	120-121	105-116 121-133	201-204	256-295
Comprehension Reinforcement	167-168	153-159					175	373-385		67-70		301-321 315
Test Preparation Strategies		191-196			286-293		176	412-413				

CONCLUDING REMARKS

It is my hope that this checklist and resource/reference index will be used in a variety of ways to promote increased implementation of appropriate content reading/literacy strategies and teaching techniques. Those interested in adapting, modifying, and using this resource are encouraged to contact me for collaborative dialogue as we continue to seek ways to ensure better teaching and learning in our schools and teacher preparation institutions!

REFERENCES

Christiansen, M.A. (1986). How prospective secondary teachers feel about taking a required course in teaching reading: A survey report. **Journal of Reading, 29**, 428-429.

McKenna, M.C., & Robinson, R.D. (1990). Content literacy: A definition and implications. **Journal of Reading, 34**, 184-186.

O'Brien, D.G. (1988). Secondary preservice teachers' resistance to content reading instruction: A proposal for a broader rationale. In

J.E. Readance and R.S. Baldwin (Eds.) **The Thirty-Seventh Yearbook of the National Reading Conference** (pp. 237-243), Chicago, IL: National Reading Conference.

O'Brien, D.G. & Stewart, R.A. (1990). Preservice teachers' perspectives on why every teacher is not a teacher of reading: A qualitative analysis. **Journal of Reading Behavior**, **22**, 101-129.

O'Rourke, W.J. (1980). Research on secondary teachers toward teaching reading in content classrooms. **Journal of Reading**, **23**, 337-339.

Rafferty, C.D. (1990a). From preservice to staff development: Diffusing content reading resistance. Paper presented at the meeting of the National Reading Conference, Miami, FL.

Rafferty, C.D. (1990b). Of paradoxes, corollaries, and paradigms: Defusing content reading resistance. **Journal of Reading Education**, **16**, 20-31.

Rafferty, C.D. (1991). From preservice through staff development: Creating a professional development continuum to promote content area literacy. (Manuscript submitted for publication.)

Ratekin, N., Simpson, M.L., Alvermann, D.E., & Dishner, E.K. (1985). Why teachers resist content reading instruction. **Journal of Reading**, **28**, 432-437.

Stewart, R.A., & O'Brien, D.G. (1989). Resistance to content area reading: A focus on preservice teachers. **Journal of Reading**, **32**, 396-401.

Stieglitz, E.L. (1983). Effects of a content area reading course on teacher attitudes and practices: A four year study. **Journal of Reading**, **26**, 690-696.

Sturtevant, E.G. (1991). Caught in the middle: Preservice teachers in secondary content reading and writing courses. **Journal of Reading Education**, **16**, 44-52.

Sturtevant, E.G., & Spor, M.W. (1990). Student teacher use of content reading strategies. In N.D. Padak, T.V. Rasinski, & J. Logan (Eds.), **Challenges in Reading**, the Yearbook of the College Reading Association, (pp. 25-30). Provo, UT.

DR. CATHLEEN D. RAFFERTY is an Associate Professor of Secondary Education/Reading in the Department of Teacher Education and Professional Development at Central Michigan University, Mt. Pleasant, Michigan.