

A SURVEY RESEARCH OF READING METHODS USED BY NEW MEXICO
MIDDLE SCHOOL TEACHERS

by

SYLVIA ANN MARTINEZ

B. A., EASTERN NEW MEXICO UNIVERSITY, 1980
M. Ed., EASTERN NEW MEXICO UNIVERSITY, 1985

AN ABSTRACT OF A DISSERTATION

submitted in partial fulfillment of the requirements for the degree

DOCTOR OF PHILOSOPHY

Department of Elementary Education
College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

2007

Abstract

The purpose of the study was to determine the reading methods New Mexico teachers considered important to use in their classrooms and schools. Design of the study was based on a fixed goals COBRA (content-based reading approach) model, which is in development by Heerman (2002). The New Mexico COBRA model was revised to fit the socio-cultural context of the diverse student population served by middle schools in the state.

Teachers in New Mexico were asked to respond to a reading survey built around 44 reading methods distributed among seven goals of the COBRA model. The researcher surveyed 153 New Mexico middle school educators in 110 middle school building in order to determine the relative emphasis placed on various reading methods. A revision of the original survey used by Al-Fadda was conducted, which included drafting ELL survey items used at the middle schools with reference to culturally and linguistically diverse students or ELLs.

Five research questions were used to build the rationale for the COBRA framework, develop the survey, conduct the survey research, and analyze the results. Middle schools included in this survey research were characterized as middle schools with a student population of 200 and above. The pool of educators asked to participate in the survey taught or were involved with the reading program at their respective schools. These included reading teachers, English language arts teachers, Bilingual/ESL/TESOL teachers, and instructional and school improvement leaders familiar with the building's reading program.

These middle level teachers perceive as important a first line conventional framework for middle level reading, which includes skills instruction, narrative literature instruction, and writing. These teachers give first emphases to reading instruction and communicative competence while content reading instruction is a secondary emphasis.

A SURVEY RESEARCH OF READING METHODS USED BY NEW MEXICO
MIDDLE SCHOOL TEACHERS

by

SYLVIA ANN MARTINEZ

B.A., Eastern New Mexico University, 1980
M.Ed., Eastern New Mexico University, 1985

A DISSERTATION

submitted in partial fulfillment of the requirements for the degree

DOCTOR OF PHILOSOPHY

Department of Education
College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

2007

Approved by:

Major Professor
DR. CHARLES HEERMAN

Abstract

The purpose of the study was to determine the reading methods New Mexico teachers considered important to use in their classrooms and schools. Design of the study was based on a fixed goals COBRA (content-based reading approach) model, which is in development by Heerman (2002). The New Mexico COBRA model was revised to fit the socio-cultural context of the diverse student population served by middle schools in the state.

Teachers in New Mexico were asked to respond to a reading survey built around 44 reading methods distributed among seven goals of the COBRA model. The researcher surveyed 153 New Mexico middle school educators in 110 middle school building in order to determine the relative emphasis placed on different reading methods. A revision of the original survey used by Al-Fadda was conducted, which included drafting ELL survey items used at the middle schools with reference to culturally and linguistically diverse students or ELLs.

Five research questions were used to build the rationale for the COBRA framework, develop the survey, conduct the survey research, and analyze the results. Middle schools included in this survey research were characterized as middle schools with a student population of 200 and above. The pool of educators asked to participate in the survey taught or were involved with the reading program at their respective schools. These included reading teachers, English language arts teachers, Bilingual/ESL/TESOL teachers, and instructional and school improvement leaders familiar with the building's reading program.

These middle level teachers perceive as important a first line conventional framework for middle level reading, which includes skills instruction, narrative literature instruction, and writing. These teachers give first emphases to reading instruction and communicative competence while content reading instruction is a secondary emphasis.

Table of Contents

Table of Contents.....	v
List of Figures.....	viii
List of Tables.....	ix
Acknowledgements.....	xi
Dedication.....	xii
CHAPTER 1-INTRODUCTION.....	1
The New Mexico Context.....	2
Statement of the Problem.....	2
Research Questions.....	7
Question 1.....	7
Question 2.....	7
Question 3.....	7
Question 4.....	7
Question 5.....	7
Definition of Terms.....	8
Significance.....	8
Delimitations and Limitations.....	9
CHAPTER 2-REVIEW OF RELATED LITERATURE.....	10
Overview.....	10
COBRA Goals.....	10
COBRA Goal 1: Background Knowledge.....	10
COBRA Goal 2: Experiential Learning.....	10
COBRA Goal 3: Comprehension Instruction.....	11
COBRA Goal 4: Word Study and Verbal Concept Formation.....	11
COBRA Goal 5: Study Skills Instruction.....	11
COBRA Goal 6: Application of Subject Matter Information.....	12
COBRA Goal 7: School Wide Reading.....	12
Two-Step Procedure of COBRA Goal Areas.....	12

First COBRA Goal Area.....	13
Second COBRA Goal Area	16
Third COBRA Goal Area	19
Fourth COBRA Goal Area 4.....	23
Fifth COBRA Goal Area	28
Sixth COBRA Goal Area.....	31
Seventh COBRA Goal Area	34
Chapter Summary	36
CHAPTER 3-RESEARCH METHODS.....	38
Design of the Study.....	38
Research Setting	38
Research Participants	41
Methodology.....	42
Survey Research Question 1	42
Survey Research Question 2	61
Survey Research Question 3	61
Survey Research Question 4	62
Survey Research Question 5	63
Data Collection and Analysis	63
Pilot Study and Instrument Reliability.....	64
Pilot Study.....	65
Instrument Reliability	69
Protection of Human Rights and Confidentiality	71
Chapter Summary	71
CHAPTER 4-RESULTS.....	73
Data Collection Timeline.....	73
Survey Return Rates	73
Background Information.....	77
Distribution by District/School Enrollment Size	77
Teaching and Assignment Area	77
Years of Experience in Teaching or Education	80

Separate Reading Class.....	80
Required And/Or An Elective Reading Class.....	80
Teachers' Ratings of the Reading Methods.....	84
Comparison of Variances for ELL Survey Items with Goal Variance	93
COBRA Goal Areas and Methods.....	93
Teacher Preference of COBRA Goals	98
ELL Survey Items	100
Comparison of Variances for ELL Survey Items with Goal Variance	100
Ranking and Statistical Comparisons of ELL Methods.....	103
CHAPTER 5-SUMMARY, DISCUSSION OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS	105
Summary of Survey Research.....	105
Discussion of Findings from Survey Research.....	106
Survey Research Question 1	106
Survey Research Question 2	107
Survey Research Question 4	108
Survey Research Question 5	110
Recommendations for further study	111
REFERENCE LIST	112
Books	112
Articles, Papers, and Reports	116
Electronic Media.....	118
Appendix A - List of Districts	125
Appendix B - Written Comments	127
Appendix C - Survey Instrument	129

List of Figures

Figure 1.1	COBRA Construct (Used in Al-Fadda study, 2004)	5
Figure 1.2	COBRA Model (Designed for use in Martinez study, 2006)	6

List of Tables

Table 3.1 Distribution by Enrollment Size of Participating Middle Schools (<i>N</i> =110).....	40
Table 3.2 Type, Number, and Percent of Revisions Made to Al-Fadda Survey Instrument	44
Table 3.3 Results From Al-Fadda Study for COBRA Goal 1: Background.....	47
Table 3.4 Result From Al-Fadda Study for COBRA Goal 2: Experiential Learning.....	48
Table 3.5 Results From Al-Fadda Study for COBRA Goal 3: Subject Thinking Patterns.....	49
Table 3.6 Results From Al-Fadda Study for COBRA Goal 4: Subject Language Patterns.....	50
Table 3.7 Results From Al-Fadda Study for COBRA Goal 5: Manage, Control, and Monitor.....	51
Table 3.8 Results From Al-Fadda Study for COBRA Goal 6: Apply	52
Table 3.9 Results From Al-Fadda Study for COBRA Goal 7: Professional Assessment.....	53
Table 3.10 Mean and Standard Deviation for Survey Items From Survey Instrument Used in Pilot Study (<i>N</i> = 44)	66
Table 3.11 Instrument Reliability for Survey Used in Five Administrations of COBRA Reading Methods	70
Table 4.1 Timeline for Data Collection	75
Table 4.2 Return by District, Buildings, and Total Surveys Mailed.....	76
Table 4.3 Number and Percent of Respondents by District/School Size (<i>N</i> = 153)	78
Table 4.4 Number and Percent of Respondents for Category Teaching and Assignment Area.....	79
Table 4.5 Number and Percent of Respondents for the Category Years of Experience in Teaching/Education (<i>N</i> = 153).....	81
Table 4.6 Number and Percent of Respondents for the Category Separate Reading Class Offered (<i>N</i> = 153)	82

Table 4.7	Number and Percent of Respondents for the Category Required and/or Elective Reading Class ($N = 153$).....	83
Table 4.8	Summary of Teachers' Ratings of 44 Reading Methods by Mean Score	87
Table 4.9	Means and Standard Deviations for Methods by Fixed Goal Areas.....	95
Table 4.10	Respondent's Goal Preference Including Mean and Standard Deviation.....	99
Table 4.11	One-Way ANOVAs Comparing ELL Items With Other Survey Items in Appropriate COBRA Goal Area (1 thru 7).....	101
Table 4.12	Rank of ELL Items Within COBRA Goals Including Means and Difference Between Means.....	104

Acknowledgements

I would like to acknowledge my faculty advisor, Dr. Charles Heerman, who encouraged me to finish what I started and his patience in “getting it done.” I also want to acknowledge my husband, P. Carlos Anaya, who kept me on track and kept me focused on the light at the end of the tunnel. Special acknowledgements to my three sons: Sergio, Raúl, and Ricardo for their encouraging words and their confidence in completing my dissertation.

Dedication

This dissertation I dedicate to my mom, Rosie Martínez Arredondo. My mom was a drop-out student in the fourth grade and no one thought anything of it. A time when there wasn't accountability for ELL's. However, my mom became a drop-in student at the age of 56 and earned her GED. She has always been a champion of education, but more so for her children. She instilled "*ganas*", the desire to finish what we are meant to do, in all her children.

CHAPTER 1-INTRODUCTION

This study is a partial replication and extending works by Kenyon (2004), Al-Fadda (2004), and Linn (2005), which were conducted at Kansas State University. In her masters' thesis, Kenyon (2004) reviewed instructional literature for content reading methods and sorted the methods among seven instructional goals of the COBRA model. The COBRA acronym refers to content-based reading approach.

Al-Fadda (2004) expanded on the work by Heerman (2002) and by Kenyon (2004). Al-Fadda extended the literature review established by Kenyon and constructed a middle school reading survey built around 44 reading methods distributed among the seven goals of the COBRA model. Using this survey of reading methods, Al-Fadda surveyed 205 Kansas middle school educators in order to determine the relative emphasis placed on different reading methods in the middle schools. Since the methods were grouped by seven instructional goals, Al-Fadda was also able to determine the relative emphasis given to the seven goals of the COBRA model. Likewise, Linn (2005) used the Al-Fadda survey in a study of Kansas high school educators in order to determine the extent of overlap between Kansas middle and high school reading programs.

The conceptual context on which this replicated survey research was based included: school improvement, reading standards, and the content reading infusion model. This study extended the work started by Heerman (2002), Kenyon (2004), Al-Fadda (2004), and Linn (2005) to a New Mexico context, which was characterized by its diverse school aged population and unique cultural makeup. New Mexico's school aged population included a large number of limited English proficient (LEP) and/or English language learners (ELLs) who received language services through each school district's education programs. For example, in 2001-2002, of the 316,143 students enrolled in New Mexico schools, 64,254 (20%) were identified as LEP or in need of supplemental educational services (NMPED, 2005).

The New Mexico Context

The state of New Mexico has a long history of diversity. Its rich multicultural population mix has demonstrated a degree of cultural blending unique to the state. According to the U.S. Census 2000, the total population of New Mexico was 1,819,046, which included 51% white (not of Hispanic descent), 44% Hispanic, 2% Black, 1% Native American, and 2% Asian or other. Further, Census 2000 data showed that 36% of the population spoke a language other than English, with 29% being Spanish-speakers. During the 2003-2004 school year NMPED administered to 89 school districts comprising 457 schools. In addition, school districts including individual schools were geared to meet the unique needs of a large-and growing-English language learner (ELL) population. New Mexico serves the highest percentage of Hispanic students in the nation, and after Alaska the second highest percentage of Native American students (CESDP-SCC, 2005).

Statement of the Problem

Currently, the increased reading interventions in school programs has not produced significant improvements in reading scores among student sub groups (e.g., special education, Title I, and English language learners). One of the reasons was that students bring into the classroom linguistic structures and cultures that are fundamentally different from a standard English-speaking variety. There are three dimensions concerning reading scores in the U.S.: 1) scores have tended to level off, 2) programs are somewhat elusive and indistinct, and 3) middle school students are having difficulties in making productive applications of reading ability to subject matter learning (Heerman, 2002). These three dimensions indicated that schools, particularly at the middle school levels needed to take steps toward standardizing reading instructional practices. A first step was to conduct survey research and to determine existing pervasive reading instructional practices used at the middle school.

The original problem confronted by Heerman (2002), Kenyon (2004), and Al-Fadda (2004) was that when content reading infusions took place in subject matter classrooms, they represented events that were more random, rather than a coordinated cohesive programmatic approach. The literature reviewed by O'Brien, Stewart and Moje (1995) reported problems with

the content reading infusion model that pointed to a lack of cohesiveness in these infusions. They noted that a major obstacle concerned control of learning and time of learning frames. In other words, if subject matter teachers could not maintain control of student learning within a limited time frame, they could easily avoid making the content reading infusion. Additionally, surveys by Barry (2002) and Scheider and Spor (1999) had inadequate return rates, lack of concrete fixed frameworks, and research populations with demographics too broad to generalize findings to specific populations.

The researcher acknowledged the problems cited above and refined the problem from two perspectives. First, the Al-Fadda (2004) study produced some findings that were contrary to expectations of the content reading literature. For example, the content reading literature greatly emphasized the importance of students' background knowledge and the teacher's responsibility to build and elaborate this background knowledge before the students read. Yet, the Kansas middle school educators, in the Al-Fadda study, rated the importance of the background knowledge goal relatively low (it was ranked sixth in importance of the seven COBRA goals). As a result, the problem posed was that the Al-Fadda survey items should be analyzed for revisions in the background knowledge section of the survey. Therefore, for the purposes of this study, the entire survey instrument used by Al-Fadda was reviewed, analyzed, and revised (as described in Chapter 3).

Revisions in the survey were made in order to accommodate the unique characteristics of large number of second language learners or ELLs. In short, some items from the Al-Fadda instrument were retained and new items constructed for inclusion in this reported study. An item focusing on adaptations for English language learners was added to each of the seven COBRA goal areas.

This study emphasized the fact that survey research, which focused on reading methods taught, had not been based on a structured program of well-defined and differentiated methods. Al-Fadda (2004) argued that these past survey studies brought to question the use of a random collection of “reading strategies”. Moreover, these reading strategies had not been categorized by program goals had been done by the Heerman (2002) COBRA model.

Therefore, the centerpiece of this study became the COBRA construct for which methods were selected for inclusion on a teacher survey instrument. Figure 1.1 displays the construct originated by the Al-Fadda (2004) study. Al-Fadda reasoned, “Goals were coalesced from

teacher practices, the literature, and the need to replace the random infusion model of content reading instruction” (p. 16). The COBRA model has three strengths: 1) methods were selected to fit into the goals, 2) by classifying the reading methods, the methods became differentiated, and 3) both methods and goals can be assessed. The COBRA model, originated by Heerman, was basically the same model as the Al-Fadda model shown in Figure 1.1.

Figure 1.2 presents the current model, which was used in this reported survey of methods used by New Mexico middle school teachers. It depicts the essential elements of the COBRA construct originally designed by Heerman (2002) and is basically the same model as the Al-Fadda model shown in Figure 1.1. However, wording to label the goals was changed so that the goal labels more clearly reflected the intent of the goal.

Figure 1.1 COBRA Construct (Used in Al-Fadda study, 2004)

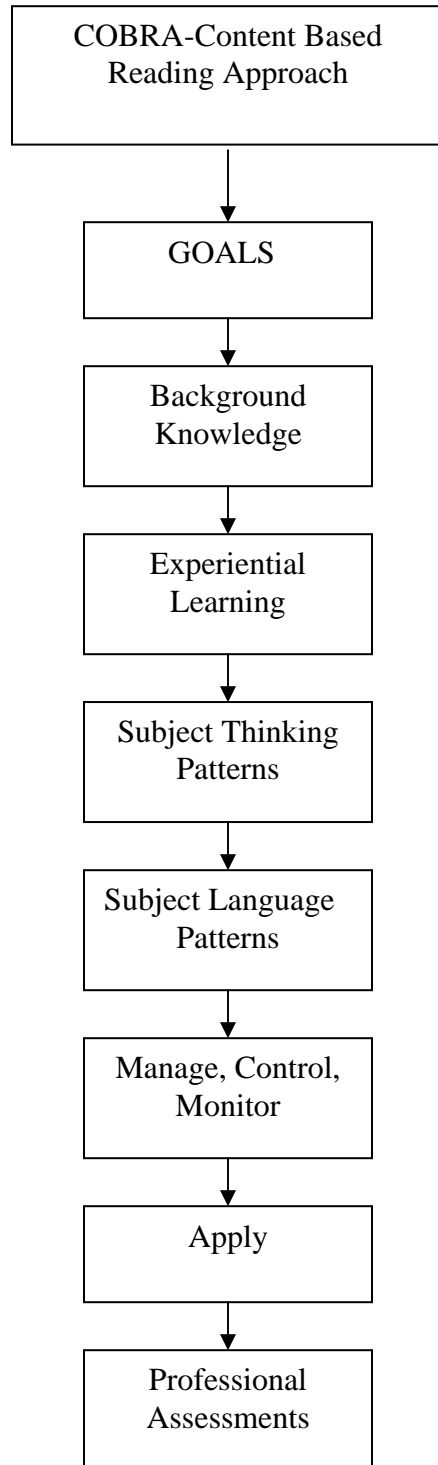
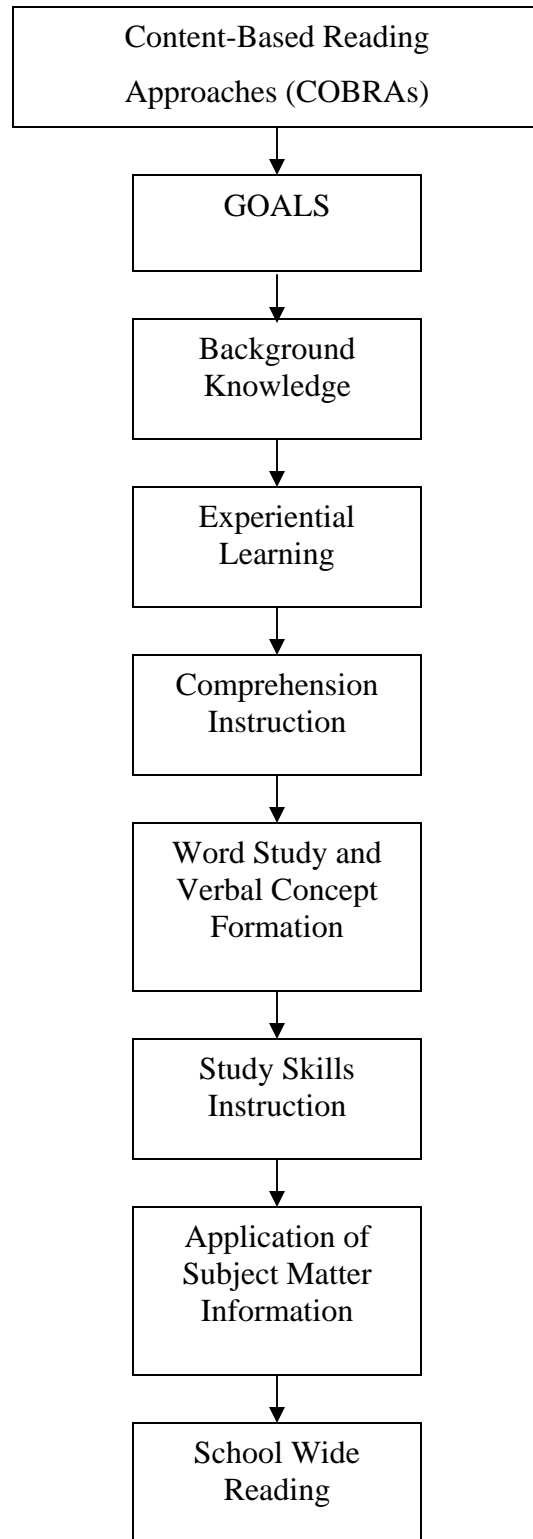


Figure 1.2 COBRA Model (Designed for use in Martinez study, 2006)



In sum, there were problems with content reading infusions in terms of clarity, focus, and reading method adoption rates. Second, content reading survey research had been limited by a lack of a fixed programmatic framework. Third, the fixed framework COBRA model researched by Al-Fadda (2004) proved to be viable, however, some of the survey items were in need of revision for an appropriate and productive replication. It was necessary to adapt the Al-Fadda survey instrument to the particular New Mexico socio-cultural and educational context.

Research Questions

This study used five research questions in order to build the rationale for the COBRA framework. Each question helped develop the survey, administer the survey, and analyze the results obtained during the data-gathering phase of the survey research.

Question 1

What modifications are needed in the Al-Fadda middle school reading survey to make it appropriate for the New Mexico middle school context?

Question 2

What are the essential instructional practices utilized by New Mexico middle school teachers to teach reading?

Question 3

To what extent do the reading methods used by New Mexico middle school educators reflect those embodied in the seven goals of the COBRA model?

Question 4

What is the relative importance of each of the goals for the COBRA model?

Question 5

What comparative differences in the ELL items can be observed when the mean scores for ELL survey items are compared to the mean scores in the goal areas?

Definition of Terms

COBRA. An acronym for a reading model and stands for content-based reading approaches.

COBRA goal 1: Background knowledge. Background knowledge is all knowledge learners have when entering a learning environment that is potentially relevant for acquiring new knowledge (Biemans and Simons, 1996).

COBRA goal 2: Experiential learning. Experiential learning refers to the process through which a learner generates knowledge, skill and value from direct experiences (Anderson, 2006).

COBRA goal 3: Comprehension instruction. Comprehension instruction refers to the act of improved instruction that helps readers use specific comprehension strategies (National Institute for Literacy, 2007).

COBRA goal 4: Word study and verbal concept formation. Word study and verbal concept formation is the engagement of students in a language-based vocabulary instruction.

COBRA goal 5: Study skills instruction. Study skills instruction is the process of improving students' capability in terms of scholastic organization with reference to a learning context.

COBRA goal 6: Application of subject matter information. Application of subject matter information is the achievement of content and reading standards outcomes.

COBRA goal 7: School wide reading. School wide reading is a curricular approach to provide and implement scientifically research-based practices in reading.

New Mexico reading and writing standards. This refers to the content standards and benchmarks adopted by the state's Public Education Department (NMPED, 2005).

Significance

The long term problems (Al-Fadda, 2004; Linn, 2005) facing middle school reading programs required that a consistent research effort be made to continue surveying school reading programs. Thus, this study was presented in the context of continuing efforts to develop and improve curricular and instructional reading at middle schools. Further, reading methods have been infused into subject matter instruction for well over 60 years in the American system of education. With the adoption of school improvement targets and reading standards during the last 14 years, it seemed logical that we should move toward a standardized model of content reading

infusions. This study added to our understanding of the content reading standardization process with particular reference to the state of New Mexico.

Delimitations and Limitations

The findings of this study added to the body of research conducted by Heerman (2002), Kenyon (2004), Al-Fadda (2004), and Linn (2005) on the COBRA model. The survey design was delimited in the following ways: 1) from the literature, 2) from results of Al-Fadda (2004) and Linn studies (2005), 3) from specialized literature for ESL, and 4) from the pilot study using this revised instrument. Delimitations in this study also included schools with a population of 200 students or more.

The findings from this study are limited to middle school aged populations with characteristics similar to those of New Mexico middle school students. Findings also demonstrate the instructional methods used by New Mexico middle school teachers in the areas of English language arts, reading, instructional or school improvement leader, Bilingual/ESL/TESOL and “Other” according to a well-defined content-based reading approach (COBRA).

Recognizing that the limitations above are fixed to New Mexico middle school teachers and students, there are also problems that relate to research methodology. Stark and Roberts (1996) state that the three main reasons that cause unreliability in survey research are, 1) asking questions people can not answer, simply because they do not know the answer, 2) asking questions people will not answer or will not answer honestly, and 3) non response from people. They further cited that questionnaires by mail can be done inexpensively as opposed to traveling expenses incurred to interview participants at their sites, questionnaires can be more detailed when a respondent can take time to answer, and it is easier to respond to sensitive questions by mail. Borg and Gall (1989) claimed that questionnaires could receive more honest answers if the respondents are anonymous; however, they also stated that it could be more difficult and inefficient than interviews, because you cannot track down non-responding individuals. Barry (2002) also cited difficulties with mail surveys, 1) research population was too broad, 2) lack of response, and 3) only a small percentage of returned surveys that were usable for research.

CHAPTER 2-REVIEW OF RELATED LITERATURE

Overview

The purpose of this chapter was to review the literature that explained and rationalized the seven COBRA goals. It includes related literature, which defines and describes the instructional methods included for each COBRA goal. The literature review is broadly based in order to provide the reader a thorough understanding of each goal and methods in each goal. The design of the survey items including the revisions made to the Al-Fadda instrument are found in Chapter 3. The development of the survey instrument was a methodological task in this study.

COBRA Goals

The seven goal areas for the COBRA model and a brief overview of each goal area are presented in this section.

COBRA Goal 1: Background Knowledge

The student will engage and participate in reading to learn by activating and making continuous use of schematic background knowledge to improve the quantity and quality of subject matter learning.

Teachers who tap into a student's background knowledge set the tone for an inclusive, interactive lesson that will enhance student comprehension in reading. Beginning a reading lesson with background knowledge activities such as questioning, realia, visual mapping and oral discussion develops the student's cognitive ability to make connections to his own experiences and focuses on what he knows. Recognizing that students have background experiences to share is important. Without building background, especially for Ell's, an opportunity is missed for both teacher and students.

COBRA Goal 2: Experiential Learning

The student will engage and complete a cycle of experience-centered subject matter learning, which includes formation of verbal concepts from the experience.

The difficulty of reading skills and comprehension can be lessened through experiential learning activities. These activities give students the opportunity to become involved in the subject matter by way of hands-on and cooperative lessons, which scaffolds and links their

background knowledge to the knowledge and skill presented. Experiential learning creates a learning environment that invites all students to experience learning, take risks, explore and discover. The use of language becomes bold and expressive; and writing, thus, comes from the point of view of the student and ownership is evident in class work.

COBRA Goal 3: Comprehension Instruction

The student will elaborate background knowledge, build reading comprehension skills, and construct a schema-text relationship.

As students associate background knowledge and experiential learning with reading comprehension skills, text becomes reader-friendly. When students can make text-to-self, text-to-text and text-to-world connections, students recognize themselves as readers (Keene and Zimmerman, 1997). A metacognitive reader automatically makes inferences, predicts, uses contextual clues and questions what he reads to better make connections to text. Comprehension instruction methods bind personal knowledge, cognitive awakening and comprehension of text to the material read.

COBRA Goal 4: Word Study and Verbal Concept Formation

The student will engage in word study and verbal concept formation in order to master the language patterns of the subject area.

This goal facilitates comprehension from beginning to end. Concept mapping of vocabulary words to predict the story is one way of encouraging higher order thinking skills. Emphasis in vocabulary as the road map to comprehension can be done through journaling student point of view, character analysis, and response to the literature. Students that engage in oral discussion and use key vocabulary from the story to clarify meaning and multiple meanings explore the language in context of what is read, and the depth of comprehension is maximized.

COBRA Goal 5: Study Skills Instruction

The student will find success in subject matter learning by engaging in information processing, text study, and study skills practice with different peers and significant adults.

The adaptation of the text, to make it comprehensible by skimming and highlighting main ideas and details, is an effective study skill strategy. Preparing students on how to outline, take notes and summarize text is a valuable practice. Peer collaboration increases student interaction

and encourages participation while strengthening study skills and developing academic language that is needed to be a proficient reader.

COBRA Goal 6: Application of Subject Matter Information

The student will make active applications of subject matter information to achieve subject and reading standards outcomes.

The New Mexico Standards Based Assessment (NMSBA) is written based on the New Mexico Content Standards, Benchmarks, and Performance Standards. This criteria-referenced test is constructed in a manner that students are to respond through drawing, writing and explaining how they arrived at their answer. Hence, teachers have taken a different approach to delivering lessons in a manner that requires students to use higher order thinking skills, student work that is project based, and lessons that involve cooperative learning. Students should not rely solely on multiple-choice test items or answers that cannot be explained, drawn or written.

COBRA Goal 7: School Wide Reading

The student will engage and participate in school wide reading and study interventions to achieve success in learning and to achieve proficiency in standard assessments.

Successful reading programs are implemented school wide, which is wholeheartedly honored by all staff members. Differentiated instruction that encompasses the diverse learning abilities of students is a school goal that is strategically thought out, based on past and present student academic data. The commitment of all staff in a school wide reading program discourages fragmented curriculum that creates learning gaps. Teachers collaborate at grade level meetings to establish alignment of curriculum with required state standards.

Two-Step Procedure of COBRA Goal Areas

This section presents the seven goal areas in two parts: 1) Rationale for each of the seven goal areas in the COBRA model, and 2) Review of Literature, which includes the methods used as survey items for each goal area.

First COBRA Goal Area

Rationale

Background knowledge is a critical beginning to making reading comprehensible. It is an inclusive method that sets the stage for students in a high stakes arena.

Review of Literature

Goal 1 (Background Knowledge) focuses on pre-reading, pre-learning methods to activate and consolidate students' background knowledge. It is important for students to establish a threshold for "readiness" to learn. Presented below are the six methods that comprise the first COBRA goal area.

Presentation and relevance. Presenting information that will engage students and include their background experiences as part of the learning process lessens the gap students encounter when reading. This invitation to participate creates a student-centered atmosphere, which anchors students and minimizes the traditional teacher-centered control of the lesson. Open-ended questions in a reading lesson broaden the opportunity for students to think about background experiences that contribute to their learning as opposed to low-level knowledge questions, which require a yes/no or correct answer. Connections are made through the students' schematic and cognitive structures keying in on what the student already knows.

Concise main point lecture. Callahan, Clark, and Kellough (1998) addressed teacher talk and the need to make teacher talk more refined and purposeful. While the teacher identifies the core concepts of what students are to learn and includes students' background experiences, the subject matter becomes comprehensible, especially for ELL students. Teacher talk fills in the gap if students require more background knowledge than what they have. The implementation of direct instructional methods becomes more effective when teacher talk creates discussions based on student in-put based on background experiences.

Following directions. The works of Henk and Heldfeldt (1987) and Kossack (1987) reconfigured this activity as a background knowledge-building task. They noted that the skill of following directions is rarely taught and that teachers avoid teaching students how to independently follow directions. Therefore, teachers rely only on giving oral directions. Recommendations given by Henk and Heldfeldt and Kossack were to use examples from a variety of sources for students to follow. An activity suggested was for teachers to have students

explain what they have to know and what tasks they would have to perform. Included in the activity would be the examination of the materials and to clarify what they are trying to accomplish. After a second reading of the text students are asked to visualize and verbalize what steps they would take. To synthesize the sequence and tasks in the reader's mind, a third reading would be included. The final reading would be done before students attempted to complete the task.

A student coached in the guided practice phase allows them to work in a variety of situations with direction. Cooperative groups work together in locating verbs, sequence cues, locational or directional cues, and identifying technical language. Students write and revise directions while working in pairs or groups, which launches the platform of discussion and feedback among the students. More detailed practice in marking directions with underlining, boxing, etc., coaches students in recognizing detail important to the task.

As students move on from the guided practice phase to the independent phase, the challenge of working on following directions is reinforced with sequencing tasks, writing original directions for graphic or pictorial information, and through rewriting directions.

Kossack (1987) suggested additional activities for teaching how to follow directions. Although, these activities are more general in nature she included newspaper reading tasks, writing a newspaper ad, crossword and word puzzle tasks, and reading recipes.

Following directions is key to ELL students completing assigned tasks. Although, considered a simple task it is seen as an important requirement for acquiring comprehension skills. ELL students who are developing academic English are more successful in following directions when directions are broken down step-by-step with a visual graphic or realia to demonstrate the sequence including the use of key vocabulary to complete the assignment.

Word association and brainstorming in pre-reading instruction. Brainstorming word associations is a valuable measure of students' background knowledge. Zakaluk, Samuels and Taylor (1986) summarized the word association method activity by providing as many associative words possible on a conceptual topic provided by the teacher. This activity captures the scope of a student's vocabulary knowledge. A conceptual term students are studying can be listed repeatedly in a column with a blank after each repetition of the term. The blank lists are given to individual or pairs of students, and they are given three minutes to provide as many associated words to fill in for each blank. The students' lists are scored by the teacher, who

gives one point for each valid association, zero points for invalid associations, one point for a list of subordinate ideas, and one point for a category that heads a list of subordinate ideas. There was a significant correlation between students' prior knowledge scores and their subsequent comprehension scores from reading passages on the associated main concept as reported by the authors. For ELLs this method broadens their vocabulary knowledge; multiple word meanings that cause confusion can be clarified through a quick informal assessment. Group or pair work for ELLs in this type of activity lends support and scaffolds learning within the abilities of the students' level of English language proficiency.

Listen-read-discuss. Reading a summary of information to students, aids in developing key concepts from the reading and sets the stage for interactive-participation. Read-alouds to students have numerous benefits, especially as a motivation for students to read and to build their topical knowledge about a specific subject (Hoffman, Roser, and Battle, 1993). Students' listening-skills are fine-tuned when explicit concepts are the focus of the listen-read-discuss method. Many researchers have demonstrated that read-alouds are an effective way to introduce students to the joy of reading and the art of listening (Morrow, 2003) while developing their vocabularies, experiential backgrounds, and concepts of print and story.

Fisher, Flood, Frey, and Lapp (2004) described seven essential components for a successful interactive read-aloud: 1) books chosen appropriate to students' interests and matched to their developmental, emotional, and social levels, 2) selections previewed and practiced by the teacher, 3) a clear purpose for the read-aloud needs to be established, 4) teachers modeled fluent oral reading when they read the text, 5) teachers were animated and used expression, 6) teachers stopped periodically and thoughtfully questioned the students to focus them on specifics of the text, and 7) connections were made to independent reading and writing.

These components contribute to the effectiveness of a listen-read-discuss method. The use and explanation of rich language to ELL students expands their academic English language from basic interpersonal language skills. The opportunity to clarify key vocabulary and concepts through this method serves as a platform for discussion.

Oral attention instruction. LeLoup and Ponterio (2005) pointed out that the development of oral language skills in second (as well as first) language learners is of prime importance. They also stated that oral language proficiency is the skill they would use most. It is intertwined with reading, writing, and listening. Consequently, oral language development needs two essential

elements in order to be maximally realized: comprehensible input (CI) and social interaction (Peregoy and Boyle, 2005).

ELLs acquire social language outside of the classroom. Comprehensible input in a social interaction facilitates the learning of social language with more ease than acquiring academic language. As ELL students move toward native-like English language proficiencies, oral language development focuses on students' background knowledge and social environment.

ELLs acquiring academic language is mostly learned in context of the classroom. Hence, the development of vocabulary, academic concepts, and reading skills rely on implicit instruction. Comprehensible input is an essential element for acquiring oral language development and increasing subject knowledge. Building background knowledge through these two essential elements contributes to maintaining and gaining student attention and interest level.

Second COBRA Goal Area

Rationale

The concept underlying this goal is that students engaged in either actual or representational experiences during their learning. Heerman (2002) broke down the cycle of experiential learning in more detail: 1) engage: pay attention, 2) observe: look at and study an experience or product, 3) participate: become initially involved in an experience, 4) enact: become more fully involved in and complete an experience, 5) explain: recall and recite the essential elements of the experience, 6) organize: make information out of the experience, make it cohesive and predictable, 7) reflect: compare and integrate old knowledge with new knowledge, and 8) application: acquire additional labels (semantic features) for acquired or new, or, integrate experiences. Vygotsky wrote extensively in support of experiential learning with reference to ZPD (Zone Of Proximal Development), and the need for teachers to devise curricula that directs students along a continuity of experience (Jaramillo, 1996).

Review of Literature

Experiential learning not only instills knowledge in students but also develops their abilities to think critically and apply that knowledge to novel situations (Byerly, 2001). Written explanation asks that students associate varied experiences and verbalizations and is based on the writing of Schwartz (1988). The seminal methods for sequencing, categorizing and labeling were

based on Vacca and Vacca (2002). The method of language-experience was attributed to Gold (1981). Techniques for transitioning experience to language included the double entry learning log (Calkins, 1986) and the writing tool Role-Audience-Format-Topic (RAFT) (Buehl, 1991). The review of the literature includes the six methods that comprise the second COBRA goal area.

Reporting experience. Research has shown that student-centered learning with experiential learning opportunities and cooperative group assignments results in better retention and understanding of the material to be learned (Human Ecology, 2000). Students connect learning through watching and listening, and they report the experience through telling or retelling (Brown and Yule, 1983). ELL students use these experiences to bridge unknown experiences to known experiences. Authentic assessment can be derived from reporting experience and is inclusive of ELL students.

Organizing information from experience. In experiential learning students are guided by steps, procedures, and processes. This method includes sequencing, labeling, and classifying. Vacca and Vacca (2002) introduced a “list-group-label” procedure, in which students participate in an activity where they brainstorm and list concepts from their learning. Based on the list given by the teacher terms are sorted into appropriate categories. Word sorts, another method introduced by the authors, broadens the experience for students, in which a word list is supplied to them and they must create their own categories. Charts can also be used to better organize their categories. Similarly, Chamot and O’Malley (1994) introduced CALLA-cognitive academic language learning approach- as an instructional approach that integrates academic language development with content area instruction and learning strategies. For ELL students, these methods bring an order to academic vocabulary that is unfamiliar to them. The organizational process of this method links their background knowledge to unknown concepts.

Experiential vocabulary development. Schwartz, (1988) cited a vocabulary method that required students to make multiple associations with a word. Students were given a word and prompted with questions to build their knowledge of the vocabulary word such as: What is it? What does it look like? What properties does it have? Give an example. Compare it to something similar. For ELL students this method builds on their background knowledge and experiences. It involves ELL students in creating a word bank that builds on what they know. In the four-block method, students section their paper into four blocks. In the first left-hand block the

question is written. The second block to the right the question is predicted or answered with as many details that can be provided. In block three on the bottom left, students draw their answer to the question. Lastly, in block four students write a sentence using the information from the previous three blocks. This four-block method is effective for ELL students that require a concrete visual step-by-step process.

Experiential writing. The learner can explain all graphic representations in writing, which includes cartoons, pictures, maps, charts, graphs, drawings, and even numerical data sets. Experiential writing is a reporting process parallel to oral telling. This encourages students to write for real purposes that are meaningful. The ELL student can make cognitive connections through the graphic representations depicted in this method. The symbolic nature of the graphic representations allows an ELL student to “read” with comprehension what otherwise might be a difficult task.

Written explanation of a performance or product. With this method, the student has the opportunity to express in writing a performance or a product and making a connection between oral language to written language. Students produce in written form a reflection of their experience and demonstrate their knowledge that is different from the experience itself. Journaling a science lab report, for example, is a tool that is inclusive of ELL students, particularly the inclusion of charts, graphs, and/or pictorial data that illustrates the written performance or product. For ELL students, this method can lessen the pressure of performing orally.

Using personal experience to promote oral language development. This method is used after reading a passage or text, the teacher prompts or language production from the ELL student based on the student’s personal and language experience.

Gold (1981) cited the basics of the language experience method. The method was organized in the context of listening. This method provides opportunities to use academic English in a setting that is comfortable. For example, the teacher uses effective questioning with ELL students to encourage them in discussing their experience on what they did and learned. The information provided by ELL students can be charted or graphed to visually demonstrate the connections of their experience to key terms from the lesson. The response from ELL students displays the depth of comprehension acquired from the experience and assesses their knowledge from the experience.

Third COBRA Goal Area

Rationale

This third goal area, Comprehension Instruction, was diverse in its methodologies and could be considered the most complex of the seven goals in the COBRA model. Al-Fadda (2004) stated three reasons why this was so: 1) building the learner's text and mastering the thinking patterns of the subject area reflect the points at which the reader builds and elaborates the main meaning of subject matter information, 2) educators have contrived a variety of approaches for achieving this goal, and 3) teachers must recognize that there are different settings in the school for constructing text. Students construct texts and master the thinking pattern of the material read or subject studied.

In addition, the diversity and complexity of this goal area can be sub-grouped into six teaching and learning environments with clusters of methods designated for each environment. These six environments/clusters are: 1) core skills, 2) narrative, 3) textbook, 4) subject specific, 5) hierarchy, and 6) teacher-student negotiated. Each of the environments/clusters can be further broken down into a series of methodologies.

Review of Literature

The first teaching and learning environment, core skills cluster evolved from the work of Gray (1925, 1960). Gray envisioned that reading could be broken down into comprehension sub-units, such as, inference-prediction and the main idea. This cluster seemed to be the mainstay in middle school classrooms and many teachers mistakenly believed that it represented all reading instruction and student reading development (Al-Fadda, 2004). Other writers who emphasized the narrative literature environment and cluster of methods included Roser and Schallert (1996).

Ideas and subject matter are represented in the form of text (textbooks), which includes the third environment and cluster of methods. The work of Roser and Schallert (1996) emphasized this and explained that teachers developed plans for textbook teaching. Stotsky (1984) separated the narrative literature environment and the cluster of methods from the textbook environment. The fourth environment, subject-specific patterns cluster (exposition), evolved from the work of Shaw (1958), Smith (1963), and Niles (1965). For this fifth environment and cluster of methods the research conducted by Simonsen (1996) emphasized that

these patterns could be taught and applied in a ranked or hierarchical pattern. The sixth teaching-learning environment and cluster of methods was described by Heerman (2002). This cluster of methods was termed negotiated since the teacher and students may engage in a series of transactions (e.g., questioning, questioning for clarification and elaboration, explaining, and explaining for clarification). Presented below are the seven methods that comprise the third COBRA goal area.

Skills instruction. The following skills oral paraphrasing, fact versus opinion, inference-prediction, sequence, main idea, and drawing conclusions are usually thought of as the whole of reading comprehension. These skills are critical; however, are not encompassing of reading comprehension. For example, students use the oral paraphrasing skill once they are accurate in their reading and are more able to handle this type of thinking as they move through the grades (Jones, 2004). However, for ELL students this skill requires other prior knowledge support so that students can successfully comprehend material read.

Students learning to identify fact vs. opinion are asked to work on short paragraphs and find facts and opinions. Novelli (1999) suggested writing a short paragraph to explain the difference between the facts and opinions. For ELL students it is a must to learn identified clue/key words that differentiates between facts and opinions.

Inference-prediction draws on prior knowledge and is done before reading the text. Students discuss, predict, hypothesize, etc., what the story is about by studying the title of the story, the illustrations, and key vocabulary. For ELL students this skill transforms written text to possible connections to themselves.

Sequence gives order to text, and it tells what happens first, next and last. For ELL learners using cartoons, picture books without words, and graphics to tell a story in sequence develops higher order thinking skills.

Recognizing the main idea is based on accurate comprehension of words, phrases and sentences. Bakken and Whedon (2002) suggested steps in overcoming difficulty in identifying the main idea. In brief, the authors recommend reading a short selection and choosing a title from a list; read a short title and a title given by a student in their own words; read a title and predict what the author is saying; read the introduction of a chapter and note author's outline; read the summary of a chapter and retell in a simple sentence; read a paragraph and paraphrase in one sentence; skim the titles and subheads of a selection and attempt to list details; read the first

and last sentence of an entire selection; turn each subhead or subtitle into a question; use newspapers to identify a clearly stated problem and skim for the solution to that problem; and have students select a headline that describes the narration of an article. ELL students would benefit from this activity in a paired or cooperative group setting.

Narrative literature. Reading is taught through story elements such as setting, plot, characters, goals, events and outcomes. Schools devote a large amount of time to narrative literature, and it is assumed to account for all reading growth. For ELL students the presence of good visual cues enables the student to access the story easily. Reading materials that reflect the experiences, knowledge and interests of the learners increase their participation in developing oral and written language.

Whole language and reader response. Whole language became part of the school curriculums for two reasons: 1) a reaction to the skills-based language programs with heavy emphasis on technical structures (phonics, grammar, correct spelling), and 2) the new theories of learning, which have been advocated by the whole language camp.

McKenna and Robinson (1990) described whole language as a “slippery quarry” and as “something hard to measure”. The whole language philosophy proposes that all language concepts are closely interconnected, and to separate them is senseless, hence, language concepts should be learned in a natural or a “whole” manner. Emphasis is focused on success in a natural setting rather than on errors, corrections of mistakes, and “word attack” skills. Students, in turn are encouraged to learn to read and write in the same manner they naturally learned to speak.

Serafini (2002) stated that reader response instructional practices are designed to broaden students’ responses to a particular text by helping students assume new perspectives about literature, developing each reader’s ability to respond to readings and creating community of readers that are willing to share their interpretation with each other in a supportive environment. Reader response is designed to allow the student to personally respond to the text, invites literature to be relevant to student’s lives, and makes it possible for multiple interpretations to be accepted rather than just one interpretation. A wealth of emotions, experience, and knowledge to text are evoked by readers, which in turn readers make associations with the words, images, and ideas in the text. Rosenblatt (1995) proposed in her “transactional theory” that unique transactions between reader and text resulted in meaning being derived from the text.

Basic reading patterns. In this method students learn comprehension patterns of description, sequence, and question-answer relationships (QARs). An approach called QAR or question-answer-relationships was developed based on observations of strategies students used while answering questions. Students fell into one of two categories: 1) Those who relied only on their memory or prior knowledge to find answers or 2) those who relied only on text (Raphael, 1986 cited in Zygouris-Coe and Glass, 2005). This approach helped students understand the difference between the two and they were able to distinguish between “in my head” and “in the text” answers using the QAR strategies, which improved their ability to answer questions correctly. Students also are encouraged to use the QAR technique in other content areas.

Another practical plan for improving reading comprehension is Transactional Strategies Instruction (TSI). Casteel, Isom, and Jordan (2000) constructed three instructional phases: 1) explanation and modeling (where the teacher defines, explains, and models various strategic procedures), 2) practice and coaching (student practice applying strategies and the teacher coaches as necessary), and 3) transfer of responsibility (students assume the responsibility for selecting and applying strategies). “Strategy instruction must be introduced to students in such a way as to bridge the gap between what is read and the ability to strategically transact with the text, peers, and teachers as they read. Therefore, teachers need to phase students into this metacognitive process by modeling, coaching, then gradually transferring the responsibility to the students,” (Casteel et al 2000, p. 67).

QAR and TSI strategies are plans that would take time to develop over the course of the year with consistent use. However, the interventions these strategies provide while in pair settings or small groups, students would probably see an increase in reading comprehension.

Comprehension supports. Graphic organizers are instructional tools that provide a meaningful framework for readers to form relationships between what they know and text information (Wittrock, 1992 cited in Vaughn and Edmonds, 2006). Vaughn and Edmonds (2006) cited that graphic organizers are visual representations and organizational diagrams or outlines that assist students in organizing prior knowledge, reflecting on key concepts and vocabulary, and organizing what they read from reading text. The two commonly graphic organizers used are semantic maps and concept diagrams. Of importance to this study, Garcia (2000) felt that teachers tended to focus mostly on basic skills and repetitive drills, rather than on

high-level content, language, and comprehension skills. ELL students benefit from these comprehension supports to facilitate comprehension of text read.

Hierarchy pattern. The four different tasks of the hierarchy pattern are sequence, classification, categorization, and concept mapping. Successful readers master a number of skills and strategies in reading. Understanding that a story or article has a beginning, middle and end is part of the sequence. Key words such as first, next, last etc., clarify the direction a story is forming, which maintains the readers connection to the events. An activity that develops the sequence skill is a sequence vocabulary list created with the use of a dictionary and/or thesaurus and used to summarize a sequential event.

Classification, categorization, and concept mapping are techniques that require key terms be listed from the material to be read. These key words are grouped by level of importance. For example, words that are essential and important and are considered the most powerful terms are labeled under superordinate. Key words that are intermediate (next in importance) are labeled under coordinate, and terms of lesser importance are labeled under the subordinate list. Once students have ranked key words as super ordinate, coordinate, or subordinate the terms are graphically arrayed. For ELLs, this technique refines key words in a comprehensible way and points out the importance of certain terms.

Summarizing and responding. Summarizing is a cognitively challenging response to the text. Moore, S. A., Cunningham, P. M., & Cunningham, J. W. (1994) stated that summarizing requires an understanding of what the students read as well as the ability to put that understanding into their own words. For ELLs, guided questioning and using established key terms from the lesson contribute to the success of the student's response. Providing the opportunity to work in pairs or groups would be productive for ELL students because the support given by peers is less threatening.

Fourth COBRA Goal Area 4

Rationale

This fourth goal, Word Study and Verbal Concept Formation, includes methods that are fairly conventional much like the third goal, which affirmed that acquiring thinking patterns are not to be considered separate from acquiring language patterns. Rather, this fourth goal conveys that, "as we embrace a broader array of reading methods, we may find that many do not require

that the student learn words or engage in foundational word study” (Al-Fadda, 2004, p. 25). Along with standards based accountability processes set in place by the No Child Left Behind (NCLB) Act (2002), it was assumed that reading instruction would remain in the spotlight. Secondary educators at the middle school are turning to reading intervention for the young adolescents who are struggling with reading. This is especially true for ELLs who will be under more stress to learn English. That is, word study and verbal concept formation are the crux of reading programs designed to improve reading scores. We know that vocabulary development is vital to student reading. Therefore, the evolution of this vocabulary goal in the COBRA model helped maintain a focus on the role of vocabulary instruction. Communicative methods and strategic methods probably work best with students who have well-established vocabularies.

Review of Literature

Heerman (2002) defined word study as a student task and explained that it had its greatest impact when students have larger vocabularies. Krashen (2004 cited in Tran, 2006), for example--argued that ELLs should learn vocabulary incidentally through extensive reading. The writings of Taylor (1953) helped describe how context clues can be used to find the meaning of words from the context. Again, concept of definition, which provides a framework for organizing conceptual information in the process of defining a word, was based on the work of Schwartz and Raphael (1985) and Schwartz (1988). Categorization, which required students to classify words in relation to more general concepts, was founded on the work of Vacca and Vacca (1993). Sample studies on analogies were based on the works of Hayes and Tierny (1982), Mathiason (1998), and Vacca and Vacca (1993). Semantic feature analysis (SFA) was described in the writings of Heimlich and Pittleman (1986). Jones (2004) addressed the method of using antonyms, synonyms, and multiple meanings. Vocabulary strategy building lessons generally emphasize learning about context clues, examining the structure of words (prefixes, suffixes, root words, inflectional endings), and using reference books such as dictionaries and thesauruses (Blachowicz and Fisher, 1996; Graves, Juel, and Graves, 2001; Ruddell, 2001). Harmon (2002) further stated that while this works well with average and above average students, many students who struggle with reading continue to have difficulty transferring these strategies to their independent reading.

List and define vocabulary. Students list and define key vocabulary from a reading story. The steps in introducing new terms in this method are, 1) say the word, 2) display the word, 3)

use the word in a sentence, 4) ask students to write an original sentence using the word, and 5) give a precise definition for the word. Tran (2006) argued that identified vocabulary occurs frequently, and it is recommended that English-language teachers give it priority in their classroom practices. For ELL students listing and defining vocabulary words would be meaningless if the student cannot comprehend the text. Tran (2006) suggested that graded readers or materials written specifically for ELLs are made available, provide a learner-centered session where students identify needed vocabulary, and after one learned book divide the next book into longer passages and expand the word base, for example, from the word happy learn five more words: happiness, unhappy, unhappiness, happily, and unhappily. The author also suggested using songs or recordings of the passages, movies with subtitles, and reviewing learned words before beginning a new passage.

Basic word study. Heerman (2002) stated that word study is a student task and has its greatest impact when students have larger vocabularies. This method requires that students sound out word parts, use context clues, and study the dictionary for word pronunciation and word definition.

Hennings (2000) suggested that learning clusters of words that share a common origin helps students understand content area material, which entails, analyzing and sorting words into groups based on shared elements, searching for structurally and etymologically related words, and discovering generalizations about word connections. Research indicates that knowledge of words, ability to access that knowledge efficiently, and ability to integrate new concepts into existing conceptual schemata are key factors in reading and listening comprehension, especially at levels of schooling beyond the middle grades (Anderson and Freebody, 1981; Daneman, 1988, cited in Hennings, 2000).

As Daneman (1988) explained, "words are the building blocks of connected text" (p. 150 cited in Hennings, 2000, p. 268). Hennings further stated that students with limited vocabularies have "too few building blocks" with which to construct meanings and gaps exist, which makes construction of meaning difficult. The author suggests students, 1) highlight Greek and Latin roots, or bases, as they are encountered in text, 2) associate new terms derived from a root with a more generally known word that contains the same root and use visuals to highlight the similarities, 3) use content area studies as a context for introducing and reviewing meanings of prefixes, 4) give attention to prefixes that carry a negative message, 5) highlight word elements

that tell how great or how many, 6) point out to students the relationship among clusters of words formed from the same base but that carry different suffixes that affect the way the words work in a sentence, and 7) assist students to make meaning with suffix-like endings such as -cracy and -archy, which are commonly found on words important in content area reading and writing.

Concept mapping. This technique is the use of key terms from the content material, which lists terms by level of importance: super ordinate (the most powerful term), coordinate (intermediate weight terms), and subordinate (terms of lesser importance). Horton, McConney, Gallo, Woods, Senn, and Hamelin (1993) suggested these terms be graphically arrayed in a top-down fashion once the terms have been labeled by grouping. Lapp, Flood, and Hoffman (1996) and Schwartz and Raphael (1985), also suggested this graphic organizer to help learners construct meaning by making connections explicit (cited in Fisher, 2001, p. 92). The appropriate time to use concept mapping is when 1) a lesson can be organized by topics or concepts, 2) when knowing a structure, system, operation process, or sequence of events are integral to understanding course material, and 3) when summarizing, outline, or otherwise reducing content for comprehension (Vanblerkom 1994). This method is effective for ELL students, especially, when working as pairs or within a cooperative group.

Morphemic or structural analysis. This method is referred to as the study of words formed by adding prefixes (for example, -de, -pre), suffixes (for example, -tion, -ed), or other meaningful units to a base word or root word. Blachowicz and Fisher (2001) stated that morphemes are the smallest unit of meaning in a language, for example, cats has two morphemes: “cat” and the plural maker “s”. The authors also write that there are free morphemes, words that stand alone (for example, cut), and bound morphemes, which need to be attached to another morpheme (for example, -ing in cutting, or -un in uncut). A suggested method to teach morphemic analysis is in relation to compound words, affixes, root words and teaching spelling and morphemic analysis together.

Antonyms, synonyms and multiple meanings of words. This method will aid students in the practice of identifying the similarity and differences among words. Students will practice the opposite meaning of simple words and recognize the word pairs with similar meaning in longer sentences (Jones, 2004). This activity also includes the practice of words that are spelled the same but have different meanings according to the context. Powell (1986 cited in Blachowicz and Fisher, 2001) argued that the use of antonyms could be one of the most powerful tools in

vocabulary instruction. Powell further maintained that semanticists identify three main types of word opposition: contradictories, contraries, and reciprocal terms.

Synonym webs and synonym feature analysis are two instructional techniques that can help students clarify words that help define adjectives and adverbs. Paul and O'Rourke (1988 cited in Blachowicz and Fisher, 2001) claim that synonym webs are particularly useful with words that multiple meanings. Differences in synonyms can be problematic for students; therefore, it is important to learn the difference between the denotation and the connotations of a word (Blachowicz and Fisher, 2001). This technique should be taught explicitly as possible, especially, for ELL students.

Vocabulary practice. Blachowicz and Fisher (2001) maintained that for struggling readers with limited vocabularies it may be appropriate to make vocabulary the focus of instruction to develop their knowledge of word meanings. Blachowicz and Fisher (2004) stated that playing with language and being interested in words per se has benefits in many areas of the curriculum and beyond school. Research findings suggested that there is no one best way to teach vocabulary, rather, using a variety of techniques that include multiple exposures to unknown word meanings produces the best results (Bryant, Goodwin, Bryant, and Higgins, 2003).

Foil and Alber (2002) specified five techniques to teach vocabulary: 1) drama-using a kinesthetic approach, 2) semantic mapping-the use of a semantic mapping computer program, 3) video technology-creating a video using a list of related words in a specific content area and producing a skit, or acting out the words, 4) the Keyword Method, a mnemonic strategy, and 5) active student responding activities-preprinted response cards, bingo vocabulary game, and write-on response boards (dry-erase boards).

The authors also encouraged teachers to plan lessons incorporating four principles: 1) using a variety of methods for teaching vocabulary, 2) actively involving students in vocabulary instruction that endeavors to facilitate deeper levels of understanding, 3) providing instruction that enables students to see how target vocabulary words relate to other words, and 4) providing frequent opportunities to practice reading and using vocabulary words in many contexts to gain a deep and automatic comprehension of those words.

Contextualization. Using a variety of realia (actual objects or items) to illustrate and teach vocabulary provides a concrete frame of reference for ELL students. Students get the

opportunity to see, hear and touch the objects, which helps them make the connection to the meaning of the lesson. This method is used to develop oral language and build vocabulary to aid in reading comprehension.

Fifth COBRA Goal Area

Rationale

This goal (Study Skills Instruction) was seen as important in that students experienced success in their learning. This was especially important for sub groups or special populations of low income and ELL students. The Al-Fadda study noted that students were being stymied by trying to learn complex or overwhelming amounts of information. She stated, “this goal can be defined as the acquisition of knowledge and skill through active helping and supporting among companions who are matched or equal in status” (p. 108), and further noted that “utilizing peers enhanced the strengths, such as sociability, of the nonreader”. The following methods are part of the fifth COBRA goal area.

Review of Literature

Colvin and Schlosser (1997-1998) maintained that students performed best in the classroom when they felt that they had power and control over their reading and learning. Practice in the classroom was further supported by the research of Slavin (1987a; b). Peer and cross-age tutoring, as described by Greenwood, Carta, and Hall (1988), Webb (1989), and Cazden (1986), are also acceptable practices.

Paired or group practice. Students work in pairs to study the spelling and the meaning of words from passages they have read. They also practice asking and answering questions over the same passage. This strategy may also be used in test recitation practice when students ask each other teacher prepared questions to sharpen their understanding of information over which they will be subsequently tested.

Tutoring. This method encourages students to engage in additional reading, learning, and study development with the help of peer, cross-age, or paraprofessional tutors who are in the classroom. Greenwood, Carta, and Hall (1988) stated that there are three common benefits of peer and cross-age tutoring: 1) the learning of academic skills, 2) the development of social behaviors and classroom discipline, and 3) the enhancement of peer relations. Researchers cite

that tutors who are trained in specific instructional steps are significantly more effective than tutors who are left to their own devices. One reason peer tutoring works may be that tutors and tutees speak a more similar language than do teachers and students (Cazden, 1986). Six conditions have been identified which may be needed for effectively transmitting knowledge through peer tutoring: 1) the tutor must provide relevant help, 2) which is appropriately elaborated, 3) timely, 4) understandable to the target student, 5) the tutor must provide an opportunity for the tutee to use the new information, and 6) the tutee must take advantage of that opportunity (Webb 1989 cited in NWREL, 1995).

Note-learning. Note learning is a method that links a previously guided lecture procedure with the recording of two-column notes. Students are assisted in building text (schema) by recording information, recovering lost information and clarifying misunderstood information. Students are encouraged to question for clarity, for example, “Can you repeat the part about . . .?”, “I missed the part . . .?” and “Is this in the book . . .?” Students can also cross check information with their peers. Heerman (2002) suggested that if students are still unclear about some points they should go back and ask the teacher for more clarification. Pointing out key words and key phrases for ELL students aids in their comprehension of reading passages and organizes their understanding.

Advanced reading patterns. This method concerns students learning text patterns of compare-contrast, cause-effect, and problem-solution. Problem-solution techniques focus on four areas critical to problem solving, 1) identifying the problem, 2) listing the consequences or results of that problem, 3) isolating the causes, and 4) proposing solutions. Jones (2004) recommends that students first identify a problem, and then list the effects or consequences of that problem. Cooperative groups or pairs would help ELL students brainstorm all the possible causes and solutions for problem solution activities.

Compare and contrast is useful in looking at two quantities and determining in what ways they are similar and in what ways they are different. Similarities are looked at first, then differences are considered (Jones, 2004). Because expository text may be unfamiliar to students, teacher modeling is a critical first step in involving students in expository comprehension. Moss (2004) stated that teachers need to provide extensive scaffolding for students as they develop understanding of the process, and teachers should model retelling books with structures like sequence or comparison and contrast first and then gradually move to more complex structures

such as cause and effect. The author further suggested that teachers 1) develop links between children's experiences and the text itself, 2) during reading point out specific text features that ease retelling, 3) after reading the student should retell the text as completely as possible, and 4) model more "embellished" retellings by including analogies, personal anecdotes, and imagery (Wood and Jones, 2000 cited in Moss, 2004). In expository text, the elements are different, rather than characters and plots, facts and ideas are presented in particular ways using specific structures (Rhoder, 2002).

Textbook study methods. Students are guided through a series of textbook study activities such as directed reading activities (DRAs), reading guides, skimming for main meaning, and textbook survey reading, such as, SQ3R. This method is based on the assumption that teachers have textbooks and students should be taught how to read and learn from their textbooks, which makes the textbook the focus of instruction.

Stauffer (1969) developed the Directed reading-thinking activity (DRAs) in order to help readers to think, learn, and test. The author attempts to provide the reader with 1) the ability to determine the purpose of reading, 2) the ability to extract, comprehend and assimilate information, 3) the ability to examine reading material based upon purpose of reading, 4) the ability to suspend judgment, and 5) the ability to make decisions based upon information provided from reading. The author also suggested adapting the method for group and individual use and to use the method with content fields. There are two parts to the DR-TA, which has a process cycle and a productive cycle. The process cycle involves the reader in setting purposes for reading, adjusting the rate and the materials, pausing to evaluate and understand, and lastly to read with the same or with different purposes. The productive part of the DR-TA extended and refined the students' ideas.

Reading guides are usually a text selected by the teacher and are explored together with students via the teacher. The role the teacher plays is crucial since 1) text is teacher selected, and 2) the teacher introduces and guides the students as they talk, read and think their way through the text (Ministry of Education, 1998). This method is typical of mainstream classrooms.

Skimming for main meaning is a method used to rapidly seek an idea of the text. It is useful in instances where the teacher needs to decide whether the text will be useful to read or to decide which part to read (O'Hara, 1996). Other critical reading skills such as determining fact and opinion or locating main ideas would render this method more effectively. For ELL students

this is an excellent place to add some direct instruction regarding basic study skills such as note-taking techniques, skimming text for specific information, scanning text for main ideas, recognizing specific attributes within a particular literary genre, and using those attributes to produce one's own representation of that genre, to name a few, (Ernst-Slavit, Moore and Maloney, 2002).

SQ3Rs origins can be traced back to the early 1940s (Robinson, 1941), and it has recently earned the title "the grandfather of study strategies", (Lipson and Wixson, 2003). This technique is intended to improve comprehension of new material or difficult text and is designed for textbook reading and assignments. SQ3R is broken down into these separate skills, 1) the "S" is to survey the text and to identify text structure and subject headings to preview illustrations, 2) the "Q" is for questions students should create and expect to be answered in the reading, 3) the "Rs" stand for read, recite, and review, which should be accomplished in that order (Huber 2004).

Reading fluency opportunities. Even when classroom contexts and experiences are rich, many students do not develop oral reading fluency on their own (Pinnell, Pikulski, Wixson, Campbell, Gough, and Beatty, 1995) and need explicit instruction and experiences that specifically target fluency. In order to be truly fluent, a reader must comprehend and interpret text (Thurlow and Van den Broek, 1997) and read with appropriate timing, expressiveness, stress, and intonation (Dowhower, 1994; National Reading Panel). According to Worthy and Broaddus (2001) students should have the opportunity to have fluent reading modeled, a genre of nonfiction and thematic texts, manageable texts to be read (at least read 95% of the words correctly), fluent reading practice by student, and the text should be engaging and meaningful.

Sixth COBRA Goal Area

Rationale

In this goal (Application of Subject Matter Information) students, internalized subject matter information through response and application tasks. It was thought that students would exploit all of the previously learned reading skills to fulfill this goal. A brief narrative and citations for each of the methods listed in the sixth goal area are presented. In complying with the NCLB act, the New Mexico Public Education Department (NMPED) has committed New

Mexico educators to change and replace outdated, teacher-centered methods with meaningful instructional practice.

Review of Literature

Conventional tests. Tests that were generally used by content area teachers to monitor students' progress throughout the school term. Common conventional tests are fill-in-the blank, multiple-choice, matching, short-answer, and true-false tests that measure students' subject matter knowledge. Normally, content area teachers use these tests to monitor a student's progress throughout the year at quarterly and/or semester intervals. These conventional tests carry a lot of weight in determining a student's grade in a content area and their proficiency in the subject matter.

Curriculum-referenced tests. These were subject area tests designed around important subject area concepts or subject standards. Usually, at the secondary level departments agree on particular standards that should be met by all teachers of certain content. Based on these goals, tests are then developed. Hirsch (2000) states that the goals are reflective of the state standards and act as a guide to state assessments and other standardized tests. However, in New Mexico, a criterion-referenced test has replaced the conventional tests.

Written responses. This method maximizes student's knowledge and application of subject matter information through the writing process. Students would write short answers, paragraphs, and essays to demonstrate their knowledge in the subject matter. Using rubrics to guide student's writing serves to strengthen their reading comprehension development. Students should become familiar with the rubric in advance of writing activities (Kolls, 1992). ELL students would benefit from the plan that a rubric presents. The following steps provides maximum benefit gained for written responses: 1) select prompts that are appropriate for students, 2) select rubrics students can use themselves, 3) share the rubrics with the students, 4) identify benchmark papers that provide modeling examples, 5) review the how of writing, 6) provide time and instructional support for self-assessment and peer assessment, and 7) use conferencing to discuss writing with students.

Critical thinking cycles. This method requires that students engage in complex thinking, issue resolution, or problem solving to demonstrate thinking abilities in subject matter information. Paul (1992) encouraged that opportunities be given for students to be aware of their assumptions, inferences, and other elements of thought so as to support the development of a "fit

mind," one that can "successfully engage in the designing, fashioning, formulating, originating, or producing of intellectual products worthy of its challenging ends" (p. 18 cited in Little, 2002). Paul (1992) highlights eight elements that he suggests should be taught within the study of literature and persuasive writing and should not be taught in isolation are: 1) purpose, goal, or end in view 2) question at issue or problem to be solved, 3) point of view or frame of reference, 4) empirical dimensions of reasoning (for example, the experiences, data, or evidence that provide support for the inferences or conclusions to be drawn), 5) conceptual dimensions of reasoning, 6) inferences, 7) assumptions, and 8) implications and consequences (Little, 2002). Consequently, students are assisted in developing not only cognitive, logical reasoning behaviors, but also in acquiring the dispositions of the critical thinker, which include open-mindedness and sensitivity, (Ennis, 1985 cited in Little, 2002). Spache & Spache (1986) argued that students should be taught to think logically, analyze and compare, question and evaluate. As students become aware of their own biases they need to be challenged to move from those premises.

Creative response methods. Students complete artwork, posters, brochures, computer presentations, video development, etc., as alternatives to conventional information application and response tasks. Resnick and Resnick (1991) stated a thinking curriculum should be designed for all students. Creative activities designed by the teacher could include, for example, create a new cover for a book or to draw and paint a scene from the book on a poster. More and more teachers are responding to the "think out of the box" cry and requesting students to design, invent, and/or develop a response to a task.

Language specific methods. The teacher prompts students to produce oral or written language with native language support as a consideration. Saunders and Goldenberg (2006) cited small group discussions about stories, key concepts, and related personal experiences encourage ELL students to participate and build on experiences, knowledge, and understanding. The use of literature logs or journaling in response to writing prompts or questions related to reading passages or stories engages students and provides the native language support they may need.

Seventh COBRA Goal Area

Rationale

In order for students to attain COBRA goal 7 (School Wide Reading), a differentiated reading instruction model should be implemented. In line with the provisions of the No Child Left Behind Act, Adequate Yearly Progress (AYP) continued to have a significant impact on the states, the districts, and individual schools. Districts, as well as individual school buildings, are being pressured by standard based accountability systems to come up with a way to reach sub group student populations and students who are at various stages in their reading development.

It was felt that differentiated reading instruction was a crucial component in this effort. Forsten, Grant, and Hollas (2001) maintained that differentiated reading instruction was instrumental in aiding students in mastering the level of reading skills necessary to get what they want. In order for students to perform well on professional assessments students should engage in formal reading practice in preparation for these assessments. These examples included supplemental subject matter help, SQUIRT, SSR, USSR, or Accelerated Reader, etc.

Review of Literature

In addition to the work of Forsten, Grant, and Hollas (2001) on differentiated reading instruction, the survey research expanded on supplemental subject matter help by citing a report by the U.S. Department of Education (2004), which described ways of providing expanded academic enrichment. Jones (2004) explained that often students who read below grade level are placed in classes using SQUIRT, SSR, USSR, or Accelerated Reader. An interesting study by Mohan (1986) contributed toward an understanding of the need for adaptive reading instruction.

The explanation of specialized reading materials, which are designed to improve skills, vocabulary, and comprehension, was based on the work of Mendle (1997). In addition, the curriculum of comprehensive reading programs, such as, Reading Is FAME, Read 180, Great Leaps Reading Program, The Academy of Reading, and SRA's Corrective Reading Series was based on the reading development theory written by Dr. Jeanne Chall (1983, 1996). Kolls (1992) sought to familiarize students with the scoring rubric in advance of writing activities. This was seen to benefit mostly students who had difficulty with language and writing skills.

SQUIRT, SSR, USSR, or Accelerated Reader. This method is based on trade books, literature, or paperback reading programs, which require that all students read. These specific

reading programs are commonly offered as an elective course or it may be required in middle and high schools. The purpose of these reading programs is to improve reading skills. Jones (2004) stated that students who read below grade level are the ones placed in these types of programs. Palmer, Codling, and Gambrell (1994) and Spaulding (1992) stated, that students are generally more motivated to read when they are allowed to choose their own materials (cited in Kragler, 2000, p. 133). (Manning and Manning, 1984; National Reading Panel, 2000 cited in Worthy and Broaddus, 2001) suggested that teachers use this time to assess and provide appropriate instruction, as they would during guided reading fluency practice.

A continuous reading assessment program. This program uses either a standardized reading test or a building curriculum-referenced reading test. The assessment is administered each month, each grading quarter, or each semester. Programs like Success for All (SFA) assess students every eight weeks to determine their level of reading comprehension. Students whose reading comprehension increases go on to a higher reading level.

Remediation instruction. Students are given additional reading instruction with materials adjusted for difficulty level and these may include skills, such as, reading for details, inference-prediction, fact-versus-opinion, main idea, general reading comprehension, and vocabulary development. Title I programs are designed to meet the needs of students that require additional reading instruction. This program can be a pull out program where the student receives services outside of the regular class from a reading specialist, or smaller class sizes or an instructional aide working in the regular class.

Supplemental subject matter study help. Students participate in before-school or after-school tutorial/help sessions. Zhang and Byrd (2005) stated that it is critical for after-school programs to be well organized and to have quality curricula, implementation, supervision, facilities, and evaluation procedures. Although hours of program operation, program stability, and type of activities offered affect children's achievement, research has established that the greatest influence is the quality of the program (Caspary, Fuller, Gauthier, and Kagan, 2002 cited in Zhang and Byrd, 2005). The 21st Century Community Learning Center is one of the programs that funded after-school academic programs and is visible in New Mexico. The purpose of this program is to support the creation of learning centers that provide academic enrichment for children. Such demonstrations of program quality are particularly important because poor-quality educational programs have been shown to put children at risk for poor language

acquisition, lower cognitive scores, lower ratings of social and emotional adjustment, and lower levels of physical fitness (Collingwood, 1997; Cutforth, 1997; Scarr and Eisenberg, 1993 cited in Zhang and Byrd, 2005).

Practice for standard assessments. Students complete practice testing in preparation for local, state, and national assessments in reading and in the subject areas. To prepare for the annual standardized tests many school districts buy commercial test taking preparatory materials for their schools. New Mexico contracted with a major publishing company to create a criterion-referenced test that is culturally relevant to the state. The educators of New Mexico had the opportunity to be part of the item review process and the Public Education Department of New Mexico releases test items for test practice.

School wide literacy and ELL programming. This method addresses schools that have a school wide reading and ELL curriculum that provides full service instruction to all students. Thomas and Collier (1997) described effective strategies and program types that includes programs that have benefited ELL students such as bilingual programs that focus on transitional, maintenance or dual-language programs. Students who no longer are considered limited English proficient, but who were considered ELL in the preceding two school years, often possess limited English language proficiency. Therefore, sheltered English instruction in content areas have pressed for teachers to add to their teaching certification an English as a Second Language (ESL) endorsement to meet the academic needs of ELLs.

Chapter Summary

This chapter presented a literature review premised on the work of Heerman (2002), Kenyon (2004), Al-Fadda (2004), and Linn (2005). Also, a two-step procedure used to present the seven goals of the COBRA model was delineated and explained. The chapter has attempted to thoroughly rationalize, describe, and explain the COBRA model as a fixed goal model as well as include a review of the literature, which gives instructional life to each goal. The review of the literature has provided the groundwork for development of the survey instrument used in this research. Also, included is literature, which describes the instructional methods, which are part of each COBRA goal area. An overview of the goal areas provides some pre-information for the reader as they prepare to read each goal separately and in-depth. Each goal was presented separately with a rationalization and a review of the literature for the methods under each goal.

This two-step procedure included: 1) rationale, and 2) review of the literature by particular method.

In keeping with the New Mexico context the unique needs of ELL students are addressed in each goal and appropriate methods. The significance of New Mexico and its large percentage of ELLs has helped drive the survey research. The review of the literature highlighted best practices and methods that are successful for second language learners. Recognizing that differentiated instruction, which includes explicit background knowledge building before reading, is essential to ELL students. An emphasis on experiential learning for ELLs supports the acquisition of a second language sooner. Furthermore, comprehension instruction becomes comprehensible when ELL students are invited to share their background knowledge and make connections to reading while developing their academic language. During reading, needless to say, a strong grasp of the English vocabulary is required in order for ELL students' success in reading comprehension and the improvement of reading scores, and the methods suggested would improve English language proficiency. Study skills are learned through group and pair learning activities (cooperative learning), which increases the use of the English language for ELLs in a non-threatening way. As ELL students demonstrate English language proficiency in their assignments, evidence of fluency in reading comprehension is visible. Lastly, school wide reform is inclusive of all students.

In conclusion, the review of the literature has presented COBRA goals and methods that provide a plan for successful implementation of a well-articulated reading program based on a fixed goal model. It has provided the framework for understanding the rational and importance of the results of the survey and the conclusions reached.

CHAPTER 3-RESEARCH METHODS

This study was a survey of New Mexico middle school teachers in order to determine the reading methods they considered important in their classrooms. The criterion for assessing the methods used was the COBRA model, which was explained in Chapter 2 with seven specific goals. In addition, the basic rationale for using the COBRA model was presented in chapters 1 and 2. In this chapter, the researcher presents the survey research design and the research methodologies used to conduct the survey research. Chapter 3 was organized into eight sections: 1) Design of the Study, 2) Research Settings, 3) Research Participants, 4) Methodology, 5) Data Collection and Analysis, 6) Pilot Study and Instrument Reliability, 7) Protection of Human Rights and Confidentiality, and 8) Chapter Summary. Each section contributes toward establishing a framework for understanding the scope (design, methods, and methodology, etc.) of the survey research.

Design of the Study

Founded on the importance of applying COBRA reading methods in middle school programs, this study was developed and organized around three main parts. The first part reconstructed a framework for COBRAs based on seven specific goals. The second part included a review of the literature relative to reading methods considered appropriate for middle schools. In this part, the researcher lists methods that could be considered standard for achieving each of the seven instructional goals of the COBRA model. The third part included the survey instrument, which was filled out by teachers in selected New Mexico middle schools. The results of the survey served to inform the researcher of the perception reading methods used by New Mexico middle school teachers, and the extent to which COBRAs were taught in these schools.

Research Setting

The study was conducted in New Mexico middle schools. The total number of middle schools in the state was 140. However, for the purpose of surveying the reading methods used in New Mexico schools only schools with 200 and above enrollments were included as participants.

When middle schools are smaller, they are included in elementary or high school buildings. The researcher sought middle schools housed in their own buildings, thus, the schools with 200 or more students were included in this study.

Public school profiles for the 2003-2004 school year were abstracted from the New Mexico Public Education Department's Accountability and Information Services WEB site (NMPED, 2005). School districts that did not have a designation for middle schools were eliminated. In most small districts, the middle school students (grades 6-8) were included in the elementary schools and in some cases the 8th grade was included in the high school. Larger enrollment districts generally have high schools rated at the higher levels of 5A, 4A, and 3A. In the process of identifying schools, this researcher followed the assumption proposed by Al-Fadda (2004) that districts with small high schools would necessarily have small middle schools or that the middle grades would be included in the elementary or high schools.

There are 110 middle schools that meet the criteria for inclusion in the reported survey research. The list was developed using the criteria of enrollment size (200 and above), which was established for this research.

Table 3.1 Distribution by Enrollment Size of Participating Middle Schools ($N=110$)

Enrollment size	<i>n</i>
1000-1099	6
900-999	4
800-899	9
700-799	14
600-699	20
500-599	16
400-499	13
300-399	19
200-299	9

Table 3.1, above, summarized the number of schools and enrollment distribution, in increments of 100, for the 110 buildings identified as participants in this research. Total middle school student enrollment for the state was 322,705 (100%), for the 43 districts included in the survey research was 305,206 (96% of state total), and for the 110 middle school buildings it was 62,578 (19% of state total).

Two-thirds of the state's schools met basic requirements for student performance and participation under the 2000 No Child Left Behind Act (NCLB), as amended, newly mandated system of rating schools. The criteria for rating schools are based on "adequate yearly progress." Under this federal law, states are to gradually increase their targets so 100 percent of students are proficient on achievement tests by the 2013-2014 school year. Schools are evaluated mainly on student performance and participation in math and reading tests. Other factors in the ratings are graduation rates and attendance rates for elementary and middle schools. Of the 469 schools in New Mexico, 188 (40%) did not meet AYP standards and criteria (NMPED, 2005).

Research Participants

The pool of participants was taken from each of the 110 middle schools asked to be part of the survey research. A letter describing the survey research project was sent to the building principals as an invitation to participate in the study. In addition, four copies of the survey instrument accompanied the letter of invitation. Administrative building principals were asked to select and contact four teachers in the following categories and ask them to fill out and return the survey. The four categories of educational personnel included:

- Reading teachers.
- English-language arts teachers.
- Bilingual/ESL/TESOL teachers.
- Instructional and school improvement leaders familiar with the building's reading program.

A self-addressed stamped envelope was provided so that teachers could return their survey directly to the researcher.

Methodology

In this section, a methodology for the research design is presented in hopes of giving the reader an idea on how the data collected was treated and organized for the purposes of data analysis. Each of the five research questions is restated along with an explanation on how data was organized and reported for each question.

Survey Research Question 1

What modifications are needed in the Al-Fadda middle school reading survey to make it appropriate for the New Mexico middle school context?

Although this study was a partial replication of the Al-Fada (2004) study, it was necessary to revise some of the items on the survey instrument to better fit the New Mexico context (refer to Chapter 1). The original survey instrument was subjected to three revisions. Table 3.2 discusses the type, number, and percent of revisions made to the original instrument. One of the key features of the survey instrument was the addition of reading adaptations specifically designed to meet the needs of growing percentages of ELL students in New Mexico middle schools. It was necessary to focus on the unique needs of second language learners, those of Spanish-speaking heritage. Laosa (2000, p. 1) posed the following question, “What instructional services do public schools provide to immigrant children?”

Background knowledge for the development of the ELL items was gathered utilizing a variety of sources and reading methods. For example, some of the concepts and constructs used were: ELLs required exposure to academic registers through reading; Success For All (SFA), at the middle school level, provided insight into effective reading strategies for second language learners (Slavin and Madden, 1999); focus was on intersecting adolescent literary development and language learning needs of ELLs; literature became a meaningful context in which words, phrases, language structures, and concepts are used, acquired, and learned (Saunders, 1999); combining instructional conversations with literature logs proved even more effective for promoting reading comprehension among ELLs (Saunders and Goldenberg, 2006); traditional word recognition and synthetic and analytic approaches (Freeman and Freeman, 1997); the language experience approach promoted student-centered techniques (Dixon and Nessel, 1983 cited in Richard-Amato, 1995); specialized vocabulary for acquiring English language skills (Thonis, 1989 cited in Lapp, Flood, and Farnan, 1996); and providing constructivist reading

activities (Echevarria and Graves, 1998), these references aided in developing the ELL item for background knowledge.

In the process of revision, some survey items were either dropped due to a low score or moved around and put under a different goal. Other items were reworded for clarity. Eight new items were added in addition to the six new ELL items. The procedures used are further explained in the sections of “Revised survey items” for each of the seven COBRA goals delineated above. The survey items (44 reading methods) were identified and developed from a review of the literature on reading and reading instruction. This was also done for the seven items specifically designed for ELL students.

Table 3.2 refers to the types, number, and percent of revisions made to the Al-Fadda COBRA survey instrument. Column one describes the type of change, column two gives the number of items carried over, revised, moved, or new items added, and column three gives the percent for the items (e.g., carried over without revision, items revised, items moved between goals, new items, and items developed for ELL students). Summarily, the original Al-Fadda survey instrument was revised with 24 survey items (54.54 %) carried over and used in the survey instrument for the survey research. In addition, there were four (9.09 %) survey items revised from the original Al-Fadda instrument, 2 (4.54%) survey items were moved between goals to ensure a better fit of method with goal, eight (18.18 %) new survey items were added (not including ELL items), and six (13.64 %) ELL survey items were also added to the instrument resulting in a total of seven ELL items.

Table 3.2 Type, Number, and Percent of Revisions Made to Al-Fadda Survey Instrument
(*N* = 44)

Type of change	<i>n</i>	%
Items carried over from Al-Fadda survey.	24	54.54
Items revised from Al-Fadda survey.	4	9.09
Items moved between goals in Al-Fadda survey.	2	4.54
New items added.	8	18.18
New ELL items added.	6	13.64

Al-Fadda Survey Results

In order to revise the original Al-Fadda survey instrument, it was necessary to document the results obtained in that administration of the survey. Tables 3.3 through 3.9 display the 44 items used in the Al-Fadda survey and the mean score obtained for each.

Table 3.3 includes the seven survey items used to measure the teachers' perceptions of the seven methods for elaborating student background knowledge. The summed mean for the seven survey items was 3.46, which gave this goal a rank of sixth among the seven COBRA goals. As stated in Chapter 1, most authorities give this goal a top priority in content-based reading instruction. How then can we account for the low rank the middle school teachers gave this goal? As a possible explanation, this researcher has noted the relatively low mean scores for survey item 5, anticipation guide (mean=3.17), for survey item 6, listening and writing (mean=2.85), and for survey item 7, pre-reading journal (mean=3.08). These three methods were more complex than the other four (survey items 1-4) listed on Table 3.3. Middle school teachers may see listening-writing, pre-reading journaling, and anticipation guides as important, but they may trade them off because of control of learning and time of learning limitations. No survey item was included in this goal area for ELLs.

Table 3.4 reports the survey results for the five items for the second goal on experiential learning. This goal with a mean of 3.53 was ranked fifth of the seven goals. As an experimental goal, the methods received relatively solid ratings (range of 2.88 through 3.86) except for item 9 with its mean score of 2.88. Again, Al-Fadda crafted no items for English Language Learners (ELLs).

Table 3.5 reports the survey results for the seven survey items in the third goal on thinking patterns. This goal with a mean of 4.18, was ranked first of the seven goals. As a thinking pattern goal, the methods received relatively solid ratings (range of 3.34 through 4.60), except for item 19 with its mean score of 3.34. All items scored above 380. Al-Fadda crafted no items for English Language Learners (ELLs). From the results it can be surmised that most middle school reading instruction shares a “connectivity” with goal 3, which is strongly related to goal 1, building background knowledge.

Table 3.6 reports the survey results for the six items in the fourth goal on word study and verbal concept formation. This goal with a mean of 3.55 was ranked fourth of the seven goals. The methods relating to this fourth goal received solid ratings (range of 2.67 through 4.10)

semantic feature analysis (SFA) was the only method scoring below 3.00. The Al-Fadda survey instrument did not include an item for English Language Learners (ELLs) under this goal.

Table 3.7 displays goal five and the results for four items on the Al-Fadda survey instrument. Methods in this goal ranged from 3.36 to 3.98. This goal ranked third with a mean value of 3.64 among the seven goals and was rearticulated as a goal separate from reading to learn. Al-Fadda organized student learning practice as a separate goal. No item was crafted for ELLs.

Table 3.8 reports the survey results for the five items for goal 6 on application of subject matter information. This goal, with a mean of 4.14, was ranked second of the seven goals in the COBRA program model. Again, no item for ELL students was constructed and included in the Al-Fadda study.

Table 3.9 reports the survey results for the nine items for the seventh goal on reading, learning, and assessment. This goal, with a mean of 3.29, was ranked seventh of the seven goals. Although there is no specific item for ELLs, item 39 on the Al-Fadda survey instrument, adaptive reading instruction, does include consideration of ELL students, in terms of, language and content instruction (Chamot and O'Malley, 1996; Crandall, 1987) and bilingualism (Hakuta, 1986; Handscombe, 1994).

Table 3.3 Results From Al-Fadda Study for COBRA Goal 1: Background

Survey item	Mean
1. <u>Concise, main point lectures.</u> The teacher identifies core concepts and presents them in a brief, but highly concise lecture focusing on essential descriptions of their meaning and significance.	3.74
2. <u>List and define vocabulary instruction.</u> The teacher: 1) says the word, 2) displays the word, 3) uses the word in a sentence, 4) asks students to write an original sentence using the word, and 5) gives a precise definition for the word.	3.67
3. <u>Word association and brainstorming in pre-reading instruction.</u> Students brainstorm a list of words on the central topic prior to reading about the topic. Students verify and elaborate the word list through reading and discussion.	3.73
4. <u>Following directions.</u> Teacher gives students instruction and examples in how to follow directions and then provides printed directions to read in future lessons so that students will have accurate background information to work with.	4.04
5. <u>Anticipation guide.</u> The teacher provides a list of statements about information in a passage to be read. Students mark them as being either true or false. After reading the passage, students may change their original true-false statements according to what they've learned.	3.17
6. <u>Listening-writing.</u> The teacher dictates information to students, repeating the same information two to three times. Students write out the basics of the information after the teacher has repeated it.	3.85
7. <u>Pre-reading journal.</u> Students write out their feeling about a class, what they were learning, what they understand, and what they do not understand.	3.08

Table 3.4 Result From Al-Fadda Study for COBRA Goal 2: Experiential Learning

Survey item	Mean
8. <u>Reporting experience</u> . After completing a learning experience, students tell, explain, or re-explain the experience.	3.72
9. <u>Observation instruction</u> . While observing a teacher demonstration or video, students mark a checklist of events to ensure that they are paying attention. They may also be asked to identify observations that are out of sequence or are incorrect in follow-up practice.	2.88
10. <u>Organizing information from experience</u> . Students segment, sequence, classify, or categorize the many points of information from experiential learning.	3.86
11. <u>Experiential writing</u> . Students write brief explanations or captions for cartoons, pictures, maps, charts, graphs, drawings, etc.	3.50
12. <u>Written explanation of a performance or product</u> . After completing a performance, such as an oral presentation, or after making a product, such as a science experiment, students complete written explanation of the performance or product.	3.69

Table 3.5 Results From Al-Fadda Study for COBRA Goal 3: Subject Thinking Patterns

Survey items	Mean
<p><u>13. Skills instruction.</u> Students are taught specific reading skills, such as, oral paraphrasing, fact versus opinion, inference-prediction, sequence, main idea, and drawing conclusions as tools for improving text comprehension.</p>	4.60
<p><u>14. Narrative literature.</u> This is taught through story elements, such as, setting, plot, characters, goals, events, and outcomes.</p>	4.67
<p><u>15. Whole language and reader response.</u> Students read and engage in a series of oral language activities. Personal responses and oral language activities are phased in. These are refined through a series of writing activities.</p>	3.81
<p><u>16. Textbook reading instruction.</u> Subject matter teachers use a series of activities, such as, reading guides, directed reading activities (DRAs), skimming to read, and textbook survey reading, such as, SQ3R.</p>	4.27
<p><u>17. Expository text patterns.</u> Use of patterns of description, sequence, question-answer relationships (QARs), compare-contrast, cause-effect, and problem-solution.</p>	4.51
<p><u>18. Hierarchy pattern.</u> The teacher uses methods of sequence, classification, categorization, concept mapping, and writing main point summaries to teach the hierarchy pattern.</p>	4.06
<p><u>19. Teacher-student information negotiation.</u> Teacher uses oral information as the main tool of presentation and requires that students engage, question, and negotiate meaning in order to recover missing information, clarify partially understood information, and elaborate basically understood information.</p>	3.34

Table 3.6 Results From Al-Fadda Study for COBRA Goal 4: Subject Language Patterns

Survey item	Mean
20. <u>Basic word study</u> . Students engage in word study by sounding out word parts, using context clues, and studying the dictionary for word pronunciation and word definition.	3.68
21. <u>Morphemic or structural analysis</u> . The teacher teaches students to identify and define roots, base words, prefixes, and suffixes.	3.92
22. <u>Matching, scrambles and word puzzles</u> . Students' work through these tasks to practice word spellings and their meanings.	3.09
23. <u>Antonyms, synonyms and multiple meanings of words</u> . These emphasize similarities and differences in words, and enable students to refine and increase their vocabulary development.	4.10
24. <u>Semantic feature analysis (SFA)</u> . This word grid requires students to categorize words by their features of meaning. The categorization process supports students' verbal concept formation.	2.64
25. <u>Concept mapping</u> . The teacher uses this tool to further elaborate student's verbal concept formation. As coordinate and subordinate word links, this bubble flow-chart includes a main concept as well.	3.84

Table 3.7 Results From Al-Fadda Study for COBRA Goal 5: Manage, Control, and Monitor

Survey item	Mean
<p><u>26. Paired practice.</u> Students work in pairs to study the spelling and meaning of words from passages they have read. They also practice asking and answering questions over the same passages.</p>	3.63
<p><u>27. Tutoring.</u> Additional reading, learning, and study help is provided to students through peer, cross-age, or paraprofessional teachers.</p>	3.98
<p><u>28. Small group reading.</u> Students read materials in a small group and take turns asking and answering teacher prepared questions over the materials.</p>	3.64
<p><u>29. Test recitation practice.</u> Working in groups of 2-3, students ask each other teacher-prepared questions as a means of sharpening their understanding of information over which they subsequently were tested.</p>	3.36

Table 3.8 Results From Al-Fadda Study for COBRA Goal 6: Apply

Survey item	Mean
30. <u>Conventional tests</u> . These are fill-in-the-blank, multiple-choice, matching, short-answer, and true-false tests, which measure students' subject matter knowledge and the application of that knowledge.	3.89
31. <u>Curriculum-referenced tests</u> . These are subject area tests designed around important subject area concepts or subject standards.	4.23
32. <u>Project-based learning</u> . Students complete multiple-step projects that include stated outcomes, processes, and information gathering or problem-solving, as well as, information reporting.	3.99
33. <u>Process writing</u> . This includes the steps of planning, drafting, revising, editing, and publishing, as well as, application of six-trait writing criteria to the final draft or project.	4.59
34. <u>Critical thinking cycles</u> . Students engage in complex thinking, issue resolution, or problem solving. This may be a part of project-based learning and may include process writing.	4.09
35. <u>Creative response methods</u> . This includes student artwork, posters, brochures, computer presentations, video development, etc., as alternatives to conventional information application methods.	4.09

Table 3.9 Results From Al-Fadda Study for COBRA Goal 7: Professional Assessment

Survey items	Mean
36. <u>Supplemental subject matter study help.</u> Examples of this include seminars, before-school, during-school, after-school, or night school learning-study help or tutorial sessions.	3.14
37. <u>Vocabulary practice.</u> Offered through computer software programs or with standard vocabulary booklets.	3.07
38. <u>SQUIRT. SSR. USSR, or, Accelerated Reader.</u> These are trade book literature or paperback reading programs, which require that all students read.	4.00
39. <u>Adaptive reading instruction.</u> Provided for ELL students (English Language Learner students).	3.08
40. <u>General reading comprehension materials.</u> These are supplemental passages (100 to 2000 words in length) written at different grade levels of reading difficulty. These passages serve to intensify students' reading comprehension development.	3.19
41. <u>Specialized set of skill booklets.</u> These booklets are written at different grade levels of difficulty for reading skills, such as, details, main idea, inference-prediction, and fact versus opinion, etc.	3.14
42. <u>A continuous reading assessment program.</u> This program uses either a standardized reading test or a building curriculum-referenced reading test. The assessment can be repeatedly administered each month, each grading quarter, or each semester.	3.61

Table 3.9 Continued (page 2)

Survey items	Means
43. <u>A comprehensive reading program.</u> Offered through computer software or through a comprehensive set of paper reading materials.	3.30
44. <u>Special writing instruction.</u> This is separate from the subject classroom, and it serves to intensify students' reading comprehension development.	2.82

Revised Survey Items for COBRA Goal Areas

Revised items for background knowledge.

The revisions for background knowledge included keeping three items (2, 3, and 4 below), adding two new items (1 and 5 below), and one new ELL item (6 below). In sum, revisions made for background knowledge included, adding three new items, dropping three items (items 5, 6, and 7 on original survey) because of low scores, and moving one item (item 2 on original survey) to word study and verbal concept formation. The following six revised items (1-6) comprised background knowledge on the survey instrument used:

1. Presentation and relevance. The teacher presents an overview of information and engages students in a discussion of how this information affects their lives.
2. Concise main point lecture. The teacher identifies core concepts and presents them in a brief, but highly concise lecture focusing on essential descriptions of their meaning and significance.
3. Following directions. The teacher gives students instruction and examples in how to follow directions and then provides printed directions to read in future lessons.
4. Word association and brainstorming in pre-reading instruction. Students brainstorm a list of words on the central topic prior to reading about the topic. Students verify and elaborate the word list through reading and discussion.
5. Listen-read-discuss. The teacher reads a summary of information to students. The students listen to the teacher read the summary. Next, they read the original text and engage in a discussion of the material.
6. Oral attention instruction. The teacher engages ELL students, one-to-one, by focusing on subject knowledge and on how the language works for the purpose of gaining student attention and maintaining a high interest level.

Revised items for experiential learning.

In the process of revising the original Al-Fadda instrument, three items (7, 8, and 10 below) were kept from original, one item (11 below) was kept, and two new items were added. These six items are part of experiential learning on the revised survey instrument. In sum, revisions made to Al-Fadda included adding two new items, dropping one item (the observation

item (9) from the Al-Fadda study was dropped due to its low mean score), and one item (item 12 on original survey) was revised. In short, item 12 on the original survey, “Written explanation of a performance or product,” was revised for clarity. The researcher added a new item for “Concept of definition” (item 9) and one new item (12 below) for ELL reading instruction. The six revised items (7-12) that comprised COBRA experiential learning on the revised survey instrument were:

7. Reporting experience. After completing a learning experience, students tell, explain, or re-explain the experience.

8. Organizing information from experience. Students segment, sequence, classify, or categorize the main points of information from experiential learning.

9. Experiential vocabulary development. Students convert experiences to language through the concept of definition method (What is it? Draw a picture of it. Give examples of it. Write a sentence using the word.).

10. Experiential writing. Students write brief explanations or captions for cartoons, pictures, maps, charts, graphs, drawings, etc.

11. Written explanation of a performance or product. After completing a performance, such as an oral presentation, or after making a product, such as a science experiment, students complete a written explanation of the performance or product.

12. Using personal experience to promote oral language development. After reading a passage or text, the teacher prompts oral language production from the ELL student based on student’s personal and language experience.

Revised items for comprehension instruction.

Revisions made to the original survey include adding two new items, including an item designed for ELL students, moving item 13 on the original survey to goal 6, and item 16 on the original survey was moved to goal 5. One item (19) on the original survey was dropped because it had a low score and its wording was thought to be too vague. Also, one item (17) on Al-Fadda survey, expository text patterns, was eliminated by name and then split in half. Of the two halves, the basic reading patterns were retained in this section. The second half of the expository item was thought to be more complex and was moved to study skills under the title of advanced reading patterns. In addition, basic revisions were made to four items (13,14, 16, and 18) on

original survey. The following seven items (13-19) comprised the methods under COBRA comprehension instruction on the survey instrument used in this study:

13. Skills instruction. Students are taught specific reading skills, such as, oral paraphrasing, fact versus opinion, inference-prediction, sequence, main idea, and drawing conclusions as tools for improving text comprehension.

14. Narrative literature. This is taught through story elements, such as, setting, plot, characters, goals, events, and outcomes.

15. Whole language and reader response. Students read and engage in a series of oral language activities about the reading. Personal responses to the oral language activities are phased in. These personal responses are refined through a series of writing activities.

16. Basic reading patterns. Students learn comprehension patterns of description, sequence, and question-answer relationships (QARs).

17. Comprehension supports. Students complete charts, diagrams, or graphic organizers to help them better understand the organizing patterns in the reading material.

18. Hierarchy pattern. Students learn the hierarchy pattern through tasks of sequence, classification, categorization, and concept mapping.

19. Summarizing and responding. The teacher asks ELL students to summarize orally. This can be done for oral development as the teacher monitors a series of responses for meaning and comprehension.

Revised items for word study and verbal concept formation.

In the process of revising the original Al-Fadda instrument, it was decided to keep three items (20, 21, and 22 below) in their original form, to keep, but revise items (23, 24, and 25 below), and to add a new item (26 below) for ELL students. Changes to the original Al-Fadda survey included dropping item 22 “Matching, scrambles and word puzzles”, because it was seen as being too simplistic and having a low score and dropping item 24, Semantic feature analysis (SFA), because of a low score. In addition, Al-Fadda had item 20 below in Background Knowledge (goal area 1), but it had a better fit under Word Study and Verbal Concept Formation (goal area 4). Also, item 25, vocabulary practice, was moved from Specialized reading instruction in Al-Fadda’s study for a better fit. The ELL item, “Contextualization,” was added. The following seven items (20-26) were part of the final survey instrument:

20. List and define vocabulary. The teacher, 1) says the word, 2) displays the word, 3) uses the word in a sentence, 4) asks students to write an original sentence using the word, and 5) gives a precise definition for the word.

21. Basic word study. Students engage in word study by sounding out word parts, using context clues, and studying the dictionary for word pronunciation and word definition.

22. Concept mapping. The teacher uses this tool to further elaborate student's verbal concept formation. These bubble flow-charts include a main concept, as well as, coordinate and subordinate word links.

23. Morphemic or structural analysis. The teacher teaches students to identify and define roots, base words, prefixes, and suffixes.

24. Antonyms, synonyms and multiple meanings of words. These emphasize similarities and differences in words and enable students to refine and increase their vocabulary development.

25. Vocabulary practice. Students engage in independent vocabulary building through computer programs and vocabulary development.

26. Contextualization. The teacher uses a variety of realia for ELL students, in order to provide a subject specific context for oral and vocabulary development and for comprehension of material read.

Revised items for study skills instruction.

In the process of revising the original Al-Fadda survey instrument, it was decided to combine paired practice and small group reading and to construct item 27 below, paired or grouped practice. This was an original item from Al-Fadda; however, it was revised and embraced information from other items. There were too many items that spoke of paired and grouped work, so they were pulled together in this item. Two items (28 and 31 below) are in their original form. "Note taking" as a new item (29 below) was meant to capture the idea that, as part of study, students will, in some manner, be able to reduce a body of information to a succinct meaning. Item 30 "Advanced reading patterns" was renamed and reworded since the original item from Al-Fadda (expository text patterns) was thought to be more difficult to do and would take longer to complete. Thus, it would extend beyond reading and would go further than the task of study. A new item (32 below) was developed for ELL students. The following six items (27-32) comprised study skills instruction on the revised survey instrument:

27. Paired or group practice. Students work in pairs or groups to study the spelling and meaning of words from passages they have read. They may also practice asking and answering each other's questions over these passages to reinforce comprehension.

28. Tutoring. Students engage in additional reading, learning, and study development with the help of peer, cross-age, or paraprofessional tutors who are in the classroom.

29. Note-learning. Students are taught outlining, note taking, summarizing, or related methods for abbreviating and consolidating information.

30. Advanced reading patterns. Students learn text patterns of compare-contrast, cause-effect, and problem-solution.

31. Textbook study methods. Students are guided through a series of textbook study activities, such as, directed reading activities (DRAs), reading guides, skimming for main meaning, and textbook survey reading, such as, SQ3R.

32. Reading fluency opportunities. The teacher provides in-classroom and out of classroom instruction for ELL students to gain fluency in oral reading and comprehension of material covered.

Revised items for application of subject matter information.

In the process of making changes to the original Al-Fadda survey instrument, the following revisions were made. Four items (33, 34, 36, and 37 below) are carryovers from the original instrument, but were revised in some manner to better-fit Application of Subject Matter Information. Item 35 "Written responses", was also a carryover from Al-Fadda, but was reworded to make it clearer. Lastly, a new item (38 below) was included to meet the growing numbers of ELL students in the state. The following items (33-38) are part of goal area 6 on the instrument designed for use in this study:

33. Conventional tests. Students complete fill-in-the-blank, multiple-choice, matching, short-answer, and true-false tests that measure their subject matter knowledge and their application of that knowledge.

34. Curriculum-referenced tests. By completing these subject area tests students demonstrate their mastery of important content standards.

35. Written responses. Students write short answers, paragraphs, and essays to demonstrate their knowledge and application of subject matter information.

36. Critical thinking cycles. Students engage in complex thinking, issue resolution, or problem solving to demonstrate their thinking abilities in subject matter information.

37. Creative response methods. Students complete artwork, posters, brochures, computer presentations, video development, etc., as alternatives to conventional information application and response tasks.

38. Language specific methods. The teacher prompts students to produce oral or written language with native language support as a consideration.

Revised items for school wide reading.

In the process of revising the original Al-Fadda instrument, the following changes were made. Three items (39, 40, and 42 below) are carryovers from the original survey. Item 41 below was an added item, but the language was borrowed from other items such as “General reading comprehension,” “Reading skills booklets,” and “Comprehensive reading program.” Also, a new item (43 below) “Practice for standard assessments” was seen as key given that every school building was desperately working to get their assessment scores up, in order to meet No Child Left Behind requirements. In addition, item 44 below was needed as the New Mexico setting has a significant percentage of ELL learners. Basically, the intent of the Al-Fadda item “Adaptive reading instruction” was captured and merged into item 44 below, “School wide literacy and ELL programming.” Efforts were made to retain the school wide items from Al-Fadda that had higher scores. In sum, the following six items (39-44) were part of school wide reading on the survey instrument used in this study:

39. SQUIRT, SSR, USSR, or Accelerated Reader. These are trade book literature or paperback reading programs that require that all students read.

40. A continuous reading assessment program. This program uses either a standardized reading test or a building curriculum-referenced reading test. The assessment is administered each month, each grading period, or each semester.

41. Remediation instruction. Students are given additional reading instruction with materials adjusted for difficulty level and these may include skills, such as, reading for details, inference-prediction, fact-versus-opinion, main idea, general reading comprehension, and vocabulary development.

42. Supplemental subject matter study help. Students participate in before-school or after-school tutorial/help sessions.

43. Practice for standard assessments. Students complete practice testing in preparation for local, state, and national assessments in reading and in the subject areas.

44. School wide literacy and ELL programming. The school has a school wide reading and ELL curriculum that provides full service instruction to all students.

Survey Research Question 2

What are the essential instructional practices utilized by New Mexico middle school teachers to teach reading?

For this question, the researcher computed a mean and standard deviation score from the five point scale responses for each survey item. The methods were ranked from the highest to the lowest score and reflected a comprehensive listing without regard to methods categorized by the seven goals of the COBRA model. For example:

- 1 Highest method
- 2 Second highest method
- 3 Third highest method
- 4 etc.

Survey Research Question 3

To what extent do the reading methods used by New Mexico middle school educators reflect those embodied in the seven goals of the COBRA model?

The researcher arrayed methods and findings according to the seven goals of the COBRA model in order to determine the degree of conformity between the reported value of methods and the survey items used to measure the methods in each goal.

Here, an effort was made to eliminate redundancies and duplication of acronyms (Al-Fadda, 2004) in order to identify appropriate acronyms and labels for each method used in the survey instrument. In turn, the methods were pooled into groups and assigned to one of seven COBRA goals. Teachers read and rated each method as shown in the following example:

Please rate each of the following reading methods according to its relative value to your middle school reading program by circling the appropriate number.

- 5 – very important 4 – important 3 – of moderate importance
2 – of minor importance 1 – of no importance.*

5 4 3 2 1 SQUIRT, SSR, USSR, or Accelerated Reader In which the teacher provides comprehensive guidance in story reading through the steps of before reading, during reading, and after reading instruction.

In this manner the teacher respondent had the acronyms to look at, in addition to, a common description for the methods. Al-Fadda (2004) maintained that the strength of the survey item design was that teachers might understand the description of the method and recognize that it was used in the program. However, she also felt that teachers may not recognize acronyms or that the given acronym may be different than the one used to label the method used in their programs. Al-Fadda stated, “This type of item design allows for maximum response opportunities and avoids the confusion of only using the acronym to depict the method, which would severely limit response opportunities” (2004, p. 53).

Survey Research Question 4

What is the relative importance of each of the goals and methods for the COBRA model?

Here the researcher ranked the COBRA goals and methods according to the summed mean and standard deviation for the goals and methods comprising the COBRA (2006) model. That is, the mean and standard deviation scores are displayed for each of the methods and for each goal. This was done consistent to the procedures described in question 3 above. An example of this reporting system can be depicted as follows (mean and standard deviation scores are provided only as examples):

Goal 1: Background knowledge.

<u>Method</u>	<u>M</u>	<u>SD</u>
Method 1	3.00	0.88
Method 2	1.50	0.77
Method 3	2.50	0.95
Method 4, etc.	3.50	1.05
Total mean for the goal	2.63	0.91

The scores (mean and standard deviation) used in this example reflect measures for the methods used and for all methods within each goal of the COBRA model. They are not to be misinterpreted as an evaluation of the school’s program. Rather, they reflect the goals and methods used by teachers at the schools surveyed.

Survey Research Question 5

What comparative differences in the ELL items can be observed when the mean scores for ELL survey items are compared to the mean scores in the goal areas?

Here, the researcher determined the relative importance of ELL programming in COBRA goal areas. Means and standard deviations for each ELL item were reported along with mean and standard deviations for the total instrument.

Data Collection and Analysis

In this section, a description of the data collection and data analysis phases of the study is presented. Data collection activities adhered to survey methods as described in the literature (Creswell, 1998; Berg, 1995; Krathwohl, 1993). Data collection procedures relied on the administration of a survey form, and documentation of teacher responses. The data analysis format was based on the research questions, in terms, of how information was organized and reported for each research question. This included the analysis, statistical treatment, and reporting of results.

The survey instrument for data collection in this research was a mailed out survey of methods used. Four copies of the survey instrument were sent to each of the 110 middle schools in 41 districts in the state of New Mexico. Along with the surveys, an “informed consent form” on, which the respondents were invited to provide their name and signature (optional). It also informed the participants of the scope and purpose of the study including the methods to be used. In addition, a separate form requesting the mailing address of the school was sent in case any other educational personnel wished to receive a summary of results and findings for the study. A copy of the survey instrument used in this study is in (Appendix C).

Further, the survey forms were accompanied by a brief letter from the researcher and Dr. Heerman, faculty advisor, explaining the purpose of the study, the length of time required to complete the survey (15 minutes) and requesting that the survey forms be distributed to: 1) English language arts teachers, 2) reading teachers, 3) Bilingual/ESL/ TESOL education teachers, and 4) school improvement or instructional leaders in the school building. They were advised that a self-addressed stamped envelope was provided so that each teacher could mail the survey and forms directly to the researcher without returning them to the principal.

The survey phase was planned around a six-week period. A follow-up process was developed and was used to monitor data collection activities during this phase of the study. Once the surveys were mailed to each school building, a ten-day period was allowed for the first round of returns. After ten days, a reminder was e-mailed. When appropriate (email addresses available), an email reminder was used instead of a post card. In short, e-mails were sent to those the researcher had an email address for, and post cards to those who didn't have an email address on file. After a ten-day waiting period, a second round of surveys were sent to participants who had not responded.

The process followed for the second mailing included stamping consecutive numbers on the back page of the surveys at the bottom of the page. Thus, for the second mail out, only schools that had not returned a survey were sent a second survey. For example: Four surveys were sent to school number one. These four surveys were consecutively numbered 1, 2, 3, and 4. By the end of ten days and the ten days after the first reminder, a check on returned surveys showed that survey number 3 was returned. As a result, a second round of surveys was not sent to this first school, since, one return has been received. However, a second email or post card reminder may be sent, but, because one return was received, nothing else had to be re-mailed. To be clear, the four surveys sent to school two were numbered 5, 6, 7, and 8. This process was followed through school 110. A succinct review of the procedures described above included: send out all surveys, wait ten days, send out a reminder, wait ten days, re-mail accordingly, wait ten days then a reminder, and another quick reminder. These procedures took six to eight weeks, which marked the end of the survey phase of the research.

For this study, the data collected was analyzed and subjected to statistical treatment using the Statistical Package for the Social Sciences (SPSS 2003) software, version 11.0 for Windows. Data was utilized from the following sources: 1) teacher responses to the 44 items on the survey instrument, and 2) summaries of teacher comments.

Pilot Study and Instrument Reliability

This section presents a description of the pilot study conducted in conjunction with the survey research. It includes a table with mean and standard deviation scores of the results. In addition, a table displaying two reliability measures (Spearman and Cronbach Alpha) is

presented and displays coefficient scores on five administrations of the COBRA survey instrument.

Pilot Study

A pilot study to field test the survey instrument was conducted in one New Mexico school district. Participants included 30 teachers from grades 4, 5, 6, and 9. The processes involved in conducting the “pilot” helped to refine items, which were used for administering the survey statewide. More importantly, it gave the researcher the opportunity to work out some logistical and decision-making problems with reference to application of survey methods. Conducting the pilot study also provided valuable experiences in establishing rapport with other educational professionals, distribution and collection of survey instrument, and subjecting the data to statistical treatment (i.e., tabulating results, establishing reliability coefficients, standard deviations, and means for the 44-item survey) using a computer based statistical package (i.e., SSPS).

To determine the internal consistency of the survey instrument, the responses of participants ($N = 30$) of the pilot study were used to conduct two reliability measures, 1) the Cronbach Alpha ($\alpha = .937$), and 2) the Split half reliability coefficient ($r_{tt} = .875$). Because the Cronbach Alpha coefficient was so high, it was not deemed necessary to run individual item coefficient correlations. A tabulation of pilot study survey results was performed with means and standard deviations computed on each survey item.

Table 3.3 demonstrates the mean and standard deviations for each of the survey items ($N = 44$) on the survey instrument used in the pilot study. The first column displays the number for the survey item, column two displays the mean for each item, and column three displays the standard deviation. The means ranged from 3.60 to 4.63 and the standard deviations ranged from 0.61 to 1.50.

Table 3.10 Mean and Standard Deviation for Survey Items From Survey Instrument Used in Pilot Study ($N = 44$)

Survey item	<i>M</i>	<i>SD</i>
1	4.40	0.93
2	4.30	0.95
3	4.60	0.77
4	3.83	1.05
5	3.83	1.21
6	4.30	0.88
7	4.23	0.86
8	4.30	0.84
9	4.03	1.30
10	3.67	1.12
11	4.10	0.92
12	4.23	1.01
13	4.63	0.76
14	4.47	0.90
15	4.33	1.03
16	4.07	0.91
17	4.33	0.88
18	3.70	0.88
19	4.33	0.80

Table 3.10 Continued (Page 2)

Survey item	<i>M</i>	<i>SD</i>
20	4.00	0.91
21	3.93	0.69
22	3.73	1.05
23	3.73	0.91
24	4.00	1.05
25	3.87	1.04
26	3.80	1.21
27	4.07	1.08
28	4.37	0.93
29	4.00	1.05
30	4.37	0.72
31	3.80	1.19
32	4.13	1.20
33	4.13	1.04
34	4.47	0.82
35	4.63	0.61
36	4.40	0.93
37	3.60	0.97
38	4.03	1.30

Table 3.10 Continued (page 3)

Survey item	<i>M</i>	<i>SD</i>
39	3.63	1.50
40	4.23	0.97
41	4.50	0.73
42	4.47	0.78
43	4.40	0.89
44	4.37	1.07

Instrument Reliability

Table 3.11 reports two reliability measures for the COBRA survey instrument used in the survey of reading methods. The two measures were: 1) Spearman Brown, and 2) Cronbach Alpha. Because the present survey research extends the work conducted by Linn (2005) and Al-Fadda (2004) and uses basically the same survey organization (refer to Table 3.2), coefficient correlations are also displayed for those studies. Column one presents the administration of the survey instrument, column two displays the Spearman coefficient for each administration, and column three the Cronbach Alpha for each administration. The five COBRA survey instrument administrations include: Martinez dissertation (2006) and pilot (2006), Linn dissertation (2005), and Al-Fadda dissertation (2004) and pilot (2004). Although this survey research was a partial replication of Al-Fadda, the survey instrument used in the survey of reading methods was different. The Al-Fadda survey instrument (refer to Revised Survey Items above) was revised to fit the New Mexico context with its large percentage of ELLs. The correlation coefficients ranged from 0.799 to 0.934. The correlation coefficients reported on Table 3.11 supported the conclusion that the COBRA survey instrument (construct) was a reliable tool.

Table 3.11 Instrument Reliability for Survey Used in Five Administrations of COBRA Reading Methods

Administration	Spearman Brown	Alpha
Martinez dissertation, 2007	0.844	0.934
Martinez pilot, 2006	0.875	0.937
Linn dissertation, 2005	0.799	0.900
Al-Fadda dissertation, 2004	0.872	0.894
Al-Fadda pilot , 2004	0.863	0.924

Note. Except for revisions made to the original survey instrument the survey used in each administration was basically the same.

Protection of Human Rights and Confidentiality

In February 2006, the researcher petitioned the Committee for Research Involving Human Subjects (IRB) at Kansas State University for exemption from review. In this survey research, every effort was made to insure confidentiality of the respondents including names of individuals and schools. For example, the self-addressed envelope, which was used to mail survey instrument did not have the school name or address for the returned survey. Further, the completed surveys were separated from the informed consent form and stored in a different location.

Chapter Summary

This chapter presented an overview of the methods and methodology used in the survey research. The centerpiece of the research design was the fixed goals COBRA model with its seven specific goals. The review of the literature included reading methods appropriate to middle schools and ELLs (English Language Learners). The survey instrument was revised and designed for middle school teachers. The survey items were worded specifically for the culture of New Mexico and middle schools with a population of 200 or more students. The aim of the research was to survey the methods teachers used in reading and the teaching connection with the COBRA model.

The research participants included 1) reading teachers, 2) English-language arts teachers, 3) Bilingual/ESL/TESOL learners, and 4) instructional and school improvement leaders familiar with their school site's reading program. The responses focused on the revisions made to the original survey with the large ELL representation in the middle schools in mind. The methodology was based on five questions and each question was constructed to determine the extent of reading methods used by New Mexico teachers. Question 1 focused on the revisions to Al-Fadda's survey to better define the survey to fit the New Mexico context. Question 2 was a computation of the survey items, which represented the instructional practices used by New Mexico middle school teachers. Question 3 reflected the methods used by New Mexico teachers based on the COBRA model. Question 4 the researcher ranked the COBRA goals and methods according to the summed mean and deviation based on the responses received from the survey.

Lastly, Question 5 determined the importance of ELL programming by means and standard deviation with comparison to the mean scores for the total survey items.

Data collection was within a 49-day period, which encompassed proposal approval, first mailing of survey, follow-up with an e-mail reminder, second and final mailing of survey, follow-up with another e-mail reminder, and the final collection phase completed. Teacher responses to the 44-item survey instrument were analyzed by the SPSS software, also included was the summaries of teacher comments. A pilot study was conducted to field test the survey instrument. This pilot study was conducted in one New Mexico school district and the results were presented by using Spearman and Cronbach Alpha reliability measures (Table 3.11).

CHAPTER 4-RESULTS

This chapter reports the data from teachers in New Mexico middle schools. It includes all analyses related to data generated by the survey of reading methods and research questions used in conducting the survey research. The chapter on results is presented in nine major parts: 1) Data Collection Timeline, 2) Survey Return Rates, 3) Background Information with five sub sections: a) district/school enrollment size, b) teaching and assignment area, c) years of experience in teaching or education, d) separate reading class, and e) whether a reading class was a required and/or an elective, 4) Rating of Reading Methods by Teachers, 5) Seven COBRA Goals/Methods and Goal Rankings with two subsections: a) COBRA Goal Areas and Methods and b) COBRA Goal Preference, 6) ELL Survey Items with one sub section: Rankings and ANOVAS for ELL Items.

Data Collection Timeline

Table 4.1 summarizes the timeline for beginning the survey research and for conducting the actual administration of the survey including follow-up activities. The data collection phase of the survey research spanned the time frame of April 7 through May 26, 2006, which took about seven weeks with the data collection terminated on May 26. The initial mailing of the survey instrument was on April 7, 2006. Then, on April 21, 2006, a follow-up reminder via e-mail was sent to all schools regardless of their response to the initial mailing. On May 5, 2006, a second and final survey instrument was sent to all schools that had not responded. On May 16, 2006, a final follow-up reminder via e-mail was sent to all schools that had not returned a survey form. The data collection phase was terminated on May 26, 2006, which represented a period of 49 days for collecting data (April 7 through May 26, 2006).

Survey Return Rates

Table 4.2 reports the return rates by districts, buildings, and total surveys mailed. There were 43 New Mexico school districts included in the study and 35 districts (81.40%) returned surveys. Of the 110 New Mexico middle schools included in this study, surveys were received from 66 (60%) buildings. There were 440 surveys mailed out on the basis of 4 surveys per

building (110). Of these, 153 (34.77%) teacher participants responded by returning a completed survey form.

Table 4.1 Timeline for Data Collection

Dates	Events and procedures
March 2006	Proposal approved by the committee.
April 7, 2006	First mailing of survey.
April 21, 2006	Follow-up with e-mail reminder.
May 5, 2006	Second and final mailing of survey.
May 16, 2006	Follow-up with e-mail reminder.
May 26, 2006	Data collection phase complete.

Table 4.2 Return by District, Buildings, and Total Surveys Mailed

Participants	<i>N</i>	<i>n</i> returns	% returns
Districts	43	35	81.40
Buildings	110	66	60.00
Surveys	440 ^a	153	34.77

^aFour surveys were mailed to each of 110 buildings.

Background Information

A section on the survey instrument requested that participants respond to five inquiries regarding background information. The five items included: district/school enrollment size, teaching and assignment area, years of experience in teaching or education, separate reading class, and whether reading class was a required and/or an elective. Presented are the five subsections for background information, which are described below and are displayed on Tables 4.3 through 4.7.

Distribution by District/School Enrollment Size

Table 4.3 summarizes the distribution of surveys returned by district/school size with reference to the New Mexico Public Education Department's secondary athletic classification and alignment system. The system is based on the district's secondary school's enrollment with designations assigned accordingly (i.e., 3A, 4A, 5A). The largest percentage of returns (35.95%) was from school districts with a high school enrollment of 1550 plus, which are the largest schools in the state system. The next largest number of returns (25.49%) was from districts with a high school enrollment of 335-800. These categories were followed by school districts with a high school enrollment of 801-1549 (16.34%). The dual classification category (e. g., 3A and 4A, or 4A and 5A) represented six districts (3.92%). In addition, there were 28 or 18.30% of returns that did not report on this item.

Teaching and Assignment Area

Table 4.4 presents the teaching and assignment role of the respondents. Respondents participating in the survey represented 54 English language arts teachers (35.95%), which was the largest group. There were 38 respondents (25.49%) who identified themselves as ESL/TESOL/Bilingual teachers, which comprised the second largest group. In addition, 25 Reading teachers (16.34%) and 25 Instructional or School Improvement Leaders (16.34%) were represented in the returns. In addition, 6 respondents (3.92%) had no response to the teaching and assignment area and 5 respondents (3.27%) identified themselves as being in the Other category. The Other category included teachers in Special Education (SPED) language arts, ESL science, Spanish language arts, and dual language.

Table 4.3 Number and Percent of Respondents by District/School Size ($N = 153$)

Enrollment size	<i>n</i>	%
1550 and above (5A)	55	35.95
801-1549 (4A)	25	16.34
335-800 (3A)	39	25.49
Dual classification ^a	6	3.92
Not reported	28	18.30
Total	153	100.00

^aIn some sports, districts may have a dual classification (e. g., 3A and 4A or 4A and 5A).

Source. New Mexico Athletic Association (telephone conversation with staff).

Table 4.4 Number and Percent of Respondents for Category Teaching and Assignment Area
(*N* = 153)

Category	<i>n</i>	%
English language arts	54	35.30
Reading	25	16.34
Instructional or school improvement leader	25	16.34
ESL/TESOL/Bilingual	38	24.84
Other	5	3.27
Not reported	6	3.92
Total	153	100.00

Years of Experience in Teaching or Education

Table 4.5 summarizes the number of years of experience in teaching or education for each respondent. The researcher divided this category into four groups: 0-3 years, 4-9 years, 10-15 years, and 16 plus. There were 22 teachers (14.38%) with 0-3 years teaching experience. There were 39 respondents (25.50%) who had 4-9 years teaching experience and 34 teachers (22.21%) responded with 10-15 years experience. The last group, 16 plus years experience was responded by 52 teachers (33.99%), which was the largest group that represented the number of years of teaching experience. There were 6 respondents (3.92%) who had no response to this item on background information.

Separate Reading Class

Table 4.6 presents the number and percentage for the category type of reading class offered. This table was divided into four categories: separate, not separate, and other, and not reported. Of the 153 respondents 103 (67.31%), identified their reading class as separate, and 39 respondents (25.50%) identified their reading class as not separate. Five respondents (3.27%) in the survey indicated Other as a type of reading class offered (Other was designated as a Title I class or for specific populations e.g., low achievers, low standardized scores in Reading) and six respondents (3.92%) did not report to this item.

Required And/Or An Elective Reading Class

Table 4.7 further pinpointed the response to type of reading class as a separate reading class being required or an elective reading class. Of the 153 responses, 82 respondents (53.60%) identified their reading class as required and 23 respondents (15.02%) reported that the reading class as an elective. Nine respondents (5.88%) indicated that the reading class was both required and an elective class. There were 36 respondents (23.53%) who did not report on this item. Three respondents (1.97%) reported Other as their response.

Table 4.5 Number and Percent of Respondents for the Category Years of Experience in Teaching/Education ($N = 153$)

Category	<i>n</i>	%
0-3	22	14.38
4-9	39	25.50
10-15	34	22.21
16 plus	52	33.99
Not reported	6	3.92
Total	153	100.00

Table 4.6 Number and Percent of Respondents for the Category Separate Reading Class Offered
($N = 153$)

Category	<i>n</i>	%
Separate	103	67.31
Not separate	39	25.50
Other	5	3.27
Not reported	6	3.92
Total	153	100.00

Table 4.7 Number and Percent of Respondents for the Category Required and/or Elective Reading Class ($N = 153$)

Category	<i>n</i>	%
Required	82	53.60
Elective	23	15.02
Both	9	5.88
Other	3	1.97
Not reported	36	23.53
Total	153	100.00

Teachers' Ratings of the Reading Methods

This section shows the rating of 44 reading methods used as survey items in the survey research. The rankings are based on the mean scores computed from responses to the survey items.

Table 4.8 presents a ranking from highest to lowest of the teachers' ratings of reading methods (survey items 1 through 44) based on the mean score and standard deviation for each method. The first column gives the reader in descending order the ranking of methods from first (1st) through forty-fourth (44th). The second column presents the numbered item represented in the survey instrument. The third column identifies the methods and the last two columns give the mean and standard deviation for each method.

Item 13-Skills instruction ranked highest with a mean of 4.53 and standard deviation of 0.74. Item 14-Narrative literature ranked second with a mean of 4.53 and a standard deviation of 0.79. Item 35-Written responses ranked third with a mean of 4.43 and standard deviation of 0.79. Item 3-Following directions ranked fourth with a mean of 4.40 and a standard deviation of 0.79. Item 9 Experiential vocabulary development ranked fifth with a mean of 4.33 and a standard deviation of 0.85. Item 1-Presentation and relevance ranked sixth with a mean of 4.31 and a standard deviation of 0.83. Item 17- Comprehension supports ranked seventh with a mean value of 4.30 and standard deviation was 0.81.

Item 36-Critical thinking cycles ranked eighth with a mean of 4.28 and a standard deviation of 0.85. Item 24-Antonyms, synonyms and multiple meanings of words ranked ninth with a mean of 4.24 and a standard deviation of 0.84. Item 37-Creative response methods ranked tenth with a mean of 4.23 and standard deviation of 0.87. Item 30-Advanced reading patterns ranked eleventh with a mean value of 4.22 and standard deviation of 0.85. Item 19-Summarizing and responding was ranked twelfth with a mean value of 4.20 and standard deviation of 0.98.

Item 12-Using personal experience to promote oral language development ranked thirteenth with a mean of 4.16 and standard deviation of 0.94. Item 8-Organizing information from experience ranked fourteenth with a mean of 4.15 and standard deviation of 0.83. Item 44-School wide literacy and ELL programming ranked fifteenth with a mean of 4.11 and a standard deviation of 1.18. Item 41-Remediation instruction was sixteenth with a mean of 4.11 and standard deviation of 1.05.

Item 7- Reporting experience was seventeenth in rank with a mean value of 4.07 and a standard deviation of 0.91. Item 4-Word association and brainstorming in pre-reading instruction ranked eighteenth with a mean of 4.01 and standard deviation of 0.94. Item 20-List and define vocabulary ranked nineteenth with a mean of 4.01 and standard deviation of 1.07. Item 34-Curriculum-referenced tests ranked twentieth with a mean of 4.01 and a standard deviation of 1.00. Item 32-Reading fluency opportunities ranked twenty-first with a mean of 3.99 and standard deviation of 0.95.

Item 42-Supplemental subject matter study help ranked twenty-second with a mean of 3.99 and a standard deviation of 1.07. Item 15-Whole language and reader response ranked twenty-third with a mean of 3.99 and standard deviation of 0.91. Item 16-Basic reading patterns ranked twenty-fourth with a mean of 3.97 and a standard deviation of 0.87. Item 23-Morphemic or structural analysis ranked twenty-fifth with a mean of 3.97 and a standard deviation of 0.98. Item 10-Experiential writing ranked twenty-sixth with a mean of 3.95 and a standard deviation of 0.95. Item 43-Practice for standard assessments ranked twenty-seventh with a mean of 3.93 and a standard deviation of 1.11. Item 2-Concise, main point lecture ranked twenty-eighth with a mean of 3.93 and a standard deviation of 0.96. Item 26-Contextualization ranked twenty-ninth with a mean of 3.90 and a standard deviation of 1.14.

Item 29-Note-learning ranked thirtieth with a mean value of 3.89 and a standard deviation of 0.99. Item 21-Basic word study ranked thirty-first with a mean of 3.87 and a standard deviation of 1.01. Item 31-Textbook study methods ranked thirty-second with a mean of 3.86 and a standard deviation of 1.00. Item 27-Paired or group practice ranked thirty-third with a mean of 3.84 and a standard deviation of 1.12. Item 6-Oral attention instruction ranked thirty-fourth with a mean of 3.82 and a standard deviation of 1.15. Item 40-A continuous reading assessment program ranked thirty-fifth with a mean of 3.81 and a standard deviation of 1.32. Item 18-Hierarchy pattern ranked thirty-sixth with a mean of 3.81 and a standard deviation of 0.96.

Item 5-Listen-read-discuss ranked thirty-seventh with a mean of 3.77 and a standard deviation of 1.04. Item 25-Vocabulary practice ranked thirty-eighth with a mean of 3.77 and a standard deviation of 1.15. Item 11-Written explanation of a performance or product ranked thirty-ninth with a mean of 3.76 and a standard deviation of 1.05. Item 28-Tutoring ranked fortieth with a mean of 3.72 and a standard deviation of 1.19.

Method 39-SQUIRT, SSR, USSR, or Accelerated Reader ranked forty-first with a mean of 3.66 and a standard deviation of 1.43. Item 38-Language specific methods ranked forty-second with a mean of 3.65 and a standard deviation of 1.17. Item 33-Conventional tests ranked forty-third with a mean of 3.59 and a standard deviation of 1.22. Item 22-Concept mapping ranked forty-fourth with a mean of 3.54 and a standard deviation of 1.09.

Table 4.8 Summary of Teachers' Ratings of 44 Reading Methods by Mean Score

Rank	Item	Method	<i>M</i>	<i>SD</i>
01	13	<u>Skills instruction</u> . Students are taught specific reading skills, such as oral paraphrasing, fact versus opinion, inference-prediction, sequence, main idea, and drawing conclusions as tools for improving text comprehension.	4.53	0.74
02	14	<u>Narrative literature</u> . This is taught through story elements, such as setting, plot, characters, goals, events, and outcomes.	4.53	0.79
03	35	<u>Written responses</u> . Students write short answers, paragraphs, and essays to demonstrate their knowledge and application of subject matter information.	4.43	0.79
04	3	<u>Following directions</u> . The teacher gives students instruction and examples in how to follow directions and then provides printed directions to read in future lessons.	4.40	0.79
05	9	<u>Experiential vocabulary development</u> . Students convert experiences to language through the concept of definition method (What is it? Draw a picture of it. Give examples of it. Write a sentence using the word.	4.33	0.85
06	1	<u>Presentation and relevance</u> . The teacher presents an overview of information and engages students in a discussion of how this information affects their lives.	4.31	0.83
07	17	<u>Comprehension supports</u> . Students complete charts, diagrams, or graphic organizers to help them better understand the organizing patterns in the reading material.	4.30	0.81
08	36	<u>Critical thinking cycles</u> . Students engage in complex thinking, issue resolution, or problem solving to demonstrate their thinking abilities in subject matter information.	4.28	0.85
09	24	<u>Antonyms, synonyms and multiple meanings of words</u> . These emphasize similarities and differences in words and enable students to refine and increase their vocabulary development.	4.24	0.80

Table 4. 8 Continued (Page 2)

Rank	Item	Method	<i>M</i>	<i>SD</i>
10	37	<u>Creative response methods</u> . Students complete artwork, posters, brochures, computer presentations, video development, etc., as alternatives to conventional information application and response tasks.	4.23	0.87
11	30	<u>Advanced reading patterns</u> . Students learn text patterns of compare-contrast, cause-effect, and problem-solution.	4.22	0.85
12	19	<u>Summarizing and responding</u> . The teacher asks ELL students to summarize orally. This can be done for oral development as the teacher monitors a series of responses for meaning and comprehension.	4.20	0.98
13	12	<u>Using personal experience to promote oral language development</u> . After reading a passage or text, the teacher prompts oral language production from the ELL student based on student's personal and language experience.	4.16	0.94
14	8	<u>Organizing information from experience</u> . Students segment, sequence, classify, or categorize the main points of information from experiential learning.	4.15	0.83
15	44	<u>School wide literacy and ELL programming</u> . The school has a school wide reading and ELL curriculum that provides full service instruction to all students.	4.11	1.18
16	41	<u>Remediation instruction</u> . Students are given additional reading instruction with materials adjusted for difficulty level and these may include skills, such as reading for details, inference-prediction, fact-versus-opinion, main idea, general reading comprehension, and vocabulary development.	4.11	1.05
17	7	<u>Reporting experience</u> . After completing a learning experience, students tell, explain, or re-explain the experience.	4.07	0.91

Table 4.8 Continued (Page 3)

Rank	Item	Method	<i>M</i>	<i>SD</i>
18	4	<u>Word association and brainstorming in pre-reading instruction.</u> Students brainstorm a list of words on the central topic prior to reading about the topic. Students verify and elaborate the word list through reading and discussion.	4.01	0.94
19	34	<u>Curriculum-referenced tests.</u> By completing these subject area tests students demonstrate their mastery of important content standards.	4.01	1.00
20	20	<u>List and define vocabulary.</u> The teacher, 1) says the word, 2) displays the word, 3) uses the word in a sentence, 4) asks students to write an original sentence using the word, and 5) gives a precise definition for the word.	4.01	1.07
21	32	<u>Reading fluency opportunities.</u> The teacher provides in-classroom and out of classroom instruction for ELL students to gain fluency in oral reading and comprehension of material covered.	3.99	0.95
22	42	<u>Supplemental subject matter study help.</u> Students participate in before-school or after-school tutorial/help sessions.	3.99	1.07
23	15	<u>Whole language and reader response.</u> Students read and engage in a series of oral language activities about the reading. Personal responses to the oral language activities are phased in. These personal responses are refined through a series of writing activities.	3.99	0.91
24	16	<u>Basic reading patterns.</u> Students learn comprehension patterns of description, sequence, and question-answer relationships (QARs).	3.97	0.87
25	23	<u>Morphemic or structural analysis.</u> The teacher teaches students to identify and define roots, base words, prefixes, and suffixes.	3.97	0.98
26	10	<u>Experiential writing.</u> Students write brief explanations or captions for cartoons, pictures, maps, charts, graphs, drawings, etc.	3.95	0.95

Table 4. 8 Continued (Page 4)

Rank	Item	Method	<i>M</i>	<i>SD</i>
27	43	<u>Practice for standard assessments.</u> Students complete practice testing in preparation for local, state, and national assessments in reading and in the subject areas.	3.93	1.11
28	2	<u>Concise, main point lecture.</u> The teacher identifies core concepts and presents them in a brief, but highly concise, lecture focusing on essential descriptions of their meaning and significance.	3.93	0.96
29	26	<u>Contextualization.</u> The teacher uses a variety of realia for ELL students in order to provide a subject specific context for oral and vocabulary development and for comprehension of material read.	3.90	1.14
30	29	<u>Note-learning</u> Students are taught outlining, note taking, summarizing, or related methods for abbreviating and consolidating information.	3.89	0.99
31	21	<u>Basic word study.</u> Students engage in word study by sounding out word parts, using context clues, and studying the dictionary for word pronunciation and word definition.	3.87	1.01
32	31	<u>Textbook study methods.</u> Students are guided through a series of textbook study activities, such as directed reading activities (DRAs), reading guides, skimming for main meaning, and textbook survey reading, such as SQ3R.	3.86	1.00
33	27	<u>Paired or group practice.</u> Students work in pairs or groups to study the spelling and meaning of words from passages they have read. They may also practice asking and answering each other's questions over these passages to reinforce comprehension.	3.84	1.12

Table 4. 8 Continued (page 5)

Rank	Item	Method	<i>M</i>	<i>SD</i>
34	6	<u>Oral attention instruction.</u> The teacher engages ELL students, one-to-one, by focusing on subject knowledge and on how the language works for the purpose of gaining student attention and maintaining a high interest level.	3.82	1.15
35	18	<u>Hierarchy pattern.</u> Students learn the hierarchy pattern through tasks of sequence, classification, categorization, and concept mapping.	3.81	0.96
36	40	<u>A continuous reading assessment program.</u> This program uses either a standardized reading test or a building curriculum-referenced reading test. The assessment is administered each month, each grading quarter, or each semester.	3.81	1.32
37	5	<u>Listen-read-discuss.</u> The teacher reads a summary of information to students. The students listen to the teacher read the summary. Next, they read the original text and engage in a discussion of the material.	3.77	1.04
38	25	<u>Vocabulary practice.</u> Students engage in independent vocabulary building through computer programs and vocabulary development.	3.77	1.15
39	11	<u>Written explanation of a performance or product.</u> After completing a performance such as an oral presentation or after making a product, such as, a science experiment, students complete a written explanation of the performance or product.	3.76	1.05
40	28	<u>Tutoring.</u> Students engage in additional reading, learning, and study development with the help of peer, cross-age, or paraprofessional tutors who are in the classroom.	3.72	1.19
41	39	<u>SQUIRT, SSR, USSR, or Accelerated Reader.</u> These are trade book literature or paperback reading programs that require that all students read.	3.66	1.43

Table 4. 8 Continued (Page 6)

Rank	Item	Method	<i>M</i>	<i>SD</i>
42	38	<u>Language specific methods</u> . The teacher prompts students to produce oral or written language with native language support as a consideration.	3.65	1.17
43	33	<u>Conventional tests</u> . Students complete fill-in-the-blank, multiple-choice, matching, short-answer, and true-false tests that measure their subject matter knowledge and their application of that knowledge.	3.59	1.22
44	22	<u>Concept mapping</u> . The teacher uses this tool to further elaborate student's verbal concept formation. These bubble flow-charts include a main concept, as well as, coordinate and sub ordinate word links.	3.54	1.09

Comparison of Variances for ELL Survey Items with Goal Variance

Altogether, 44 methods (survey items) comprised the seven goal areas in the COBRA model and were included on the survey instrument. These methods were distributed as follows:

Goal 1:	Background Knowledge	6 methods
Goal 2:	Experiential Learning	6 methods
Goal 3:	Comprehension Instruction	7 methods
Goal 4:	Word Study and Verbal Concept Formation	7 methods
Goal 5:	Study Skills Instruction	6 methods
Goal 6:	Application of Subject Matter Information	6 methods
Goal 7:	School Wide Reading	6 methods

This section includes two subsections: a) COBRA Goal Areas and Methods and b) Teacher Preference of COBRA Goals

COBRA Goal Areas and Methods

Table 4.9 displays the mean and standard deviation for methods in the seven COBRA goal areas. The means and standard deviations were computed using data from returned surveys. The first column represents the COBRA goal area and methods. Survey items are grouped by goal area. The second column displays the mean for each method (44) and the third column displays the standard deviation. All 44 items had a mean score of 3.5 or above, and the range of means was from 3.54 to 4.53.

The range of means and standard deviations for the seven goal areas, including methodology, are as follows: Goal 1-Background Knowledge (methods 1-6) means ranged from 3.77 to 4.40 and standard deviation ranged from 0.79 to 1.15; Goal 2-Experiential Learning (methods 7-12) means ranged from 3.76 to 4.33 and the standard deviation ranged from 0.83 to 1.05; Goal 3-Comprehension Instruction (methods 13-19) means ranged from 3.81 to 4.53 and standard deviations ranged from 0.74 to 0.98; Goal 4-Word Study and Verbal Concept Formation (methods 20-26) means ranged from 3.54 to 4.24 and standard deviation ranged from 0.84 through 1.15. For Goal 5-Study Skills Instruction (Methods 27-32) the means ranged from 3.72 to 4.22 and standard deviations ranged from 0.85 to 1.19; Goal 6-Application of Subject Matter Information (methods 33-38) means ranged from 3.59 to 4.43 and standard

deviations ranged from 0.79 to 1.22; Goal 7-School Wide Reading (Methods 39-44) means ranged from 3.66 to 4.14 and standard deviations ranged from 1.05 to 1.32.

Table 4.9 Means and Standard Deviations for Methods by Fixed Goal Areas

Goals/Methods	<i>M</i>	<i>SD</i>
<u>Goal Area 1: Background Knowledge (Methods 1-6)</u>	<u>4.04</u>	<u>0.95</u>
1. Presentation and relevance.	4.31	0.83
2. Concise, main point lecture.	3.93	0.96
3. Following directions.	4.40	0.79
4. Word association and brainstorming in pre-reading instruction.	4.01	0.94
5. Listen-read-discuss.	3.77	1.04
6. Oral attention instruction.	3.82	1.15
<u>Goal Area 2: Experiential Learning (Methods 7-12)</u>	<u>4.07</u>	<u>0.78</u>
7. Reporting experience.	4.07	0.91
8. Organizing information from experience.	4.15	0.83
9. Experiential vocabulary development.	4.33	0.85
10. Experiential writing.	3.95	0.95
11. Written explanation of a performance or product.	3.76	1.05
12. Using personal experience to promote oral language development.	4.16	0.94
<u>Goal Area 3: Comprehension Instruction (Methods 13-19)</u>	<u>4.19</u>	<u>0.87</u>
13. Skills instruction.	4.53	0.74
14. Narrative literature.	4.53	0.79
15. Whole language and reader response.	3.99	0.91

Table 4.9 Continued (page 2)

Goals/Methods	<i>M</i>	<i>SD</i>
16. Basic reading patterns.	3.97	0.87
17. Comprehension supports.	4.30	0.81
18. Hierarchy pattern.	3.81	0.96
19. Summarizing and responding.	4.20	0.98
<u>Goal Area 4: Word Study</u>	<u>3.90</u>	<u>1.04</u>
20. List and define vocabulary.	4.01	1.07
21. Basic word study.	3.87	1.01
22. Concept mapping.	3.54	1.09
23. Morphemic or structural analysis.	3.97	0.98
24. Antonyms, synonyms, and multiple meaning of words.	4.24	0.84
25. Vocabulary practice.	3.77	1.15
26. Contextualization.	3.90	1.14
<u>Goal Area 5: Study Skills Instruction (Methods 27-32)</u>	<u>3.92</u>	<u>1.02</u>
27. Paired or group practice.	3.84	1.12
28. Tutoring.	3.72	1.19
29. Note-learning.	3.89	0.99
30. Advanced reading patterns.	4.22	0.85
31. Textbook study methods.	3.86	1.00
32. Reading fluency opportunities.	3.99	0.95

Table 4.9 Continued (page 3)

Goals/Methods	<i>M</i>	<i>SD</i>
<u>Goal Area 6: Application of Subject Matter (Methods 33-38)</u>	<u>4.03</u>	<u>0.98</u>
33. Conventional tests.	3.59	1.22
34. Curriculum-referenced tests.	4.01	1.00
35. Written responses.	4.43	0.79
36. Critical thinking cycles.	4.28	0.85
37. Creative response methods.	4.23	0.87
38. Language specific methods.	3.65	1.17
<u>Goal Area 7: School Wide Reading (Methods 39-44)</u>	<u>3.93</u>	<u>1.19</u>
39. SQUIRT, SSR, USSR, or Accelerated Reader.	3.66	1.43
40. A continuous reading assessment program.	3.81	1.32
41. Remediation instruction.	4.11	1.05
42. Supplemental subject matter study help.	3.99	1.07
43. Practice for standard assessments.	3.93	1.11
44. School wide literacy and ELL programming.	4.11	1.18

Teacher Preference of COBRA Goals

Table 4.10 presents COBRA goals in order of teacher preference computed from a mean (M) of the mean scores of survey responses. Although the fixed goals COBRA model used in the survey research does not rank the goal areas in any particular order of importance, a listing of goal preference was viewed as important in terms of analyzing data for the New Mexico context (i.e., focusing on responses as per goal area). The means in column four are ranked from highest (4.19) to lowest (3.90). Included in column five are the respective standard deviation (SD) for each goal and mean.

As displayed on the table, the means for the COBRA goals range from 4.19 to 3.90 and the standard deviations range from 0.78 to 1.19. COBRA Goal 3-Comprehension Instruction was preferred as number one with a mean of 4.19 and a standard deviation of 0.87. Goal 2-Experiential Learning was preferred as number two with a mean of 4.07 and a standard deviation of 0.78. Goal 1-Background Knowledge was given preference as number 3 with a mean of 4.04 and a standard deviation of 0.95. Goal 6-Application of Subject Matter Information was preferred by respondents at number four with a mean of 4.03 and a standard deviation of 0.98. Goal 7-School Wide Reading was given preference as number five with a mean of 3.93 and a standard deviation of 1.19. Goal 5-Study Skills Instruction was favored as number six with a mean score of 3.92 and a standard deviation of 1.02. Goal 4-Word Study and Verbal Concept Formation was chosen as number seven with a mean score of 3.90 and a standard deviation of 1.04.

Table 4.10 Respondent's Goal Preference Including Mean and Standard Deviation

Rank	COBRA goal	<i>M</i>	<i>SD</i>
1	Goal 3-Comprehension Instruction	4.19	0.87
2	Goal 2-Experiential Learning	4.07	0.78
3	Goal 1-Background Knowledge	4.04	0.95
4	Goal 6-Application of Subject Matter Information	4.03	0.98
5	Goal 7-School Wide Reading	3.93	1.19
6	Goal 5-Study Skills Instruction	3.92	1.02
7	Goal 4-Word Study and Verbal Concept Formation	3.90	1.04

ELL Survey Items

Comparison of Variances for ELL Survey Items with Goal Variance

Table 4.11 presents a series of one-way ANOVAs comparing ELL items with other survey items per COBRA goal area. The comparisons are itemized as follows:

Goal 1-ELL item 6 with items 1, 2, 3, 4, and 5

Goal 2-ELL item 12 with items 7, 8, 9, 10, and 11

Goal 3-ELL item 19 with items 13, 14, 15, 16, 17, and 18

Goal 4-ELL item 26 with items 20, 21, 22, 23, 24, and 25

Goal 5-ELL item 32 with items 27, 28, 29, 30, and 31

Goal 6-ELL item 38 with items 33, 34, 35, 36, and 37

Goal 7-ELL item 44 with items 39, 40, 41, 42, and 43

The procedures included summing items 1 thru 5, items 7 thru 11, items 13 thru 18, items 20 thru 25, items 27 thru 31, items 33 thru 37, and items 39 thru 43 and taking the totals from each summation to make the comparisons. The survey items in each of the 151 returned surveys were summed as per the seven goal areas comparing the ELL items with the other items. A significant difference ($F = 5.801$, $p < 0.017$) was found in goal area 1. In other words, there was a difference between the variance of item six (ELL item) and the summed variance of items one through five. A second significant difference ($F = 15.871$, $p < .001$) was found for goal six. This difference was from the variance comparison of ELL item number 38, with the summed variance for items 33-37. The other comparisons proved to be non-significant for goals 2, 3, 4, 5, and 7.

Table 4.11 One-Way ANOVAs Comparing ELL Items With Other Survey Items in Appropriate COBRA Goal Area (1 thru 7)

Source	SS	df	MS	F	p
<u>Goal 1-Item 6 with items 1 thru 5</u>					
Between	5.351	1	5.351	5.801	0.017
Within	274.891	298	.923		
<u>Goal 2-Item 12 with items 7 thru 11</u>					
Between	0.915	1	.915	1.216	0.271
Within	225.083	299	.753		
<u>Goal 3-Item 19 with items 13 thru 18</u>					
Between	0.001	1	0.001	0.002	0.966
Within	224.839	300	.750		
<u>Goal 4-Item 26 with items 20 thru 25</u>					
Between	0.001	1	0.001	0.001	0.991
Within	290.085	295	.983		
<u>Goal 5-Item 32 with items 27 thru 33</u>					
Between	0.546	1	0.546	0.658	0.418
Within	248.066	299	.830		
<u>Goal 6-Item 38 with items 33 thru 37</u>					
Between	15.141	1	15.141	15.871	0.001
Within	277.615	291	0.954		

Table 4.11 Continued (page 2)

Source	SS	df	MS	F	p
<u>Goal 7-Item 44 with items 39 thru 43</u>					
Between	3.320	1	3.320	2.916	0.089
Within	341.583	300	1.056		

p < .001

Ranking and Statistical Comparisons of ELL Methods

Table 4.12 below displays the rank of the seven ELL survey items within the other items in appropriate COBRA goal areas. The rank for each ELL item was presented with reference to the means computed for the survey items within each goal area. Column one lists the COBRA goals (1 thru 7), column two identifies the ELL item by number on survey, column three reports the rank of the ELL item within its appropriate goal, column four displays the mean for the ELL item, and column five shows the mean for the remaining other items per goal, and column six presents the difference between the ELL mean and the “other” items mean per goal area. The means for the seven ELL items ranged from 3.65 to 4.20 and the range for the “other” items was 3.87 to 4.16.

Table 4.12 shows that the mean for ELL item 6 (3.65) was significantly lower than the mean for other remaining items in Cobra goal 1 (4.08) with a difference of 0.26; the mean for ELL item 12 (4.16) was not significantly higher than the mean for other remaining items in Cobra goal 2 (4.03) with a difference of -0.13; the mean for ELL item 19 (4.20) shows a slight difference when compared to the mean for other remaining items in Cobra goal 3 (4.16) with a difference of 0.04; the mean for ELL item 26 (3.90) was lower than the mean for other remaining items in Cobra goal 4 (3.87) with a difference of 0.03; the mean for ELL item 32 (3.99) was higher than the other remaining items in Cobra goal 5 (3.90) with a difference of -0.09; the mean for ELL item 38 (3.65) was lower than the mean for other items in Cobra goal 6 (4.08) with a difference of 0.43; and the mean for ELL item 44 (4.11) was higher than the mean for the other remaining items in Cobra goal 7 (3.87) with a difference of -0.24. None of the ELL items represented the lowest mean in references to appropriate Cobra goals (1 thru 7). In sum, the ELL items for goals one and five differed significantly from the respective summed variances for the other items in the two goal areas. Basically, the ELL items for goals 2, 3, 4, 5, and 7 had a statistical fit within the goals. However, the ELL items for goals 1 and 6 did not have a statistical fit within the goal areas.

Table 4.12 Rank of ELL Items Within COBRA Goals Including Means and Difference Between Means

COBRA goal #	ELL item #	ELL item rank within <i>M</i>	ELL item <i>M</i>	Other ^a items	Difference ^b
1	6	5th of 6 items	3.82	4.08 (1-5)	0.26*
2	12	2nd of 6 items	4.16	4.03 (7-11)	-0.13
3	19	4th of 7 items	4.20	4.16 (13-18)	-0.04
4	26	2nd of 7 items 3.90	3.90	3.87 (20-25)	0.03
5	32	2nd of 6 items 3.99	3.99	3.90 (27-31)	-0.09
6	38	5th of 6 items	3.65	4.08 (33-37)	0.43*
7	44	2nd of 6 items 4.11	4.11	3.87 (39-43)	-0.24

^a Other Items *M* refers to the collapsed mean for the remaining survey items (denoted in parenthetical expression) after excluding the ELL survey item from each COBRA goal area.

^b Differences were computed between ELL item mean and Other items mean within each goal area.

* $p < .05$

CHAPTER 5-SUMMARY, DISCUSSION OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary of Survey Research

This study was a partial replication of the Al-Fadda (2004) survey study on Kansas middle school reading practices. The purpose of the study was to determine the reading methods New Mexico teachers used in the classrooms relative to a content-based reading approach (COBRA). The New Mexico COBRA model was revised to fit the socio-cultural context of the diverse population served in New Mexico middle schools and to correct for perceived shortcomings in the Al-Fadda survey instrument.

Teachers in New Mexico were asked to respond to a reading survey built around 44 reading methods distributed among seven goals of the COBRA model. The researcher surveyed 153 New Mexico middle school educators in order to determine the relative emphasis placed on different reading methods in the middle schools. The study noted the large number of limited English proficient (LEP) and/or English language learners (ELLs) who received some form of language services provided through each school district's education programs. This partial replicated survey research found the need to include ELL survey items to determine existing reading instructional practices used at the middle school.

The conceptual context on which the survey research was based included: school improvement, reading standards, and the content reading infusion model. Five research questions were used to build the rationale for the COBRA framework, develop the survey, conduct the survey research, and analyze the results.

Data collection included mailing out surveys to middle schools throughout the state of New Mexico. Middle schools included in this survey research were characterized as middle schools with a population of 200 and above. There were 110 middle school buildings identified and surveys were mailed on April 7, 2006 with the data collection phase ending on May 26, 2006. The pool of educators asked to participate in the survey taught or were involved with the reading program at their respective schools. These included reading teachers, English language arts teachers, Bilingual/ESL/TESOL teachers, and instructional and school improvement leaders familiar with the building's reading program.

Discussion of Findings from Survey Research

Although the participant return rate was 35%, the district and building return rates were 81% and 66% respectively. Over half of the respondents were English language arts teachers and about 40% came from Bilingual/ESL/TESOL and school improvement leaders. These results demonstrate the diversity in groups of teachers that are responsible for middle school reading programming. Importantly, the 24% participation by the Bilingual/ESL/TESOL teachers validated the need for ESL items on the survey.

Survey Research Question 1

What modifications are needed in the Al-Fadda middle school reading survey to make it appropriate for the New Mexico middle school context?

In order to make the survey applicable to teachers in New Mexico, with its diverse student population, a number of survey items in the instrument used in the Al-Fadda study were either eliminated, reworded for clarity, and/or moved from one COBRA goal to another. In addition, new survey items were crafted to complete the revisions for the survey used in the present study. The survey revision was explained in chapter 3. The process was intended to better reflect the intent of the seven goals. Also, the inclusion of newly crafted ELL survey items was done to identify the academic structures for the concentration of ELL students in New Mexico; therefore, seven ELL items were designed and added to the survey.

Based on two reliability measures, (Spearman and Cronbach Alpha) it was found that the survey instrument resulting from the revisions was a reliable tool. The Spearman coefficient of 0.875 (refer to Table 3.11) for the Martinez pilot and the Alpha of 0.934 proved the reliability of the revised COBRA survey instrument. In short, the instrument used in the Martinez study had a high reliability measure for both the pilot and dissertation administrations even though the instrument was significantly revised. The researcher concludes that addition of the ELL items and the responses by a significant portion of Bilingual/ESL/TESOL teachers supported the need to have a reading survey crafted specifically for the New Mexico's socio-cultural and educational context.

Survey Research Question 2

What are the essential instructional practices utilized by New Mexico middle school teachers to teach reading?

There were observable patterns in the responses of the middle school teachers. The researcher's interpretations and conclusions for this question are based on findings reported in Table 4.8. For example, in the pool of top rated items, the researcher found the conventional reading methods of narrative literature, reading skills instruction, and written responses in the form of short answers, paragraphs and essays. Also, the task of following directions was included in this first pool of items.

A second pool of items showed some diversity and these items included graphic comprehension supports, making materials relevant to student lives, teaching vocabulary through antonyms, synonyms and multiple meanings of words, text patterns of compare-contrast, cause-effect, and problem-solution, and, finally, critical thinking through complex thinking, issue resolution, and problem solving. Interestingly, the experiential vocabulary method of concept of definition was included in this second tier of reading methods.

A third pool of reading methods was identified and within this third pool there were two relatively distinct groups. One group of items included school wide literacy and ELL programming, remediation instruction, curriculum-referenced tests, and list and define vocabulary instruction. At the same time, there was an apparently cohesive group of methods which reflect the communicative approach or methods that would serve ESL learners: creative response methods, oral summarization, reporting experience, organizing experience, use of personal experience, brainstorming and word association.

Thus far, the researcher has identified three pools of methods reported as relatively important in that mean response scores were at 4.00 or higher. In sum for this top rated pools of items, it is concluded that these New Mexico middle school teachers, give a top rating to a conventional framework for reading that includes narrative literature, reading skills instruction and writing. At a second, but high level, they also include conventional tools of antonyms, synonyms and multiple word meanings, thinking processes, and higher level text patterns. The third pool continued the trend of conventional methodology, however, there was distinct pool of cohesive methods, which reflect the communicative approach or methods that would serve ESL learners

There were also items ranked within the range of 3.50 to 3.99. There were conventional reading-study methods in this group such as: practice for standardized assessments, note learning, textbook study methods, tutoring, independent reading approaches such as SQUIRT, SSR, and USSR, as well as conventional tests. A second notable aspect is the continuation of communicative methods such as fluency training, whole language and reader response methods, as well as experiential writing.

Overall, these middle level teachers perceive as important a first line conventional framework for middle level reading reinforced with specific vocabulary and text comprehension methods. They reinforce this with a group of communicative methods, but retain remediation as a preferred approach. They rated reading study methods into the lower half, while continuing a communicative approach along with these lower rated study methods. The researcher here speculates that in the New Mexico setting, middle level reading instruction gives first emphases to reading instruction and communicative competence while content reading instruction is a secondary emphasis.

Survey Research Question 3

To what extent do the reading methods used by New Mexico middle school educators reflect those embodied in the seven goals of the COBRA model?

For this study, the researcher began with the Al-Fadda model, but some goal names were reworded. Some lower scoring survey items in the Al-Fadda model were dropped, some new items were added, some original items were resorted among the goals, and the areas of comprehension and study skills were separated and more clearly defined. The range of means scores for the 44 survey items in the Al-Fadda study was 4.67 to 2.70 and the range of mean scores for the 44 survey items in this study were 4.53-3.54. In other words, the revisions in the survey items produced a more cohesive response pattern and as a result the researcher concludes that the revised survey items were more compatible with the revised COBRA goals.

Survey Research Question 4

What is the relative importance of each of the goals for the COBRA model?

Wording to label the goals was changed so that the goal labels more clearly reflected the intent of the goal. The ranking of the goals was as follows:

Comprehension	4.19
---------------	------

Experiential learning	4.07
Background knowledge	4.04
Application subject matter information	4.03
School wide reading	3.93
Study skills	3.92
Word study/verbal concept formation	3.90

The range in mean goal scores for the Al-Fadda model was 0.85 (minimum = 3.31, maximum 4.16). The range in mean goal scores from the above was 0.29 (minimum = 3.90, maximum = 4.19). Obviously the revisions in the Al-Fadda survey proved to be productive as the mean goal scores in this study became more uniform and tightly clustered. In examining the mean goal scores in this study the researcher observed that teachers rated the COBRA vocabulary goal lowest of the seven COBRA goals. This was puzzling to the researcher since larger concentrations of ELL students would benefit from concentrated vocabulary instruction. As a result the research examined vocabulary item scores and found three items with low scores:

22. Concept mapping	3.54
25. Vocabulary practice	3.77
21. Basic word study	3.87

Thus, in schools with higher ELL enrollments, concept mapping, vocabulary practice, and basic word study are perceived to be of lesser importance. The researcher continued her interpretative efforts by identifying three items with higher mean scores:

12. Personal experience/oral language	4.16
19. Oral summarization	4.20
9. Experiential vocabulary development	4.33

These three methods centered on experience, language, and oral production. It could be said that when larger concentrations of ELL learners are found in the middle schools, experience, language and oral production displaces some conventional vocabulary methods. A better understanding of the linkages between student experience, language, oral language production

and conventional vocabulary methods are needed when there are larger concentrations of ELL learners in middle schools. This is important from the point of view of ELLs learning academic vocabulary.

The researcher concludes that the goals of the COBRA model adequately reflected the methods used by teachers in a New Mexico context. Moreover, the COBRA goals and survey items used in this study produced more stable and tightly distributed mean scores in comparison to the Al-Fadda study. The anomaly in the goal findings was that the goal of word study and verbal concept formation produced the lowest mean score of the seven goals and this was unexpected.

Survey Research Question 5

What comparative differences in the ELL items can be observed when the mean scores for ELL survey items are compared to the mean scores in the goal areas?

The findings based on the results show that there are both significant and non-significant differences when comparing the variances for ELL survey items with COBRA goals. Single factor ANOVAs were run on the seven ELL items with respect to appropriate COBRA goal items. The findings showed a significant difference in goal areas one and six. The other comparisons proved to be non-significant for goals 2, 3, 4, 5, and 7. The seven items for ELL-based instruction had a grouped mean of about 3.98. In conclusion, ELL survey items included in goals 2, 3, 4, 5 and 7 appeared to fit within the respective goals, however, ELL items for goals 1 and 6 differed from the goal items. Thus, the two ELL survey items for goal 1 and for goal 6 should be reviewed for appropriateness for wording.

Recommendations for further study

Recommendations for additional research are outlined below. The researcher has restricted these to the findings of the study. Recommendations include:

1. Research to further refine our understanding of applications of the COBRA model in middle and secondary schools should be continued.
2. This study showed a shared responsibility for middle school reading programs among English-Language Arts teachers, reading teachers, school improvement teachers and teachers of ESL students. Qualitative interviews should be done with middle school teachers from these four groups in order to determine how these partnerships are formed
3. Middle school research with the COBRA model should continue to probe schools with cultural and linguistic diversity. We need a clearer picture of how middle school reading methods may shift in importance when significant changes occur in the demographics of student enrollment.
4. The question of vocabulary instruction in middle schools should be addressed with studies that focus solely on vocabulary instruction. In other words, surveys and qualitative interviews should be done to understand how vocabulary instruction is perceived and how instruction is carried out. In this study, survey items for vocabulary instruction were limited in number and scores from these items and the vocabulary goal produced inconsistent results. More depth in understanding is needed. Is vocabulary instruction perceived as less important, per se, or were the vocabulary items depicted in this survey too narrow in focus? For linguistically diverse middle school populations, do teachers place rank experience, language and oral development instruction above that of standard methods for vocabulary instruction?

REFERENCE LIST

Books

- Al-Fadda, H. A. (2004). *Literature synthesis and inventory of reading methods used by Kansas middle schools for content-based reading approaches (COBRAs)*. Unpublished doctoral dissertation, Kansas State University, Manhattan, Kansas.
- Berg, B. L. (1995). *Qualitative research methods for the social sciences* (2nd ed.). Boston, MA: Allyn and Bacon.
- Borg, W. R. and Gall, M. D., (1989). *Educational research: An introduction* (5th ed.). New York and London: Longman.
- Brown, G., & Yule, G. (1983). *Teaching the spoken language: An approach based on the analysis of conversational English*. Cambridge: Cambridge University Press.
- Buehl, D. (1991). *Classroom strategies for interactive learning*. Schofield, WI: Wisconsin Reading Association.
- Calkins, L. M. (1986). *Art of teaching writing*. Portsmouth, NH: Heinemann and Heinemann Publishers.
- Callahan, J. F., Clark, L. H., & Kellough, R. D. (1998). *Teaching in the middle and secondary schools* (6th ed.). Upper Saddle River, NJ: Prentice Hall.
- CESDP Center for the Education and Study of Diverse Populations and the Southwest Comprehensive Center (2005). *New Mexico Content Standards, Benchmarks, and Performance Standards: A Reference Guide Grades 9-12*. Santa Fe, NM: New Mexico Public Education Department.
- Chall, J. S. (1996). *Stages of reading development* (2nd ed.). New York: Harcourt Brace.
- Chamot, A. U., & O'Malley, J.M. (1994). *The CALLA handbook: Implementing the cognitive academic language learning approach*. Reading, MA: Addison-Wesley Publishing Company
- Chamot, A. U., & O'Malley, J. M. (1996). *A cognitive academic language learning approach: An ESL content-based curriculum*. Rosslyn, VA: National Clearinghouse for Bilingual Education.

- Crandall, J. S. (Ed.). (1987). *ESL in content area instruction*. Englewood Cliffs, NJ: Prentice Hall Regents.
- Creswell, J. W. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: SAGE Publications.
- Dibben, J. (1991). *A survey of reading instruction and program organization in large and small Kansas middle schools*. Doctoral dissertation, Kansas State University, Manhattan-Kansas.
- Dixon, C., and Nessel, d. (1983). Language experience approach to reading (and writing). Cited in P. A. Richard-Amato (1995). *Making it happen: interaction in the second language classroom from theory o practice (2nd Ed) (202-233)*. NY: Longman Publishers.
- Echevarria, J., & Graves, A. (1998). *Sheltered content instruction: Teaching English-language learners with diverse abilities*. Needham Heights, MA: Allyn and Bacon.
- Freeman, Y. S. & Freeman, D. E. (2006). *Teaching reading and writing in Spanish and English: In a bilingual and dual language classrooms (2nd Ed.)*. Portsmouth, NH: Heinemann.
- Garcia, G. N. (2000). *Lessons from research: What is the length of time it takes limited English proficient students to acquire English and succeed in an all English classroom? Issue and Brief NCBE, 5 (September 2000)*. Washington, DC: NCBE Center for the Study of Language and Education.
- Gray, W. S. (1960). *On their own in reading*. New York: Scott-Foresman.
- Gray, W. S. (1925). *Summary of investigations related to reading*. In *Supplementary Educational Monographs*. Chicago: University of Chicago Press.
- Hakuta, K. (1986). *Mirror of language*. New York: Basic Books.
- Handsome, J. (1994). Putting it all together. In F. Genesee (Ed.), *Educating second language children* (pp. 331-355). New York: Cambridge University Press.
- Heerman, C. E. (2002). *Content-based reading approaches(COBRAs)*. Manuscript in preparation, Kansas State University, Manhattan, KS.
- Heimlich, E., & Pitleman, S. (1986). *Semantic mapping: Classroom application*. Newark, DE: International Reading Association.
- Keene, E. O., & Zimmerman, S. (1997). *Mosaic of thought: Teaching comprehension in a reader's workshop*. Portsmouth, NH: Heinemann.
- Kenyon, C. J. (2004). *A literature-based validation of content-based reading approaches*

- (COBRAs). Unpublished Masters Thesis, Kansas State University, Manhattan, KS.
- Krathwohl, D. R. (1993). *Methods of educational and social science research: An integrated approach*. White Plains, NY: Longman.
- Laosa, L. M. (2000). *Non-language characteristics of instructional services for language-minority students*. Washington, DC: Center for the Study of Language and Education at George Washington University.
- Linn, S. (2005). *COBRA Goals and Methods*. Unpublished dissertation Kansas State University, Manhattan, KS.
- Mendle, G. (1997). *Reading materials in large print: A resource guide*. Washington, DC: Library of Congress, National Library Service for the Blind and Physically Handicapped.
- Miramontes, O. B., Nadeau, A., & Commins, N. L. (2002). *Restructuring schools for linguistic diversity: Linking decision making to effective programs*. New York: Teachers College Press, Columbia University.
- Mohan, B. A. (1986). *Language and content*. Reading, MA: Addison-Wesley.
- Moore, S. A., Cunningham, P. M., & Cunningham, J. W. (1994). *Reading and writing in elementary classrooms: Strategies and observation* (3rd ed.). White Plains, NY: Longham.
- Morrow, L. M., (2003). Motivating lifelong voluntary readers. In J. Flood, D. Lapp, J. Squire, & J. Jensen (Eds.), *Handbook of research on teaching the English language arts* (2nd ed., pp. 857-867). Mahwah, NJ: Erlbarm.
- Niles, O. S. (1965). Organization perceived. In H. L. Herber (Ed.), *Developing study skills in secondary schools*. Newark, NJ: International Reading Association.
- No Child Left Behind (NCLB) Act (2002). Washington, DC: Library of Congress.
- Pittleman, S. D., Heimlich, J. E., Berglund, R. L., & French, M. P. (1991). *Semantic feature analysis: Classroom application*. Newark, NJ: International Reading Association.
- Resnick, L. B., & Resnick, D. (1991). Assessing the thinking curriculum: New tools for educational reform. In B. R. Gifford, and M. C. O'Connor (Eds.), *Changing assessment: Alternative views of aptitude, achievement and instruction* (pp. 37-75). Boston: Kluwer.
- Rosenblatt, L. (1995). *Literature as exploration* (5th ed.). NY: Modern Language Association.
- Roser, D. L., & Schallert, D. L. (1996). The role of textbooks and tradebooks in content area instruction. In D. Lapp, J. Flood, and N. Farnan (Eds.), *Content area reading and*

- learning instructional strategies* (2nd ed) (pp. 27-38). Boston, MA: Allyn and Bacon.
- Ruddell, M. R. (1996). Engaging students' interest and willing participation in subject area learning. In D. Lapp, J. Flood, and N. Farnan. *Content area reading and learning: Instructional strategies* (2nd ed.) (pp. 95-110). Boston: Allyn and Bacon.
- Saunders, W. M. (1999). Improving literacy achievement of English learners in transitional bilingual programs. Cited in R. Slavin & M. Calderon (2001). *Effective programs for latino students* (171-206). Mahwah, NJ: Lawrence Erlbaum Associates, Inc., Publishers
- Schwartz, R. M., & Raphael, T. E. (1985). Instruction in the concept of definition as bases for vocabulary acquisition. In J. A. Niles, and R. V. Lallie (Eds.), *Issues in literacy: A research perspective* (pp. 116-123). Rochester, NJ: National Reading Conference.
- Simonsen, S. (1996). Identifying and teaching text structures in content area classrooms. In D. Lapp, J. Flood, and N. Farnan (Eds.), *Content area reading and learning instructional strategies* (2nd ed.) (pp. 59-75). Boston: Allyn and Bacon.
- Slavin, R. (1996). A cooperative learning approach to content area teaching. In D. Lapp, J. Flood, and N. Farnan (Eds.), *Content area reading and learning instructional strategies* (2nd ed.) (pp. 369-382). Boston: Allyn and Bacon.
- Slavin, R., & Madden, N. A. 1999. Effects of bilingual and English as a second language adaptations of Successfor All on the reading achievement of students acquiring English. Cited in R. Slavin & M. Calderon (2001). *Effective programs for latino students* (207-230). Mahwah, NJ: Lawrence Erlbaum Associates, Inc., Publishers
- Smith, B. N. (1963). *Reading instruction for today's children*. Englewood Cliffs, NJ: Prentice Hall.
- Spache, G. D., & Spache, E. B. (1986). *Reading in the elementary school*. Boston: Allyn and Bacon.
- Stark, R., & Roberts, L. (1996). *Contemporary social research methods*. Bellvue, WA: MicroCase Corporation.
- Stauffer, R. G. (1969). *Directed reading maturity as a cognitive process*. New York: Harper and Row.
- Thomas, W. P., & Collier, V. (1997). *School effectiveness for language minority students*. Washington, DC: National Clearinghouse for Bilingual Education, The George

Washington University Center for the Study of Language and Education.

Thonis, E. W. (1996). Students Acquiring English. Cited in D. Lapp, J. Flood, & N. Farnan, (1996). *Content area reading and learning instructional strategies* (2nd ed.). Needham Heights, MA: Allyn and Bacon.

Vacca, R. T., & Vacca, J. L. (1993). *Content area reading*. New York: HarperCollins.

Vacca, R. T., & Vacca, J. L. (2002). *Content area reading: Literacy & learning across the curriculum* (7th ed.). Boston: Allyn and Bacon.

Articles, Papers, and Reports

Barry, A. L. (2002). Reading strategies teachers say they use. *Journal of Adolescent and Adult Literacy*, 46, 132-141.

Bakken, J. P., & Whedon, C. K. (2002). Teaching text structure to improve reading comprehension. *Intervention in School and Clinic*, 37(4), 229-233.

Colvin, C., & Schlosser, L. K. (1998). Developing academic confidence to build literacy: What can teachers do? *Journal of Adolescent and Adult Literacy*, 41 (4), 272-281.

Gold, P. C. (1981). The directed listening-language experience approach. *Journal of Reading*, 25, 138-141.

Greenwood, C., Carta, J., & Hall, V. (1988). The use of peer tutoring strategies in classroom management and educational instructions. *School Psychology Review*, 17, (2). 258-275.

Hayes, D. A., & Tierney, F. T. (1982). Developing reader's knowledge through analogy. *Reading Research Quarterly*, 17, 256-280.

Henk, W. A., & Helfeldt, J. P. (1987). How to develop independence in following written directions. *Journal of Reading*, 30 (7), 602-607.

Horton, P., McConney, A., Gallo, M., Woods, A., Senn, G., & Hamelin, D. (1993). An investigation of the effectiveness of concept mapping as an instructional tool, *Science Education*, 77 (1) 95-111.

Kolls, M. R. (1992). *Portfolio assessment: A feasibility study*. Paper presented at the annual meeting of TESOL. Vancouver, Canada.

Kossack, S. (1987). Following directions. *Journal of Reading*, 30 (4), 360-361.

Mathiason, C. (1998). Activating student interest in content area reading. *Journal of Reading*, 33, 170-176.

- Mckenna, M. C. & Robinson, M. (1990). Whole language: A research agenda for the nineties. *Educational Researcher*, 19, 3-6.
- New Mexico State Department (2001). *Reading Initiative Bulletin*. Santa Fe, NM.
- O'Brien, D. G., Stewart, R. A., & Moje, E. B. (1995). Why content literacy is difficult to infuse into the secondary school: Complexities of curriculum, pedagogy, and school culture. *Reading Research Quarterly*, 30, 442-463.
- O'Hara, M. F. (1996). Main ideas in best-sellers: a new look an old problem. *Reading Research and Instruction*, 35, 315-22.
- Saunders, W., & Goldenberg, C. (2002). Opportunities through language arts: Promoting literacy in middle elementary school. *Talking Leaves* (Summer 2002)
- Scheider, K. S., & Spor, M. W. (1999). Content reading strategies: What Teachers know, and want to learn. *Reading Research and Instruction*, 38, 221-231.
- Schwartz, R. M. (1988). Learning to learn: Vocabulary in content area textbooks. *Journal of Reading*, 32, 108-117.
- Serafini, F. (2002). A journey with wild things: A reader response perspective in practice. *Journal of Children Literature*, 28, 37-38.
- Shaw, P. (1958). Rhetorical guide to reading comprehension. *The Reading Teacher*, 11, 239-248.
- Slavin, R. (1987a). Cooperative integrated reading and composition: Two field experiments. *Reading Research Quarterly*, 22, 433-455.
- Slavin, R. (1987b). Making chapter 1 make a difference. In *Phi Delta Kappan*, (October, 1987), 110-119.
- Stotsky, S. (1984). A proposal for improving high school students' ability to read and write expository prose. *Journal of Reading*, 28, 4-7.
- Taylor, W. L. (1953). "Cloze procedure": A new tool for measuring readability. *Journalism Quarterly*, 30, 415-433.
- U.S. Department of Education (2002). Survey Report of States' limited English proficient students and available education programs and services. Washington, DC: Office of English Language Acquisition, DOE.
- Zakaluk, B. L., Samuels, S. J., & Taylor, B. M. (1986). A simple technique for estimating prior knowledge. *Journal of Reading*, 30 (1), 56-60

Electronic Media

- Anderson, R.C., & Freebody, P. (1981). Vocabulary knowledge. In J.T. Guthrie (ed.), *Comprehension and teaching* (pp. 80-82). Newark, DE: International Reading Association. In *Adolescent Vocabulary Development across the Curriculum. Journal of Adolescent & Adult Literacy*, 44(3), 268. Retrieved January 5, 2007, from Questia database: <http://www.questia.com/PM.qst?a=o&d=5001127713>
- Biemans, H.J.A & Simons, P.R., (1996). Contact-2: A computer-assisted instructional strategy for promoting conceptual change. *Instructional Science*, 24, 157-176. [on-line] *Background knowledge*. Wakefield, MA: National Center on Accessing the General Curriculum. Retrieved [March 4, 2007] from http://www.cast.org/publications/ncac/ncac_backknowledge.html
- Blachowicz, C., & Fisher, P. (2001). Building vocabulary in remedial settings: Focus on word relatedness. In *Resource Room*. Retrieved January 5, 2007, [on-line] <http://www.resourceroom.net/comprehension/idavocab2004.asp>
- Blachowicz, C., & Fisher, P. (1996). Teaching vocabulary in all classrooms. Englewood Cliffs, NJ: Prentice-Hall. In *Journal of Adolescent & Adult Literacy*, 45(7), 606+. Retrieved March 4, 2007 from Questia database: <http://www.questia.com/PM.qst?a-o&d=5000738373>
- Bryant, D. P., Goodwin, M., Bryant, B. R., and Higgins, K. (2003). Vocabulary instruction for students with learning disabilities: A review of the research. *Learning Disability Quarterly*, 26(2), 117+. Retrieved February 10, 2007 from Questia database: <http://www.questia.com/PM.qstZa=o&d=5001982751>
- Byerly, S. (2001). Linking classroom teaching to the real world through experiential instruction. *Phi Delta Kappan*, 82(9), 697. Retrieved February 3, 2007 from Questia database: <http://www.questia.com/PM.qst?a=o&d+5001005132>
- Casparly, G. L., Fuller, B., Gauthier, C. A., & Kagan, S. L. (2002). Welfare reform and child care options for low-income families. *The Future of Children*, 12, 97-108. In *JOPERD--The Journal of Physical Education, Recreation & Dance*, 76(8), 5+. Retrieved March 15, 2007, from Questia database: <http://www.questia.com/PM.qst?a=o&d=5012185046>
- Casteel, C. P., Isom, B. A., & Jordan, K. F. (2000). Creating Confident and Competent Readers.

- Intervention in School & Clinic*, 36(2), 67. Retrieved March 5, 2007, from Questia database: <http://www.questia.com/PM.qst?a=o&d=5001119210>
- Cazden, C. B. (1986). "Classroom Discourse." In *Handbook Of Research On Teaching*, 3d edition, edited by M. C. Wittrock. New York: MacMillan, 1986, 450-451. Retrieved [online] March 4, 2007, <http://www.nwrel.org/scpd/sirs/9/c018.html>
- Collingwood, T. R. (1997). Providing physical fitness programs to at-risk youth. *Quest*, 49, 67-84. In *JOPERD--The Journal of Physical Education, Recreation & Dance*, 76(8), 5+. Retrieved March 15, 2007, from Questia database: <http://www.questia.com/PM.qst?a=o&d=5012185046>
- Cutforth, N. J. (1997). "What's worth doing": A university professor reflects on an after-school program in a Denver elementary school. *Quest*, 49, 130-139. In *JOPERD--The Journal of Physical Education, Recreation & Dance*, 76(8), 5+. Retrieved March 15, 2007, from Questia database: <http://www.questia.com/PM.qst?a=o&d=5012185046>
- Daneman, M. (1988). Word knowledge and reading skill. In M. Daneman, G.E. MacKinnon, & T.G. Waller (Eds.), *Reading research: Advances in theory and practice*, Vol. 6 (pp. 145-175). San Diego, CA: Academic Press. In *Adolescent Vocabulary Development across the Curriculum. Journal of Adolescent & Adult Literacy*, 44(3), 268. Retrieved April 15, 2007, from Questia database: <http://www.questia.com/PM.qst?a=o&d=5001127713>
- Dowhower, S.L. (1994). Repeated reading revisited: Research into practice: Reading and Writing Quarterly, 10, 343-358. In *The Reading Teacher*, 55(4), 334+. Retrieved December 30, 2006, from Questia database: <http://www.questia.com/PM.qst?a-o&d=5000929543>
- Ennis, R. H. (1985). A logical basis for measuring critical thinking skills. *Educational Leadership*, 43(2), 44-48. In *Journal of Secondary Gifted Education*, 13(2), 52+. Retrieved March 6, 2007, from Questia database: <http://www.questia.com/PM.qst?a-o&d=5000694297>
- Ernst-Slavit, G., Moore, M., and Maloney, C. (2002). Changing lives: Teaching English and literature to ESL students to enhance learning for ESL students the authors provide selected background knowledge and strategies. *Journal of Adolscent Literacy*, 46(2), 116+. Retrieved January 2007 from Questia database: <http://www.questia.com/PM.qst?a-o&d=5000840371>

- Graves, M.F., Juel, C., & Graves, B.B. (2001). Teaching reading in the 21st century (2nd ed.). Boston: Allyn & Bacon. In *Journal of Adolescent & Adult Literacy*, 45(7), 606+. Retrieved March 4, 2007, from Questia database: <http://www.questia.com/PM.qst?a-o&d=5000738373>
- Fisher, D. (2001). "We're moving on up": Creating a schoolwide literacy effort in an urban high school. *Journal of Adolescent & Adult Literacy*, (45)2, 92. Retrieved March 4, 2007, from Questia database: <http://www.questia.com/PM.qst?a-o&d=5000892902>
- Fisher, D., Flood, J., Lapp, D., and Frey, N. (2004) Interactive read-alouds: Is there a common set of implementation practices? *The Reading Teacher*, 58(1), 8+. Retrieved March 4, 2007 from Questia database: <http://www.questia.com/PM.qst?a-o&d=5007430002>
- Foil, C. R., and Alber, S. R. (2002). Fun and effective ways to build your students' vocabulary. *Intervention in School & Clinic*, 37(3), 131+. Retrieved January 4, 2007 from Questia database: <http://www.questia.com/PM.qst?a-o&d=5000694055>
- Forsten, D., Grant, J., & Hollas, B. (2001). *Differentiated instruction: Different strategies for different learners*. Retrieved March 2004, [on-line] <http://www.middleweb.com/MWLresources/rickdiffbiblio.html>
- Harmon, J. M. (2002). Teaching independent word learning strategies to struggling readers; in facilitated peer dialogues, the teacher and two students explore, use, and analyze independent word learning strategies within the context of real reading. *Journal of Adolescent & Adult Literacy*, 45(7), 606+. Retrieved March 4, 2007 from Questia database: <http://www.questia.com/PM.qst?a-o&d=5000738373>
- Hennings, D. G. (2000). Contextually relevant word study: Adolescent vocabulary development across the curriculum. *Journal of Adolescent & Adult Literacy*, 45(7), 606+. Retrieved January 5, 2007, from Questia database: <http://www.questia.com/PM.qst?a-o&d=5001127713>
- Hirsch, E.D. (Winter 2000). *The test we need and why we don't quite have them*. Retrieved March 5, 2007, [on-line] <http://www.coreknowledge.org>
- Hoffman, J. V., Roser, N., & Battle, J. (1993). Reading aloud in classrooms: From the modal to a "model." In *The Reading Teacher*, 58(1), 8+. Retrieved March 4, 2007 from Questia database: <http://www.questia.com/PM.qst?a-o&d=5007430002>

- Huber, J. A. (2004). A closer look at SQ3R. *Reading Improvement*, 41(2), 108+. Retrieved February 7, 2007, from Questia database:
<http://www.questia.com/PM.qst?ao&d=5006659375>
- Jaramillo, J. A. (1996). Vygotsky's sociocultural theory and contributions to the development of constructivist curricula. *Education*, 117(1), 133+. Retrieved February 2006 from Questia database: <http://www.questia.com/PM.qst?a-o&d=5000436091>
- Jones, R. (2004). *SQUIRT, SSR, USSR*. Retrieved September 2004 from
<http://curry.edschool.virginia.edu/go/readquest/strat/accelarated>
- Kragler, S. (2000). Choosing Books for Reading: An Analysis of Three Types of Readers. *Journal of Research in Childhood Education*, 14(2), 133. Retrieved January 5, 2007, from Questia database: <http://www.questia.com/PM.qst?a-o&d=5001761631>
- Krashen, S. (2004). The power of reading: Insights from the research. Westport, CT: Libraries Unlimited. In *Reading Improvement*, 43(3), 157+. Retrieved January 5, 2007, from Questia database: <http://www.questia.com/PM.qst?a-o&d=5018854154>
- Learning-From Infancy to adulthood. (2000). *Human Ecology*, 28 (3), 1. Retrieved January 5, 2007, from Questia database: <http://www.questia.com/PM.qst?a-o&d=5001812594>
- Leloup, J. W. and Ponterio, R. (2005). First you have to hear it! ESL oral language practice. *Language, Learning & Technology*, 9(3), 4+. Retrieved January 5, 2007 from Questia database: <http://www.questia.com/PM.qst?a-o&d=5012124098>
- Lipson, M.Y., & Wixson, K.K. (2003). Assessment and instruction of reading and writing disability. (3rd ed.). NY: Longman. In *Reading Improvement*, 41(2), 108+. Retrieved February 7, 2007, from Questia database:
<http://www.questia.com/PM.qst?a-o&d=5006659375>
- Little, C. (2002). Reasoning as a key component of language arts curricula. *Journal of Secondary Gifted Education*, 13(2), 52+. Retrieved March 6, 2007, from Questia database:
<http://www.questia.com/PM.qst?a-o&d=5000694297>
- Ministry of Education. (1998). *Guided Reading*. Retrieved January 5, 2007, [on-line]
<http://english.unitecology.ac.nz/resources/resources/guided.html>
- Moss, B. (2004). Teaching expository text structures through information trade book retellings: teachers can help students understand common expository text structures by having them

- retell information trade books. *The Reading Teacher*, 57(8), 710+. Retrieved February 12, 2007, from Questia database: <http://www.questia.com/PM.qst?a-o&d=5005852299>
- National Institute for Literacy, 2007. Web site. Available: [On-Line]
http://www.netxv.net/pm_attach/67/TRI-Comprehension_Instr.pdf
- New Mexico Public Education Department (2005). PED Web site. Available: [On-Line]
<http://www.nmped.state.nm.us>
- Novelli, J. (1999). *Facts vs. opinions (teaching of critical thinking)*. Retrieved February 4, 2007, [on-line] <http://www.findarticles.com>.
- Palmer, B., Codling, R., & Gambrell, L. (1994). In their own words: What elementary students have to say about motivation to read. *The Reading Teacher*, 48, 176-178. In *Journal of Research in Childhood Education*, 14(2), 133. Retrieved January 5, 2007, from Questia database: <http://www.questia.com/PM.qst?a=o&d=5001761631>
- Paul, R. (1992). Critical thinking: What every person needs to survive in a rapidly changing world Rohnert Park, CA: Foundation for Critical Thinking. In *Journal of Secondary Gifted Education*, 13(2), 52+. Retrieved March 6, 2007, from Questia database: <http://www.questia.com/PM.qst?a-o&d=5000694297>
- Paul, P. V., & O'Rourke, J. P. (1998). Multimeaning words and reading comprehension: Implications for special education students. *Remedial and Special Education*, 9(3), 42-52. In *Resource Room*. Retrieved January 5, 2007 [on-line]
<http://www.resourceroom.net/comprehension/idavocab2004.asp>
- Peregoy, S. F., & Boyle, O. F. (2005). Reading, writing, and learning in ESL. Boston: Pearson Education. In *Language, Learning & Technology*, 9(3), 4+. Retrieved January 5, 2007 from Questia database: <http://www.questia.com/PM.qst?a-o&d=5012124098>
- Pinnell, G.S., Pikulski, J.J., Wixson, K.K., Campbell, J.R., Gough, P.B., & Beatty, A.S. (1995). Listening to children read aloud. Washington, DC: Office of Educational Research and Improvement, U.S. Department of Education. In *The Reading Teacher*, 55(4), 334+. Retrieved December 30, 2006, from Questia database: <http://www.questia.com/PM.qst?a-o&d=5000929543>
- Powell, W. R. (1986). Teaching vocabulary through opposition. *Journal of Reading*, 29, 617-621. In *Resource Room*. Retrieved January 5, 2007 from
<http://www.resourceroom.net/comprehension/idavocab2004.asp>

- Raphael, T. (1986). Teaching question answer relationships, revisited. *The Reading Teacher* (39) 6, 516-522. In FOR-PD's Reading Strategy of the Month. Retrieved January 12, 2007, [on-line] <http://forpd.ucf.edu/strategies/stratqar.html>
- Rhoder, C. (2002). Mindful Reading: Strategy Training That Facilitates Transfer Learning Reading Strategies in Isolation Often Prevents Students from Transferring Them to Their Content Area Studies. This Model of Strategy Training Leads to Mindful, Thoughtful Reading. *Journal of Adolescent & Adult Literacy*, 45(6), 498+. Retrieved February 5, 2007, from Questia database: <http://www.questia.com/PM.qst?a=o&d=5000717060>
- Saunders, W. & Goldenberg, C. (2006). Intervention: Instructional conversations and literature logs. *National Center for Education Evaluation and Regional Assistance*. Retrieved February 5, 2007, [on-line] http://ies.ed.gov/ncee/projects/wwc/english_language.asp
- Scarr, S., & Eisenberg, M. (1993). Child care research: Issues, perspectives and results. Annual Review of Psychology, 44, 613-644. In *JOPERD--The Journal of Physical Education, Recreation & Dance*, 76(8), 5+. Retrieved March 15, 2007, from Questia database: <http://www.questia.com/PM.qst?a=o&d=5012185046>
- Spaulding, C. (1992). The motivation to read and write. In J. Irwin & M. Doyle (Eds.), *Reading / writing connections: Learning from research* (pp. 177-201). Newark, DE: International Reading Association. In *Journal of Research in Childhood Education*, 14(2), 133. Retrieved January 5, 2007, from Questia database: <http://www.questia.com/PM.qst?a=o&d=5001761631>
- Strangman, N., & Hall, T. (2004). *Background knowledge*. Wakefield, MA: National Center on Accessing the General Curriculum. Retrieved [March 4, 2007] from http://www.cast.org/publications/ncac/ncac_backknowledge.html
- Tran, A. (2006). An approach to basic-vocabulary development for English-Language Learners. *Reading Improvement*, 43(3), 157+. Retrieved January 5, 2007, from Questia database: <http://www.questia.com/PM.qst?a-o&d=5018854154>
- Thurlow, R., & van den Broek, P. (1997). The effects of letter degradation and letter spacing on word recognition. *Journal of Verbal Learning and Verbal Behavior*, 15, 577-585. In *The Reading Teacher*, 55(4), 334+. Retrieved December 30, 2006, from Questia database: <http://www.questia.com/PM.qst?a-o&d=5000929543>
- Vaughn, S., and Edmonds, M. (2006). Reading for older readers. *Intervention in School &*

- Clinic*. 41(3), 131+. Retrieved January 5, 2007, from Questia database:
<http://www.questia.com/PM.qst?a-o&d=5013705455>
- Webb, N. M. (1989). "Peer Interaction and Learning in Small Groups." Retrieved [online] March 4, 2007, <http://www.nwrel.org/scpd/sirs/9/c018.html>
- Wittrock, M. C. (1992). Knowledge acquisition and comprehension. In M. C. Alkin (Ed.), Encyclopedia of educational research (6th ed., pp. 699-705). New York: Macmillan.
- Intervention in School & Clinic*. 41(3), 131+. Retrieved January 5, 2007, from Questia database: <http://www.questia.com/PM.qst?a-o&d=5013705455>
- Wood, K.D., & Jones, J. (1998). Flexible grouping and group retellings include struggling learners in classroom communities. Preventing School Failure, 43, 37-38. In *The Reading Teacher*, 57(8), 710+. Retrieved February 12, 2007, from Questia database: <http://www.questia.com/PM.qst?a-o&d=5005852299>
- Worthy, J., and Broaddus, K. (2001). Fluency beyond the primary grades: From group performance to silent independent reading: Reading fluency contributes to comprehension and enjoyment, but is not commonly taught beyond the primary grades. Here are several suggestions for incorporating fluency practice in any classroom. *The Reading Teacher*, 55(4), 334+. Retrieved December 30, 2006, from Questia database: <http://www.questia.com/PM.qst?a-o&d=5000929543>
- Zhang, J. J., & Byrd, C. E. (2005). Enhancing the Quality of After-School Programs through Effective Program Management. *JOPERD--The Journal of Physical Education, Recreation & Dance*, 76(8), 5+. Retrieved March 15, 2007, from Questia database: <http://www.questia.com/PM.qst?a-o&d=5012185046>

Appendix A - List of Districts

List of Districts and Percent of Student Enrollment by Ethnic Category for Districts Included in this Study with State Totals in Each Category - 2003-2004 School Year ($n = 41$)

District Name	Anglo	Hispanic	Native American	Black	Asian	Totals
Alamogordo	56.3	32.6	.4	7.3	2.4	6933
Albuquerque	36.4	52.6	4.8	3.9	2.3	90214
Artesia	45.3	53.2	0.3	1.2	0.1	3531
Aztec	64.4	22.6	12.0	0.3	0 .7	3229
Belen	29.1	67.0	1.5	1.9	0 .6	4873
Bernalillo	9.6	47.4	42.5	0.4	0.1	3377
Bloomfield	35.1	29.4	35.0	0.3	0.2	3178
Carlsbad	50.0	47.2	0.7	1.6	0.5	6212
Central	9.2	1.9	88.6	0.2	0.1	6948
Cobre Consolidated	12.8	85.2	1.2	0.7	0.1	1548
Clovis	44.5	42.6	0.9	10.0	1.9	8237
Deming	9.6	78.9	0.3	0.7	0.2	5471
Espanola	2.9	89.8	6.8	0.4	0.1	4946
Farmington	47.3	21.0	29.0	1.1	0.8	10055
Gadsden	4.8	94.6	0.1	0.3	0.1	13796
Gallup	7.6	11.0	80.7	0.3	0.4	13620
Grants-Cibola	20.9	41.0	36.8	1.0	0.3	3710
Hatch	10.7	89.3	0.1	0.0	0.0	1545
Hobbs	39.0	53.7	0.3	6.5	0.6	7575
Las Cruces	27.5	68.3	0.9	2.3	1.0	23101

Las Vegas	9.8	87.9	0.6	0.8	0.9	2200
Los Alamos	75.7	18.1	0.9	0.5	4.8	3647
Los Lunas	29.7	61.5	7.2	1.1	0.5	8590
Lovington	35.7	60.3	0.3	3.4	0.3	2863
Moriarty	64.2	32.7	1.6	1.1	0.4	4218
Pecos	9.8	88.0	1.0	0.9	0.3	869
Pojaque	8.2	71.8	19.3	0.4	0.3	1910
Portales	47.3	49.6	0.7	2.0	0.4	2871
Raton	37.1	62.2	0.4	0.1	0.2	1419
Rio Rancho	55.2	35.1	4.2	3.6	1.9	11776
Roswell	38.9	59.2	0.4	2.9	0.6	9419
Ruidoso	47.9	34.6	16.1	1.0	0.4	2380
Santa Fe	24.6	71.0	2.8	0.6	1.0	13660
Silver City	45.1	52.2	0.7	1.2	0.8	3286
Socorro	29.5	65.1	2.5	1.3	1.6	2079
Taos	21.4	70.8	6.6	0.5	0.7	3299
Truth or Consequences	54.7	43.4	1.2	0.6	0.1	1637
Tucumcari	31.9	64.1	1.0	1.5	1.5	1148
Tularosa	31.5	47.4	19.9	1.5	0.3	1019
W. LasVegas	5.0	94.1	0.4	0.5	0.0	1999
Zuni	0.4	0.1	99.5	0.0	0.0	1712
STATE TOTALS	32.8	32.5	11.1	2.4	1.2	322790

Appendix B - Written Comments

Respondents wrote comments on the survey instrument with respect to their feelings about some of the inventory items. The comments addressed three areas of concern: background information, school's reading program versus methods used by teachers, and specific inventory items.

The comments concerning background information were included in those sub sections above. Inventory items 39, 37, 36, 34, and 15 were the items most written about. One respondent commented on item 15 (Whole language and reader response) that it was done in Social Studies and Science and Math classes and item 39 (SQUIRT, SSR, USSR or Accelerated Reader) was done in lower level classes (Title I). Item 39 in dual language class the respondent rated it a 5 (method is very important), but for other classes it was rated as a 1. In addition, she noted that in item 32 (Reading fluency opportunities) oral reading was "frowned upon". Another rated item 39 as a 1 (method is of no importance) and noted that student selections required one book per month over 100 pages in length and the reading program was implemented for monitoring students reading at their level. Although item 39 was rated 5, it was reported that the school did not use the ones mentioned in the survey instrument, but another one was used. Another comment on item 39 the respondent said that the method was used "when available". On items 34 (Curriculum-referenced tests), 36 (Critical thinking cycles), and 37 (Creative response methods), it was reported that some teachers used these. In addition, item 1, presentation and relevance was viewed by one respondent as scaffolding and by another as pre-reading.

Similarly, comments to the importance of reading methods relative to "our schools reading program" were reported. One respondent reported that she used the rating criteria to rate methods based on actual instruction of the school versus the ideal that she would use as a teacher. The respondent wrote, "I am a very non-traditional teacher and would have answered this survey quite differently if you had inquired about my personal methods." Another respondent reported, "There is no 'school reading program'". Yet another respondent wrote that she answered the survey according to the criteria of our school's reading program, but that her methods were developed through study of best practices and some from out of state conferences attended such as Project Read.

Some of the written comments made by respondents on the survey instrument with reference to background information item number 5 (If the answer to 4 above is yes, is the class separate) included two respondents that marked required reading class, but that it was only for “certain students”. Two respondents reported yes on separate reading class, but only for Title I students. Two respondents identified the reading class as “literacy”, yet another stated it was only for 6th grade students. One respondent reported the class was a Title I pullout. One respondent reported that it was a required class for students identified through standards based assessments. Another respondent noted that it was a required reading class for Special Education students only. One respondent marked no for separate reading class because it was taught as a language arts class. Another wrote that it was both a literacy required and a literacy academy elective. While another wrote that it was required only for 7th grade students. Yet another respondent reported that it was required for students testing two or more years below grade level, and that it was both required and an elective until they reach grade level in reading. One respondent reported that it was both a required class and for some an elective. Another reported that it was a required class for low-level readers. Some middle schools have reading and language arts as a combined class-a block two periods long. One respondent reported that it was a “mandated” elective. Another respondent marked both required and elective and noted that it was a “forced elective” in that it was required if reading scores were low in lieu of an elective.

Written comments on ELL items and other markings on the survey instrument by respondents were documented and included in this reporting. Two respondents marked a question mark (?) on all ELL inventory items and did not rate those methods. Three respondents marked NA (Not Applicable) on ELL inventory items and also did not rate these particular methods. One noted that the “school had a very small ELL population”. Yet another respondent reported that her answers or ratings reflected strategies used with ESL students this year. Further, the use of realia and writing in home language weren’t used because of English proficiency levels that some students brought into the classroom. The respondent noted, “But my responses will change as the ELL student population changes.” One respondent stated that she taught regular education and that the ELL methods were done with “all” students not just ELL students. This respondent also questioned the use of realia for ELL students. Yet another respondent’s response was No on the ELL methods with reference to one-on-one, ELL curriculum for school wide reading, and the use of language support as a consideration.

Appendix C - Survey Instrument

MIDDLE SCHOOL READING METHODS INVENTORY

This inventory will require about 15 minutes to complete. Thank you for participating in this dissertation research. The results will enable us to better develop reading programs for middle schools.

Background information. Please check the appropriate blank for each item.

1. Largest high school in your school district (check one):
_____5A _____4A _____3A
2. Check one of the following that best describes your role in school improvement:
_____English-Language Arts Teacher _____Reading Teacher
_____Instructional or School Improvement Leader
_____ESL/TESOL/Bilingual _____Other
3. Total number of years in school teaching/school leadership _____.
4. Do you offer reading as a separate class at your school? _____Yes _____NO
5. If the answer to 4, above, is YES, is the separate class
_____required _____elective?

5 – method is very important to our school's reading program

4 – method is important to our school's reading program

3 – method is of moderate importance to our school's reading program

2 – method is of minor importance to our school's reading program

1 – method is of no importance to our school's reading program

Goal Area 1: BACKGROUND KNOWLEDGE

5 4 3 2 1 1) Presentation and relevance. The teacher presents an overview of information and engages students in a discussion of how this information affects their lives.

5 4 3 2 1 2) Concise, main point lecture. The teacher identifies core concepts and presents them in a brief, but highly concise, lecture focusing on essential descriptions of their meaning and significance.

Goal Area 1: BACKGROUND KNOWLEDGE (Continued)

5 4 3 2 1 3) Following directions. The teacher gives students instruction and examples in how to follow directions and then provides printed directions for future lessons.

5 4 3 2 1 4) Word association and brainstorming in pre-reading instruction. Students brainstorm a list of words on the central topic prior to reading about the topic. Students verify and elaborate the word list through reading and discussion.

5 4 3 2 1 5) Listen-read-discuss. The teacher reads a summary of information to students. The students listen to the teacher read the summary. Next, they read the original text and engage in a discussion of the material.

5 4 3 2 1 6) Oral attention instruction. The teacher engages ELL students, one-to-one, by focusing on subject knowledge and on how the language works for the purpose of gaining student attention and maintaining a high interest level.

5 = very important 4 = important 3 = of moderate importance

2 = of minor importance 1 = of no importance

Goal Area 2: EXPERIENTIAL LEARNING

5 4 3 2 1 7) Reporting experience. After completing a learning experience, students tell, explain, or re-explain the experience.

5 4 3 2 1 8) Organizing information from experience. Students segment, sequence, classify, or categorize the main points of information from experiential learning.

5 4 3 2 1 9) Experiential vocabulary development. Students convert experiences to language through the concept of definition method (What is it? Draw a picture of it. Give examples of it. Write a sentence using the word.).

5 4 3 2 1 10) Experiential writing. Students write brief explanations or captions for cartoons, pictures, maps, charts, graphs, drawings, etc.

5 4 3 2 1 11) Written explanation of a performance or product. After completing a performance, such as, an oral presentation or after making a product, such as, a science experiment, students complete a written explanation of the performance or product.

5 4 3 2 1 12) Using personal experience to promote oral language development. After reading a passage or text, the teacher prompts oral language production from the ELL student based on student's personal and language experience.

5 = very important 4 = important 3 = of moderate importance

2 = of minor importance 1 = of not importance

Goal Area 3: COMPREHENSION INSTRUCTION

5 4 3 2 1 13) Skills instruction. Students are taught specific reading skills, such as, oral paraphrasing, fact versus opinion, inference-prediction, sequence, main idea, and drawing conclusions as tools for improving text comprehension.

5 4 3 2 1 14) Narrative literature. This is taught through story elements, such as setting, plot, characters, goals, events, and outcomes.

5 4 3 2 1 15) Whole language and reader response. Students read and engage in a series of oral language activities about the reading. Personal responses to the oral language activities are phased in. These personal responses are refined through a series of writing activities.

5 4 3 2 1 16) Basic reading patterns. Students learn comprehension patterns of description, sequence, and question-answer relationships (QARs).

5 4 3 2 1 17) Comprehension supports. Students complete charts, diagrams, or graphic organizers to help them better understand the organizing patterns in the reading material.

5 4 3 2 1 18) Hierarchy pattern. Students learn the hierarchy pattern through tasks of sequence, classification, categorization, and concept mapping.

5 4 3 2 1 19) Summarizing and responding. The teacher asks ELL students to summarize orally. This can be done for oral development as the teacher monitors a series of responses for meaning and comprehension.

5 = very important 4 = important 3 = of moderate importance

2 = of minor importance 1 = of no importance

Goal Area 4: WORD STUDY AND VERBAL CONCEPT FORMATION

5 4 3 2 1 20) List and define vocabulary. The teacher, 1) says the word, 2) displays the word, 3) uses the word in a sentence, 4) asks students to write an original sentence using the word, and 5) gives a precise definition for the word.

5 4 3 2 1 21) Basic word study. Students engage in word study by sounding out word parts, using context clues, and studying the dictionary for word pronunciation and word definition.

Goal Area 4: WORD STUDY AND VERBAL CONCEPT FORMATION (Continued)

5 4 3 2 1 22) Concept mapping. The teacher uses this tool to further elaborate student's verbal concept formation. These bubble flow-charts include a main concept, as well as, coordinate and subordinate word links.

5 4 3 2 1 23) Morphemic or structural analysis. The teacher teaches students to identify and define roots, base words, prefixes, and suffixes.

5 4 3 2 1 24) Antonyms, synonyms and multiple meanings of words. These emphasize similarities and differences in words and enable students to refine and increase their vocabulary development.

5 4 3 2 1 25) Vocabulary practice. Students engage in independent vocabulary building through computer programs and vocabulary development.

5 4 3 2 1 26) Contextualization. The teacher uses a variety of realia for ELL students in order to provide a subject specific context for oral and vocabulary development and for comprehension of material read

5 = very important 4 = important 3 = of moderate importance

2 = of minor importance 1 = of no importance

Goal Area 5: STUDY SKILLS INSTRUCTION

5 4 3 2 1 27) Paired or group practice. Students work in pairs or groups to study the spelling and meaning of words from passages they have read. They may also practice asking and answering each other's questions over these passages to reinforce comprehension.

5 4 3 2 1 28) Tutoring. Students engage in additional reading, learning, and study development with the help of peer, cross-age, or paraprofessional tutors who are in the class.

5 4 3 2 1 29) Note-learning. Students are taught outlining, note taking, summarizing, or related methods for abbreviating and consolidating information.

5 4 3 2 1 30) Advanced reading patterns. Students learn text patterns of compare-contrast, cause-effect, and problem-solution.

5 4 3 2 1 31) Textbook study methods. Students are guided through a series of textbook study activities, such as, directed reading activities (DRAs), reading guides, skimming for main meaning, and textbook survey reading, such as, SQ3R.

Goal Area 6: STUDY SKILLS INSTRUCTION (Continued)

5 4 3 2 1 32) Reading fluency opportunities. The teacher provides in-classroom and out of classroom instruction for ELL students to gain fluency in oral reading and comprehension of material covered.

5 = very important 4 = important 3 = of moderate importance

2 = of minor importance 1 = of no importance

Goal Area 6: APPLICATION OF SUBJECT MATTER INFORMATION

5 4 3 2 1 33) Conventional tests. Students complete fill-in-the-blank, multiple-choice, matching, short-answer, and true-false tests that measure their subject matter knowledge and their application of that knowledge.

5 4 3 2 1 34) Curriculum-referenced tests. By completing these subject area tests students demonstrate their mastery of important content standards.

5 4 3 2 1 35) Written responses. Students write short answers, paragraphs, and essays to demonstrate their knowledge and application of subject matter information.

5 4 3 2 1 36) Critical thinking cycles. Students engage in complex thinking, issue resolution, or problem solving to demonstrate their thinking abilities in subject matter information.

5 4 3 2 1 37) Creative response methods. Students complete artwork, posters, brochures, computer presentations, video development, etc., as alternatives to conventional information application and response tasks.

5 4 3 2 1 38) Language specific methods. The teacher prompts students to produce oral or written language with native language support as a consideration.

5 = very important 4 = important 3 = of moderate importance
2 = of minor importance 1 = of no importance

Goal Area 7: SCHOOL WIDE READING

5 4 3 2 1 39) SQUIRT, SSR, USSR, or Accelerated Reader. These are trade book literature or paperback reading programs that require that all students read.

Goal Area 7: SCHOOL WIDE READING (Continued)

5 4 3 2 1 40) A continuous reading assessment program. This program uses either a standardized reading test or a building curriculum-referenced reading test. The assessment is administered each month, each grading quarter, or each semester.

5 4 3 2 1 41) Remediation instruction. Students are given additional reading instruction with materials adjusted for difficulty level and these may include skills, such as, reading for details, inference-prediction, fact-versus-opinion, main idea, general reading comprehension, and vocabulary development.

5 4 3 2 1 42) Supplemental subject matter study help. Students participate in before-school or after-school tutorial/help sessions.

5 4 3 2 1 43) Practice for standard assessments. Students complete practice testing in preparation for local, state, and national assessments in reading and in the subject areas.

5 4 3 2 1 44) School wide literacy and ELL programming. The school has a school wide reading and ELL curriculum that provides full service instruction to all students.

5 = very important 4 = important 3 = of moderate importance
2 = of minor importance 1 = of no importance