EDUC 403 - Individualized Reading Instruction in the Elementary Grades, Winter 2008

Palincsar, Annemarie Sullivan

Unless otherwise noted, the content of this course material is licensed under a Creative Commons Creative Commons Attribution - Non-Commercial - Share Alike 3.0 License.
http://creativecommons.org/licenses/by-nc-sa/3.0/

Copyright © 2008, Annemarie Sullivan Palincsar.

You assume all responsibility for use and potential liability associated with any use of the material. Material contains copyrighted content, used in accordance with U.S. law. Copyright holders of content included in this material should contact open.michigan@umich.edu with any questions, corrections, or clarifications regarding the use of content. The Regents of the University of Michigan do not license the use of third party content posted to this site unless such a license is specifically granted in connection with particular content. Users of content are responsible for their compliance with applicable law. Mention of specific products in this material solely represents the opinion of the speaker and does not represent an endorsement by the University of Michigan. For more information about how to cite these materials visit http://michigan.educommons.net/about/terms-of-use.

Any medical information in this material is intended to inform and educate and is not a tool for self-diagnosis or a replacement for medical evaluation, advice, diagnosis or treatment by a healthcare professional. You should speak to your physician or make an appointment to be seen if you have questions or concerns about this information or your medical condition. Viewer discretion is advised: Material may contain medical images that may be disturbing to some viewers.
Reading Guide for *Narrowing the Literacy Gap*

The following guide has been designed to support our reading and discussion of this book. Everyone is asked to read the entire book, but we will divide up responsibility for leading the discussion of chapters 2, 3, and 4.

Everyone, please read Chapter 1, guided by the following questions:

1. Barone identifies a number of reasons for conducting the study that she reports in this book. As you read Chapter 1, please record the goals Barone identifies for this study; what purposes does she want this study to serve?
2. How does the school that Barone studied compare to the school(s) you attended when you were in elementary and middle school? How does it compare with the school(s) in which you have done your field work?
3. As you conclude chapter 1 and acquire a sense of what this book is about, what are you curious about? What questions are you bringing to your reading of this book?

The group responsible for reporting on Chapter 2:

1. On pages 26 to 32, Barone presents literacy achievement information for the children whose progress she is following from kindergarten through grade 6. What patterns do you notice as you look at the descriptions of the children’s achievement? You may find it helpful to notice the similarities and differences among the children as they begin school. You may find it interesting to choose two children and study their change across grade levels. Another comparison would be to look at some aspect of the achievement of children who enter school speaking English and children who enter school speaking a language other than English.
2. After providing a description of the literacy learning opportunities by grade level, Barone summarizes what happened at each grade level and what the students’ impressions were. What do you find interesting about these descriptions and about the students’ responses?
3. What concerns did these observations raise for Barone?

The group responsible for reporting on Chapter 3:

1. On pages 81 to 84 Barone characterizes the teachers and shares their specific issues. What similarities and differences do you discern among the teachers’ issues?
2. In this chapter, Barone is critical of some of the teachers. Keep a list of the reasons why she is critical of certain teachers’ practices, so that we can discuss these in class.
3. As you read this chapter, what thoughts do you have about Barone’s claim that “teachers at high poverty schools are especially critical to academic success…?”

The group responsible for reporting on Chapter 4:
1. In this chapter, Barone introduces three perspectives from which to study literacy development: social constructivist, positioning theory, and resilience theory. What does each lens attend to?

2. Choose the lens that you find especially compelling. Why do you think this lens is perhaps especially valuable to understanding school performance?

3. Which of these lenses seems closest to the way that you think about teaching/learning situations?

Everyone, please Chapter 5, guided by the following questions:
1. In this chapter, Barone discusses some of the sociopolitical forces at work in the lives of teachers and children. Choose one that you find particularly interesting, either because it is one you are quite familiar with, or one that was totally unfamiliar to you. What is interesting about this force?

2. How does Barone’s description of two exemplary teachers inform your thinking about how you might become an exemplary teacher of literacy?