

# **Patterning Places**

## Placing yourself in Lansing, Mich.

TE 846 Accommodating Differences in Literacy Learners  
Final: Spring 2012  
Jeana-Dee Allen

# **The Lesson: Patterning Places**

## **Placing yourself in Lansing, Mich.**

This lesson incorporates: photography, history, science, reading, writing, individual and group work, presentations

**Grade level:** (students 10+ years old)

**Time investment:** At least four one-hour sessions

### **Content Objectives:**

- 1.) Read one text with a partner, listen to instructor read one text
- 2.) Increase comprehension
- 3.) Interpret how both texts apply, or do not apply to their lives
- 4.) Define what is past, present and future (in examples of their own lives and in the texts) (Social Studies Element)
- 5.) Identify their favorite images/texts from what they read
- 6.) Write a short summary of their favorite images/texts
- 7.) Predict how the texts/images apply to their future
- 8.) Discuss in small groups how they can photograph their lives
- 9.) Have guided practice with students as they learn how to take photographs (Scientific Element)
- 10.) Allow student to have independent practice as they take home a camera and document their past, present and what they hope for the future
- 11.) Catalog photographs into a journal

- 12.) Write captions/stories for favorite images
- 13.) Write a summary of their images
- 14.) Relate the original texts to the photographs in their journals
- 15.) Present their favorite image to the class

## **Language Objectives:**

- 1.) Access prior knowledge to learn new methods (and enhance current modes) of communication
- 2.) Acquire new grade-level vocabulary through comparing texts with their own lives
- 3.) Listen to and express their understanding of individual, media-centered (photography) presentations
- 4.) Construct meaning from text
- 5.) Express ideas in cooperative learning activities
- 6.) Use graphic organizers and group discussion to increase comprehension

## **Supplementary Materials/Resources:**

- 1.) Two texts
  - a. Kestenbaum, J. L. (1981). Out of a wilderness: An illustrated history of Greater Lansing. Woodland Hills, Calif: Windsor Publications.
  - b. Seuss, Dr. (1990). Oh, the places you'll go!. New York: Random House.

- 2.) One disposable film camera per student
- 3.) Volunteers to help teach photography
- 4.) Funding to develop and print film
- 5.) Projector to display student images
- 6.) Materials for students to make a journal (with photographs)

**Motivation:** Students requested an activity where they could take photographs.

## **Practice and Application:**

Send a letter home to parents/guardians with details about the assignment so they are aware of the time commitment (especially photo taking) and goals of the project.

### **DAY 1: Past**

- 1.) Instructor reads summary of Kestenbaum, 1981: Instructor discusses and students look at images pg. 75, 76, 122, and 192
- 2.) Individually students make notes of what they saw and heard
- 3.) Students form small groups (with an adult volunteer) and discuss images
  - a. What did you see?
  - b. What has changed from the pictures you saw?
  - c. If you were living back then, what do you think your life would be like?
  - d. What would you want to change for the future?

- 4.) Students review what they wrote as individuals and assess their original writing and rewrite, make additions as necessary
- 5.) Students share with group, use the images from Kestenbaum, 1981 to illustrate what they wrote
- 6.) Place their selected image/text into their journal

## **DAY 2: Future**

- 1.) Review Day 1
- 2.) Have students listen as instructor reads Seuss, Dr. (1990)
- 3.) Discuss that each page has a subject or different story about the future
  - a. Model an example
- 4.) Have students read Seuss, Dr. (1990) in small groups and look for subjects
- 5.) Have students pick one to three of their favorite pages and write about them
  - a. What do you see?
  - b. What is the subject of your page?
  - c. What does it say about the future?
- 6.) Have students share one of their favorite pages and their writing
- 7.) Place their selected image/text into their journal

## **DAY 3: Present and future**

- 1.) Review Day 1 and 2
- 2.) Students list as a large group:

- a. The places they go in Lansing
  - b. Where they want to go in the future
- 3.) Students break into small groups with an adult mentor
  - a. What are some pictures they could make from the places they go or want to go
  - b. Write ideas down and share them in the small group
  - c. Place these ideas into journal
- 4.) Have two students model how they will take an idea/subject and make a photograph
- 5.) Provide a short camera lesson for the students
  - a. Show images from Kodak's top ten tips:  
[http://www.kodak.com/ek/US/en/Home\\_Main/Tips\\_Projects\\_Exchange/Learn/Photo\\_Tips\\_Techniques/Top\\_10\\_Tips.htm](http://www.kodak.com/ek/US/en/Home_Main/Tips_Projects_Exchange/Learn/Photo_Tips_Techniques/Top_10_Tips.htm)
  - b. Also, these 13 Lessons: <http://digital-photography-school.com/13-lessons-to-teach-your-child-about-digital-photography>
- 6.) Have each student (with help from an adult mentor) take a few photos in the classroom
  - a. This will model correct methods of picture making
- 7.) Individually (with adult mentors) review the list they made in (3)
- 8.) Hand out disposable film cameras for the students to take home
- 9.) Give them one week to take pictures of the places they go
  - a. Encourage them to talk over ideas with their parents/guardians

COLLECT and DEVELOP images (this can take some time, so check with your local stores to see what they offer for developing and printing times). Either get photo CDs made or scan in images so they can be projected for class discussion.

#### **DAY 4: Review and Journaling**

- 1.) Review days 1-3
- 2.) Instructor should select three of their favorite images (taken by the students) and discuss what they think they say about the present or future
- 3.) Distribute the students' images
  - a. Each student should individually select 1-3 of their favorite images
  - b. Have them write 2-5 sentences about what their selected images say about their present and future
- 4.) Students break into small groups and share selected images and text
- 5.) Students review writings and make additions or adjustments
- 6.) Place their selected image/text into their journal
- 7.) Have students review images/text from all four days and write a summary of what they've learned about how Lansing has changed, what they are doing now and how their actions will impact the future
  - a. Adult mentors should be on hand if students need help
- 8.) Have at least 2-3 students present to the class
- 9.) Let students make revisions and comment on each other's stories

## Artifacts

Students chose their top three favorite photos to discuss, journal about, and present. (Please note that spelling and some grammar have been corrected in student quotes.)

Student: Willow, 10 years old



Artifact W1: Cemetery: "It makes me think that I feel bad for people who passed and that the people that passed had great lives, good family, took care of their body and health. That they had really awesome lives and did all they wanted to do."





Artifact W2: Confetti: "It's the floor by the games at Zap Zone. I took the picture because it looks cool and has different colors. It's all mixed up – like all the places you go. Sometimes you get mixed up. You can see many different colors in the world."



Artifact W3: Teacher: "She's the best teacher I've ever had. She wears glasses, a heart necklace. It's Mrs. Beak. You can meet different people you like and don't like. Sometimes you might run into problems with people. My teachers help me have a good education and to become very smart. They help me learn and go on to the next grade because my report card is good."

## Student: James, 18 years old



Artifact J1: Woods: "I keep going on. Branches. Life. It's trying to hold me back there. I have to keep going, even if it seems like I'm lost - no direction. I have to keep going no matter what."





Artifact J2: Burned House: "This represents the lowest of the low. Death. Like my dad. Even if I reach the lowest of the low, eventually it will get better. Got to go through rough times. Got to keep going. Eventually I'll reach happiness and comfort."



Artifact J3: Downtown Lansing: “The lighting is like a ‘good verses evil’ type of thing. It’s dark, but beautiful. Dark skies, but bright. Nighttime, but sunset. I took this right down Michigan Ave. going to the Capitol. You can see how it changed and how different Lansing’s got. It’s a lot busier – tons of cars, apartments. Lansing can look good sometimes. It’s crazy because this is right down the street from the other photos (graffiti images, J2, abandoned lots). There is still beauty in urban-ness. It sucks to see all the buildings, but it’s still nice.”

## Assessments

Students were assessed through three methods:

### 1.) Self assessment

- a. Students were asked to respond to three questions after looking at their completed journal
  - i. How did I talk about the past, present and future in my writings?
  - ii. How do I see Dr. Seuss in my writings and photographs?
  - iii. How do I see Kestenbaum in my writings and photographs?

### 2.) Peer assessment (Willow and James shared their journals with each other)

- a. Students were asked to respond to questions about each other’s work
  - i. How did the author use the past, present and future in their writings?
  - ii. How do I see Dr. Seuss in their writings and photographs?
  - iii. How do I see Kestenbaum in their writings and photographs?

### 3.) Rubric

a. Instructor reviewed both students' writings with rubrics from:

- i. Keene, E. (2008). *Assessing comprehension thinking strategies*. Huntington Beach, Calif: Shell Educational Publishing. p. 54, 57, 63, 66, 72, 75, 78, 79

ii.

## Summary and Critique

### Description

#### About the Students

Two unrelated students were chosen for this project. Both students have spent most of their lives in Lansing, but are originally from Florida. They are also both very proud to be living in Michigan and not another state. Both students were given the opportunity to craft the framework for the lesson. Willow chose the Dr. Seuss book and James chose Kestenbaum. Research has shown that “students provided choice of texts performed higher on several reading tasks than students with no choice (Guthrie, J.T., 2001, p.404).

Lansing became a topic for the lesson because both participants had spent most of their lives in the city. “Knowing about the topic helps readers know what to notice...” (Cromley, 2005, p.190). Choosing Lansing helped both students translate the Dr. Seuss text into visual images. Because both students

were familiar with Lansing it was easy for them to relate the fantasy world of Dr. Seuss to the concrete experience of taking photographs and writing about Lansing. “Prior information, or background knowledge, serves as a filter through which new information passes. Readers interact with new material, trying to match what they read to what they already know in order to construct meaning” (Ehren, 2005, p.311).

Willow, 10, is an elementary school Caucasian, female student who lives with both parents and a grandparent. I have never been her instructor, but she has been a past participant in programs where I work. Her mother has an associate’s degree and is employed part time. Her father has a bachelor’s degree and has been unemployed for more than four years. She has one brother. She dyes her hair a new fluorescent color every three weeks. Her mother says she is the best reader in her class. Willow proudly states, “I can read a whole chapter book in 45 minutes.” She said she wants “to grow up and be a teacher.”

James, 18, is a Caucasian, male GED candidate in Lansing. He is a neighborhood kid my husband and I began mentoring in January 2012. He is about to be a father. He said being a good dad and someone the community can look up to are the best things he can do with his life. James has been homeless for the past four years and this month moved into an apartment with his pregnant girlfriend. His father is deceased and never completed high school. His mother is employed 30 hours a week and has begun a few classes at Lansing Community College.

While both students could be classified as living below the poverty line and at-risk youth, they have each stated that they feel positively about their futures. Both of them are interested in going to college.

## Teaching & Addressing Educational Standards

**Standard I:** Knowledge of learning and child development theories and the processes of reading and writing to inform literacy assessment and instruction.

I began this project to counteract the criticism from the Commission on No Child Left Behind: “Expectations for too many students are not high enough to ensure that America can succeed and remain competitive in a global economy” (Commission, 2007, p.12). The project was designed to be multi-disciplinary, content appropriate, engaging, exploratory increase self-efficacy, and have high expectations. However, these expectations are accomplished through scaffolding, setting small goals that lead to larger products, and increased engagement and support through volunteer mentors and student-driven assignments. Mc Gill-Frazen stated that, “systemic reform holds that all children can achieve high academic standards, a new tenet of educational policy, and further, that schools must provide students with access to ambitious curriculum in the form of appropriate materials and effective teachers.” (McGill-Frazen 2000, p.10)

**Standard II:** Knowledge of curriculum content and grade-level performance expectations to set informed and purposeful goals that facilitate students' literacy achievement and enable them to use literacy as a tool for learning across disciplines.

One goal of this project was to increase comprehension for the students. Through the lesson, they were able to listen, read, write, and take photographs. The curriculum helped the students make connections between the science of photography, writing, reading, the history of Lansing, and their personal experiences. Not only did this project increase students' ability to comprehend texts, but it also was an exercise in correlating disciplines and intertwining school work with their daily lives.

Both students would admit that they and their families have had difficult situations and often find it hard to relate to school. In contrast, both of their families have raised them to be positive and hardworking individuals that have strong relationships with their families. The text from Dr. Seuss was very easy for both the 10-year-old student and the 18-year-old student to relate to. "...Students must have books that reflect their own culture, as well as a variety of other cultures. Students need to identify with text characters, problems, and solutions" (Lapp, et. al, 2004, p.195).

**Standard III:** Knowledge of literacy learners' understandings, skills, strategies, interests, values, and aspirations to design effective literacy learning experiences.

The majority of the project was based on youth-driven content. Students were given the opportunity to select the text and materials they would encounter.



As a result both students were able to see the project through to the end. The project was more difficult for James to complete because he was homeless throughout our visits. But, his initial investment in developing the project provided buy-in that helped him see the project to the end. Research states that a “students’ own thoughts about their motivation and learning play a key role in mediating their engagement and subsequent achievement” (Linnenbrink, 2002, p.314).

**Standard IV:** Ability to establish a caring, stimulating, inclusive, democratic, and safe literacy learning community where students take risks and work independently and cooperatively.

Creating a positive learning environment was essential to the success of the project. I met Willow at her family’s home, where she could show me all the things she was proud of: her school awards, her cat, and her tent fort that she just built. All of those items helped me build a more successful lesson because I could teach directly to her interests. The CARES model provides an excellent example of how to create adaptive and inclusive curriculum. Instructors should: **"Change the learning environment in which the task is to be performed. Alter instructional materials and activities used by student to complete the task. Revise teaching strategies for presenting the task to the student. Exchange task requirements that define successful performance. Substitute an alternate task that more clearly matches a student’s present levels of performance"** (Bergeson, et al, 2001, p.1).

Providing a safe environment for James was even more important. He would meet me at work (three blocks east of where he often spent the night). I work at a nonprofit arts center and James is passionate about art and music. Therefore, he instantly felt at home. However, other barriers, especially food and concerns about money were often on his mind. I was able to connect him with Michigan Works, which helped him with his GED program, find part time work, and helped him get food stamps. Once these stresses were removed, it was much easier for him to focus on anything beyond basic survival.

**Standard V:** Ability to select, adapt, create, and use rich and varied assessment and instructional resources that enhance students' literacy achievement.

Both students participated in two forms of evaluation. However, they both were more active in peer-evaluation. The students' communication increased by approximately 10 minutes and completed written assessments that were twice as long as their self-evaluations. Willow is a stronger reader than James, but she said James made better connections between the books and his photographs. James said he underestimated Willow and it changed his perception of how younger kids thought about reading and writing. Both students reacted well to critiquing each other's texts and enjoyed being given the role of assessor. Research shows that "lower achieving as well as high achieving students value opportunities to help others and appreciate when teachers structure assignments so that different students are placed in the role of helper" (Klinger & Vaughn, 1999, p.35).

**Standard VI:** Ability to use a variety of approaches and activities, derived from high-quality research, to help students improve their literacy skills.

Students in the project were able to use both individual and group work to share their images and writings. Both students said their favorite aspect of the project was making pictures from their lessons. Research states: “Visualization is an important activity for engagement and for focusing attention in learning.”

(Blachowicz & Obrochta, 2005, p.264)

## Journaling and Photography

Both students were asked to write summary captions for their favorite images from Kestenbaum, Dr. Seuss and their own photographs. The idea for creating a Patterning Places journal came from the “What-I-Know-About-My-Language” journal used in *Procedures for word learning: Making discoveries about words* (Gaskins, Ehri, Cress, O'Hara, & Donnelly, 1996/1997) James began his summary of the Kestenbaum text with an overall statement that showed significant insight. He wrote that he found only four people without hats, two women, and no mention of anyone of color. He stated that he thought history depended on whoever was writing it that day, and that he would have written it differently.

James's favorite image from Dr. Seuss (Seuss, 1990, p15) is next page left. (This project was James' first time reading a Dr. Seuss book.) He later related this image as his inspiration for artifact J1. He wrote, “I got to keep

keeping on. Reminds me of myself. I've been to the bottom a couple of times a



lot actually.” Under theme he wrote, “Life gets rough. Keep going. Don’t give up. – That’s from Joe Dirt” (a 2001 film directed by Dennie Gordon).

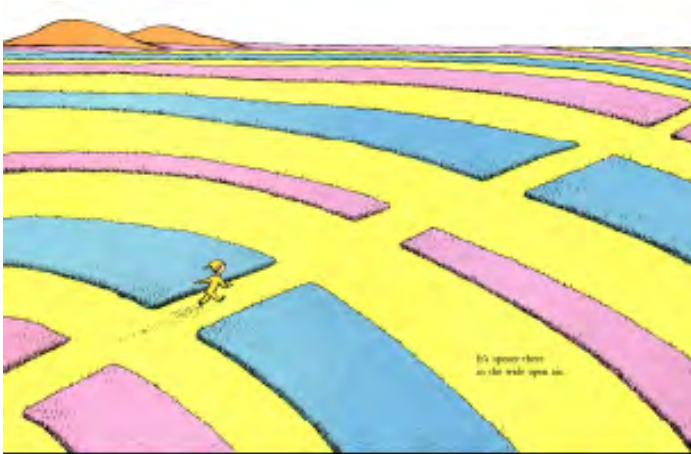
James was able to form direct relationships between his life, the text, and other media he had already experienced. Kozminsky and Kozminsky stated that “comprehension occurs when the reader builds up systems of relationships between existing schemas and the information presented in the text” (Kozminsky & Kozminsky, 2001, p.188).

Although James would admit he struggles with reading, he makes very thoughtful connections between the media he consumes. James said very few of his past instructors encouraged him to read anything that met his interests.

"Teachers must not assume that limited decoding ability equals limited ability to think deeply about texts. Although many of these students have had few successful reading experiences with complex materials about the world and about reading gained through listening and through exploring alternative forms of print media (e.g. comic books, magazines) and nonprint media (music, the internet) should not be underestimated" (Ivey, 2002, p.237).

Willow wrote she was surprised that her favorite pages from Dr. Seuss had very little text on them. One of her three favorite pages was of a long, yellow

road (below) (Seuss, 1990, p.9). She wrote, “he’s strolling on the yellow road like it’s The Wizard of Oz. He’s in his PJs because he’s dreaming. Because, in life there’s no way there could be yellow monsters popping out of holes in the ground



or falling into the lurch. He’d fall and break his neck.” She started a new paragraph and continued “Dr. Seuss isn’t like real life. In real life things look different and in Dr. Seuss they’re cartoon-ish. But, all

the places (you go,) you do experience different colors, different things and I smell very different things all over Lansing.”

## Analysis

Both students were enthusiastic about the opportunity to introduce creativity and photography to a reading assignment. The project was successful because of student engagement, independent practice through creative outlets, and varied opportunities to interact with the texts. Moreover, assessments resulted in data to support the students’ engagement and comprehension.

Student engagement was high because the students played an active role in crafting the project. Because both students helped create their assignments, they felt like they could master them. Research shows that, “the self-concept

component... suggests that students who believe they are capable and competent are more likely to outperform those who do not hold such beliefs” (Gambrell, 2004, p.194). Although the students had a very wide age gap between them, they both crafted a lesson they could mutually be interested in and have opportunities to learn from each other.

In J1, James talked about how both texts made him think of redemption and the triumph of the human spirit. Similarly, Willow wrote about her second favorite image (below) (Seuss, 1990, p.11): “When you succeed and go off to



different places, you meet different things and people. Sometimes you mess up, but if you keep trying, you'll succeed.”

Both students were given an opportunity to choose a creative outlet for the project. They both independently chose photography. Both students moved from Florida to escape negative life situations and proud to be living in Lansing. Providing them an opportunity to interact with Lansing, local history, and connect texts about their pasts and futures activated knowledge they had already mastered. Kozminsky and Kozminsky stated, “Prior general knowledge, which encompasses whatever readers already know about events, ideas or objects described to them,

influences the meaning that they construct from the text (Kozminsky & Kozminsky, 2001, p.188). Because both students already appreciated Lansing, they were able to take more personal and thoughtful images, journal entries, and later review each other's work.

Both students interacted with the texts through various mediums: listening, reading, writing, small group discussion, and direct interaction with instructor. Research "tells us that "positive results were achieved when students received instruction in one-on-one or small group formats on a daily basis and had plenty of opportunities to practice the strategy to mastery and to receive individualized feedback on performance" (Fisher et. al, 2002, p.355) Both Willow and James said taking pictures made the project more fun and made them feel involved in learning. More importantly, they said the photographs made it easier to write and review the project.

During peer review James stated that having to do so many activities made him think more about the kind of pictures he wanted to make, the story he wanted to tell, and the kind of historical document he wanted to create. Research states, "When students engage in discussions of when and where this language of wider communication can and should be used, they further their knowledge of audience, purpose, and context, and in so doing discover something of the social significance of different language practices." (Standards for English Language Arts, 1996, p.24)

James said having varied and smaller assignments inside a larger project made him feel like he was a part of something more important than homework. Willow said, “doing something different than just rereading a book you’ve already read is cool. It made me think about it more. Otherwise I get bored if I re-read things.”

The students were evaluated through self-assessment, peer-assessment and rubrics. The most interesting results came from the rubrics, although Willow is a stronger reader she did not score as high on the rubric. Willow averaged an 82.5% and James a 97.5%. They were equal on:

1.) Formulating schemas

- a. Both students connected Dr. Seuss to finding patterns – Willow saw rhyming as physical patterns created in art and James saw rhyme as music.

2.) Asking questions

- a. Willow questioned if the cover of Dr. Seuss represented the theme of the book successfully
- b. James questioned how equally history was represented in Kestenbaum - if it was told without women and people of color.



(Kestenbaum, 1981, p.192)

3.) Visualizing

- a. Willow connected with an image in Kestenbaum (above) and wrote a story about her life as a dressmaker.



- b. James related the struggles in Dr. Seuss to his life when he lost his father.

Willow's journal entries did not show strong examples of determining importance in the text, specifically identifying multiple themes. She also had difficulty drawing full connections between both texts and her images. I would attribute some of this to my own error (please see reflections) and also to the brief amount of time spent on the project. Willow also reads at a very high speed. Even though she can read aloud text without missing a syllable, she would occasionally read and not be able to tell me the content of what she had just read.

## Reflection

The project achieved student engagement, artifacts representing obtainment of stated objectives, and constructive assessments. Still upon reflection, as a concerned teacher I must assess the past few months in an unbiased manner as possible. While the students achieved instructional goals, I question if I can attribute that success to my ability to teach a lesson. I also question whether the project was beneficial due to the students as a whole. Finally, I would like to comment on three changes I would like to make for future lessons or if I taught this lesson again.

In retrospect I believe the success of the project was based more heavily on the participants' enthusiasm to help me. This level of enthusiasm directly resulted in engagement. Research shows that engaged readers are "intrinsically

motivated, builds knowledge, uses cognitive strategies, and interacts socially to learn from text” (Guthrie, et. al., 2004, p.404). I question weather this lesson would have been as successful if someone else had been delivering it. In the future it would be helpful to have a previously unrelated instructor teach the students to see if methods used were indeed effective. This would also help me in determining if my stated content goals translate successfully into the activities of the lesson plan.

Student benefit from the project seems to be limited to short term development of positive thinking skills. Although research states that coaching readers “in four strategies: summarizing, self-questioning, clarification and prediction and using a reciprocal teaching approach points to a significant improvement in reading comprehension as a result of the intervention. The authors emphasize that while training in each of the strategies separately does improve reading comprehension, integrating all four strategies is much more efficient” (Kozminsky & Kozminsky, 2001, p.190). I wonder if the students’ one-time commitment to these strategies will have any form of lasting effect. I would request that these practices should be invested in for the long-term in a K-12 environment. I would also reinforce these practices with future projects that reiterate these strategies to students on at least a bi-weekly, if not daily, basis.

Three suggestions I would make for future lessons are: inclusive pre-assessments, direct instruction methods, and more thorough documentation of

post-assessments. These three alterations would lead to a more successful analysis of my instruction and of student work.

Creating more inclusive pre-assessments would have helped me in providing a lesson that was more tailored to meet student needs. Both students participated in pre-assessments on the types of learning environment and subjects that interested them. But, I did not directly survey them on their literacy skills. This was an error. I assumed that having previous experiences with both students prepared me to work with them as an educator. This was not correct.

My biggest mistake was in underestimating Willow's reading abilities. I developed part of my project around the research of Ivey on the value of reading to younger students: "If the teacher reads the text, the students are completely freed from the burden of figuring out difficult words and they can concentrate on building meaning-based strategies they can apply in their own independent reading" (Ivey, 2002, p.241-242). Instead, I discovered that Willow is proud of her ability to read and prefers to read on her own or to read to someone. She said, "reading is so fun and other people go so slow when they read. I get bored and want to help them read faster."

When I began implementing the lesson plan I did not divide content into a palatable sum. Willow, the first student I worked with, did not make successful connections between the two texts during our first meeting. I realized that I needed to divide the texts into separate days and scaffold learning. I was able to

quickly adapt and break the project into an extra day and make it more accessible.

Klinger and Vaughn stated that instructors need to “(a) provide clear, well-organized directions, (b) repeat directions, (c) inform students of assignments early, (d) explain how to do the assignment and giving examples...” (Klinger, & Vaughn, 1999, p.31). By including extra time for both students to interact with both texts (introducing more free writing, discussion, and one-on-one mentoring) they were able to relate more successfully.

My last addition would be to document post assessments with audio recording or video. Although both students participated in written self- and peer-reviews, their group discussion was more involved, personal and insightful. Both students shared their commonalities and each took turns being both teacher and student as I listened, moderated, and took notes. My greatest recommendation would be to make a video recording of discussion sessions. Then, I would have asked the students to watch their recorded dialogue and write a final synthesis of the project.

## References

Guthrie, J. T., et al. (2004). Increasing reading comprehension and engagement through concept-oriented reading instruction. *Journal of Educational Psychology*, 96, 403-423.

Cromley, J. G. (2005). Metacognition, cognitive strategy instruction, and reading in adult literacy.

Blachowicz, C. L. Z., & Obracht, C. (2005). Vocabulary visits: Virtual field trips for content vocabulary development. *The Reading Teacher*, 59, 262-269.

Klinger, J. K., & Vaughn, S. (1999). Students' perceptions of instruction in inclusion classrooms: Implications for students with learning disabilities. *Exceptional Children*, 66, 23-37.

The Commission on No Child Left Behind. (2007). *No Child Left Behind: Fulfilling the promise to our nation's children*. Washington, DC: Aspen Institute.

McGill-Frazen, A. (2000). The relationship between reading policy and reading instruction: A recent history. CELA Research Report No. 13004. Available at <http://cela.albany.edu/history/index.htm>.

Linnenbrink, E. A., & Pintrich, P. R. (2002). Motivation as an enabler for academic success. *School Psychology Review*, 31, 313-327.

Bergeson, T., Wise, B.J., Gill, D., Bartlett, K. (2001). *Adaptations are Essential: Early Years Writing*. A publication of Special Education, Office of Superintendent of Public Instruction.

Lapp, D. (2004). *Teaching All the Children*. New York: Guilford Press.

Kestenbaum, J. L. (1981). *Out of a wilderness: An illustrated history of greater Lansing*. Woodland Hills, Calif: Windsor Publications.

Seuss, Dr. (1990). *Oh, the places you'll go!*. New York: Random House.

Fisher, J. B., Schumaker, J. B., & Deshler, D. D. (2002). Improving the reading comprehension of at-risk adolescents. In C. C. Block & M. Pressley (Eds.), *Comprehension instruction: Research-based best practices* (pp. 351-364). New York: Guilford.

Gaskins, I. W., Ehri, L. C., Cress, C., O'Hara, C., & Donnelly, K. (1996/1997). Procedures for word learning: Making discoveries about words. *The Reading Teacher*, 50, 312-327.

Kozminsky, E. & Kozminsky, L. (2001). How do general knowledge and reading strategies ability relate to reading comprehension of high school students at different educational levels? *Journal of Research in Reading*, 24, 187-204.

Ivey, G. (2002). Building comprehension when they're still learning to read the words. In C. C. Block & M. Pressley (Eds.), *Comprehension instruction: Research-based best practices* (pp. 234-246). New York: Guilford.

Gambrell, L. (2004). *Literacy motivation: Implications for urban classrooms. Teaching All the Children: strategies for developing literacy in an urban setting.* New York: Guilford Press.

Ehren, B. J. (2005). Looking for evidence-based practice in reading comprehension instruction. *Topics in Language Disorders*, 25, 310-321.

(1996) *Standards for English Language Arts.* Newark, Del. Urbana, Ill: International Reading Association National Council of Teachers of English.