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EDCI 5264

**Text Module Portfolio**

**Reading Passage:** *A History of US: From Colonies to Country,* Chapter 35 A Philadelphia Welcome pg. 158-160

**Author:** Joy Hakim

**Classes book chapter could be taught in:** I am currently not sure what specific grade or subject matter I am going to teach. This chapter could be used in Middle School classes like US History to 1865 or Civics and Economics. The book chapter could also be used in High school courses like 11th Grade VA and US History or 12th Grade US Government.

1. **Cloze Passage 1st paragraph of Chapter 35**

Everyone agreed that Philadelphia was the most modern city in America, perhaps in the world. Boston’s narrow, twisting streets (1) people of Europe’s cities. (2) Philadelphia had straight, broad (3) that crossed each other (4) making nice, even, rectangular blocks. (5) pumps were spaced regularly (6) each block, and street (7) – 662 of them – lit (8) city at night. Philadelphia’s (9) were paved with cobblestones (10) brick. Some people complained (11) the noise when horses’ (12) clattered over the stones, (13) they had to admit (14) was better than (15) roads that turned dusty or muddy with the weather. Philadelphia even had sidewalks. They were edged with posts to protect themselves from the traffic.

1. reminding 2. However

3. streets 4. uniformly

5. Water 6. along

7. lights 8. the

9. roads 10. and

11. about 12. hooves

13. but 14. it

15. dirt

**Answer Key**

1. reminded 2. But

3. avenues 4. making

5. Water 6. on

7. lamps 8. the

9. streets 10. or

11. of 12. hoofs

13. but 14. it

15. dirt

**Cloze Passage comments**

* I had one of my roommates complete the cloze passage, as this person is currently a Junior Natural Resources Major at Virginia Tech, since I am currently not student teaching.
* My roommate only got five of the fifteen blanks or 1/3 of them exactly right; as if I went by the textbook my roommate would technically be at my roommates frustration level (Alvermann, 147).
* However, most of the words my roommate used to fill in those blanks would work since they were synonyms or directly related to the words used in the Chapter; therefore, I would consider my roommate to be at an independent level since over sixty percent of the words used to fill in the blanks would work (Alvermann, 146).
* In my opinion this shows that the best way to use a cloze passage to evaluate a student’s reading ability is to see if the words a person is using make sense or is at least in the ballpark of what the author intended.
* I think cloze passages can be valuable with other reading ability instruments to see if a student’s reading ability, as a student that is not able to even fill in the blanks with words related to the author’s original intent may have trouble comprehending the reading material.

1. **Fry Graph Analysis**

* Sample 1= pg. 158
* Sample 2= pg. 159
* Sample 3= pg. 160
* Approximate Number of sentences for Sample 1= 7.5
* Approximate Number of sentences for Sample 2= 7.5
* Approximate Number of sentences for Sample 3= 7
* Approximate Number of syllables for Sample 1= 158
* Approximate Number of syllables for Sample 2= 131
* Approximate Number of syllables for Sample 3= 153
* Approximate Average number of sentences for all Samples= 7.33
* Approximate Average number of syllables for all Samples= 147.33
* Approximate grade level for all samples according to Fry Chart= 7th Grade
* Sample two seems to bring down the reading level of the Chapter to 6th Grade with the lesser amount of syllables, while Sample one and three are at around 9th Grade reading levels (Alvermann, 167).
* While the high number of sentences tended to bring the reading levels down, the number of syllables in Sample one was at Freshman college levels and Sample three was at a 12th grade level (Alvermann, 167).
* Using the Fry readability formula or Fry chart can help in determining the reading level of a text; however, other formulas need to be used in conjunction with it due to the wide variations in reading level from one sample to the next using this formula.

1. **Lexile Measure**

* Lexile score= 770L
* The Lexile measurement was performed on nearly all of Chapter 35 except the last two sentences, due to the 1,000 word limit.
* This lexile score indicates that a majority of sixth and seventh grade students are able to read Chapter 35, while nearly all eight graders can read the text except those below the twenty-five percent tile (MetraMetrics, 2013).
* Many strong readers in fourth and especially fifth grade are also capable of comprehending Chapter 35 (MetraMetrics, 2013).
* Common core standards however seem to indicate that students should be able to comprehend Chapter 35 no later than fourth grade (MetraMetrics, 2013).
* Although the Lexile measurement is not an exact science, it could be argued is it more accurate than the Fry chart because nearly all of Chapter 35 was included instead of just sections of it.
* Based on current Lexile reading scores, both the Lexile measurement and Fry Chart seem to indicate that Chapter 35, as well as the whole textbook itself could be used in a 7th grade classroom.
* While the fry chart scores on two of the samples indicate parts of Chapter 35 being at a high school reading level, the Common Core expectations based off of the Lexile text measurement indicate that Chapter 35 should be able to be comprehended by students not later than the fourth grade.
* Like other reading measurements the Lexile measurement needs to be used in conjunction with other reading measurements.

1. **Textbook Evaluation Instrument**
2. **Content**

**1. Does the content complement the curriculum?**

Yes, because Chapter 35 is one of the chapters in the textbook that deals with the U.S. Constitution; plus the textbook deals with other important topics like the American Revolution, events leading up to the Revolution, the Articles of Confederation, and the Bill of Rights.

**2. Is the content current?**

Although the book was published in 2003, I would say yes because the events that took place in the textbook occurred in the 1700’s.

**3. Is there balance between depth and breadth of coverage?**

I would say yes because mainly quality topics in the textbook are covered pretty in depth, but not too much.

**4. How many new or difficult vocabulary terms are included and how are they introduced and defined?**

I wouldn’t say there are many difficult vocabulary terms in the textbook, other than the fact some of the definitions in the book have multiple meanings in other settings. The vocabulary terms that are in the textbook are introduced and defined in colorful text boxes on the side on the page.

**5. How dense are the new concepts in the text?**

I would say they are not that dense due to the short length of chapters and the fact that students probably have had some exposure to the topics before.

**6. Is the content generally appropriate to students’ prior knowledge?**

Definitely because many of the topics in the textbook students have seem before and the textbook elaborates more on some of those topics.

1. **Format**

**1. Are there good graphic aids and illustrations? Are they distracting and or irrelevant to the content?**

Yes the graphic aids and illustrations in the book like the maps are very good in my opinion. The graphic aids and illustrations elaborate on important topics. These graphic aids are also not distracting or irrelevant to the topic the textbook is covering.

**2. How are the chapters set up? Are there introductions, summaries, heads, and subheads, and marginal notes?**

For the most part the chapters are set up in chronological order, with Chapter titles at the beginning of each chapter. Most of the Chapters are very short averaging around three to six pages. I think short chapters can help with reading comprehension. Also the chapters do have like side boxes with information elaborating on a topic in a chapter.

**3. Are layout and print attractive and easy to read? How useful are the index, glossary, etc.?**

The print and especially the layout of the textbook is very attractive because of all the pictures, as well as different types of colors in the book. While this could distract some readers, I think it would keep other readers interested in the book. I found the print of the book very easy to read.

1. **Utility**

**1. How good are the activities at the end of the chapters?**

The book does really have activities at the end of the chapters, even though I could easily create activities based on the chapters.

**2. Do text questions call for interpretation, evaluation, and application as well as literal recall?**

The text really doesn’t have questions; however, the text itself can trigger interpretation, evaluation, application, and literal recall.

**3. Is there a teacher’s manual? Would it be helpful?**

There is a teacher’s manual that could be purchased at extra cost, and it could be helpful; but, I think I could do without one if I ever had to use this book in a classroom.

**4. Are quizzes and test questions provided? How good are they?**

None are provided in the textbook; however, I could create good quiz or test questions from the textbook.

**5. Does the text or manual suggest additional readings or related trade books?**

The text suggests other Hakim books in the series like the Civil War; however, no other books on the American Revolution or U.S. Constitution are recommended. It is important to note that this book, as well as other books in the series can be purchased at a very low cost, which has to be taken into account due to tight school budgets.

1. **Style**

**1.** **Is the writing lively and interesting to read?**

I find the writing lively and interesting to read; however, a student no interested in history or government may not agree. Also the colorfulness and all the pictures in the book should make it more interesting to read.

**2. Is the syntax at a suitable level of complexity?**

In some cases I think the syntax is not quite complex enough, as words and sentences are very short or simple. I think the Fry chart and especially the Lexile measurement support this. However, it depends on what grade level you teach with this book and non-complex syntax that be understood is better than complex syntax that cannot be understood for social studies.

**3. Is the writing coherent and clear?**

I think the writing is very coherent, clear, and well organized.

1. **Adolescent Literacy**

I think one good way to evaluate text even before you consider using it in the classroom is to

see how other teachers and students that have used the text before think of it. I could do this by looking at online reviews or talk with a co-worker that has used the textbook before. If the text gets good reviews I would strongly consider using it, while if it gets bad reviews I would most likely not use that text. It is also important to see if a textbook will improve disciplinary and critical literacy in a subject area. I think the *From Colonies to Country* textbook can improve literacy in these areas for the right age group. I think this text can start to get students to think critically of the text itself and expand upon concepts learned in the reading. Cultural literacy and place-based education also has to be taken into account when determining whether or not to use a text. A student’s culture and where they live will affect how they comprehend the text. This textbook is no different as students from different ethnic and cultural will comprehend parts of the text differently. For example students will interpret slavery in this text based on their cultural, ethnic, or regional background. This can actually be a good thing as long as what they comprehend is not totally incorrect or creates tension in the classroom.

**Bibliography**

Alvermann, D., Gillis, V., & Phelps, S. (2013). *Content Area Reading and Literacy*. (7th ed.). Columbus: Pearson.

Hakim, Joy (2003). *A History of US: From Colonies to Country 1735-1791.* (3rd ed.) New York: Oxford.

MetaMetrics (2013). *Lexile: The Lexile Framework for Reading*. Retrieved from http://www.lexile.com/.





