Language Arts and Science Class Reading

In this section of Interview 1, students were asked to think about the readings that they do for school in Reading/Language Arts class. This was followed with the interviewer asking the students about the reason(s) that they may have for thinking about the readings in that particular way. The students were then asked what they thought about the reading that they had to do in school for their Science class. This was also followed up with the interviewer asking the reason(s) that the students may have for thinking that particular way. A rubric was created based on the information gathered from these open-ended questions, which was later used to rate students’ responses. Statistical analyses were conducted assessing the ethnic (African American and European American) and reading level (low, middle, and high) differences for overall responses to the questions directed toward the readings for Language Arts and Science classes. For each analysis that was statistically significant, pie charts were created to illustrate the results.

Coding of the students’ opinions about the readings that they do in school for Language Arts and Science class fell into eight categories: entirely negative, mostly negative, mixed/ambivalent, mostly positive, positive, cognitive focus, apathetic, and non-codable. For the questions directed toward how the students felt about the readings in school for Language Arts class, the highest percentage of students reported a positive affect towards these readings. For this category, the students expressed no complaints about reading and either cited content, activities they enjoyed, or cited learning that occurred in the class (e.g., word learning, general
knowledge) in their response to the interviewers’ probing. The students also conveyed that they like reading because they get good grades in the subject. For the questions directed toward how the students felt about the readings for Science class, the highest percentage of students also had positive views.

The statistical analyses showed one ethnic difference for the question about the readings for Language Arts class. It showed that a higher percentage of European American students were more likely than African American students to report entirely negative views on the readings for this class. For this category, the students may have asserted that the content of reading is boring, pointless, etc. and may not have said anything positive about reading/class. The students also implied that the reading that they do in school for Language Arts class was difficult.
This pie chart depicts students’ responses to the item about what they thought about the readings that they had to do for their Language Arts/Reading class. For example, it shows that the highest percentage of students (one quarter) reported that they have positive feelings about their readings for this class.
<table>
<thead>
<tr>
<th>Response Type</th>
<th>Response Description</th>
<th>Example of Response to Probing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entirely Negative</td>
<td>Asserts that content of reading is boring, pointless, etc. AND does NOT say anything positive about reading/class - MAY imply that reading is difficult</td>
<td>e.g. “A lot of the books that we read in class aren’t really – they’re boring to me and they’re just kind of harder for me to read ‘em just cuz I really don’t want to cuz they’re not what I like to read.”</td>
</tr>
<tr>
<td>Mostly Negative</td>
<td>- Asserts some dislike of reading/books, BUT admits it is sometimes interesting or ok under certain circumstances</td>
<td>e.g. “sometimes I don’t really like some of the stuff that we’re reading in reading/language arts,”</td>
</tr>
<tr>
<td>Mixed/Ambivalent</td>
<td>- Implies a neutral attitude AND/OR gives example of something that they like, something they do not like, or both (see-saws)</td>
<td>e.g., “It’s ok; it doesn’t bother me; it’s not horrible”</td>
</tr>
<tr>
<td>Mostly Positive</td>
<td>Cites one or multiple, positive aspects of class (e.g., an activity or content of reading), BUT also cites something negative OR implies that they do not always like the class - Response implies student leans toward a positive view of reading, but student does not quite commit to the positive view</td>
<td>e.g., “I think it’s cool. I like it... I think it’s good selection.”</td>
</tr>
<tr>
<td>Positive</td>
<td>- Expresses no complaints about reading AND either cites content or activities they enjoy OR cites learning that occurs in the class (e.g., word learning, general knowledge) OR conveys that they like reading because they get good grades in the subject</td>
<td>e.g. “Um... all the stories that I read in reading class I think are interesting because they’re all like, they’re all different types of stories, all about different things.”</td>
</tr>
<tr>
<td>Cognitive Focus</td>
<td>- Focuses on difficulty/ease of reading OR components of reading (words, sentences); does NOT express any affect about it</td>
<td>e.g. “It’s kinda easy sometimes”</td>
</tr>
<tr>
<td>Category</td>
<td>Description</td>
<td>Example</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Apathetic</td>
<td>Cannot or will not answer question</td>
<td>e.g., says “I dunno” and does not respond to probing</td>
</tr>
<tr>
<td>Non-codable</td>
<td>Response does NOT fit into any of above categories OR is very vague/non-interpretable</td>
<td>e.g., “Sometimes like if we’re reading about like African-American people, and then, since I’m the only one in the class, everybody will stare at me, I feel like uncomfortable, like...”</td>
</tr>
</tbody>
</table>
The pie charts depict ethnic differences for the item on what students think about the reading that they have to do for their Reading/Language Arts class. For example, it shows that a higher percentage of European American students were more likely than African American students to report entirely negative views on the readings for this class.
This pie chart depicts students’ responses to the item on what they thought about the readings that they had to do for their Science class. It shows that the highest percentage of students gave a positive response about the readings for this class.
<table>
<thead>
<tr>
<th>Response Type</th>
<th>Response Description</th>
<th>Example of Response to Probing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entirely Negative</td>
<td>Expresses dislike of science reading or generally of science AND does NOT say anything positive about science reading - MAY say reading is difficult</td>
<td>e.g., “it’s boring”</td>
</tr>
<tr>
<td>Mostly Negative; a little positive</td>
<td>- Asserts some dislike of science reading/books BUT admits it is sometimes interesting or ok under certain circumstances</td>
<td>e.g. “I don’t really like it. It’s just like… not really interesting. If like… someone else is reading it to me it’s okay”</td>
</tr>
<tr>
<td>Mixed/ Clear Ambivalence</td>
<td>- Implies a neutral or mixed attitude AND/OR gives example of something that they like, something they don’t like, or both - MAY imply that reading is difficult or easy</td>
<td>e.g., “It’s ok; it doesn’t bother me; it’s not horrible”</td>
</tr>
<tr>
<td>Mostly Positive; a little negative</td>
<td>- Cites one or multiple positive aspects of class (e.g., an activity or content of reading) BUT also cites something negative OR implies that they do not always like the class OR - Response implies student leans toward a positive view of reading, but student does not quite commit to the positive view</td>
<td>e.g. “It’s all right – it’s ok, cause I like science, cause we do a lot of experiments and stuff, and you don’t have to just sit down the whole time.”</td>
</tr>
<tr>
<td>Positive</td>
<td>- Expresses no complaints about reading AND either cites content or activities they enjoy OR cites learning from or purpose of reading (e.g., fun facts, new ideas, further understanding of what teacher is saying) OR conveys that they like Science because they get good grades in the subject</td>
<td>e.g. “I think it’s fun because you get to learn more stuff about matter and human body and how it works and [stutter] and space and the chemical elements whatnot. I think it’s real fun.”</td>
</tr>
<tr>
<td><strong>Cognitive Focus</strong></td>
<td>- Focuses on difficulty/ease of reading OR components of reading (words, sentences); does NOT express any affect about it</td>
<td>e.g. “I think it’s kind of challenging because science... it is... science is hard because it has like these... like big words.”</td>
</tr>
<tr>
<td>---------------------</td>
<td>---------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Apathetic</strong></td>
<td>- Cannot or will answer question</td>
<td>e.g., says “I dunno” and does not respond to probing</td>
</tr>
<tr>
<td><strong>Non-codable</strong></td>
<td>- Response does NOT fit into any of above categories OR is very vague/non-interpretable</td>
<td>e.g. “We don’t really read for science really.”</td>
</tr>
</tbody>
</table>
Language Arts School Reading Checklist

In this section of Interview 1, students were asked to think about the readings that they do for their Language Arts (LA) class and to respond honestly to each statement. The students were given the answer choices of either “Very true of me,” “Somewhat true of me,” “Not very true of me,” or “Not at all true of me.” There were 14 statements that students responded to that were each represented within pie charts. Statistical analyses were conducted assessing the two- and three-way interactions between reading level (high, middle, and low), ethnicity (African American and European American), and gender (male and female). The statistically significant interactions or the interaction between ethnicity and reading level (for the significant main effects of reading level or ethnicity) were depicted in line graphs.

The majority of students responded “Very true of me” for the items “I can talk with others about what we read,” “The teacher respects me,” “What we do is important for my future,” “Reading helps me learn important things,” and “When I don’t understand something, I reread it.” For the items “I can read the books well,” “I think the work is interesting,” “I don’t read unless I have to,” “I have choices about what I read,” “I connect what I read to what I already know,” “I write summaries of important material,” “I memorize the important facts,” and “I relate the different readings to each other,” the majority of students responded “Somewhat true of me.” For the final statement, “I take a lot of notes,” most students stated that this was not very true of them. For most statements, the fewest number of students selected “Not at all true of me” (exceptions: “I can read the books well”- fewest number of students selected “Not very true of me” and “I take a lot of notes” where the fewest number of students reported that this was very true of them).
There were two significant reading level and gender interactions for the statements “What we do is important for my future” and “I write summaries of important material.” For the first statement, male and female low achievers were likely to report this statement for their Language Arts class. For the latter statement, low-achieving female students and high-achieving male students were likely to state this about their class. There were four significant ethnic differences for the statements: “I think the work is interesting,” “I have choices about what I read,” “What we do is important for my future,” and “I relate the different readings to each other.” For each of these statements, African American students were more likely than European American students to make these statements about their LA class. There was one significant reading level difference for both ethnic groups; high achievers were more likely than other achieving groups to state that they can read the books for Language Arts class well. Finally, there was one statistically significant reading level and ethnicity difference that showed the African American middle achievers and the low-achieving European American students were more likely to report that when they do not understand something in this class, they reread it.
This pie chart illustrates students’ responses to whether they can read the books in Language Arts class well. It shows that the highest percentage of students stated that it was somewhat true that they can read these books well.
This line graph depicts the data for reading level and ethnicity for the item on whether students felt they could read the books for Language Arts class well. It shows that high achieving students for both ethnicities were more likely than low and middle achievers to report that that felt they could read the books well.
This pie chart shows students’ responses to the statement of whether they thought that the Language Arts class readings were interesting. The highest percentage of students stated that it was somewhat true that they found the readings interesting.
This line graph depicts the data for ethnicity and reading level for the item on whether students thought the readings in Language Arts class was interesting. African American students were more likely than European Americans to state that they thought the readings were interesting in this class.
This pie chart shows students’ responses to the statement on whether they do not read for Language Arts class unless they have to. The highest percentage of students stated that it was somewhat true that they do not read for Language Arts class unless they have to.
This pie chart depicts the responses of students’ to the item of whether they felt they have choices about what they read in Language Arts. The highest percentage of students stated that it was somewhat true that they have a choice about what they read for this class.
This line graph depicts the data for ethnicity and reading level for the item on whether students thought they had choices about what they read in Language Arts class. African American students were more likely than European Americans to state that they thought they had choices in this class.
This pie chart illustrates students’ responses to the item about whether they felt they could talk to other students about what they read in Language Arts class. Nearly half of the students stated that it was very true that they could talk with others about what they read.
This pie chart illustrates students’ responses to the item about whether they thought that their Language Arts teacher respected them. It shows that the vast majority of students stated that it was very true that their Language Arts teacher respects them.
This pie chart illustrates students’ responses on whether reading for their Language Arts class helped them learn important things. The highest percentage of students felt that it was very true that reading for their Language Arts class helped them learn important things.
This line graph shows the statistically significant interaction between reading level and gender for the item on whether reading for Language Arts class helps them to learn important things. Low-achieving males were more likely than middle- and high-achieving males to report this. For females, the same pattern appeared.
This pie chart depicts the responses of students to the item of whether they could connect what they read in Language Arts to what they already know. Half of the students stated that it was somewhat true that they felt that they could connect what they read in this class to what they already know.
This pie chart illustrates the responses of students to the item of whether they wrote summaries of important material in Language Arts class. The highest percentage of students stated that it was somewhat true that they wrote summaries of important material.
This line graph depicts the statistically significant interaction between reading level and gender for the item on whether students wrote summaries of important material in Language Arts class. For females, low achievers were more likely than middle and high achievers to state that they wrote summaries of important material. For males, however, high achievers were more likely than low and middle achievers to state this.
This pie chart depicts the students’ responses to the item of whether they memorize the important facts in Language Arts class. More than half of the students stated that it was somewhat true that they memorize the important facts for this class.
This pie chart depicts the students’ responses to the item of whether they related the different readings in Language Arts to each other. Nearly half of the students stated that it was somewhat true that they relate the different readings to each other in this class.
This line graph illustrates the data for reading level and ethnicity for the item on whether students relate the different readings in Language Arts class to each other. African American students were more likely than European American students to state that they relate these readings to each other for this class.
This pie chart illustrates students’ responses to the item about rereading when they did not understand something in Language Arts class. More than half of the students stated that it was very true that they reread the things that they did not understand in class.
This line graph depicts the statistically significant interaction between reading level and ethnicity for the item on whether students reread material in Language Arts class that they did not understand. For African American students, middle-achieving students were more likely than low and high achievers to report that they reread something that they did not understand for this class. For European American students, low achievers were more likely than high and middle achievers to report this.
This pie chart depicts the responses of students to the item of whether they took a lot of notes in Language Arts class. The highest percentage of students stated that it was not very true that they took a lot of notes in this class.
This line graph depicts the data for ethnicity and reading level for the item about whether student took a lot of notes in Language Arts class. African Americans were more likely than European Americans to report that they took a lot of notes for this class.
School Reading for Science Class Checklist

In this section of Interview 1, students were asked to think about the readings that they do for their Science class and respond honestly to each of the following statements: “True of me,” “Somewhat true of me,” “Not very true of me,” or “Not at all true of me.” Students responded to 14 statements that were then represented within pie charts. Statistical analyses were conducted assessing the two- and three-way interactions between reading level (high, middle, and low), ethnicity (African American and European American), and gender (male and female). The statistically significant interactions or the interaction between ethnicity and reading level (for the significant main effects of reading level or ethnicity) were graphically depicted in line graphs. For the items “I can read the books well,” “I think the work is interesting,” “I can talk with others about what we read,” “The teacher respects me,” “What we do is important for my future,” “Reading helps me learn important things,” “When I don’t understand something, I reread it,” and “I take a lot of notes,” the majority of students responded that this was very true of them. For the items “I don’t read unless I have to,” “I connect what I read to what I already know,” “I write summaries of important material,” “I memorize the important facts,” and “I relate the different readings to each other,” the majority of students stated that this was somewhat true of them. For the final statement “I have choices about what I read,” most students stated that this was not very true of them. For most statements, the fewest number of students selected “Not at all true of me” (exception: “I have choices about what I read” where the fewest number of students selected “Very true of me”).

One significant reading level difference was found for the statement, “I can read the books well” that showed that high-achieving African American students and middle-achieving European American students were more likely than the other achievers to report that they can
read their books for Science class well. There was one statistically significant interaction between reading level and gender for the statement “What we do is important for my future.” It showed that low- and high-achieving males and middle-achieving females were more likely than other groups to report that what they did in Science class was important for their future. Finally, there was one three-way interaction between reading level, gender, and ethnicity for the statement, “I have choices about what I read.” It showed that for males, middle-achieving African American students and low-achieving European American students were more likely than other achievement groups to report this. However, for females, high-achieving African American students were more likely than other achievement groups to report this. There was no difference for European Americans females.
This pie chart illustrates students’ responses to whether they can read the books in Science class well. For example, nearly 90% of the students reported that it was somewhat true to very true that they can read the books for this class well.
This line graph depicts the data for reading level and ethnicity for the item whether students felt they could read the books in Science class well. For African Americans, high achievers were more likely than low and middle achievers to report that they felt they could read these books well. However, for European Americans, middle achievers were more likely than the other groups to report this.
This pie chart shows students’ responses to the statement of whether they thought the reading for Science class is interesting. The highest percentage of students stated that it was very true that the reading was interesting for this class.
This pie chart shows students’ responses to the statement on whether students do not read for Science class unless they had to. The highest percentage of students stated that it was somewhat true that they do not read for this class unless they have to.
This pie chart illustrates the responses of students to the item asking if they felt that they had choices about what they read in Science class. The highest percentage of students stated that it was not very true that they have a choice about what they read for this class.
This line graph illustrates the statistically significant interaction between reading level, males, and ethnicity for the item on whether students felt they had choices about what they read in Science class. For African Americans, middle achievers were more likely than low and high achievers to report that they had reading choices in this class. European American low achievers, however, were more likely than middle and high achievers to report this.
This line graph illustrates the statistically significant interaction between reading level, females, and ethnicity for the item on whether students felt they had choices in Science class on what they read. For the African Americans, high achievers were more likely than low and middle achievers to report that they felt they had choices in this class. There was no difference between European American low, middle, and high achievers on whether they had reading choices in this class.
This pie chart illustrates students’ responses to the item about whether they felt they could talk to other students about what they read in Science class. The highest percentage of students stated that it was very true that they can talk with others about what they read for this class.
This pie chart illustrates students’ responses to the item about whether they thought that their Science teacher respected them. It shows that the vast majority of students stated that it was very true that their Science teacher respects them.
This pie chart depicts the responses of students to the item of whether they felt what they read in Science was important for their future. The highest percentage of students stated that it was very true that what they read in Science class is important for their future.
This line graph depicts the statistically significant interaction between reading level and gender for the item about whether students felt that what they read in science class is important for their future. For males, low- and high-achieving students were more likely than middle-achieving students to state that what they read in Science class is important for their future. For females, middle-achieving students were more likely than low and high achievers to report this.
This pie chart illustrates students’ responses on whether reading for their Science class helped them learn important things. The highest percentage of students felt that it was very true that reading for this class helps them learn important things.
This pie chart depicts the responses of students to the item of whether they could connect what they read in Science to their prior knowledge. More than half of students stated that it was somewhat true that they can connect what they read in this class to their prior knowledge.
This pie chart illustrates the responses of students to the item of whether they wrote summaries of important material in Science class. It shows that the highest percentage of students stated that it was somewhat true that they wrote summaries for this class.
This pie chart depicts the students’ responses to the item about whether they memorize the important facts in Science class. Nearly half of the students stated that it was somewhat true that they memorize the important facts for this class.
This pie chart depicts the students’ responses to the item of whether they related the different readings in Science class to each other. The highest percentage of students stated that it was somewhat true that they relate the different readings to each other in this class.
This pie chart illustrates students’ responses to the item about rereading when they did not understand concepts in Science class. More than half of the students stated that it was very true that they reread the material that they did not understand in this class.
The above pie chart depicts the responses of students to the item of whether they took a lot of notes in Science class. More than half of the students stated that it was very true that they take a lot of notes in this class.