

## Bureau of Educational Research

2006-2007 Seminar Series

Presents

# Struggling with Literacy and with Literacy Instruction

A Two-Year Story of One Teacher, One  
Professor, and One Class of Children  
in a Culturally and Linguistically  
Diverse School in the Age of NCLB

Thursday, March 29, 2007      12pm-1:00pm, Rm 242 Education

**Dr. Karla J. Möller**

*Assistant Professor and 2006-2007 Faculty Fellow*

*Department of Curriculum and Instruction, University of Illinois at Urbana-Champaign*

This **two-year, ethnographic study** documents teacher delivery of instruction and student struggles and accomplishments within a **literature-based reading program** in an **underperforming school** with a richly diverse (linguistically, ethnically, and culturally) student body. This project focuses on the activities of an untenured teacher as she navigated **federal, state, and district mandates** in her work with students during their 3rd and 4th grade years.

**Research questions include:**

‡ **How did the classroom teacher use *instructional time* to address mandates and include *key components of reading instruction* that promote *long-term literacy engagement*?**

‡ **In what ways did she and her *culturally and linguistically diverse students struggle and succeed* with regards to reading and writing?**

In this presentation, Dr. Möller will discuss **initial analysis** of the data along with insights gained by following three children into their 5th grade year at the same school. The aim of this longitudinal work is to **advance empirical understandings** of reading instruction by examining how a teacher navigated her **high-stakes, socio-politically charged teaching context** to provide quality, literature-based reading instruction to her children in an academically stigmatized school.

