

The article entitled "The emergence and development of preservice teachers' professional belief systems about reading and reading instruction" written by Deanna Mariea Floyd Stoube made the more compelling claims regarding whether or not teachers' beliefs impact their practices and instruction about literacy. This article seems to find areas of deficits in reading instruction across all subject areas and then highlighted recommendations on how to better educate subject area teachers in implementing reading strategies while also teaching content for their designated subject area.

This article focused more on what shaped teacher beliefs about literacy, while the article titled "Do teacher attitudes impact literacy strategy implementation in content area classrooms?" written by Tanya McCoss-Yergian and Loddie Krepps focused on the philosophies behind why subject area teachers could not teach literacy techniques while also teaching their specific subject areas. Both articles highlighted different aspects about beliefs about literacy and were effective in supporting their findings. The different articles focused on different aspects of teacher's views of literacy which made both articles useful in determining how my beliefs shape my views on teaching literacy.

The evidence associated with each article seemed to be an honest accurate representation of findings and supported claims sufficiently in each article. For purposes of easily analyzing the evidence of each article I will refer to one article as the IOWA article and the other article as the ERIC article.

The findings in the IOWA article should that the beliefs that teachers held about reading were still changing and developing. I think that find is an extremely positive one and holds positive implications for the education of these teacher's students. The fact that their beliefs are evolving shows that they will not be stuck in thinking one way. It show that they are open to learning new ways to teach reading strategies and skills that will cater to the varying needs of their students. When we sometimes hold one belief about reading, it limits our ability to help all of our students. When we only can come at the challenge from one perspective it limits our abilities to help students with varying needs. If our beliefs about reading are evolving and changing this allows us to grow and better assist all students. Much of the teachers in this study had shifting beliefs about reading due to their field placements. I thought this was another positive implication because they had exposure to new and different situations that caused them to learn and grow, this is exactly why we have field placements, so that our preconceived beliefs can be challenged and so that we can gain new skills and strategies to our repertoire. Another finding was that instructors did not have an impact of teacher's beliefs about reading. This in my opinion is a negative implication because our instructors have so much wisdom, knowledge, and years of experience that I think it would be wise to allow our instructors to play a role in our beliefs about reading.

Some of the findings in the ERIC article stated that many subject area teachers felt that teaching reading strategies impede on time available to teach content of the specific subject area. This belief negatively impacts student instruction for those students who are struggling to read. Not only are these students struggling with the skill of reading but as a result of this struggle they are not comprehending of retaining the subject matter at which they are studying. Unless subject area teachers are explicitly taught how to implement reading strategies while teaching their specific study those students who struggle with reading will benefit very little from that class. I think that our job as educators is to do whatever it takes to enable students to learn and their own individual optimum level. There is no excuse that should hold us back from doing so. To say that there simply is not enough time is not fair to the students who are struggling because essentially what we are saying is that we do not have the time to

address the educational needs of those students. This sends a message; it send the message that what is most important is teaching to those who can learn the material in the time it is being taught with little to no assistance to those who have difficulty reading thus impeding their ability to learn the content. One of the positive implications of the study done in this article is that college undergraduate and graduate programs can possibly work on including content area reading strategy training so that content area teachers have tools in their toolbelt to assist students struggling in reading without impeding on the time they are given to teach their specific content area. Colleges can also perhaps place emphasis on instructing teachers on how to incorporate comprehension skills alongside content in subject areas and elective.

As a professional my personal beliefs about literacy will definitely transfer over to how I teach my students to read. For me, reading was always fun, engaging, and interesting. Different subjects/genres might be more or less interesting depending on each individual students' interests. My goal is to make reading fun, interesting and engaging no matter what the subject is at hand. I want to take the intimidation out of reading and make every student feel that no matter how challenging the text that they can overcome those challenges with the various tools and strategies that they have learned.

Krepps, Loddie. "Do Teacher Attitudes Impact Literacy Strategy Implementation in Content Area Classrooms?" <https://files.eric.ed.gov/Fulltext/EJ1096990.Pdf>.

Stoube, Deanna Mariea. "The Emergence and Development of Preservice Teachers' Professional Belief Systems about Reading and Reading Instruction." doi:10.17077/etd.vq1bthzd.