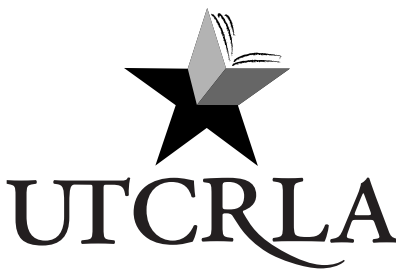# Enhancing Learning Through Reading and Writing Strategies in the Content Areas (Revised)

UTCRLA

University of Texas Center for Reading & Language Arts

THE UNIVERSITY OF TEXAS AT AUSTIN

COLLEGE OF EDUCATION

www.texasreading.org

Contents

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Introduction

What Is the University of Texas Center for Reading and Language Arts?

The University of Texas Center for Reading and Language Arts (UTCRLA) is located in the College of Education of The University of Texas at Austin. When the Texas Education Agency (TEA) first funded it in 1996, UTCRLA's efforts focused entirely on assisting Texas educators in implementing the newly adopted state standards for the Reading and Language Arts Texas Essential Knowledge and Skills (TEKS). Now UTCRLA has expanded from one state-funded project (the Center for Educator Development in Reading and Language Arts) to many projects funded by state, federal, and private entities. This "diversified portfolio" of projects has allowed UTCRLA to expand its mission beyond Texas by funding critical research to determine effective practices for teaching students to read, leading to the timely incorporation of these findings into cutting-edge professional development materials for teachers across the country.

About this Guide

This guide, *Enhancing Learning Through Reading and Writing in the Content Areas*, focuses on reading and writing strategies that enhance learning in the content areas. These strategies can be used before, during, and after reading text in the content area classroom. These strategies, appropriate for students at all reading levels, are especially useful when organizing complex information in the content areas.

UTCRLA originally developed this guide in 2000 as a Center for Educator Development product for the Texas Education Agency, with Academics 2000 funding from the Texas Education Agency. The original guide's developers included a UTCRLA Core Writing Team consisting of Diane Pedrotty Bryant, Joseph Domino, Terry Ross, and Sharon Vaughn.

The 2003 version of this guide, *Enhancing Learning Through Reading and Writing Strategies in the Content Areas,* was updated and revised by Martha Smith, Bonnie O'Reilly, Johnnie Blevins, Carey Cooper, Chris Latham, Jessica Ross, Susan Sivek, Carlos Treviño, Elana Wakeman, and Jennifer Wick. The revision team appreciates the recommendations that were further provided by the educator focus group consisting of Marjorie Black (Amarillo ISD), Sarah Crippen (TEA), Kristin Mainz (Austin ISD), Deborah Ostas (Elgin ISD), Shelley Sampson (Galena Park ISD), and Suzanne Zimmerman (Amarillo ISD).

For additional information about this and other professional development products, please visit our Web site at *www.texasreading.org*.

Organization and Content

This professional development guide is organized into four sections:

1) Presentation Slides
Presentation slides contain key points for the workshop. They may be used as either color overhead transparencies or as an Adobe Acrobat PDF presentation.

2) Presenter Notes
Detailed notes have been provided for the workshop presenter. The Presenter Notes section includes a snapshot of the presentation slide on the left side and the corresponding presenter notes on the right side.

The following formatting features, found on the slides and presenter notes pages, are designed to facilitate implementation:
- Icons indicate when activities occur.
- Directions to the presenter are printed in a different font so they are easy to distinguish from text the presenter says aloud.
- Citations are included.

A sample of the presenter notes pages can be found on the following pages.

3) Handouts
Handouts include activities, note-taking pages for participants with snapshots of presentation slides, and informational handouts that expand on the ideas presented on the slides.

4) References
The References are suggestions for further reading.

Preparing for the Workshop

It is recommended that presenters review the activities and obtain participant materials prior to conducting the workshop.

Materials

Distribute copies of all handouts to each participant before beginning the workshop. Some activities require additional materials such as chart paper, markers, and pencils (one for each participant). Each participant will need a resource booklet entitled *Meeting the Needs of Struggling Readers: A Resource for Secondary English Language Arts Teachers*. These booklets will need to be ordered in advance (see *www.texasreading.org.*)

Equipment

The presenter may use presentation slides in one of two methods: as color transparencies with an overhead projector and screen; or as an Adobe Acrobat PDF presentation with a computer, LCD projector, and screen.

Room Arrangement

Activities are designed for large group participation and cooperative work in small groups. Seating should be arranged to facilitate interaction in small groups. All participants will need to be able to see the overhead screen.

Sample Presenter Notes

References: List of references used for this slide and corresponding presenter notes

<Title of Slide>

Presenter notes contain detailed notes that elaborate on the content of the corresponding slide. Also included are instructions on how to conduct activities and work with handouts.

Because there is an activity icon at the top of this page, an activity will be described here.

Snapshots of presentation slides appear on the page opposite the corresponding notes.

Directives, appearing in a different font, give instructions to the presenter.

University of Texas Center for Reading & Language Arts

Enhancing Learning
Through
Reading and Writing Strategies
in the Content Areas
(Revised)

PRESENTER NOTES

Enhancing Learning Through Reading and Writing Strategies in the Content Areas (Revised)

Enhancing Learning Through Reading and Writing Strategies in the Content Areas (Revised)

Note: This professional development guide incorporates information and lessons from the resource booklet *Meeting the Needs of Struggling Readers: A Resource for Secondary English Language Arts Teachers*. Although this resource booklet was developed for secondary English language arts teachers, the lessons and strategies can be applied across content areas.

Session Focus

To help sixth- through twelfth-grade teachers "open the door" to content-area learning through reading and writing

As content-area teachers, your "*. . . responsibility is twofold: to teach skills unique to the subject matter and to teach students how to use reading and writing to learn subject matter content*"

–Gunning, 2003, p. 3

References: Gunning, 2003; Snow, Burns, & Griffin, 1998

Session Focus

Many middle and secondary school students do not read well enough to understand and learn from texts and other reading materials in their content-area classes.

This professional development guide is designed **to help sixth- through twelfth-grade teachers "open the door" to content-area learning through reading and writing.**

As content-area teachers, your " . . . responsibility is twofold: to teach skills unique to the subject matter and to teach students how to use reading and writing to learn subject matter content" (Gunning, 2003, p. 3).

This session is an introduction to the reading-writing connection and how you can enhance students' learning through reading and writing across the curriculum.

This session does NOT cover everything you need to know about effective reading and writing instruction.

Reading and writing are both part of the Texas Assessment of Knowledge and Skills, or TAKS. The state of Texas provides professional development sessions that specifically address the TAKS. This session does NOT replace this type of professional development.

The Importance of Reading and Writing

- **Sixty percent of U.S. adolescents can comprehend specific factual information, but few have gone beyond the basics to advanced reading and writing**

- **Fewer than five percent of the students assessed could extend or elaborate the meanings of material they read**

- **Only six percent of twelfth graders can read at advanced levels**

Reference: Donahue, Voelkl, Campbell, & Mazzeo, 1999

The Importance of Reading and Writing

Many students are unprepared for the kinds of reading and writing tasks they encounter in grades 6 through 12. Many content areas rely heavily on textbooks and other content-rich material.

According to the National Assessment of Education Progress 1998 Report Card:

Sixty percent of U.S. adolescents can comprehend specific factual information, but few have gone beyond the basics to advanced reading and writing.

Fewer than five percent of the students assessed could extend or elaborate the meanings of material they read.

Only six percent of twelfth graders can read at advanced levels.

Few adolescents could write effective pieces with sufficient detail to support main ideas.

Why Is Content Area Reading and Writing Important?

Because students who can read and write:

- **Are better able to learn**
- **May learn more content**
- **Are on their way to becoming independent learners**

Reading and Writing Strategies in the Content Areas

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Reference: Vacca & Vacca, 2002

Why Is Content Area Reading and Writing Important?

Because of the pressure to cover an extensive amount of content and the accountability of high-stakes testing, many content-area teachers may think: "I don't have time to teach my students reading and writing strategies. That's the English or language arts teacher's job."

Others may think: "I'm not a reading specialist–I'm a biology teacher," or "I'm a history teacher."

Because reading and writing play an important role in content-area learning, nothing is further from the truth.

Including reading strategies that incorporate writing, such as activating background knowledge using anticipation guides or building vocabulary with concept maps, can result in more instructional time to focus on content. Why?

Because students who can read and write:

- **are better able to learn,**

- **may learn more content,** and

- **are on their way to becoming independent learners.**

Reading does matter.

Why *Do* Many Secondary Students Struggle in the Content Areas?

- **Difficulty of textbooks and other content-related materials that students are given to read**
- **Lack of familiarity with expository text structures**

Expository or informational texts use facts and details to inform the reader about a topic

References: Gunning, 2003; Rosenblatt, 1983

Why *Do* Many Secondary Students Struggle in the Content Areas?

Why *do* many secondary students struggle in the content areas?

Although each content area has its own set of demands on students, a commonly cited reason is the **difficulty of textbooks and other content-related materials that students are given to read.**

Textbooks are predominantly used in most content-area classes. "In one survey, from 55 percent to nearly 80 percent of high school students reported using their English, math, science, or social studies texts from three to five times a week" (Lester & Cheek, 1997-1998 as cited in Gunning, 2003, p. 26).

And in addition to the frequency of textbook use, it is estimated that three to four out of ten students have difficulty reading and understanding their textbooks.

The majority of the texts that students read in the content areas are expository texts.

Lack of familiarity with expository text structures is a direct cause of problems that many students, especially if they are struggling readers, experience in content-area reading and writing.

Expository or informational texts use facts and details to inform the reader about a topic. This type of text often contains unfamiliar content and vocabulary.

Expository text introduces readers to complex ideas by using a variety and combination of text structures, such as description, comparison and contrast, causation, and problem-solution.

Think about the kinds of texts that you read. What are the titles of some books you have read in the last couple of months?

Pause. Call on participants. Record responses on two sides of a T-chart. On one side, record novels, poems, short stories; on the other side, record professional journals, non-fiction how-to books, or news magazines. Limit responses to approximately 12-15.

Narrative and Expository Texts

It is estimated that after students graduate from high school, ninety percent of their reading is to acquire information in expository texts and ten percent is for pleasure

Narrative text:

- tells a story
- is more familiar to students than the more complicated structures found in expository text

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Reference: Daggett, 1992

Narrative and Expository Texts

It is estimated that after students graduate from high school, ninety percent of their reading is to acquire information in expository texts and ten percent is for pleasure.

Most texts that are read for pleasure are narrative texts.

Narrative text tells a story.

Because most students are exposed at an early age to narrative texts, narrative story structure **is more familiar to students than the more complicated structures found in expository text.**

Often narrative text is easier to understand because readers frequently identify with the characters and their problems.

Handout 1: "Text Comparisons" presents the characteristics of expository and narrative texts. Take a minute to read the chart.

Allow 1 minute. Point to the responses recorded with slide 5 on each side of the T-chart.

What types of texts are most of these?

Label the appropriate sides as Narrative and Expository.

Find Handout 2. Let's look at two sample selections of text.

Using the characteristics on Handout 1, determine the type of text for the two selections on Handout 2. Identify one or two characteristics to support your answers.

Allow 2-3 minutes. Call on participants to identify each selection and give 1-2 characteristics. Limit discussion to 3 minutes. Selection A is expository text and selection B is narrative text.

Different Types of Expository Text Structures

Teaching students about different types of text structures can help them better read and understand content-area texts more easily

Expository text structures include:
- **Cause and effect**
- **Concept/definition**
- **Problem/solution**
- **Compare/contrast**
- **Position statement/support**
- **Goal/action/outcome**

Reading and Writing Strategies in the Content Areas

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References: Buehl, 2001; Carter & Abrahamson, 1990; Fountas & Pinnell, 2001; Slater, Graves, Scott & Redd-Boyd, 1988

Different Types of Expository Text Structures

Teaching students about different types of text structures can help them more easily read and understand content-area texts.

Knowledge of expository text structures can guide students' reading, writing, and learning of content.

Expository text structures include:

- **cause and effect,**

- **concept/definition,**

- **problem/solution,**

- **compare/contrast,**

- **position statement/support,** and

- **goal/action/outcome.**

Handout 3 describes different types of expository text structures.

Many of the instructional strategies that we present today can help students to get the most from their reading.

For example, if students are assigned text that presents a theory why some species of animals have survived while others have died out, you can emphasize the position statement/support text structure.

How can you do this?

Later in the workshop we will learn how to incorporate a paired reading technique to guide students to better understand the relationships of ideas, such as those between proposed theories and supporting evidence.

Meeting the Needs of
Secondary Struggling Readers

**Because of the nature of content-area textbooks,
we must consider students who struggle with basic reading skills, as well as with the ability to read critically to analyze, evaluate, and synthesize information**

Meeting the Needs of Struggling Readers:
A Resource for Secondary English Language Arts Teachers

References: Stanovich, 1986; Vacca & Vacca, 2002
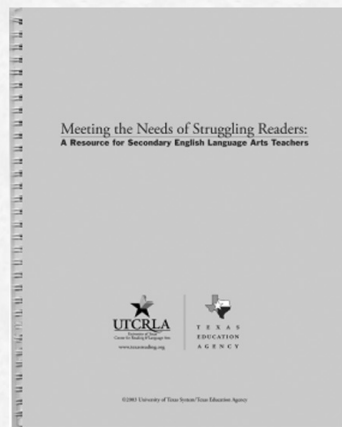
Meeting the Needs of Secondary Struggling Readers

Unfortunately, many secondary students are not able to read content-area textbooks and learn the skills necessary to succeed in the educational system because of reading difficulties.

"Whether you're a novice or a veteran teacher, using texts effectively requires the willingness to explore instructional strategies and to move beyond assigning and telling" (Vacca & Vacca, 2002, p. 6).

Because of the nature of content-area textbooks, we must consider students who struggle with basic reading skills, as well as with the ability to read critically to analyze, evaluate, and synthesize information.

Secondary struggling readers often have difficulties beginning in kindergarten or first grade. They have been trying to catch up ever since. For some, the gap between their reading abilities and those of their peers has become greater each academic year.

Let's take a closer look at the resource booklet, *Meeting the Needs of Struggling Readers: A Resource for Secondary English Language Arts Teachers.*

Although this struggling readers resource booklet was developed for secondary English language arts teachers, the lessons and strategies can be applied across content areas.

Turn to page 15. Take a minute to skim this page and read the characteristics of struggling readers listed at the bottom of page 15 and the top of page 16.

Allow 1 minute.

Handout 4 presents characteristics of good readers.

Pause.

You have all taught students who exhibit some or many of the characteristics presented. This workshop will address how you can provide effective instruction to help all students, including struggling readers, to use reading and writing to learn.

Effective Instruction Activity

Meeting the Needs of Struggling Readers

- **Find Handout 5**
- **Write a short explanation in ten words or less for the assigned component(s)**

Meeting the Needs of Struggling Readers:
A Resource for Secondary English Language Arts Teachers

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Reference: Durkin, 1978/1979
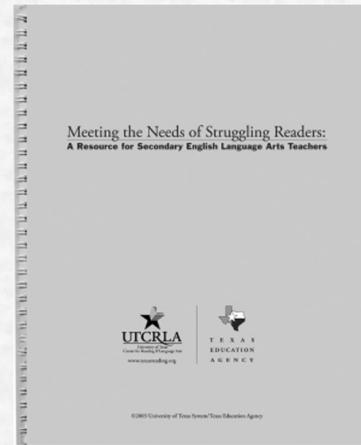
Effective Instruction Activity

Explicit instruction in reading is critical to the success of students, especially those who are struggling readers.

Explicit instruction involves teacher modeling and scaffolding to guide students as they learn new strategies and skills.

A landmark study conducted by Delores Durkin showed that out of 11,500 minutes of reading instruction, only 45 minutes were spent on explicit reading instruction. The remaining instructional time involved students reading, being read to, answering questions about what was just read, and then answering more questions.

Let's look again at the resource booklet. Turn to page 9.

On pages 9–13, instructional components are presented. These components will promote learning for all students, but are especially beneficial for struggling readers, second language learners, and students with dyslexia and other learning difficulties.

Find Handout 5: "Effective Instruction Activity."

Assign 1-2 components to pairs (or groups of 3, depending on the number of participants).

With your partner(s), complete the handout. **Write a short explanation in ten words or less for the component(s) you've been assigned.**

You can use a technique that helps students limit the number of words when they summarize information. Count the words on your fingers to ensure that your group's explanation meets the criteria of ten words or less.

Allow 5-8 minutes. Call on partners to share their explanation for one of the components until all 13 components have been covered.

Close your booklets. Throughout this session, we will examine other sample lessons and strategies in your booklet.

What Does Research Tell Us?

The National Reading Panel report identified studies that have shown that teaching students to use comprehension strategies before, during, and after reading can improve their understanding of texts

Some of the research-based strategies include:
- Monitoring comprehension
- Using graphic organizers
- Answering and generating questions
- Recognizing story structure
- Summarizing

Reading and Writing Strategies in the Content Areas

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References: National Institute for Literacy (NIFL), 2001; National Reading Panel (NRP), 2000

What Does Research Tell Us?

The National Reading Panel report identified studies that have shown that teaching students to use comprehension strategies before, during, and after reading can improve their understanding of texts.

These strategies assist students' learning by building on the skills and the background knowledge that students already have to help them make connections with the content they are expected to learn.

Some of the research-based strategies include:

- **Monitoring comprehension** to know when one does and does not understand what is read.

- **Using graphic organizers** to show interrelationships among ideas, concepts, and words.

- **Answering and generating questions** to guide, rather than assess, learning.

- **Recognizing story structure**, such as plot, setting, goals, and outcomes.

- **Summarizing** to determine what is important and synthesizing the main ideas into one's own words.

Students can be taught how and when to use specific strategies flexibly and in combination.

Students benefit when they know a number of comprehension strategies that they can use to improve their understanding and ability to learn content across the curriculum.

How Do Students Learn to Effectively Use Strategies?

Teachers:

- **Demonstrate how to use a strategy**
- **Explain when and why to use it**
- **Show students how to use a strategy flexibly and selectively**
- **Show students what to do if they have difficulty using a strategy**

Reading and Writing Strategies in the Content Areas

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References: NIFL, 2001; NRP, 2000; Texas Education Agency (TEA), 2002

How Do Students Learn to Effectively Use Strategies?

Most students must be taught how and when to use reading strategies.

If students increase awareness of their own thinking, and are taught the steps involved for reading strategies, they are more likely to comprehend the material than if they read the material without purpose or self-questioning techniques.

To teach students strategies they can use before, during, and after reading:

- **Demonstrate how to use a strategy.**

- **Explain when and why to use it.**

- **Show students how to use a strategy flexibly and selectively.**

- **Show students what to do if they have difficulty using a strategy.**

It is important that students learn how and when to use each strategy.

Before students are able to use strategies independently, they need opportunities to practice the strategies with both teacher and peer support.

Students who understand when and how to use strategies, and practice applying these strategies when reading different texts, become more proficient readers than students who are given direct strategy instruction without guided and independent practice.

Metacognition

Metacognition—an awareness of mental functions, such as remembering, focusing attention, and processing information, or "thinking about thinking"

Metacognitive strategies include:
- **Previewing and surveying text *before* reading**
- **Monitoring comprehension *during* reading**
- **Synthesizing, summarizing, and analyzing *after* reading**

Reading and Writing Strategies in the Content Areas

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References: Gunning, 2003; TEA, 2002

Metacognition

To be able to use strategies effectively, students also need to be metacognitive readers. What does this mean?

Students need to engage in **metacognition, an awareness of their mental functions, such as remembering, focusing attention, and processing information.**

Readers with metacognitive awareness are consciously and even unconsciously aware of their level of understanding. They have a repertoire of strategies that they know how to use to help them if their comprehension breaks down or fails.

Although metacognition is sometimes defined as "**thinking about thinking,**" it can also be described as strategically thinking about what you are doing to plan before a task, maintaining awareness and monitoring continuously during a task, and summarizing and critically evaluating a task after completion.

Applied to reading in the content areas, this means that students need to use **metacognitive strategies including:**

- **previewing and surveying text *before* reading,**
- **monitoring comprehension *during* reading,** and
- **synthesizing, summarizing, and analyzing *after* reading.**

Handout 6 presents examples of the type of questions students can ask to guide their reading and comprehension.

Pause.

Organizational Framework

BEFORE

       DURING

             AFTER

                  READING

When reading and writing are combined, students are given powerful tools to help them learn and assimilate new information

Reading and Writing Strategies in the Content Areas

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Organizational Framework

We have organized the strategies that we will present into three sections: those that occur **before** reading, **during** reading, and **after reading**.

Although many of the strategies are introduced before reading and then revisited sometimes during and sometimes after reading, this framework helps organize this session's content.

A majority of the reading techniques and strategies involve writing.

When reading and writing are combined, students are given powerful tools to help them learn and assimilate new information.

Graphic Organizers

Help:

- **Activate students' prior knowledge**
- **Organize information as students read and write**
- **Guide students as they reflect on and evaluate what they have read**

Reading and Writing Strategies in the Content Areas **14**

References: Alvermann & Phelps, 2002; Blachowicz & Ogle, 2001; Gunning, 2003; Vacca & Vacca, 2002

Graphic Organizers

Graphic organizers are tools that are often used before, during, and after reading.

Graphic organizers can **help:**

·   **activate students' prior knowledge,**

·   **organize information as students read and write,** and

·   **guide students as they reflect on and evaluate what they have read.**

Graphic organizers can organize vocabulary, relationships, topics, similarities, differences, time, and sequences.

For example, timelines are graphic organizers that can help students recall and organize sequence information. Semantic maps can help students recall vocabulary and relationships between words and concepts.

Other organizers assist students in accomplishing more complex thought processes, such as comparing and contrasting, understanding causal relationships, and solving problems.

Handout 7 presents a variety of graphic organizers for different types of expository text structures. Take a minute to look at the sample organizers for different content-area topics.

Allow 1 minute.

K-W-L

Students use K-W-L graphic organizers to record:

- **What they *K*now about a topic**

- **What they *W*ant to learn about a topic**

- **What they have *L*earned about a topic**

What I **K**now	What I **W**ant to Know	What I **L**earned

References: Gunning, 2003; Ogle, 1986; Vacca & Vacca, 2002

K-W-L

K-W-L is used before, during and after reading. **Students use K-W-L graphic organizers to record:**

- **what they Know about a topic,**

- **what they Want to learn about a topic,** and

- **what they have Learned about a topic.**

Handout 8 includes three variations of the strategy.

Find Handout 9. During this session, we will practice using a K-W-L chart.

Before we look at specific strategies for before, during, and after reading, let's complete the K section by listing five things that you already know about content-area reading strategies.

Then complete the W section by listing five things you want to learn about before, during, and after reading strategies to enhance content learning.

Allow 10 minutes. Call on participants to share one thing from the W section that they hope to learn. Record ideas on a chart. Limit to 3 minutes.

Keep Handout 9 out on your table. We will refer to it throughout this session.

Pre-Reading Strategies

Include:

- **Preview, Brainstorm, and Predict (PBP)**
- **Anticipation guides**
- **Admit-exit strategy (quick writes)**
- **Vocabulary development**

Reading and Writing Strategies in the Content Areas

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References: Alvermann & Phelps, 2002; Blachowicz & Ogle, 2001; Gunning, 2003; TEA, 2002; Vacca & Vacca, 2002

Pre-Reading Strategies

Students should know what they are reading and why it is important.

"Before reading" or pre-reading strategies can motivate, stimulate, and accelerate students' content learning.

Before asking students to read textbook chapters and related content-area materials, teach them the importance of previewing the text or "setting the stage" for what they are about to read.

Pre-reading strategies help students activate their general knowledge of a subject, including key vocabulary and related concepts.

Students, including struggling readers, approach a subject area more confidently if they have a clear understanding of the topic they will read and learn about.

Pre-reading strategies increase students' interest and stimulate active reading, as well as enhance overall comprehension, providing the "glue" for new learning.

Pre-reading strategies include:

- **preview, brainstorm, and predict (PBP);**
- **anticipation guides;**
- **admit-exit strategy or quick writes;** and
- **vocabulary development.**

Pre-Reading:
Preview, Brainstorm, Predict (PBP)

Teachers:

- **Model the strategy and complete the PBP chart**

- **Have students work in pairs to complete the chart as they finish reading the chapter or selection; provide support as needed**

- **Encourage students to use the strategy as they read independently**

References: Gunning, 2003; Tierney & Readence, 2000

Pre-Reading: Preview, Brainstorm, Predict (PBP)

Preview, Brainstorm, and Predict, or PBP, is a previewing survey, similar to K-W-L, that can be implemented with little preparation. Find Handout 10.

These types of strategies can result in improved comprehension.

To help students learn this strategy, **model the strategy** as you **complete the PBP chart.**

First, preview the text before reading by first looking at the title, headings, illustrations, graphics, and other relevant structures in the text.

Then, brainstorm what you already know about the topic from these clues and prior knowledge.

Next, predict what you think you will be reading about in the section of text. Try to be as specific as possible.

Record your predictions in the first column of the worksheet.

Then, show students how to check their predictions as you read the first part of the text.

In the middle column, mark predictions with a plus or minus sign ("+" for true and "−" for false).

When you finish reading the first section of text, add connections, corrections, and comments in the third column.

Have students work in pairs to complete the chart as they finish reading the chapter or selection. Provide support as needed.

After you have modeled and provided opportunities for students to practice together, **encourage students to use the strategy as they read independently.**

Pre-Reading: Anticipation Guides

Anticipation guides can be used to:
- **Activate prior knowledge**
- **Challenge beliefs or perceptions**
- **Identify misconceptions**
- **Pique students' interest in reading**

Meeting the Needs of Struggling Readers:
A Resource for Secondary English Language Arts Teachers

References: Alvermann & Phelps, 2002; Gunning, 2003; Vacca & Vacca, 2002
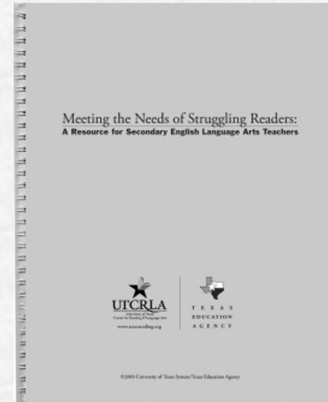
Pre-Reading: Anticipation Guides

Anticipation guides can be used to:

- **activate prior knowledge,**

- **challenge beliefs or perceptions,**

- **identify misconceptions,** and

- **pique students' interest in reading.**

Prepare the anticipation guide before introducing the strategy to students. Develop statements about the text that students will read.

These statements should be general "agree/disagree" statements that reflect major concepts rather than details.

Open your copy of the resource booklet to page 21. Procedures for using anticipation guides are presented. Let's look at the sample anticipation guide found on page 23.

Pause for participants to locate sample.

Before reading, students place check marks beside the statements that they agree with. Students can then work in pairs and discuss their opinions.

After reading the text, students return to the statements and amend or confirm their responses as appropriate.

Anticipation guides can be used in the content areas as a springboard for class discussion prior to and after reading text.

Pre-Reading: Admit/Exit Strategy

A D M I T SLIP

SPEED LIMIT 55

CLASS:_____ DATE:_____

NAME:_____

E X I T SLIP

SPEED LIMIT 55

CLASS:_____ DATE:_____

NAME:_____

Reading and Writing Strategies in the Content Areas

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References: Cunningham, Moore, Cunningham, & Moore, 2000; Worthy, Broaddus, & Ivey, 2001

Pre-Reading: Admit/Exit Strategy

The Admit/Exit Slip strategy is a modified version of a quick write, a short writing assignment commonly used in the content areas.

Quick writes can be used at any point in a lesson to help students communicate their own thoughts, experiences, and reactions to a topic or question.

Look at Handout 11.

The Admit/Exit strategy involves students writing on the admit slip at the beginning of the lesson and the exit slip at the end of the lesson. What students write can vary to reflect the specific text structure or focus of the lesson.

For example, on the admit slip, students can be asked to write two sentences telling what they know about molecular energy. At the end of the lesson on their exit slip, students can write about one idea they need clarified or write a short summary about what they learned.

Pre-Reading:
Vocabulary Development

"Teaching words well entails helping students make connections between their prior knowledge and the vocabulary to be encountered in the text and providing them with multiple opportunities to clarify and extend their knowledge of words and concepts during the course of study"

–Vacca & Vacca, 2002, p. 162

Meeting the Needs of Struggling Readers

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What I Know	What I Want to Know	What I Learned

K–W–L Chart

References: Blachowicz & Ogle, 2001; Gunning, 2003; Moore, Moore, Cunningham, & Cunningham, 1998; Ryder & Graves, 1998; Vacca & Vacca, 2002

Pre-Reading: Vocabulary Development

To help students understand and learn about what they read, vocabulary development is critical in the content areas.

"Teaching words well entails helping students make connections between their prior knowledge and the vocabulary to be encountered in the text and providing them with multiple opportunities to clarify and extend their knowledge of words and concepts during the course of study" (Vacca & Vacca, 2002, p. 162).

Each content area contains specialized and technical vocabulary. For example, the word "ruler" has different meanings in mathematics and social studies.

Other words are specifically related to a content area or topic, such as photosynthesis in science.

Because vocabulary knowledge and reading comprehension are so highly related, students need explicit instruction in specific content-area words and concepts, along with strategies to help them learn words independently.

Vocabulary instruction usually occurs before students read a text. Many comprehension strategies help develop vocabulary. For example, a K-W-L chart can be used to discuss related vocabulary for a text that students will be reading.

A variety of vocabulary lessons and strategies are found in the resource booklet. Turn to page 99 and look at the vocabulary ideas presented on pages 99-116.

Allow 2-3 minutes.

Close your booklets. We will examine more of the lessons later.

Before we move to reading strategies for students to use during reading, find Handout 9: "K-W-L Chart." Take a minute to write in the W column what you have learned so far about pre-reading strategies.

Allow 2 minutes.

During-Reading Strategies

Include:

- **Think-alouds**
- **Say Something paired reading strategy**
- **Identifying main ideas**

Reading and Writing Strategies in the Content Areas

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Reference: Beck, McKeown, Hamilton, & Kucan, 1997

During-Reading Strategies

Strategies that are used during reading can help students focus on the information or material, as well as check their understanding of new ideas and concepts.

During-reading strategies are designed to help students make and confirm predictions, put new information in their own words, identify important or main ideas, and make connections between new ideas and prior knowledge.

During-reading strategies include:

- **think-alouds** to help students monitor their own comprehension;

- **Say Something paired reading strategy**; and

- **identifying main ideas** in sections of text.

During Reading: Think-Alouds

Include:
- **Using background or prior knowledge**
- **Using context clues**
- **Rereading**
- **Summarizing**
- **Paraphrasing**
- **Predicting and confirming**
- **Noting text structure**
- **Visualizing or picturing the text**
- **Making connections**

During Reading: Think-Alouds

The think-aloud strategy is a metacognitive strategy that teaches students to monitor their comprehension as they read.

Think-alouds incorporate reading aloud and a demonstration to show students how to stop and ask important questions about the text.

These questions include asking about a particular word they do not understand, relating prior knowledge or events to the reading, clarifying when meaning is not clear, and making and changing predictions.

Some think-aloud strategies **include:**

- **Using background or prior knowledge,**

- **Using context clues,**

- **Rereading,**

- **Summarizing,**

- **Paraphrasing,**

- **Predicting and confirming,**

- **Noting text structure,**

- **Visualizing or picturing the text,** and

- **Making connections.**

Find Handout 12. This handout includes directions for think-alouds.

Let's see how a think-aloud can be used in the classroom. Turn to page 3.

Listen as I model a think-aloud as I read the Report to the Massachusetts Legislature. Using the overhead slide, indicate which think-aloud strategies I use.

Read the Report to the Massachusetts Legislature on pages 4-5 of Handout 12 that includes the think-aloud statements. Be sure to not read the types of strategies written in boldface after the think-aloud statements.

Now, turn to pages 4-5 and read the italicized statements to check the types of strategies used during the think-aloud.

Allow 2 minutes.

After you have modeled several think-alouds, students begin to learn different strategies they can use to monitor their own comprehension.

During Reading: Think-Alouds

Include:
- **Using background or prior knowledge**
- **Using context clues**
- **Rereading**
- **Summarizing**
- **Paraphrasing**
- **Predicting and confirming**
- **Noting text structure**
- **Visualizing or picturing the text**
- **Making connections**

DUPLICATE

Reading and Writing Strategies in the Content Areas

22

References: Blachowicz & Ogle, 2001

To scaffold learning, students can practice with a partner thinking aloud as they read a short selection or section of a chapter. Then encourage students to monitor their understanding when they read texts independently.

During Reading: Say Something Paired Reading

- **Students take turns reading paragraphs in a quiet voice**

- **Readers stop at the end of each paragraph and say something about what they have read**

- **They can ask a question, make a comment, restate or retell what has happened, summarize, or make a connection**

Reference: Short, Harste, & Burke, 1996

During Reading: Say Something Paired Reading

Another during reading strategy requires students to work in pairs reading paragraphs aloud to each other.

In this strategy, called Say Something, **students take turns reading paragraphs in a quiet voice.**

Readers stop at the end of each paragraph and say something about what they have read.

Students can ask a question, make a comment, restate or retell what has happened, summarize, or make a connection.

This strategy encourages students to monitor their understanding as they read and works well across ability levels.

Some students may require more structure and guidance than other students. You can remind students to use "ruler voices" — to speak in a voice that can be heard no farther than twelve inches.

Handout 13 presents the Say Something strategy and a similar strategy for struggling readers called HOT-ROD.

Pause while participants skim the handout.

During Reading: Identifying Main Ideas

Meeting the Needs of Struggling Readers
"Finding Main Ideas" pp. 59-62
"Main Idea Record" pp. 65-69

Meeting the Needs of Struggling Readers

Meeting the Needs of Struggling Readers:
A Resource for Secondary English Language Arts Teachers

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TEXAS
EDUCATION
AGENCY

What I Know	What I Want to Know	What I Learned

K–W–L Chart

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Reading and Writing Strategies in the Content Areas

24

References: Beers, 2003; Short, Harste, & Burke, 1996

Enhancing Learning Through Reading and Writing Strategies in the Content Areas (Revised)

During Reading: Identifying Main Ideas

Let's take a look at other activities that encourage students to focus on important or main ideas as they read expository text.

Open your struggling readers resource booklet booklet to page 59. The lesson, "**Finding Main Ideas**" on **pages 59-62** and "**Main Idea Record**" on **pages 65-69 can** also be used during reading to improve students' comprehension.

Allow 1-2 minutes for participants to look over the lessons.

One practical idea that helps students focus on important information is to provide self-sticking notes or dots. Students place the notes or dots on the pages of the text beside ideas, words, and information that they want to remember. These inexpensive tools are simple and easy to use.

Consider limiting the number of notes or dots that students can use in one section of text. This method helps students carefully consider their choices and where they place their markers.

For example, ask students to mark the three big ideas in a text. Choose the category to fit your purpose or the expository text structure they are reading. Follow up with a class discussion of the text and their choices.

Let's take another look at your **K-W-L chart**. Take a minute to reflect and list what you have learned about during-reading strategies that you can use in your content-area classes.

Allow 2 minutes.

After-Reading Strategies

Include:

- **Question-answer relationships**
- **Learning logs and journals**
- **Summarizing**
- **Cued retelling**
- **Making generalizations and drawing conclusions**

After-Reading Strategies

After-reading strategies involve students in what they have read. They reflect on the text, analyze and synthesize new ideas and information, and draw conclusions.

This is the time for students to "digest" the content and internalize what has been presented.

After-reading strategies **include:**

- **question-answer relationships,**
- **learning logs and journals,**
- **summarizing,**
- **cued retelling,** and
- **making generalizations and drawing conclusions.**

After Reading: Question-Answer Relationships
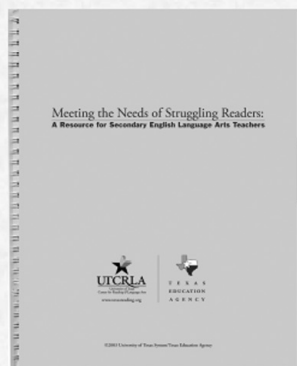
Meeting the Needs of Struggling Readers:
A Resource for Secondary English Language Arts Teachers

A range of questions that move from literal to inferential or higher-order thinking responses

References: Alvermann & Phelps, 2002; Gunning, 2003; NIFL, 2001; NRP, 2000; Raphael, 1982, 1984; Vacca & Vacca, 2002

After Reading: Question-Answer Relationships

Is there life beyond the questions at the end of the chapter?

Unequivocally, the answer to this question is, "Yes!" Just as you engage readers before and during the reading of a text, it is equally important to involve them after reading.

The process of asking, answering, and generating questions is one of the identified comprehension strategies that students should learn.

Turn to page 81 in your resource booklet.

Question-Answer Relationships, developed by Taffy Raphael, can help students to read critically and evaluate different types of texts.

Four types of questions are taught and encourage **a range of questions that move from literal to inferential or higher-order thinking responses.**

The guide presented on page 83 is an example of the different types of questions that you can use and encourage your students to use with content-area texts.

Find Handout 14. Let's practice this strategy. Complete the Question-Answer Relationship Guide. Read the selection from a biology textbook found on page 2 of Handout 14 and develop one question for each question type.

Participants may work individually, in pairs, or small groups. Allow 6-8 minutes. Call on participants to share 1-2 questions for each type. Limit discussion to 2 minutes.

After Reading:
Learning Logs and Journals

- **Encourage students to extend their thinking beyond literal and factual responses**
- **Promote sharing opinions, drawing conclusions, and conducting evaluations**

Dialectic journals:

double-entry journal writing

Reading and Writing Strategies in the Content Areas

References: Berthoff, 1982; Blachowicz & Ogle, 2001

After Reading: Learning Logs and Journals

Reading transcends the mere transmission of information. It fosters an imaginative dialogue between the text and the reader's mind that can actually help students think about the content.

Having students complete a learning log or write in a journal are practices that help students think about, internalize, and learn content material.

Learning logs and journal writing **encourage students to extend their thinking beyond literal and factual responses.** These types of activities **promote sharing opinions, drawing conclusions, and conducting evaluations.**

Handout 15 presents learning log prompts and describes one type of **double-entry journal writing—dialectic journals**—that can be used with secondary students in the content areas.

Dialectic journal writing involves students taking notes as they read.

After reading a selection or part of a textbook chapter, students reflect on the notes and draw conclusions about what they have read.

This type of reading and writing activity encourages students to reread text as an aid for remembering information as well as to engage in self-evaluation and reflection.

After Reading: Summarizing

"Somebody Wanted But So"—focuses students' attention on the important information to include in a summary

- *Somebody* is the who or the most important person or thing
- *Wanted* refers to what that somebody wanted to do or accomplish
- *But* signals what happened to cause a problem to thwart the outcome
- *So* reminds students to include how the problem was resolved

Reading and Writing Strategies in the Content Areas **28**

References: Beers, 2003; MacOn, Bewell, & Vogt, 1991

After Reading: Summarizing

Summarizing is a complex skill that helps students focus on the most important ideas in a text.

As students read, they identify main ideas and supporting details for paragraphs and sections of text. Summaries incorporate these main ideas to "sum up" what students have learned after reading.

If students have difficulty summarizing what they have read, Somebody Wanted But So, or SWBS, is a scaffolding technique that can help struggling readers organize and remember key information.

The **Somebody Wanted But So** framework **focuses students' attention on the important information to include in a summary.**

The **Somebody is the who or the most important person or thing**. The **Wanted refers to what that somebody wanted to do or accomplish**. The **But signals what happened to cause a problem to thwart the outcome**, and the **So reminds students to include how the problem was resolved.**

This technique was developed for narrative texts, but can be used with some expository texts, especially goal/action/outcome or concept/definition text structures.

For other types of expository texts, you can develop other scaffolding frameworks to be used to match the specific type of expository text structure students are reading.

For example, if students are reading a history text that uses cause and effect to explain social change, they can use a prompt, such as "something happened–then this occurred," to write a summary.

Turn back to Handout 14. With a partner, identify an expository text structure for the biology selection on page 2. You may wish to refer back to Handout 3. Then develop a scaffolding framework to help students summarize the important information.

Allow 5 minutes. Call on 2-3 participants to share their frameworks.

After Reading: Cued Retelling

Retelling is another after-reading strategy that can improve comprehension, as well as serve as a means for monitoring students' understanding of content-area text

Reading and Writing Strategies in the Content Areas

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Reference: Brown & Cambourne, 1990; Cooper, 2000

After Reading: Cued Retelling

Retelling is another after-reading strategy that can improve comprehension, as well as serve as a means for monitoring students' understanding of content-area text.

Cued retelling is a partner reading activity.

As we discuss this activity, look at Handout 16. This activity involves preparing a list of terms or ideas from the text.

One suggestion is to divide the text into two sections and create a list of terms or ideas for each part. This method allows students to switch roles and participate as the reader and prompter.

For the strategy, each student silently reads a section of text. One of the students retells what was read. Their partner places a check mark in the free column if the student mentions any of the listed ideas, concepts, and words. If any of the ideas are not mentioned, the partner prompts the reader by reading each on the list one at a time. The reader responds with one or two sentences to tell more about each idea. Students then switch roles.

Any questions?

After Reading: Making Generalizations and Drawing Conclusions

"Tasks need to be set up that model and give students practice in activities that involve making connections between related pieces of information and identifying implications and potential differences and contradictions . . . . Restricting the intellectual complexity of tasks . . . [especially for struggling readers] results in a progressive lowering of scores on tests of academic aptitude"

—Nuthall, 1999, p. 337 as cited in Gunning, 2003, p. 435

What I Know	What I Want to Know	What I Learned

K–W–L Chart

References: Gunning, 2003; Nuthall, 1999

After Reading: Making Generalizations and Drawing Conclusions

Generalizations, conclusions, and inferences involve students piecing together information in a text. They use background knowledge and make connections to new information.

Higher-level thinking skills are important across disciplines. Studies have concluded that: **"Tasks need to be set up that model and give students practice in activities that involve making connections between related pieces of information and identifying implications and potential differences and contradictions. . . . Restricting the intellectual complexity of tasks . . . [especially for struggling readers] results in a progressive lowering of scores on tests of academic aptitude" (Nuthall, 1999, p. 337 as cited in Gunning, 2003, p. 435).**

You can enhance students' abilities to make generalizations and draw conclusions by teaching them to find evidence to support identified generalizations or conclusions.

One method involves using a graphic organizer to scaffold learning.

Find Handout 17. Initially, you supply the generalizations or conclusions in the text. Students use the text to find supporting evidence and complete the organizer.

This type of activity helps all students learn how generalizations can be made from ideas and information in expository text.

This concludes a sample of after-reading strategies that can be used with your students.

At your table, discuss the after-reading strategies and ideas presented today. Share other strategies and techniques that you use in your classroom. You have five minutes.

Allow 5 minutes.

Now, on Handout 9: "K-W-L Chart," list at least four after-reading ideas that you have learned.

Allow 2 minutes.

Reading and Writing Strategies in the Content Areas

"As teachers, it is important that we help children engage actively in reading and then apply strategies to learning new material so it will stay with them over the long term. Our instruction is only partially useful if what we teach is not retained . . . . By being consciously aware of what we do in the classroom, we can significantly enhance the long-term effects of our teaching"

—Blachowicz & Ogle, 2001, p. 227

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Reference: Blachowicz & Ogle, 2001
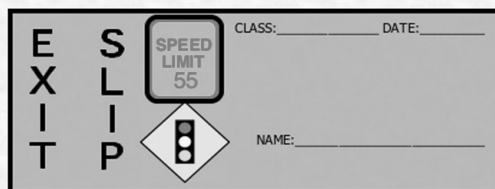
Reading and Writing Strategies in the Content Areas

As this workshop comes to an end, keep in mind:

"As teachers, it is important that we help children engage actively in reading and then apply strategies to learning new material so it will stay with them over the long term. Our instruction is only partially useful if what we teach is not retained. . . . By being consciously aware of what we do in the classroom, we can significantly enhance the long-term effects of our teaching" (Blachowicz & Ogle, 2001, p. 227).

Take a minute to review your K-W-L chart and reflect on the information that we have discussed during this session.

Find Handout 18.   This is a copy of the **exit slip** that we discussed earlier.

For our final activity, list three big ideas from this professional development session that you plan to incorporate into your content-area instruction.

Present your exit slip as you leave.

PARTICIPANT NOTES

UTCRLA

University of Texas Center for Reading & Language Arts
THE UNIVERSITY OF TEXAS AT AUSTIN
COLLEGE OF EDUCATION

Session Focus

To help sixth- through twelfth-grade teachers "open the door" to content-area learning through reading and writing

As content-area teachers, your "... responsibility is twofold: to teach skills unique to the subject matter and to teach students how to use reading and writing to learn subject matter content"

–Gunning, 2003, p. 3

University of Texas Center for Reading & Language Arts

Enhancing Learning Through Reading and Writing Strategies in the Content Areas (Revised)

Why Is Content Area Reading and Writing Important?

Because students who can read and write:

- Are better able to learn
- May learn more content
- Are on their way to becoming independent learners

The Importance of Reading and Writing

- Sixty percent of U.S. adolescents can comprehend specific factual information, but few have gone beyond the basics to advanced reading and writing

- Fewer than five percent of the students assessed could extend or elaborate the meanings of material they read

- Only six percent of twelfth graders can read at advanced levels

Narrative and Expository Texts

It is estimated that after students graduate from high school, ninety percent of their reading is to acquire information in expository texts and ten percent is for pleasure

Narrative text:

- tells a story
- is more familiar to students than the more complicated structures found in expository text

Why *Do* Many Secondary Students Struggle in the Content Areas?

- Difficulty of textbooks and other content-related materials that students are given to read
- Lack of familiarity with expository text structures

Expository or informational texts use facts and details to inform the reader about a topic

Meeting the Needs of Secondary Struggling Readers

Because of the nature of content-area textbooks, we must consider students who struggle with basic reading skills, as well as with the ability to read critically to analyze, evaluate, and synthesize information

Meeting the Needs of Struggling Readers:
A Resource for Secondary English Language Arts Teachers

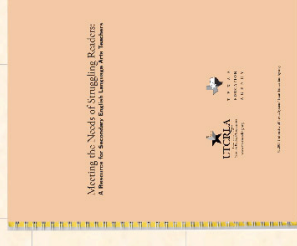## Different Types of Expository Text Structures

Teaching students about different types of text structures can help them better read and understand content-area texts more easily

Expository text structures include:

- Cause and effect
- Concept/definition
- Problem/solution
- Compare/contrast
- Position statement/support
- Goal/action/outcome

What Does Research Tell Us?

The National Reading Panel report identified studies that have shown that teaching students to use comprehension strategies before, during, and after reading can improve their understanding of texts

Some of the research-based strategies include:

- Monitoring comprehension
- Using graphic organizers
- Answering and generating questions
- Recognizing story structure
- Summarizing

Effective Instruction Activity

Meeting the Needs of Struggling Readers

- **Find Handout 5**
- **Write a short explanation in ten words or less for the assigned component(s)**

Meeting the Needs of Struggling Readers:
A Resource for Secondary English Language Arts Teachers

Metacognition

Metacognition—an awareness of mental functions, such as remembering, focusing attention, and processing information, or "thinking about thinking"

Metacognitive strategies include:

- Previewing and surveying text *before* reading
- Monitoring comprehension *during* reading
- Synthesizing, summarizing, and analyzing *after* reading

How Do Students Learn to Effectively Use Strategies?

Teachers:

- Demonstrate how to use a strategy
- Explain when and why to use it
- Show students how to use a strategy flexibly and selectively
- Show students what to do if they have difficulty using a strategy

Graphic Organizers

Help:

- Activate students' prior knowledge
- Organize information as students read and write
- Guide students as they reflect on and evaluate what they have read

Organizational Framework

BEFORE   DURING   AFTER   **READING**

When reading and writing are combined, students are given powerful tools to help them learn and assimilate new information

Pre-Reading Strategies

Include:

- **Preview, Brainstorm, and Predict (PBP)**
- **Anticipation guides**
- **Admit-exit strategy (quick writes)**
- **Vocabulary development**

K-W-L

Students use K-W-L graphic organizers to record:

- What they **K**now about a topic
- What they **W**ant to learn about a topic
- What they have **L**earned about a topic

What I **K**now	What I **W**ant to Know	What I **L**earned

Pre-Reading: Anticipation Guides

Anticipation guides can be used to:
- Activate prior knowledge
- Challenge beliefs or perceptions
- Identify misconceptions
- Pique students' interest in reading

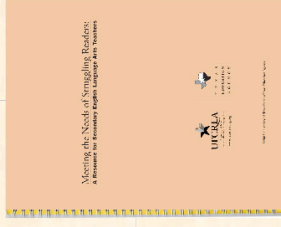## Pre-Reading:
Preview, Brainstorm, Predict (PBP)

Teachers:
- Model the strategy and complete the PBP chart
- Have students work in pairs to complete the chart as they finish reading the chapter or selection; provide support as needed
- Encourage students to use the strategy as they read independently

Pre-Reading: Vocabulary Development

"Teaching words well entails helping students make connections between their prior knowledge and the vocabulary to be encountered in the text and providing them with multiple opportunities to clarify and extend their knowledge of words and concepts during the course of study"

–Vacca & Vacca, 2002, p. 162

Meeting the Needs of Struggling Readers

Meeting the Needs of Struggling Readers:
A Resource for Secondary English Language Arts Teachers

What I **K**now	What I **W**ant to Know	What I **L**earned

K–W–L Chart

Pre-Reading: Admit/Exit Strategy

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During Reading: Think-Alouds

Include:

- Using background or prior knowledge
- Using context clues
- Rereading
- Summarizing
- Paraphrasing
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- Noting text structure
- Visualizing or picturing the text
- Making connections

During-Reading Strategies

Include:

- Think-alouds
- Say Something paired reading strategy
- Identifying main ideas

During Reading: Identifying Main Ideas

Meeting the Needs of Struggling Readers

"Finding Main Ideas" pp. 59-62

"Main Idea Record" pp. 65-69

Meeting the Needs of Struggling Readers

What I **K**now	What I **W**ant to Know	What I **L**earned

K–W–L Chart

During Reading: Say Something Paired Reading

- Students take turns reading paragraphs in a quiet voice
- Readers stop at the end of each paragraph and say something about what they have read
- They can ask a question, make a comment, restate or retell what has happened, summarize, or make a connection

After Reading:
Question-Answer Relationships

A range of questions that move from literal to inferential or higher-order thinking responses

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After-Reading Strategies

Include:

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- **Learning logs and journals**
- **Summarizing**
- **Cued retelling**
- **Making generalizations and drawing conclusions**

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- **"Somebody Wanted But So"**—focuses students' attention on the important information to include in a summary

  - *Somebody* is the who or the most important person or thing

  - *Wanted* refers to what that somebody wanted to do or accomplish

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  - *So* reminds students to include how the problem was resolved

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After Reading:
Learning Logs and Journals

- Encourage students to extend their thinking beyond literal and factual responses

- Promote sharing opinions, drawing conclusions, and conducting evaluations

Dialectic journals:

double-entry journal writing

After Reading: Making Generalizations and Drawing Conclusions

"Tasks need to be set up that model and give students practice in activities that involve making connections between related pieces of information and identifying implications and potential differences and contradictions . . . Restricting the intellectual complexity of tasks . . . [especially for struggling readers] results in a progressive lowering of scores on tests of academic aptitude"

—**Nuthall, 1999, p. 337 as cited in Gunning, 2003, p. 435**

What I **K**now	What I **W**ant to Know	What I **L**earned

K–W–L Chart

After Reading: Cued Retelling

Retelling is another after-reading strategy that can improve comprehension, as well as serve as a means for monitoring students' understanding of content-area text

Reading and Writing Strategies
in the Content Areas

"As teachers, it is important that we help children engage actively in reading and then apply strategies to learning new material so it will stay with them over the long term. Our instruction is only partially useful if what we teach is not retained . . . . By being consciously aware of what we do in the classroom, we can significantly enhance the long-term effects of our teaching"

—Blachowicz & Ogle, 2001, p. 227

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HANDOUTS

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Text Comparisons

Characteristics of Narrative Text	Characteristics of Expository Text
• Tells a story	• Informs, explains, or persuades
• Can be fiction or nonfiction	• Is nonfiction
• Typically features a beginning, middle, and ending	• May feature a variety of text structures to organize ideas: description, cause and effect, compare and contrast, sequences, problem-solution
• Focuses on story elements, including characters, settings, themes, conflict, plot, and resolution	• May be organized by means of text headings and subheadings, and contain graphics such as tables and charts
• Includes novels, short stories, legends, plays, science fiction, biographies, myths	• Includes textbooks, newspapers, brochures, Internet sites, biographies, journals, magazines, catalogs
• Often tells stories from children's and adolescents' viewpoints	• Often includes technical terms and content-specific vocabulary
• Can help students connect historical/realistic events to individual experiences (i.e., autobiographies and other nonfiction stories)	

Adapted from Texas Education Agency. (2002). *Comprehension instruction*. Retrieved June 25, 2002, from Texas Education Agency Web site: http://www.tea.state.tx.us/reading/products/products.html; Vacca, R. T., & Vacca, J. L. (2002). *Content area reading: Literacy and learning across the curriculum* (7th ed.). Boston: Allyn and Bacon.

Sample Text Selections

Selection A

The Depression Takes Hold

Soon the nation found itself in the midst of the Great Depression, a time of economic hardship that would last from 1929 to 1941. Economists have long debated the relationship between the Crash and the Great Depression. Some claim that the Crash caused the Depression. Others, however, argue that the Depression was a result of underlying problems in the American economy. The Crash, they argue, was merely a symptom of these deeper problems.

Selection B

For a moment the place was lifeless, and then two men emerged from the path and came into the opening by the green pool.

They had walked in single file down the path, and even in the open one stayed behind the other. Both were dressed in denim trousers and in denim coats with brass buttons. Both wore black, shapeless hats and both carried tight blanket rolls slung over their shoulders. The first man was small and quick, dark of face, with restless eyes and sharp, strong features. Every part of him was defined: small, strong hands, slender arms, a thin and bony nose. Behind him walked his opposite, a huge man, shapeless of face, with large, pale eyes, with wide, sloping shoulders; and he walked heavily, dragging his feet a little, the way a bear drags his paws. His arms did not swing at his sides, but hung loosely.

From *History of the United States: Volume 2, Civil War to the present* (p. 344). (1992). Boston: Houghton Mifflin; Steinbeck, J. (1937). *Of mice and men* (p. 2). New York: Bantam Books.

Reading and Writing Strategies in the Content Areas

Patterns of Expository Text Structures

Text Structures	Definition	Key Words and Questions
Concept/Definition (Description)	Use language to help the reader form images or visualize concepts and ideas	Descriptive details, words like *on*, *over*, *beyond*, and *within*, and descriptive adjectives What topic or concept is described? How is it described? How is it classified? What are some related words and ideas? What are some examples?
Goal/Action/Outcome (Time Sequence and Explanation/Process)	Present ideas or events in the order in which they happen; explain who is trying to do something, what they are trying to accomplish, and how	*First, second, before, after, finally, then, next, earlier, later, last* What is the goal? Who is trying to achieve the goal? What events happen? What is the sequence of events, steps, or procedures to follow? Which actions did not help achieve the goal? Why or why not?
Compare/Contrast	Discuss ideas, events, or phenomena, showing how they are similar and different	*While, yet, but, rather, most, either, like and unlike, same, as opposed to, as well as, likewise, on the other hand, although, the same, similarly, opposites* What is being compared and/or contrasted? How are things similar/different? What are the most important qualities that make them the same or different? What conclusions can you draw? How can you classify the terms/ concepts/ideas?

Reading and Writing Strategies in the Content Areas

Text Structures	Definition	Key Words and Questions
Cause and Effect	Provide explanations or reasons for phenomena	*Because, since, thus, so that, if…then, therefore, nevertheless, due to, this led to, as a result, then…so, for this reason, on account of, consequently* What happens? What causes it to happen? What are the most important elements or factors that cause it to happen? What is the result of these factors? Will the result always happen this way? Why or why not? How can factors change?
Problem/Solution	Identify problems and pose solutions	*Propose, conclude, a solution, the problem* or *the question, research shows, the evidence is, a reason for* What is the problem? Who has the problem? What is causing the problem? What solutions are tried? How is the problem resolved? What are problems that may result in the future?
Position Statement/Support	State an opinion, theory, or hypothesis and offer evidence to support it	*Propose, conclude, a solution, the problem* or *the question, research shows, the evidence is, a reason for* What is the opinion, hypothesis, theory, or argument? What are the valid reasons given to support it? Explain if you agree with the viewpoint or hypothesis presented. What credible evidence and data are presented?

Adapted from Beers, K. (1998). *Reading strategies handbook for high school*. Austin, TX: Holt, Rinehart and Winston; Buehl, D. (2001). *Classroom strategies for interactive learning*. Newark, DE: International Reading Association; Fountas, I. C., & Pinnell, G. S. (2001). *Guiding readers and writers.* Portsmouth, NH: Heinemann; Gunning, T. G. (2003). *Building literacy in the content areas.* Boston: Pearson Education.

Good Readers

Some Characteristics of Good Readers
• Know the purpose for their reading.
• Set goals for their reading.
• Note structure or organization of text and often create a mental overview or outline of the text.
• Activate and build background knowledge.
• Read words accurately and quickly, simultaneously dealing with meanings of words, phrases, and sentences.
• Connect one sentence to the meaning of other sentences.
• Approach reading confidently knowing that they can learn from, enjoy, and understand what they read.
• Interact with the text by asking questions about its content and reflecting on ideas.
• Are selective and focus attention on the parts of the text most closely tied to their reading goals.
• Make inferences and create mental images or visualize the words to help them understand text.
• Monitor their own comprehension.
• Use fix-up strategies when having problems comprehending.
• Discuss and apply what they have read.
• Summarize major points or events in text or even go to additional sources to find more information about a topic.
• Use a number of strategies before, during, and after reading consciously and unconsiously as they read to get meaning from text.
• Engage in metacognition or consciously and automatically select the appropriate comprehension strategies to use with a particular text.

Adapted from Texas Education Agency. (2002). *Comprehension instruction*. Retrieved June 25, 2002, from Texas Education Agency Web site: http://www.tea.state.tx.us/reading/products/products.html

Effective Instruction Activity

Instructional Component(s):

(1)_____

_____

(2)_____

_____

(3)_____

_____

Explanation of the Component(s) in 10 words or less:

(1)_____

_____

_____

_____

(2)_____

_____

_____

_____

(3)_____

_____

_____

_____

Reading and Writing Strategies in the Content Areas

Metacognitive Reading

Plan Before Reading	Monitor During Reading	Reflect After Reading
What is this text about?	Am I attaining my purpose?	Did I learn what I was supposed to learn?
What do I know about this? About the author?	How do I know I'm learning what I'm supposed to learn?	Has what I knew about this before I started changed? How?
How is this organized?	What are the important ideas? How do I know?	Can I put what I've learned in my own words?
What am I supposed to learn?	How is this related to what I already know?	How can I use what I've learned?
What are some key words about this?	If I'm not understanding, what should I do?	Do I need to learn something else about this?
What reading strategy should I use?		How can I do this better the next time?
How much time should I spend on this?		

Reading and Writing Strategies in the Content Areas

Graphic Organizers

Examples

Description Idea-Map

Topic: Biosphere
Supports life on Earth
Extends from the atmosphere to the bottom of oceans
Includes abiotic or non-living factors
Includes biotic or living factors

Sequence Idea-Map

Topic: Turning fractions into percents	
$1/8 = n/100$	Write a proportion
$1 \times 100 = 8 \times n$	Find the cross products
$100 = 8n$ $100/8 = 8n/8$	Solve the equation by dividing each side by 8
$1/8 = 12.5\%$	Record percent

Compare-Contrast Idea-Map

Topic: Carter Presidency		Topic: Reagan Presidency
Previous governor of Georgia	=	Previous governor of California
Christian ethos	=	Christian ethos
Battled recession	=	Battled recession
Democrat	≠	Republican
Narrow, surprise victory	≠	Landslide victory
Negotiated peace with USSR and SALT II talks	≠	Heightened tensions with Soviets New Cold War

Reading and Writing Strategies in the Content Areas

Description Idea-Map

Topic:

Sequence Idea-Map

Topic:
↓
↓
↓
↓
↓
↓

Compare-Contrast Idea-Map

Topic:		Topic:
	=	
	=	
	=	
	≠	
	≠	
	≠	

Examples
Cause-Effect Idea-Map

U.S. Involvement in World War I

Cause	Effect
Zimmerman telegram intercepted.	President Wilson calls for US to
German submarines sink US	enter World War I.
merchant ships. Russian revolution	Congress votes 4/16/17.
makes Russia acceptable ally.	

Problem-Solution Idea-Map

Problem	Solution
Evidence of high number of workers	Because of this, Congress
injured or killed from occupational	established OSHA in 1970.
hazards or accidents.	
High human cost and high	
economic cost.	

Reading and Writing Strategies in the Content Areas

Cause-Effect Idea-Map

Cause

Effect

Problem-Solution Idea-Map

Problem

Solution

Cause-Effect Graphic Organizer
Example

| Overexposure to UV radiation | **Effect (Result)** |

Why? → **Because**

| Depletion of the ozone layer | **Cause** |

Why? → **Because**

| Use of chlorofluoro-carbons in insulating foams and solvents | Use of pesticides such as methyl bromide | Use of methyl chloroform in industrial processes |

The use of ozone depleting substances in industry and elsewhere attacks the ozone and results in increased UV radiation reaching the Earth's surface.

Reading and Writing Strategies in the Content Areas

Cause-Effect Graphic Organizer

Effect (Result)

Why?

Because

Cause

Why?

Because

Summary

Cause and Effect
Example

Cause

Anorexia Nervosa

Effect

Severe weight loss or malnutrition

Effect

Severe fatigue/ physical exhaustion

Effect

Depression, irritability, sleep problems, withdrawal from friends and family

Reading and Writing Strategies in the Content Areas

Cause and Effect
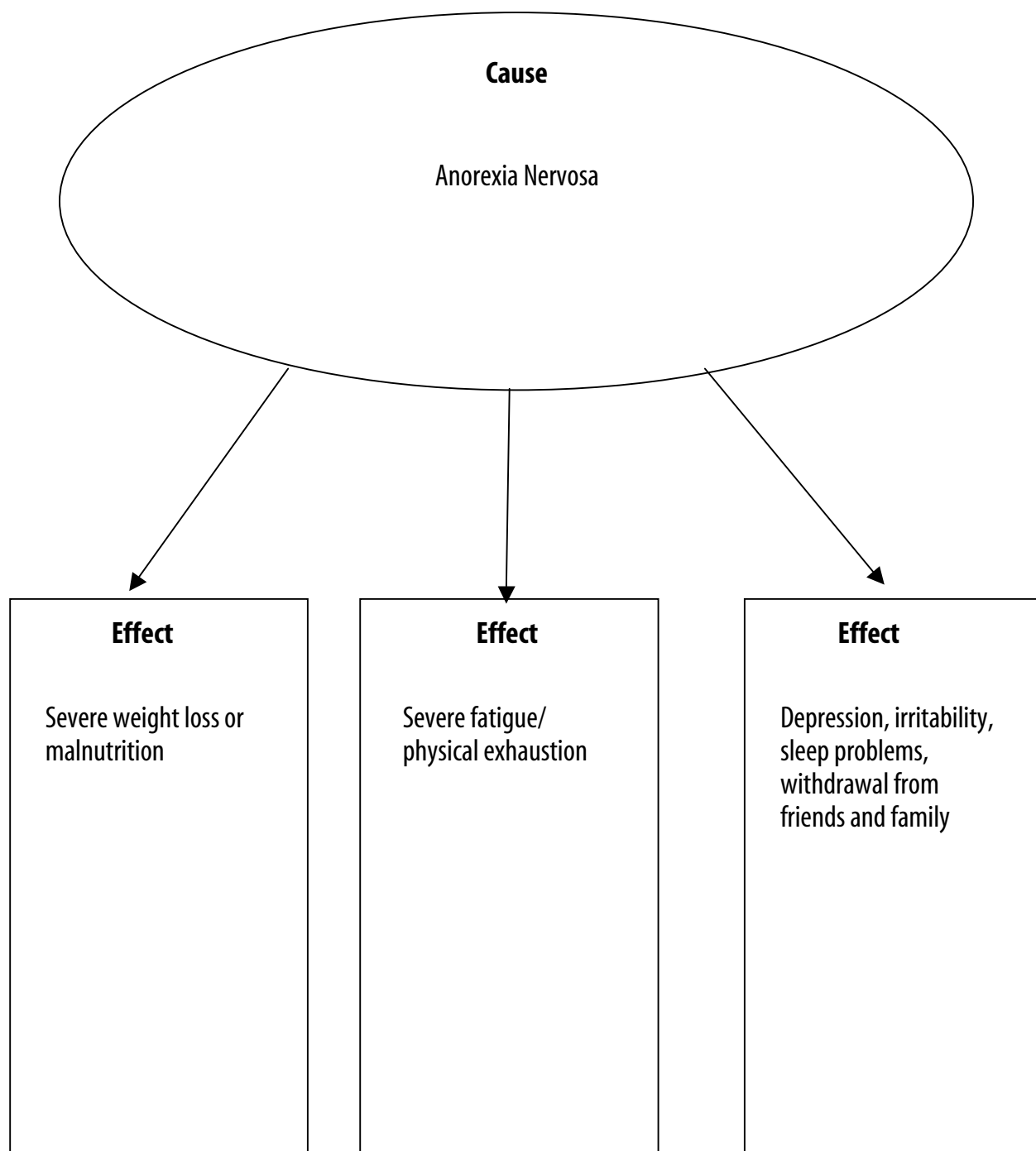
Cause

Effect

Effect

Effect
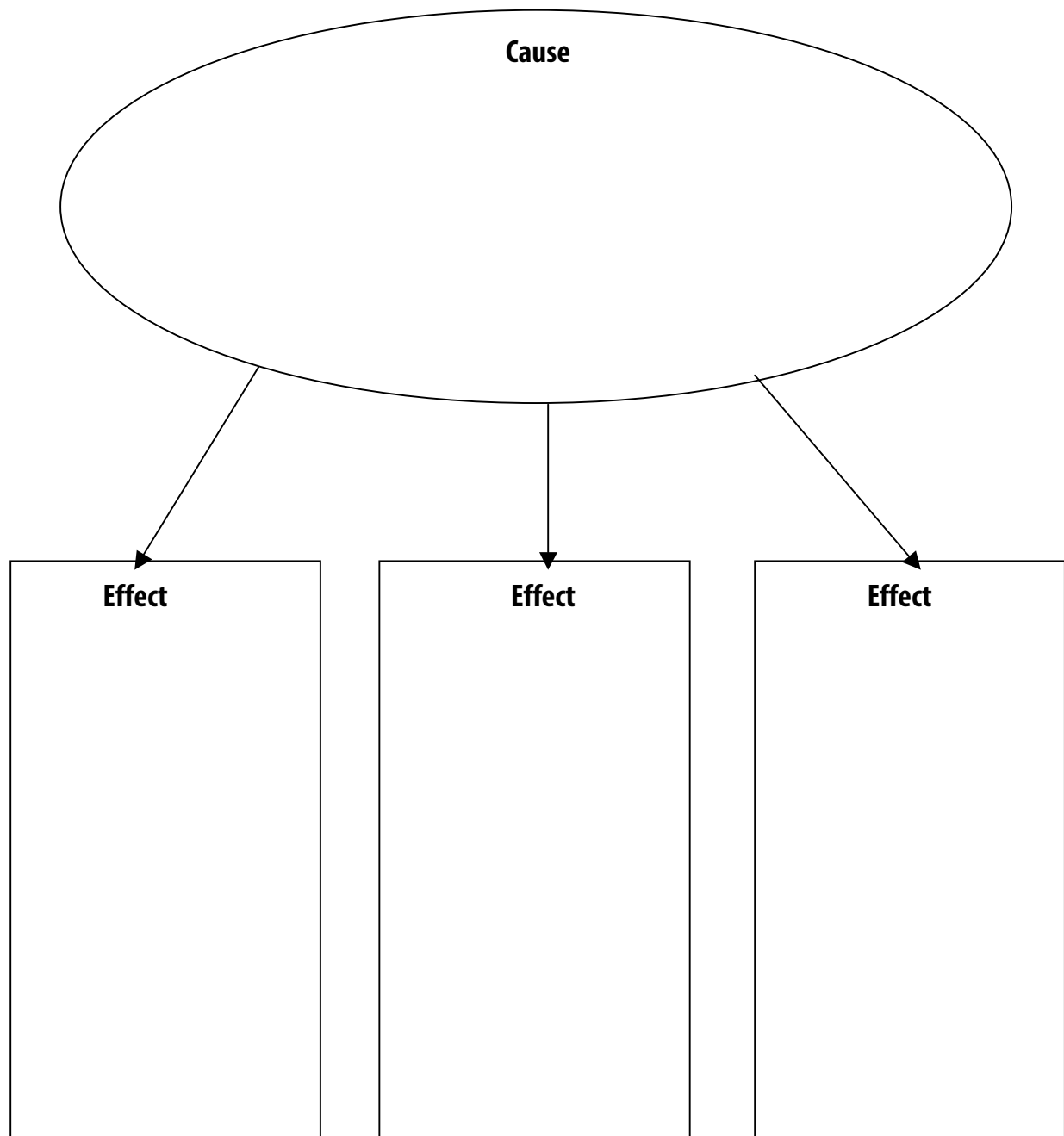
Compare-Contrast Matrix
Example

	Cigarettes	Alcohol
Reasons why people try	Peer pressure, popular advertisements geared toward youth	Peer pressure, to celebrate, and to feel more confident in social situations
Physical effects	Raises blood pressure, reduces anxiety, helps concentration, and reduces hunger	Affects speech, vision, judgment, reasoning, and muscular control
Long-term health effects	Damage to the lungs, heart, and circulatory system	Damage to the heart, pancreas, liver, and brain
Regulations/law	Individuals must be 18 years old to purchase cigarettes	Individuals must be 21 years old to purchase alcohol Driving under the influence (DWI) is a crime
Impact on society	Loss of lives to cancer, heart attacks, strokes, and other smoking-related diseases Economic cost of illness in workforce	Cost of rehabilitation Loss of lives to drunk-driving accidents and alcohol-related diseases Deterioration of relationships Economic cost of work absences

Reading and Writing Strategies in the Content Areas

Compare-Contrast Matrix

Problem-Solution
Example

Problem:

Black Thursday: Stock market crash of 1929 (October 23, 1929)

After a day of unprecedented drops in the stock market, panicked stock investors sold their stocks so as not to be left with worthless stocks.

Solution:
(Action Taken)

New York's bankers bought stocks back at a higher rate in order to stop the panic.
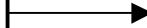
Results/Effects:

Within a few days, most bankers, afraid of what lay ahead, had again sold their stocks. The panic selling continued, deepening the crisis.

Reading and Writing Strategies in the Content Areas

Problem-Solution

Problem:

↓

Solution:
(Action Taken)

Results/Effects:

→

Sequence
Example

After conception, the fertilized egg divides repeatedly into a mass of cells.

↓

Heart and blood vessels form and sex organs develop.

↓

Bone formation occurs rapidly, and digestive organs begin to function.

↓

Reflex movements become more active, and sex organs are fully formed.

↓

Ears and nose begin to develop cartilage, and eyes and eyelids become fully formed.

↓

The cerebral cortex of the brain develops rapidly, organ systems function actively, and the fetus settles into position for birth.

Reading and Writing Strategies in the Content Areas

Sequence

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Adapted from Alvermann, D. E., & Phelps, S. F. (2002). *Content reading and literacy: Succeeding in today's diverse classrooms* (3rd ed.). Boston: Allyn and Bacon.

K – W – L

K What we know	W What we want to find out	L What we learned
Before reading the material, ask the students what they know or what they think they know about the topic of the unit, chapter, or lesson.	Ask the students what they want to find out while reading the material.	After reading the material and before completing the L column, confirm or deny the predictions in the K column. Complete the L column by writing the answers to the questions from the W column. After answering these questions, enter other pertinent information students have learned from the reading.

Adapted from Ogle, D. (1986). K-W-L: A teaching model that develops active reading of expository text. *The Reading Teacher, 39,* 564-570.

         Reading and Writing Strategies in the Content Areas

K – W – L
Example

K What we know	W What we want to find out	L What we learned
Plants come from seeds. Most plants germinate in soil. Cell division happens in seeds. Sunlight and water are needed for growth. Some plants live only one season; other plants die after a couple of years. Some live a long time.	If plants don't need soil to grow, what do they need? Besides sunlight and water, what other nutrients do they (seeds) need? What kind of reproduction happens in seeds? Are there any seedless plants?	Seeds often remain dormant before germinating. An annual completes its life cycle within one year. A biennial plant takes two years to grow flowers and produce fruits and seeds. A perennial lives for more than two years. Many seeds must be exposed to heat or cold and some to light so they can germinate. Cell division occurs in meristems located at the tips of shoots and roots.

Adapted from Ogle, D. (1986). K-W-L: A teaching model that develops active reading of expository text. *The Reading Teacher, 39,* 564-570.

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K – W – L

K What we know	W What we want to find out	L What we learned

Adapted from Ogle, D. (1986). K-W-L: A teaching model that develops active reading of expository text. *The Reading Teacher, 39,* 564-570.

Reading and Writing Strategies in the Content Areas

K – W – L – ?

Example

Math Lesson: Measures of Central Tendency

K I know	W I want to learn	L I have learned	?
I know that an average is a number that means "the usual" number.	Is "average" the same as mean, median, or mode? How can I figure these out? How do I figure a batting average for a baseball player?	I learned how to find the mean, median, and mode. Now, I know that "mean" and "average" mean the same thing.	I don't know when you would use a median or a mode.

K – W – L – ?

K I know	W I want to learn	L I have learned	?

Reading and Writing Strategies in the Content Areas

K – W – W – L

K I know	W I want to learn	W Where I can learn this	L I have learned

K – W – L Activity Chart
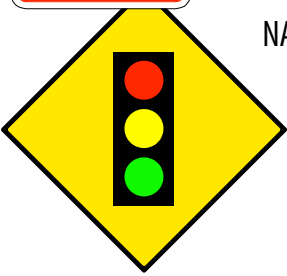
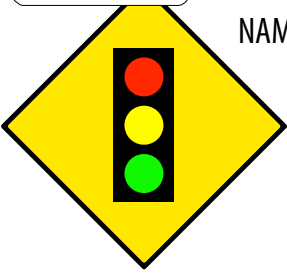| K **What we know**	W **What we want to find out**	L **What we learned**

Adapted from Ogle, D. (1986). K-W-L: A teaching model that develops active reading of expository text. *The Reading Teacher, 39,* 564-570.
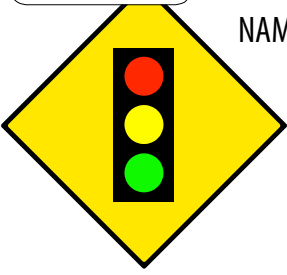
Preview/Brainstorm/Predict (PBP)

Directions: In the Predict column, write your predictions about the content of the text you are about to read. As you read, think about whether or not your prediction is accurate. While you are reading, put + if it is accurate or − if it did not appear in the text. After you have read, write any corrections, comments, or connections in the last column.

Predict	Accurate +/ Inaccurate -	Corrections/Comments/Connections

Reading and Writing Strategies in the Content Areas

A D M I T   S L I P

SPEED LIMIT 55

CLASS:_____ DATE:_____

NAME:_____

A D M I T   S L I P

SPEED LIMIT 55

CLASS:_____ DATE:_____

NAME:_____

A D M I T   S L I P

SPEED LIMIT 55

CLASS:_____ DATE:_____

NAME:_____

Reading and Writing Strategies in the Content Area

EXIT SLIP

SPEED LIMIT 55

CLASS:_____ DATE:_____

NAME:_____

EXIT SLIP

SPEED LIMIT 55

CLASS:_____ DATE:_____

NAME:_____

EXIT SLIP

SPEED LIMIT 55

CLASS:_____ DATE:_____

NAME:_____

Think-Aloud Directions
A Think-Aloud Is a Teaching Procedure to Model Reading Strategies

Another approach to helping students develop the metacognitive strategies that are essential for comprehending is to use a think-aloud approach. A think-aloud is a teaching strategy that makes the *invisible* process of reading *visible*. Teachers model the thinking processes that good readers use when reading.

Demonstrate metacognition by reading aloud

In the think-aloud procedure, the teacher reads aloud to the students while they follow along with their own copy of the selection. During the oral reading, the teacher models her own reading by describing what she is thinking as she reads.

These "think-alouds" may include such things as predicting what will happen next, conjecturing about what a scene or character looks like, changing predictions as the information or events develop, relating background experiences and knowledge that enhance meaning, relating what is being read to similar texts or events, rereading when information becomes confusing, using clues to predict, and delaying decisions when you are unsure. In brief, you are showing the students, through your talking, how you read and how you construct meaning.

Here are some suggestions that will make the think-aloud more effective:

- It is best not to prepare the piece ahead of time. Read as you do the first time. Of course, you will have to exaggerate some of the strategies.

- Enjoy the piece. Let your mind go. Get involved.

- Use the strategies but don't label them as you use them.

- Remember, what you are trying to do is think aloud so the students will be able to think along.

Have students identify metacognitive strategies

After you have read the piece aloud, ask students to tell you the kinds of things you were doing as you read. As the students describe the things you were doing, write them on the board using their own words. You don't need to tell them that they are identifying metacognitive strategies. All they need to know is that these are things that you do when you read—and that these strategies make the reading more interesting and help you to understand.

Here are the kinds of things that students identify when a teacher demonstrates a think-aloud:

- using things you already knew to make connections to ideas in the story;

- changing your mind about what was going to happen next;

- telling about things you knew about;

- telling what you thought it looked like;

Reading and Writing Strategies in the Content Areas

- not deciding right away;

- rereading some parts and going back when you are confused, need clarification, or can't remember something; and

- getting excited about the story.

This list is not meant to be exhaustive of all the possible strategies that you may use or students may identify. Different groups of students identify different strategies, and they use different phrases to convey their ideas. The goal is for students to identify metacognitive strategies good readers use.

The next step is to take the list of strategies and make a copy for each student to use the next time you use the think-aloud approach. You can have the students make check marks after each of the strategies you use as you read a second story. Following this second session, discuss with students the strategies they have checked on the list and whether they use any of the strategies when they read content area texts.

Get students to demonstrate the strategies

The next step is to ask students to volunteer to read aloud as you did and to use the think-aloud procedures to make the text interesting and to share with the class what they are thinking as they read. Students can listen for strategies and discuss the strategies that were used.

It is easy to move from this activity to paired reading where students can read aloud to each other and use the strategies. Students can also read to tape recorders and then listen to their reading to see how many of the strategies they are using.

Using think-aloud strategies can help students become strategic, metacognitive readers. The goal of the think-aloud procedure is to get students to internalize the process so they will use it when they read silently. The oral modeling of the process is to help them understand how good readers think as they read.

Outcomes of the think-aloud approach

Teachers who have used the think-aloud approach to develop metacognitive strategies have found that:

- Students change their view of reading. After becoming familiar with the approach, they see reading as a purposeful activity. They are more involved in actively building their comprehension.

- Verbalization skills increase. Students are more likely to engage in discussion about a particular story or article without the aid of written questions from teachers' manuals.

- Students have more opportunities for cooperative learning where they are developing an understanding of how to help each other in the learning process.

- Students become more independent as readers. They rely less on the teacher and more on their own thinking. Comprehension monitoring increases, and students are reassured that asking oneself questions while one reads is not only acceptable but is essential to real reading.

Adapted from Farr, R. (1992). Putting it all together: Solving the reading assessment puzzle. *The Reading Teacher, 46, 26-37*; Wilhelm, J. D. (2001). *Improving comprehension with think-aloud strategies*. New York: Scholastic.

Report to the Massachusetts Legislature

In 1843, Dorothea Dix wrote a report and delivered it to the Massachusetts Legislature describing conditions she had discovered about the horrible treatment of the mentally ill. Below are excerpts from the report, known as "the first piece of social research ever conducted in America."

Gentlemen…I come to present the strong claims of suffering humanity. I come to place before the Legislature of Massachusetts the conditions of the miserable, the desolate, the outcast. I come as the advocate of helpless, forgotten, insane, and idiotic[1] men and women; of beings sunk to a condition from which the most unconcerned would start with real horror of beings wretched in our prisons, and more wretched in our almshouses[2].

I proceed, gentlemen, briefly to call your attention to the present state of insane persons confined within this Commonwealth, in <u>cages, closets, cellars, stalls and pens, chained, naked, beaten with rods, and lashed into obedience.</u>

I offer the following extracts from my notebook and journal.

> Springfield: In the jail, one lunatic woman, furiously mad, a state pauper, improperly situated, both in regard to the prisoner, the keepers, and herself.
> Lincoln: A woman in a cage.
> Medford: One idiotic subject chained, and one in a close stall for seventeen years.
> Pepperell: One often doubly chained, hand and foot; another violent; several peaceable now.
> Brookfield: One man caged, comfortable.
> Granville: One often closely confined, now losing the use of his limbs from want of exercise.

Besides the above, I have seen many who, part of the year, are chained or caged. The use of cages is all but universal. In traversing the state I have found hundreds of insane persons in every variety of circumstance and condition, many whose situation could not and need not be improved; a less number, but that very large, whose lives are the saddest pictures of human suffering and degradation.

I give a few illustrations, but description fades before reality.

Men of Massachusetts, I beg, I implore, I demand pity and protection for these of my suffering, outraged sex…

Become the benefactors of your race, the just guardians of the solemn rights you hold in trust. Raise up the fallen, succor the desolate, restore the outcast, defend the helpless, and for your eternal and great reward receive the benediction, "Well done, good and faithful servants."

---

[1] idiotic-someone who is mentally ill

[2] almshouses-homes for poor people

From *Creating America: A history of the United States.* (2002). Geneva, IL: McDougal Littell.

Reading and Writing Strategies in the Content Areas

Report to the Massachusetts Legislature

In 1843, Dorothea Dix wrote a report and delivered it to the Massachusetts Legislature describing conditions she had discovered about the horrible treatment of the mentally ill. *(Dorothea Dix must have been a very determined woman because it was rare that females were allowed to address any all-male body of legislators in 1843—**Using prior knowledge***)

Below are excerpts from the report, known as "the first piece of social research ever conducted in America." *(Social research means that it was research conducted with people, rather than library resources, so she will probably provide examples and anecdotes—**Prediction based on prior knowledge***)

Gentlemen... *(It's an all male group, as I thought—**Confirming a prediction**)*

I come to present the strong claims of suffering humanity. I come to place before the Legislature of Massachusetts the conditions of the miserable, the desolate, the outcast. I come as the advocate of helpless, forgotten, insane, and idiotic[1] men and women *(Now let's look at the footnote. "Idiotic" in 1846 meant someone who was mentally insane, not "stupid" as we use the term now, so let me read that phrase again—**Using resources, rereading***)

(Rereads) I come as the advocate of the helpless, forgotten, insane, and idiotic men and women; of beings sunk to a condition from which the most unconcerned would start with real horror *("start" here means "react" or "respond" with horror—**Using context clues for multi-meaning words***)

of beings wretched in our prisons, and more wretched in our almshouses[2]. *(Using the footnote, I see that an almshouse is a home for poor people. It must not be a nice place because she says "wretched" twice—**Using resources, context clues, noticing author's style***)

I proceed, gentlemen, briefly to call your attention to the present state of insane persons confined within this Commonwealth, in <u>cages, closets, cellars, stalls and pens, chained, naked, beaten with rods, and lashed into obedience.</u> *(She wrote this with underlining to emphasize their condition. The way she describes it makes the treatment the worst of conditions—**Noticing author's style, making personal connections***)

I offer the following extracts from my notebook and journal. *(This is the social research aspect of examples—**Connecting to prior knowledge***)

Springfield: In the jail, one lunatic woman, furiously mad, a state pauper, improperly situated, both in regard to the prisoner, the keepers, and herself.

Lincoln: A woman in a cage.

---

[1] idiotic-someone who is mentally ill

[2] almshouses-homes for poor people

Medford: One idiotic subject chained, and one in a close stall for seventeen years. *(Let me reread that.)* One idiotic subject chained, and one in a close stall for seventeen years. *"Close" must mean small*—**Using context clues, rereading***)*

Pepperell: One often doubly chained, hand and foot; another violent; several peaceable now.

Brookfield: One man caged, comfortable.

Granville: One often closely confined, now losing the use of his limbs from want of exercise. *(The use of the list is simple and effective because it is so matter of fact*—**Noticing author's style***)*

Besides the above, I have seen many who, part of the year, are chained or caged. The use of cages is all but universal. In traversing the state *(I think "traversing" means traveling*—**Using similar word parts to determine meaning***)*

I have found hundreds of insane persons in every variety of circumstance and condition, many whose situation could not and need not be improved; a less number, but that very large, whose lives are the saddest pictures of human suffering and degradation. *(Yes, it means "traveling" because she went all over the state*—**Confirming meaning with context clues***)*

I give a few illustrations, but description fades before reality. *(She means that she has tried to describe the people and their conditions, but that her words can't truly describe the reality*—**Restating in your own words***)*

Men of Massachusetts, I beg, I implore, I demand pity and protection for these of my suffering, outraged sex. . . *(I'm confused. Is she talking only about women in this situation?*—**Asking yourself questions***)*

Become the benefactors of your race, the just guardians of the solemn rights you hold in trust. Raise up the fallen, succor the desolate, restore the outcast, defend the helpless, and for your eternal and great reward receive the benediction, "Well done, good and faithful servants." *(She uses that list of verbs: "raise, succor, restore and defend" effectively to call the men to action and ends with a benediction from the Bible which would have been effective at the time*—**Commenting on author's style***)*

From *Creating America: A history of the United States.* (2002). Geneva, IL: McDougal Littell.

Say Something:
A Comprehension Strategy

Students:

1. Select a partner.

2. Get a copy or copies of the passage you will read.

3. Decide how much you and your partner will read (e.g., one or two paragraphs) before you say something about the passage.*

4. The first partner reads aloud to the designated stop and then says something about what he or she has read.

5. The second partner reads aloud to the designated stop and then says something about what he or she has read.

6. Continue with this procedure until entire passage has been read.

7. Discuss the text as a whole class or complete another post-reading strategy.

*Note: What you say may include a personal connection (e.g. this reminds me of…), a summary, or a question about the text. Your partner can and will respond to you. The teacher's role is to circulate and listen to responses.

Adapted from Short, K. G., Harste, J. C., & Burke, C. (1996). *Creating classrooms for authors and inquirers.* Portsmouth, NH: Heinemann.

HOT ROD
Hand Over Text—Retell On Demand

Directions:

The teacher should model this process before asking students to read.

Each student has a copy of the text.

As partners, they decide on how they will take turns reading the text. With expository text, each should read no more than a paragraph at a time.

The text is read aloud; the student who is not reading listens and follows along in the text.

Steps :

1. Student take turns reading the text aloud one paragraph at a time.

2. After reading a paragraph, the student places his/her hand over the paragraph and retells the information in the text.

3. Then the partner repeats the process with the next paragraph.

4. The process continues until the complete text has been read.

Question-Answer Relationship Guide

Name(s) _____ Date _____

Reading Selection: _____

In The Book	In My Head
Right There	**Author and You**
The answer is in the text, usually easy to find. The words used to make up the question and answer are *RIGHT THERE,* in the same sentence.	The answer is not in the text. You need to think about what the author is telling you and what you already know.
Think and Search (Putting It Together)	**On My Own**
The answer is in the reading; however, you need to put together several pieces of information to find it. Words for the question and words for the answer are not found in the same sentence (sometimes, not on the same page). They come from different places in the reading.	The answer is not in the reading. You can even answer this question without reading the selection. You need to use your own experiences and prior knowledge.

Adapted from Moore, D. W., Readence, J. E., & Rickelman, R. J. (1989). *Prereading activities for content area reading and learning.* Newark, DE: International Reading Association; Raphael, T. E. (1982). Question-answering strategies for children. *The Reading Teacher, 38,* 186-190; Raphael, T. E. (1984). Teaching learners about sources of information for answering comprehension questions. *Journal of Reading, 27*, 303-311; Raphael, T. E. (1986). Teaching question-answer relationships, revisited. *The Reading Teacher, 39*, 516-522.

Textbook Selection

As far as we know, life exists only on Earth. Living things can be found in the air, on land, and in both fresh water and salt water. The biosphere is the portion of Earth that supports life. It extends from high in the atmosphere to the bottom of the oceans. This life-supporting layer may seem extensive to us, but if you could shrink Earth down to the size of an apple, the biosphere would be thinner than the apple's peel.

Many different environments, both aquatic and terrestrial, exist in the various regions of the biosphere. Each environment includes both living and nonliving factors that affect the organisms living there. All the living organisms that inhabit an environment are called biotic factors.

Different organisms are adapted for life in different parts of the biosphere. For example, the mountain goats . . . are adapted to climb on steep mountainsides and withstand freezing temperatures and strong winds. . . .

Ecology includes the study of features of the environment that are not living. Ecologists study how the nonliving factors in the environment affect living things. Abiotic factors are the nonliving parts of the environment. Examples of abiotic factors include air currents, temperature, moisture, light, and soil.

Abiotic factors can have obvious effects on living things and often determine which species can survive in a particular environment. For example, lack of rainfall can cause drought in a grassland . . .

From *Biology: The dynamic of life* (Texas ed., p. 56). (1998). Westerville, OH: McGraw-Hill.

Learning Log Responses to Reading

Read and respond to one of the reflection prompts below in your learning log (teacher or student chooses one from list).

Any passage or item that puzzles you

Any passage or items that intrigue you

Three (two, one) things you (dis)agree with

Three (two, one) new concepts and your definition of them

How this reading relates to _____ (your life, what we've been studying, etc.)

Two things this reading has in common with _____

What you think it would be like to live in _____

Your reaction to _____

Three things you think are important enough to discuss in class

A cause/effect flow chart

How you can use this knowledge in your own life

Something the reading reminds you of

What you think it means and why you think that

Why _____ is important

How the author of this reading made the passage easy or difficult to understand

Reading and Writing Strategies in the Content Areas

The Dialectical Journal

Dialectic (from the Greek *dialektike* – of conversation)

Definitions:
- a discussion and reasoning by dialogue as a method of intellectual investigation;
- any systematic reasoning, exposition, or argument that juxtaposes opposed or contradictory ideas and usually seeks to resolve their conflict;
- an intellectual exchange of ideas; or
- the dialectical tension or opposition between two interacting forces or elements.

WHAT is it?   Researchers in the physical sciences have long used a double-entry note-taking process as a method of recording and responding to field notes. Recently, the method has been adapted in other disciplines. It provides students with two columns which are in dialogue with one another, and allows them develop a method of critical reading as well as the habit of reflective questioning.

HOW is it done?   Students begin by drawing a line down the middle of their papers. The left column is used for traditional note forms of direct quotations and citations or summaries. The right column is used to make connections among facts or ideas in the left column of notes. As students keep taking notes, they should regularly reread previous pages of notes and comments, drawing any new connections from the right column and summarizing before starting another session of note-taking/note-making.

Sample page:

Note-taking	Note-making
Citation---------------------------- -------------------------------(p. *) Citation---------------------------- ------------------------------------ ------------(p. *) Quote from another page---------- ------------------------------------ --------------------------(p. *) Paraphrase ----------------------- ------------------------------------	Why did I include this? Why is this important? How does this relate to other readings we have done? Paraphrase this idea. Have I experienced anything like this? How is this meaningful to my own experience? How is the author confusing? Is this a contradiction? Where is the conflict?

WHY is this process important?

Students:
- learn to read more carefully and critically;
- become engaged with the subject matter—question it, agree with it, compare it to other issues and readings in the course, make connections;
- begin to "own" the new material as a result of trying to put the ideas of the course into their own words;
- begin to personalize the material of the course;
- come to see writing as a way of exploring and learning about a subject, rather than just a product to be judged;
- move from merely summarizing material into interpreting and evaluating material;
- get regular practice in sustaining and elaborating thinking as they explore and build on other students' perceptions; and
- begin to build a bridge between the 'expressive' writing they may do for themselves and the 'transactional' writing they must do for a larger, more objective academic audience.

Adapted from Berthoff, A. (1982). *Forming, thinking, writing: The composing imagination*. Upper Montclair, NJ: Boyton/Cook.

Cued Retelling

Directions:
Create a brief list of terms or ideas from content-area text that students will read.

Have students read the text individually or in pairs.

After reading, give one student the Cued Retelling sheet with the list of terms. The student without the sheet retells as much as possible from the selection in his/her own words. The student with the Cued Retelling sheet checks off the concepts mentioned in the **Free** column.

When the student is finished, if any of the concepts were not mentioned, the prompter reads the remaining terms and places a checkmark in the **Cues** column for those that the student can discuss.

Free	**Cues**	
_____	_____	Quakers
_____	_____	critics
_____	_____	equality of men and women
_____	_____	persecuted
_____	_____	1681
_____	_____	Charles II
_____	_____	"Penn's woods"
_____	_____	Frame of Government
_____	_____	against warfare with Indians
_____	_____	"city of brotherly love'
_____	_____	Delaware River

Another version of this process has students write down everything they can remember immediately after reading. Then in pairs, one student reads his or hers aloud; the other student fills in details. Both revisit the text to check the accuracy of their information.

Generalizations and Evidence
Example

1. Global warming continues to increase. _____

_____
Generalization

Sea level has risen 6-8 inches in the____   The third warmest year_____

last century; 1-2 inches_____   recorded to date was 2002, after

are from melting glaciers._____   1998 and 2000._____
      Evidence   **Evidence**

The trend of warmer temperatures

has accelerated in the past 20 years.
Evidence

2. Human activities are changing the composition of the Earth's atmosphere. _____

_____
Generalization

_____One-fourth of methane emissions   Fossil fuels account for 3/4 of__

_____are produced from livestock and__   humans' carbon dioxide_____

_____decomposition of animal manure.   emissions (i.e., power plants)__
      Evidence   **Evidence**

Deforestation has removed the main "cleaners" of the air, the_

trees which remove carbon dioxide._____
Evidence

Generalizations and Evidence

1. _____

_____
Generalization

_____   _____

_____   _____
Evidence   **Evidence**

_____

_____
Evidence

2. _____

_____
Generalization

_____   _____

_____   _____
Evidence   **Evidence**

_____

_____
Evidence

3. _____

CLASS:_____
DATE:_____

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Reading and Writing Strategies in the Content Areas
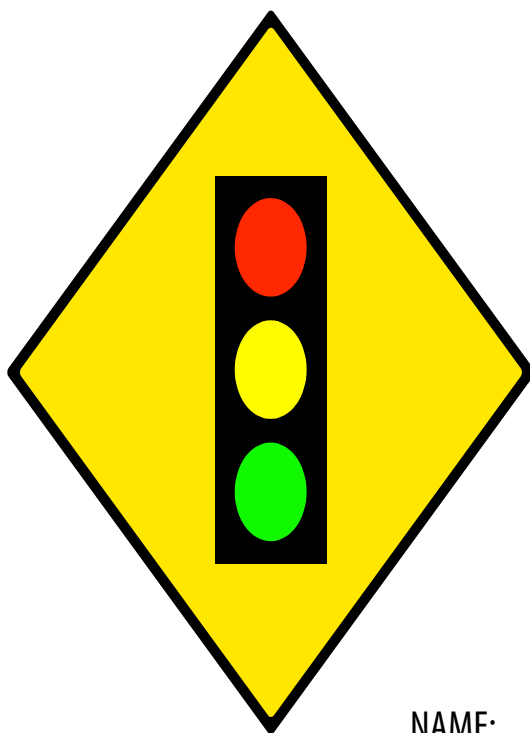
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