

# Ohio Literacy Conference for K-3rd Grade Teachers

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## **A-2** Simple Strategies for Teaching Reading Across the Content Areas (Gr. K-3)

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**Directions:** *List some of the things you do to help your students before, during, and after reading.*

Before	During	After

## Does Reading Level Matter?

- 1.
- 2.
- 3.
- 4.
- 5.

# WINDOWPANE

(Modify for your grade level and amount of content)

<b>Reading Level</b>	<b>Building Background</b>
<b>Modeling and Supporting Thinking</b>	<b>Questioning</b>
<b>Content Writing</b>	<b>Self-Awareness</b>

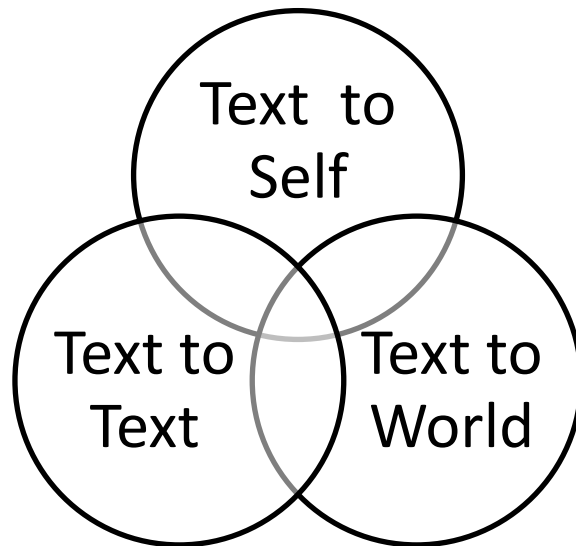
## Anticipation Guide

Statement	Agree	Disagree
Teachers ask approximately 40 - 60 questions per hour.		
It's more important to learn to read, than to read to learn at this grade.		
"I can lead a student to the content, but I can't make them learn."		
It's critical for a teacher to treat all of the students equally.		
My curriculum demands that I move on - whether the students have mastered the content or not.		

## Tony Stead's RAN Chart

<u><b>K</b></u>	<u><b>C</b></u>	<u><b>L</b></u>	<u><b>W</b></u>	<u><b>M</b></u>
What I know	What I clarified	What I learned	What I wonder	Misconceptions I had

# Making Connections



## Matching Headings

- Cut off the titles from newspaper articles, or titles and subtitles from informational text.
- Have students match the titles and subtitles with its text

## Guess the Covered Word

- Cover up words in the selection with Post-It Notes
- Write down student predictions and discuss effectiveness of cuing systems.
- Uncover the onset (up to the first vowel) and allow for more predictions.
- Uncover the word.

## Coding the Text

Create codes for the students to use, based on desired responses and characteristics of the assigned material. Codes may be symbols or letters, or students might color-code for certain text features.

Possible codes include:

? = I have a question about this

A = I agree with this

D = I disagree with this

! = Interesting or important point

C = Confusing

R = This reminds me of

## Summarizing Fiction

**SOMEBODY...**

**WANTED...**

**BUT...**

**SO ...**

**THEN....**

## Summarizing Non-Fiction

**Main Idea**

**Main Idea**

**Main Idea**

**+ Main Idea**

**Summary**

RAFTS are an Acronym for Writing

**R** Role

**A** Audience

**F** Format

**T** Topic

**S** Strong Verb

# *Text Features*

*We use these because they help to organize the text:*

**Table of Contents**  
**Index**  
**Bibliography**  
**Glossary**  
**Lists**

**Appendix**  
**Headings**  
**Sidebars**  
**Preface**  
**Subheadings**

*We interpret these because they inform us visually and graphically:*

**Maps**  
**Diagrams**  
**Photographs**  
**Pictures**  
**Cross-Sectionals**

**Charts**  
**Timelines**  
**Close-Ups**  
**Cutaways**

**Overlays**  
**Word Bubbles**  
**Tables**  
**Graphs**

*We notice these because they signal importance:*

**Captions**  
**Labels**  
**Italics**  
**Fonts**

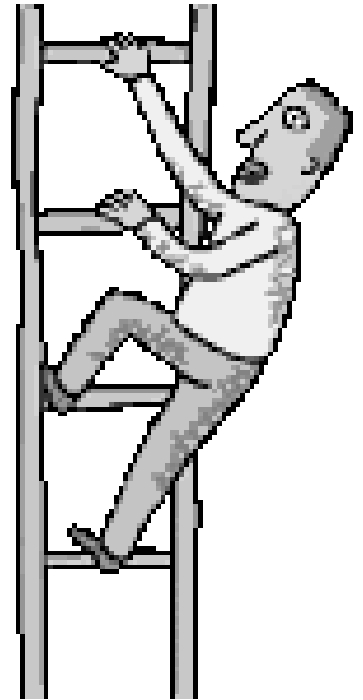
**Bullets**  
**Signal or Key Words**  
**Bold Print**  
**Color Fonts**

<b>Text Feature</b>	<b>Purpose of Feature</b>

# Questioning

## Why Teach QAR?

- The emphasis is on comprehension, not on simply labeling the questions.
- Students learn that each type of question require a different type of interaction with the text.
- Students are able to maintain their use of QAR strategies over time.
- Use of QAR with narrative text transfers when students read expository text.



## Types of Questioning

### *In The Book:*

**Right There**



**Think and Search**



### *In Your Head:*

**Author and You**



**On My Own**





Name: \_\_\_\_\_ Date: \_\_\_\_\_

While I was reading, how much did I use these “think-aloud” strategies?

<b>Strategy</b>	<b>Never</b>	<b>Sometimes</b>	<b>Often</b>	<b>Always</b>
Make a prediction				
Ask a question				
Clarify Something				
Make a comment				
Make a connection				
Figure out if I need to reread				
Ask myself if I understand what I've read				
Make mental pictures (visualize)				
Compare what is being learned now to what has been learned previously				

1. Based on the above table, what do I do most often?

\_\_\_\_\_

2. Why do I think I do that the most?

\_\_\_\_\_

3. What think-aloud strategy do I use the least?

\_\_\_\_\_

4. The next time I do a think-aloud, I will try ...

\_\_\_\_\_

5. Think-alouds help me because ...

\_\_\_\_\_

## LIST OF RELATED CITATIONS

### “Reading in the Content Area”

*Presented by Staff Development for Educators (SDE)*

Melissa Dickson

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### Websites

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[www.kaganonline.com](http://www.kaganonline.com)

[www.educationworld.com](http://www.educationworld.com)