

Reading Strategies

For Social Studies

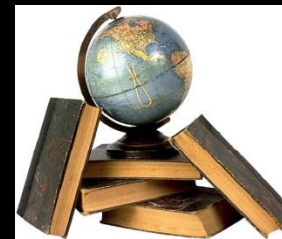
Teachers



INTRODUCTION

Reading is a gateway to the acquisition of knowledge and overall student success. For some years now there has been a great deal of emphasis on the use of formal literacy strategies to improve student reading. These strategies are especially important for younger learners as they “learn to read.” As students grow older; however, an increasing focus should be placed on students “reading to learn.” There is a great correlation between ‘content knowledge’ and reading gains and so the following presentation is created not with the understanding that the use of formal strategies will solve student reading difficulties but instead when used in concert with strong content instruction in the core areas literacy strategies can help students become better readers and will help them acquire important content knowledge. Click on the following link to read more on the necessity of strong academic knowledge to improve literacy: [Academic Background Knowledge](#).

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Before Teaching a Lesson...

- **Select the standards/benchmarks to be taught.**
- **Select content/theme of the lesson.**
- **Select strategies with which to teach the lesson such as comprehension patterns, inference and fact/opinion.**
- **Create the assessment for the lesson. Use an FCAT type of rubric where appropriate.**

When do I teach reading strategies???

- Before reading the text.
- While reading the text.
- After reading the text.



Before reading :

Set the purpose for reading the text.

- Use an anticipation guide, KWL or another pre-reading strategy
- Use predictions.
- Discuss the meaning of pertinent, subject-specific vocabulary.
- Determine what comprehension pattern(s) to look for in the selection.

Pre-reading Strategies

- **An anticipation guide is composed of 4 or 5 questions of a yes/no or true/false nature to which students predict the correct answer. These answers are confirmed or changed after reading the selection.**
- **A KWL chart lists what the students know before reading, what they want to learn from the selection and what they learned after reading.**

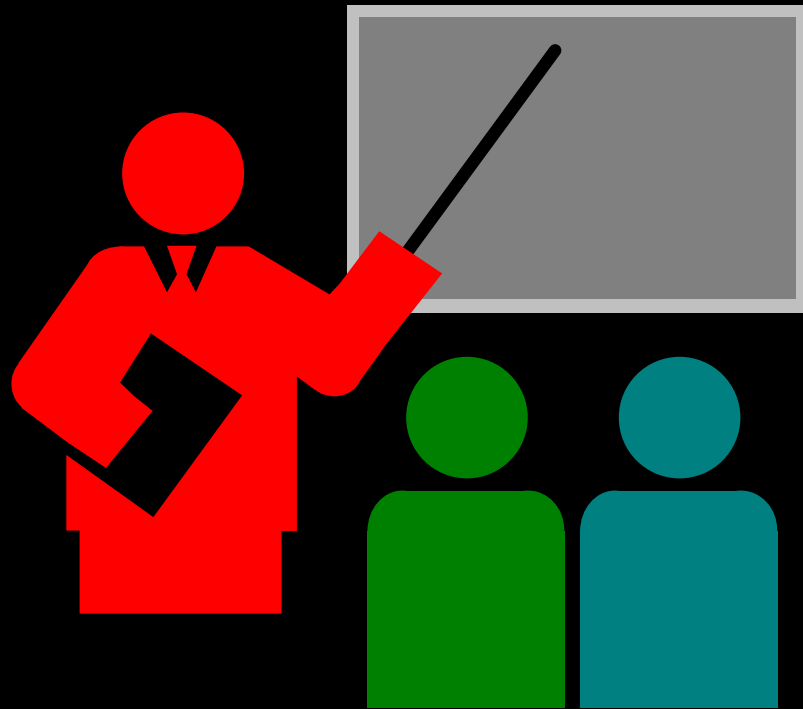
Pre-reading Strategies

- **Teacher introduces new vocabulary, discussing meanings including prefixes, suffixes, synonyms, antonyms, parts of speech, and categorizing the words.**
- **Before reading, student scans the selection for key words, pictures; then makes a prediction about the contents of the selection.**

Pre-reading Strategies

- **Teacher/students discuss the comprehension pattern(s) embedded in the selection:**
- **Main Idea(s) and Details; Compare and Contrast; Cause and Effect; Problem and Solution; Categorization; and Sequence.**

Pre-Reading Strategies



Example One

- World History
- World History Text: *English and The American Revolution*
- Section 1; *Civil War*

1. Vocabulary - divine right, James I, Stuart, Scotland, Mary, Queen of Scots, Puritans, dissenters, martial law, royalist, commonwealth, Charles I, Cavaliers, Roundheads, Ireland, Oliver Cromwell, monarchy, representative government, absolute power, Parliament, Henrietta Marie, civil war, Petition of Right, William Laud, Great Migration, National Covenant, Short Parliament, Long Parliament, Nineteen Propositions, Rump Parliament, House of Lords, Richard Cromwell

1A. Discuss the meanings of unfamiliar words. Have students put vocabulary into at least three categories of their choosing. After reading again re-categorize vocabulary. Compare with pre-reading example.



2. Anticipation Guide (yes/no questions)

- 1) James I was beheaded in the English Civil War.*
- 2) The Scots wanted to return their country to the Catholic Church.*
- 3) Oliver Cromwell was the leader of the Roundheads.*
- 4) Representative government was developed from the theory of “divine right of kings.”*
- 5) William Laud persecuted Puritans.*



3. After scanning the selected section, students will predict what comprehension pattern(s) pertain to the text. (*There are several*)

1) Compare and contrast the Cavaliers and the Roundheads.

2) Sequence the events that led up to the English Civil War.

3) What effect did Cromwell's government have on the English people (cause and effect).



4. Students will also scan pictures, maps and bolded text to set the purpose for reading.



Example Two

- Geography: Asia and the Pacific
- *The Cultures of Central Asia*

1. Vocabulary: *Kazakhstan, Kazaks, Central Asia, Communist, collectives, Silk Road, Samarkand, China, Europe, Islam, Islamic, Uzbekistan, Muslim, Soviet rule, Taskent, pollute, environment, steppes.*

1A. Discuss the meanings of unfamiliar words. Have students put vocabulary into at least three categories of their choosing. After reading again re-categorize vocabulary. Compare with pre-reading example

2. Anticipation Guide - (yes/no questions)

- 1. Kazakhstan is the largest country in Central Asia.***
- 2. Steppes are Asian forests.***
- 3. The Silk Road brought the people of Central Asia in contact with other Asian and European countries.***
- 4. The Muslim religion had the greatest impact on the culture of Central Asia.***
- 5. Collectives were large farms.***

3. After scanning the selected section, students will predict what comprehension pattern(s) pertain to the text:

1. What was the result of Soviet rule? (cause and effect)

2. Compare and contrast the economic activity of any two of the five central Asian countries. (compare and contrast)

3. What are some important facts about the “Silk Road”? (main idea and details)

4. Students will also scan pictures, maps and bolded text to set the purpose for reading.



Strategies During Reading - what students do while reading.

- **Confirm predictions.**
- **Use a think-a-loud.**
- **Read, cover, remember and retell.**
- **Students think about how the passage relates to them personally, to the world at large or to other texts.**
- **Think about what comprehension pattern fits the text.**

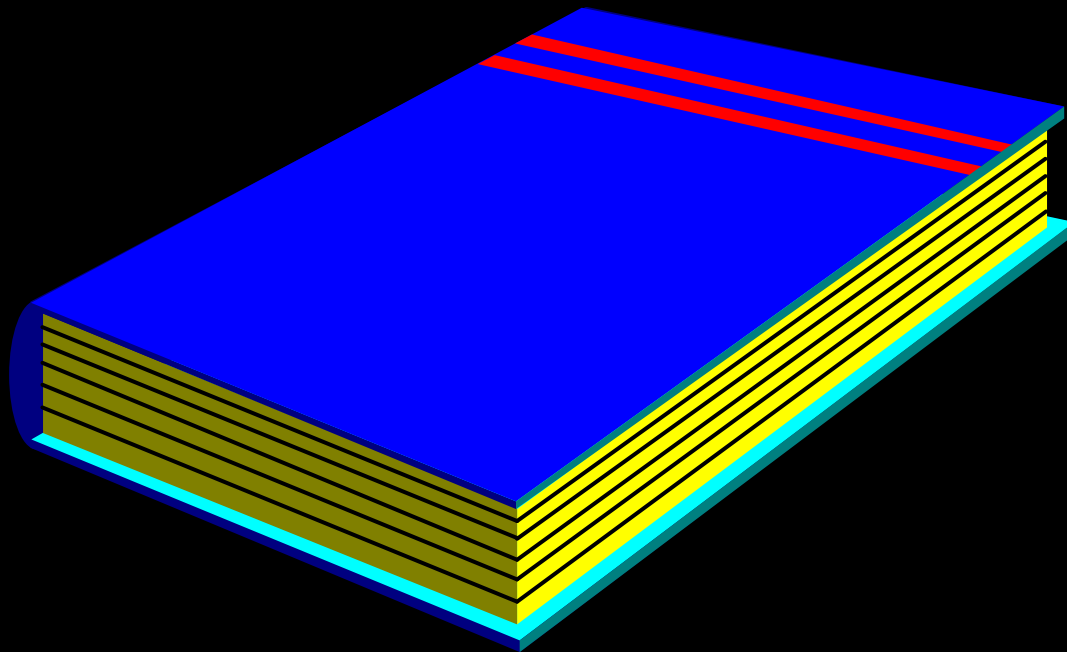
Strategies During Reading

- **Student confirms or changes predictions made during pre-reading scan of the passage.**
- **Teacher can demonstrate how to use a think-a-loud, which is expressing one's thoughts while reading.**
- **Read, cover, remember, retell. Read a paragraph or page. Student then covers the page and restates what he/she recalls. Students confirm reading partners.**

Strategies During Reading - continued

- **Student thinks about how information in the text relates to them personally - or something in their past experience. They can also connect information with other texts or other world situations.**
- **Student decides if comprehension pattern(s) selected in the pre-reading phase will help him/her with maximum understanding of the text.**

Strategies During Reading



Example One

- **World History**
- ***English and American Revolution***
- ***Section One: Civil War***

1. Check anticipation guide, predictions and pre-reading vocabulary categories. Then adjust predictions.
2. Students will use the strategy - read, cover, remember, retell - to read each subsection of Section One:

*Opposition to the Crown,
Charles Inherits the Throne,
Beginning of the Civil War,
English Civil War*



Example Two

- **Geography: Asia and the Pacific**
- ***The Cultures of Central Asia***

1. Check anticipation guide, predictions and pre-reading vocabulary categories. Then adjust predictions.
2. Students will use the strategy - read, cover, remember, retell - to read each subsection of Section Two:

*Introduction and Meeting Place of Empires,
Early History,
Under Soviet Rule,
The Challenge of Independence*



After Reading Strategies - how to retain important information.

- **Use Graphic Organizers**
- **Use Cornell Notes, Dialectic Notes, or Power Notes**
- **Summarize**
- **Evaluate information**
- **Synthesize information**

After Reading Strategies

- **Graphic organizers such as T-charts, Venn diagrams and webs organize and make sense of information after reading the text.**
- **Cornell notes and Power Notes are a powerful tool for helping students organize main ideas and important details in the text.**

After Reading Strategies - continued

- **After using a graphic organizer, Power Notes, or Cornell notes, students can write a summary paragraph to recap the important points in the text.**
- **Students can evaluate information about the text by using opinion-proof notes.**
- **Students can synthesize information from the text by comparing the information with previous knowledge or other texts.**

Strategies After Reading



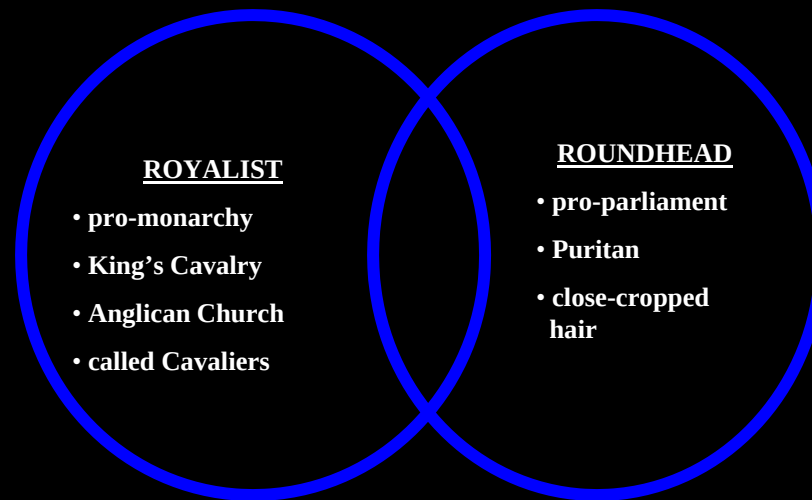
Example One

- World History; *English and American Revolution*
- *Civil War*

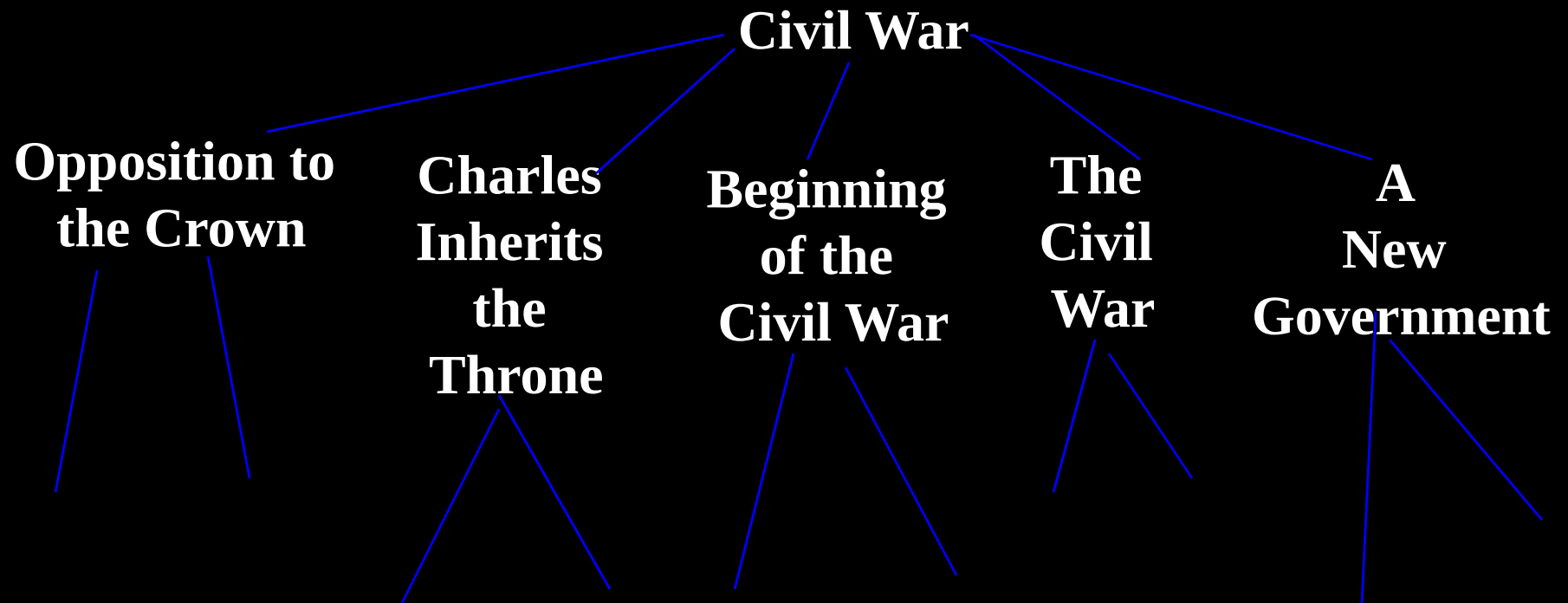


1. Compare and contrast the Roundheads with the Royalists.

Venn
Diagram



2. Create Power Notes to review Section One.



3. Create a summary of the chapter using the power notes as a guide.

4. How does the English Civil War compare with other religious/political struggles on the European continent? (synthesis)



5. What facts in the text support the opinion that the Commonwealth of Oliver Cromwell was in fact a theocracy?

<u>Opinion</u>	<u>Supporting Facts</u>
The Commonwealth was a theocracy	

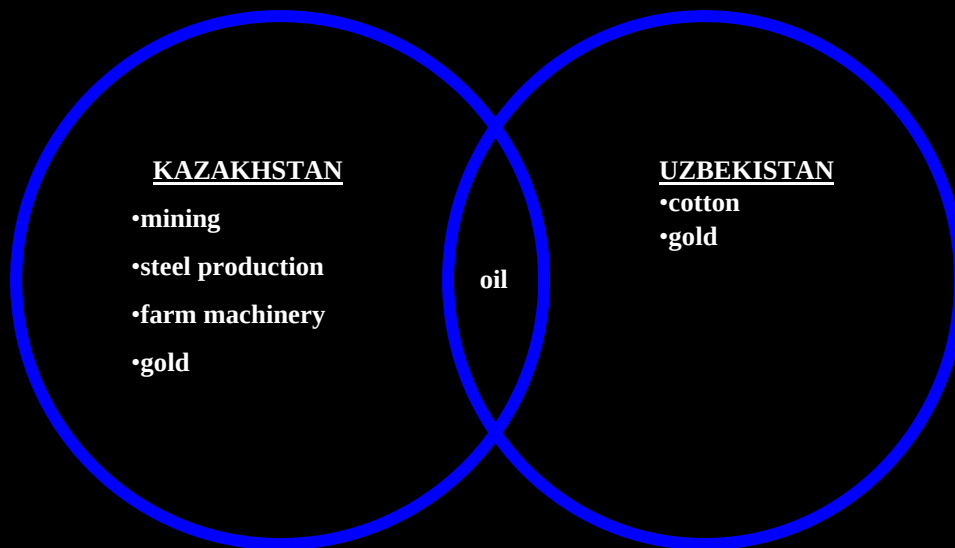


Example Two

- Geography: Asia and the Pacific
 - *The Cultures of Central Asia*

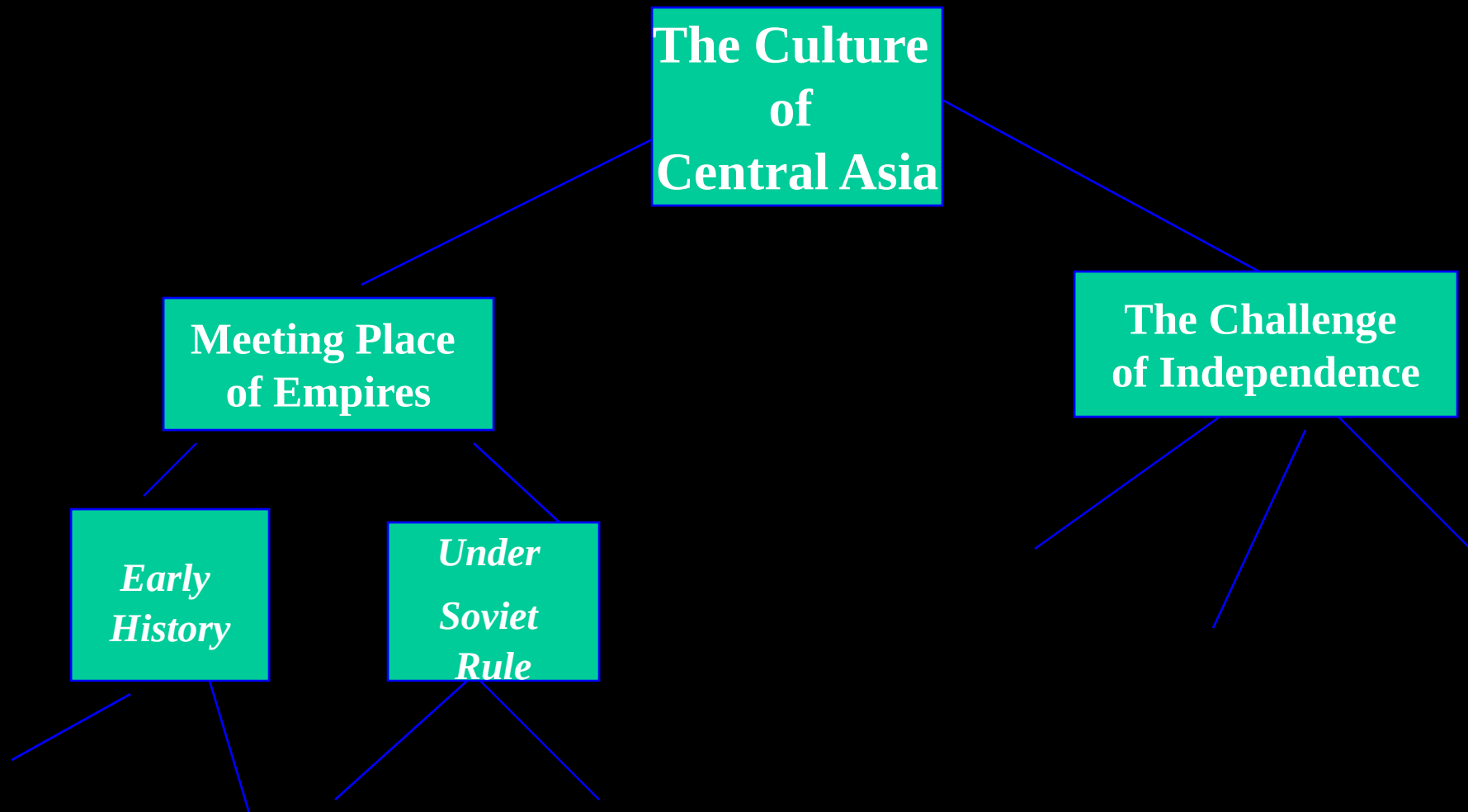


1. Compare and contrast the economic activity of Kazakhstan with Uzbekistan.



Venn
Diagram

2. Create Power Notes to review Section Two.



3. Create a summary of the chapter using the power notes as a guide.

4. Discuss the factors that made the Silk Road important to Central Asia.



5. What was the impact of Soviet rule on Central Asian countries?

Cause	Effect



The End

Click on the following link to view and/or download graphic organizers for classroom use: [Graphic Organizers](#)