



# **CONTENT AREA READING STRATEGIES FOR ELEMENTARY TEACHERS**

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# OUTCOMES FOR TODAY'S WORKSHOP

- I can identify ways to integrate reading strategies into my classroom lessons.
- I can select from strategies to use before, during, and after reading.
- I will have selected one strategy to use in my classroom this week.



“Content is *what* we teach, but there is also the *how*, and this is where literacy instruction comes in. There are an endless number of engaging, effective strategies to get students to think about, write about, read about, and talk about the content you teach.”

○ Rebecca Alber



# RESEARCH LINK / INTEGRATING LITERACY WITH CONTENT

“We should not overlook the obvious benefits of integrating literacy skills in the content areas. This approach produces stronger readers who possess a greater understanding of content knowledge. The benefits are found throughout the K-12 curriculum.”

John H. Holloway

Educational Leadership November 2002 | Volume **60** | Number **3**  
**Reading and Writing in the Content Areas** Pages 87-88



# RESEARCH – ELEMENTARY

- Valerie Akerson (2001) says “elementary students need to read, write, and communicate *about* something, and science can provide that purpose.”
- Yore, Craig, and Maguire (1995) notes that the reading process parallels the process of scientific inquiry: Both areas require skills in questioning and setting a purpose, analyzing and drawing conclusions, and communicating results.



## RESEARCH – GRADES 4-6

“When students had more opportunities to read and teachers integrated literacy instruction in the content areas, the result was increased reading comprehension, conceptual knowledge, problem-solving skills in science, and motivation to read.”

- Guthrie, J., Schafer, W., & Huang, C.(2001)



# TWO TYPES OF WRITING

## Narrative

The text tells a story.

The protagonist (main character) faces a problem and tries to resolve the problem.

There is a beginning, middle, and end.

There is a setting (time and location).

## Expository

The text is written to present information.

It uses one or more recognized text structures, such as compare-contrast, cause and effect, problem-solution, etc.



**ex·pos·i·to·ry**

ik'späzi,tôrē/

*adjective*

intended to explain or describe  
something.





# WHAT ARE SOME EXAMPLES OF EXPOSITORY TEXTS?

- At your table, brainstorm a few examples of expository writing that might be used in **your** classroom.



# EXPOSITORY TEXT STRUCTURES

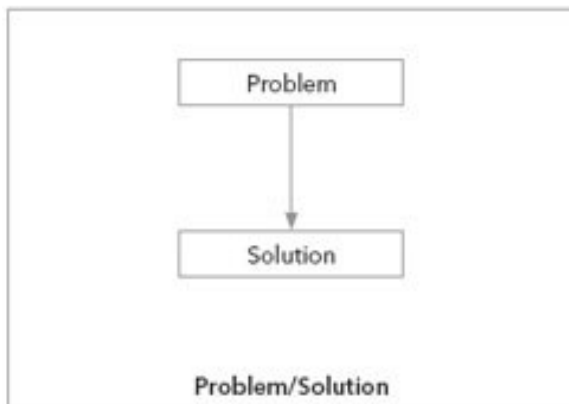
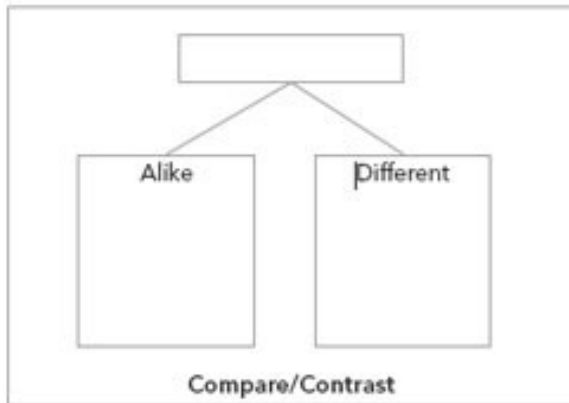
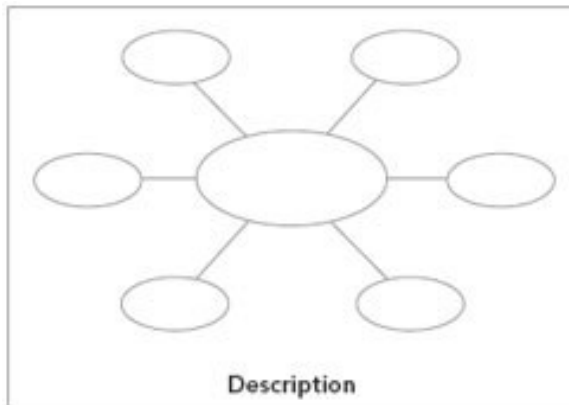
- **Description:** The author describes a topic.
- **Sequence:** The author uses numerical or chronological order to list items or events.
- **Compare/contrast:** The author compares and contrasts two or more similar events, topics, or objects.
- **Cause/effect:** The author delineates one or more causes and then describes the ensuing effects.
- **Problem/solution:** The author poses a problem or question and then gives the answer.



# TEXT STRUCTURES

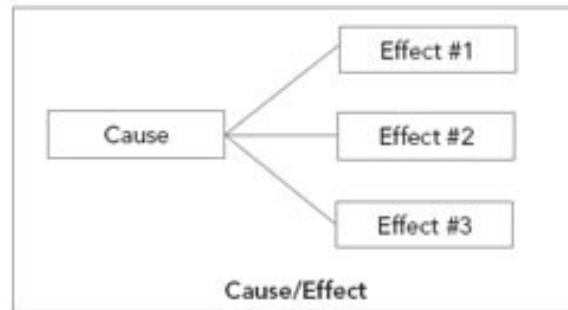
[www.cultofpedagogy.com/text-structures/](http://www.cultofpedagogy.com/text-structures/)





1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Sequence**

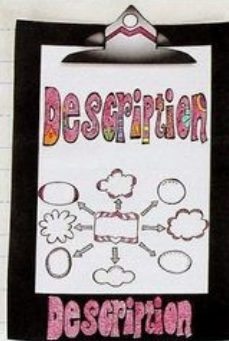


<b>Signal Words/Phrases</b>	
Description	for example, characteristics, for instance, such as, is like, including, to illustrate
Sequence	first, second, third, later, next, before, then, finally, after, when, later, since, now, previously
Compare/contrast	however, nevertheless, on the other hand, but, similarly, although, also, in contrast, different, alike, same as, either/or, in the same way, just like, just as, likewise, in comparison, whereas, yet
Cause/effect	if-then, reasons why, as a result, therefore, because, consequently, since, so that, for, hence, due to, thus, this led to
Problem/solution	problem is, dilemma is, if-then, because, so that, question/answer, puzzle is solved



# Nonfiction Text Structures

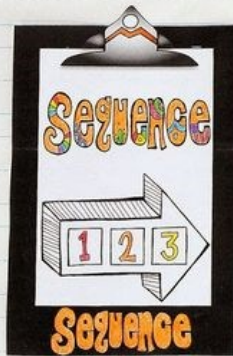
## Signal Words



- for instance
- for example
- moreover
- another
- too
- to illustrate
- furthermore



- Cause
- because
- effect
- therefore
- as a consequence
- as a result
- if... then
- due to
- reason
- since



- Dates in order (1876, 1889, 1917)
- first, second, third
- before
- after
- next
- finally
- last
- meanwhile

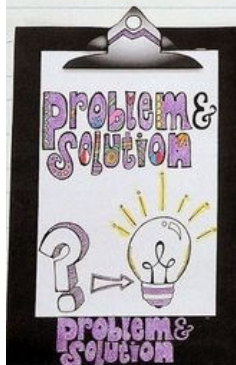


### Compare

- also
- as well as
- similar
- both
- like
- too
- same

### Contrast

- different
- however
- on the other hand
- unlike
- yet
- whereas
- although
- though



- problem
- dilemma
- solve
- solution
- because
- since

\*These paragraphs can begin with a description of the problem and its causes. If a solution is presented, it is a P&S paragraph!

# HOW IS READING A TEXTBOOK DIFFERENT FROM READING A NOVEL?

- Jot down a few ideas.
- Share with a partner.
- What Text Structure did you use?



# TEXT FEATURES

- Help students understand how particular content area texts are constructed to help them understand the information inside them.
- Spend time demonstrating how texts are physically structured on the page and how the layout can aid students in understanding the piece.
- Explore and discuss text features such as illustrations, captions, bold print, footnotes and text boxes.
- Assist students in becoming familiar and comfortable with the rhetorical formats used in content area texts. I.e. cause-effect, compare-contrast or sequencing.



# Text Features

**BOLD PRINT**

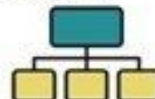
Colored Text

*Italics*

**BIG TEXT**

small text

Diagrams



Timelines



Highlighted Text

Pictures/Captions



Buses like this  
one take children  
to school.



Picking flowers  
to give to a sick  
friend is one way  
to help.



After picking  
apples, you can  
make apple pie.



Frogs live in wet  
habitats like this  
one.

- Bullets
- Bullets
- Bullets
- Bullets
- Bullets
- Bullets

Table of Contents

Frogs' Diet .....	3
Frogs' Habitat .....	5
Frogs' Physical Traits .....	7
Other Information .....	9

Index

amphibian ..... 2, 2, 5  
diet ..... 2, 5, 7  
frog ..... 7, 8, 9, 10  
habitat ..... 5, 9  
toad ..... 5, 9

Glossary

amphibian – (n) an organism that  
can live on land and in water  
frog – (n) an amphibian with smooth  
skin that lives in water more  
toad – (n) an amphibian with bumpy  
skin that lives on land more

Maps



Tables/Charts

	Frogs	Toads
Diet		
Habitat		
Physical Traits		

Graphs





# HOW TO READ A TEXTBOOK

- Start at the end of each chapter and lesson.
  - Go to the questions at the end and try to answer them.
  - Next, read the final summary of the chapter.
  - Look at the headings, subdivisions, and illustrations of the chapter.
  - Read the chapter introduction and learning goals.
- Read for Big Ideas.
- Read for Key Details.
- Break the text into manageable chunks.
- Take Notes.



# PLAN

## A TEXTBOOK READING STRATEGY

- **PREDICT** – Scan the text and look for the following information to make a “predictive map” of the text’s contents:
  - Bolded, italicized, or defined terms
  - Key people, places, or time periods
  - Charts, graphs, or any other visual representation of data
  - Headings, subheadings, or organizational titles
  - Examples
  - Summaries or study questions
- **LOCATE** – known and unknown info on the map by putting *question marks* by unfamiliar concepts and *check marks* by information you already know.
- **ADD** – words/phrases **AS YOU READ** to explain the concepts marked on your map
- **NOTE** – your new understanding. Create a learning log, write a summary, etc.



## FILL IN THE BLANKS

- Using the paragraph handout, fill in the blanks.



In the early 1860s, Alexander II issued the Emancipation Edict. This order freed millions of serfs. The Czar had the authority to enforce this order. Emancipation alone did not give the former serfs a new life. Decades of economic hardship and unequal rights continued. Alexander's plan was supported by many Russians.

- Think about how lack of prior knowledge affects new to country children.



# BEFORE

- Activate Prior Knowledge
- Brainstorm
  - Everything you know about...
  - Questions
  - List, group, label
- Use the Thieves, SQ3R, PQ3R, SQ4R
- Make Predictions
- Use Advance Organizers
- Preview Vocabulary
  - Word Walls
  - Teach word roots, prefixes, suffixes



# LIST GROUP LABEL

[http://www.readingrockets.org/strategies/list\\_group\\_label](http://www.readingrockets.org/strategies/list_group_label)



# Nonfiction Text Features

Book Title \_\_\_\_\_

Text Feature	Did you find it in your book?	If yes, what page?
Diagram		
Bold Word		
Map		
Caption		
Table of Contents		
Glossary		

These text features help us to understand the text and locate important information in our book!

# THIEVES

**T** title

**H** headings

**I** introduction

**E** every first sentence  
in each section

**V** visuals and  
vocabulary

**E** end-of-article or  
end-of-chapter questions

**S** summarize thinking





# SQ3R

Survey



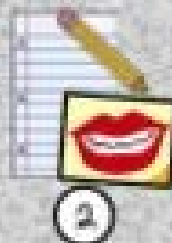
Question



Read

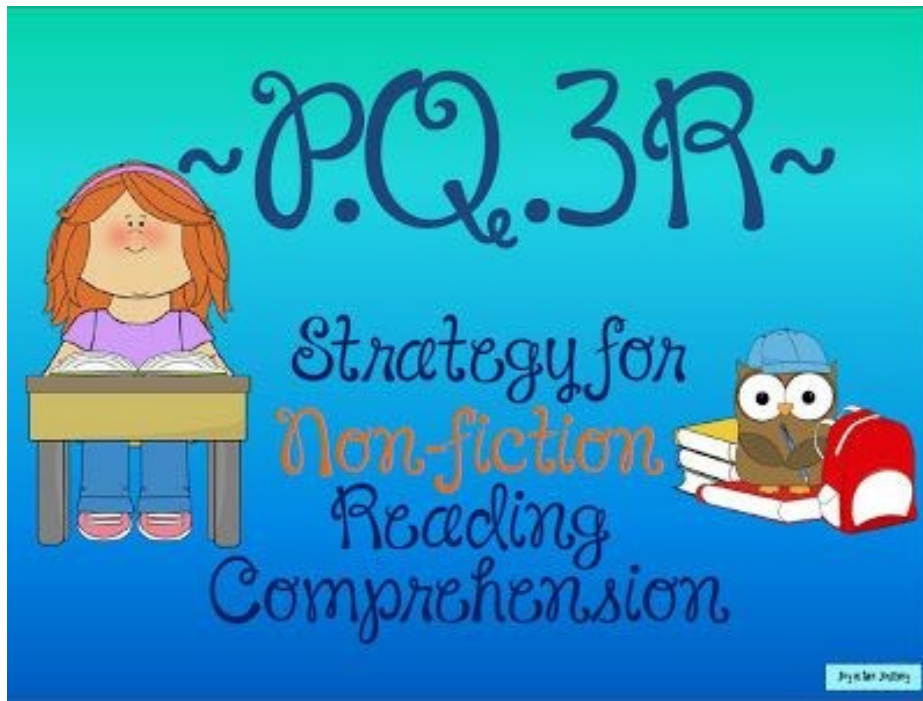


Recite



Review





Preview  
Question  
Read  
Recite  
Review



# SQ4R Method



## S=Survey

Briefly survey the chapter, noting the divisions, headings, tables and figures. Read the chapter summary.

This provides an overview of the chapter content and a framework for organizing the material.

## Q=Question

Turn each section heading into a question that you want answered. Also, try to guess questions that might appear on the exam.

## R=Read

Read the chapter, section by section, trying to answer your questions.

## R=Recite

Answer the questions and state the main points verbally. You may also write down the answers and key points for later reference.

## R=(W)Rite

First, write the question and then write the answer to the question using only key words, lists, etc.

## R=Review

Briefly look back over the material to assure that you have included all the main points.

Reflect on the meaning and application of the major points.



# DURING

- Think Pair Share (Think Write Pair Share...)
- 3-2-1
  - 3 things that are new to you
  - 2 things that you found interesting
  - 1 question you have
- KWL
- THC
- Use sticky notes to jot questions or point to important concepts
- Jigsaw Reading



# KWL AND THC

## ○ KWL

- What do you **K**now?
- What do you **W**ant to Learn?
- What did you **L**earn?

## ○ THC

- What do you **T**hink?
- **H**ow can we find out?
- What do we **C**onclude?



# Accountable Talk:

- I agree with \_\_\_\_ because...
- I sort of disagree with \_\_\_\_ because...
- Why do you think that?
- Where can I find that in the book?
- So, what you're saying is...
- Couldn't it also be that...?
- Can you explain what you mean?
- Can you tell me more?
- Can you give an example of that?



# PROVE IT!

ALWAYS  
CITE YOUR EVIDENCE  
TO STRENGTHEN YOUR POINT.

According to the text...

On page \_\_\_\_\_, it says...

The reason I think \_\_\_\_\_ is because...

An example from the text is...

I know this because...

The author states...

\_\_\_\_\_ proves that...

Based on what I read...

The author says \_\_\_\_\_ (pg. 45).

# READING IS THINKING!

## SUMMARIZE

Determine important ideas

"This was mainly about..."

## CLUES

FROM THE TEXT=

EVIDENCE

"I think this because..."  
"Because it says..., I think..."  
"Because I know... and it says..."  
"...I think..."  
"I can tell... because it says..."

## INFER

Use clues and what I know to make sense of my reading

"This probably means..."

## QUESTION

Ask questions as I read

"I wonder..."

## VISUALIZE

Create mental images of what I read

"In my mind, I picture..."

## CONNECT

Use what I know to better understand

"This reminds of..."

## PREDICT

Use clues to infer what may happen next

"I predict..."



TEACHER TRAP!





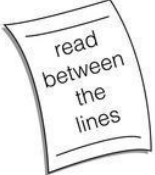



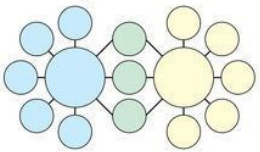

## AFTER

- Write and illustrate a children's book that illustrates the main points of this content.
- Using one of the Text Structures, write a one page summary of this chapter.
- Create a Tweet about this topic.
- Write and pass.
- Review Bingo.





# Reading Comprehension Strategies

<p>Re-read the Text</p> <p><b>more information = more understanding</b></p>	<p>Activate Prior Knowledge</p> 	<p>Use Context Clues</p> 
<p>Infer Meaning</p> 	<p>Think Aloud</p> 	<p>Summarize the Story</p> <p><b>Characters</b></p> <p>↳ <b>Setting</b></p> <p>↳ <b>Problem</b></p> <p>↳ <b>Solution</b></p>
<p>Locate Key Words</p> 	<p>Make Predictions</p> <p>think → pair → share</p>	<p>Use Word Attack Strategies</p> <p><b>rereading</b></p> <p><b>re · read · ing</b></p> <p>prefix   root   suffix</p>
<p>Visualize</p> 	<p>Use Graphic Organizers</p> 	<p>Evaluate Understanding</p> 



# Non-Fiction Reading Response

## Choice Board

<b>Interesting Fact</b> Explain the most interesting thing you learned from the reading and why it stood out for you. Be specific & reference the text.	<b>What I Learned</b> What are two new pieces of information that you learned from your reading?	<b>Opinion</b> What is your opinion on the topic you read about? How do you feel about the issue? Are there any moral issues present?
<b>Main Idea</b> What is the main idea of the text? In other words, what is the passage mostly about?	<b>Vocabulary</b> Pick 4 vocabulary words that either you don't know the meaning of or are important to understanding the text. Complete a Frayer Model card for each word.	<b>Details</b> What are 3 details from the text that support the main idea?
<b>Questions</b> After reading the article or selection, what are 2 questions you have that you could research to find more about?	<b>Visual Images</b> Choose a diagram, map, chart, graph or image that is important to the text. Draw the image & explain its significance to the text.	<b>Summary</b> Use who, what, when, where, and why to summarize what you read.

**Directions:** Choose 3 activities to complete by creating a tic-tac-toe and passing through the center. Use the attached templates, cut them out and glue them into your reading notebook.



NON-FCTION READ ALOUD REVIEW	
Name:	
Date: Book Title: Author:	Something I learned from today's reading:
A question about today's reading:	Today's reading reminded me of:
A non-fiction text feature my teacher shared today:	A think and search question from today's reading:
The best part from today's reading:	Something I would like to share with a partner:



NONFICTION BINGO				
HEADINGS	PHOTOS	CAPTIONS	TABLE OF CONTENTS	SIDE BAR
CAPTIONS	LABELS	TIME LINE	PHOTOS	GLOSSARY
SIDE BAR	TABLE OF CONTENTS	FREE 	DIAGRAMS	MAPS
TYPES OF PRINT	HEADINGS	INDEX	TYPES OF PRINT	LABELS
TIME LINE	DIAGRAMS	GLOSSARY	INDEX	CAPTIONS

From Page 3, [www.teachers.com](http://www.teachers.com)  
[www.teachers.com](http://www.teachers.com)





## SELECT A STRATEGY

- Review the strategies that were highlighted today.
- What strategy(ies) could be implemented this week in your classroom?
- Choose one strategy and think about which lesson you will use it with.
- Share with a partner.





# LINKS TO KEY RESOURCES

- <http://www.ascd.org/publications/educational-leadership/nov02/vol60/num03/Integrating-Literacy-with-Content.aspx>
- <http://www.readwritethink.org/classroom-resources/lesson-plans/>
- [http://www.valrc.org/resources/docs/MHS\\_Literacy\\_Strategy\\_Book.pdf](http://www.valrc.org/resources/docs/MHS_Literacy_Strategy_Book.pdf)
- <https://education.illinoisstate.edu/downloads/case/i/3-01-04-handout%20TextStructureResources%201.pdf>
- <http://www.readingrockets.org/strategies>

