Content Area Reading Strategies for Secondary Teachers

Karen Jacobson, MRVED

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

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)

RESEARCH – HIGH SCHOOL AND COLLEGE

Friend (2000/2001) observed powerful results with high school and college students who were instructed to include written summaries in their content-area reading. She discovered that students who had learned to **summarize** did significantly better than a control group on such measures as:

- identifying important concepts,
- excluding un-important concepts, and
- constructing the thesis of the article.

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

ikˈspäziˌtôrē/

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.
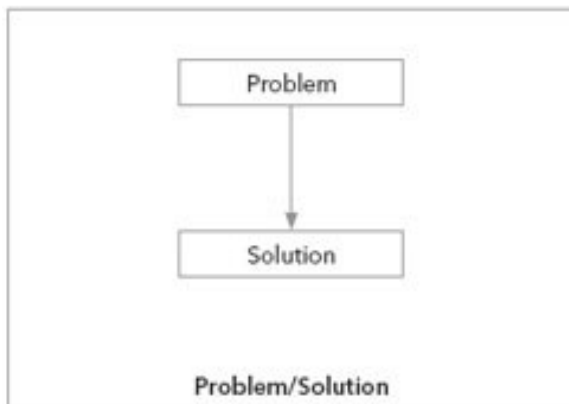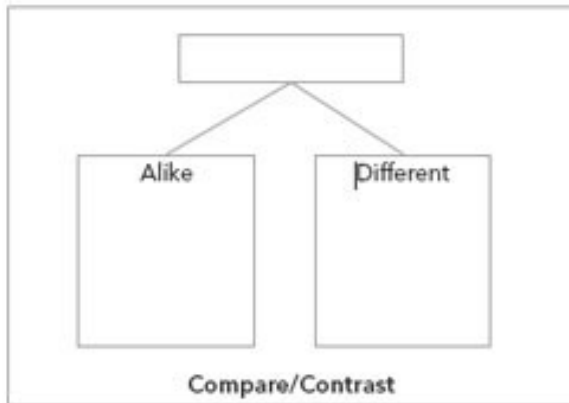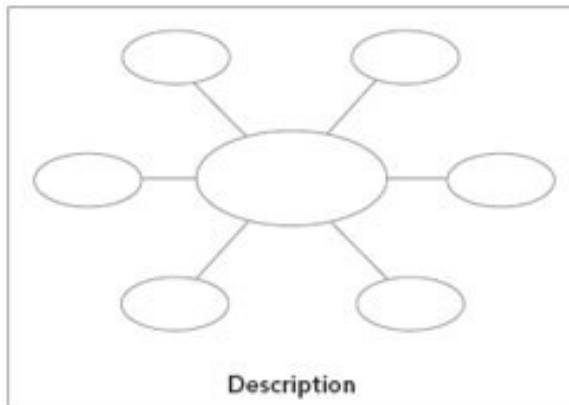
EXPOSITORY TEXT STRUCTURES

- **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.
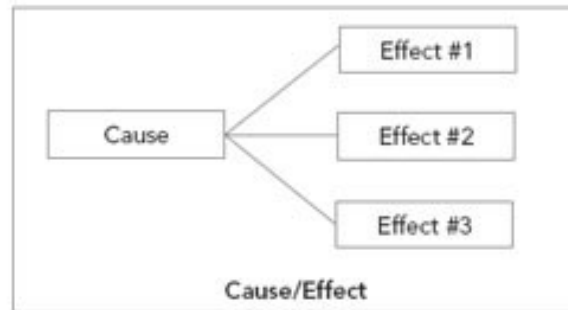
TEXT STRUCTURES

[Cult of Pedagogy: Text Structures](#)

Description

1. _____
2. _____
3. _____
4. _____
5. _____

Sequence

Alike | **Different**

Compare/Contrast

Cause	Effect #1
	Effect #2
	Effect #3

Cause/Effect

| Problem |
| Solution |

Problem/Solution

|	Signal Words/Phrases
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
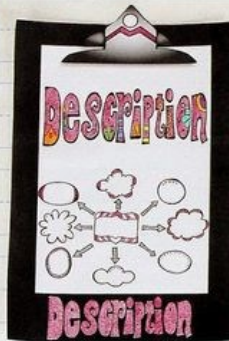
Description
- for instance
- for example
- moreover
- another
- too
- to illustrate
- furthermore

Cause and Effect
- cause
- because
- effect
- therefore
- as a consequence
- as a result
- if... then
- due to
- reason
- since
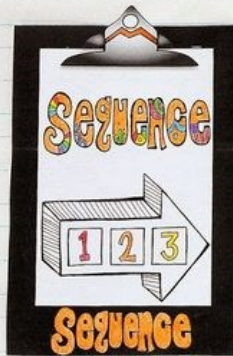
Sequence
- Dates in order (1876, 1889, 1917)
- first, second, third
- before
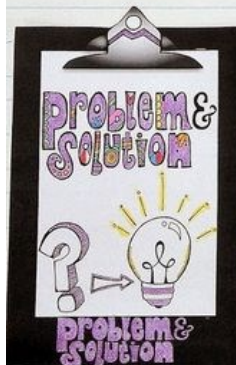- after
- next
- finally
- last
- meanwhile

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

Contrast
- different
- however
- on the other ha[nd]
- unlike
- yet
- whereas
- although
- though

Problem & Solution
- 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.
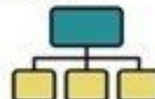
Text Features

BOLD PRINT	Colored Text

Italics	BIG TEXT small text	Diagrams	Timelines ⟷
Hightlighted 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 2,3,5
diet 2, 5 7
frog 7,8,9,10
habitat 5,9
toad 5,6

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

Florida - U.S.A.

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

- **P**REDICT – 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
- **L**OCATE – known and unknown info on the map by putting *question marks* by unfamiliar concepts and *check marks* by information you already know.
- **A**DD – words/phrases AS YOU READ to explain the concepts marked on your map
- **N**OTE – 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

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

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?

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.
- Non-fiction Reading Review
- Choice Board

NON-FCTION READING REVIEW

Name:

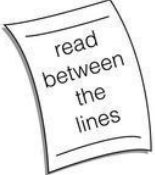| Date: Book/Chapter Title: Author:	Something I learned from today's reading:
A question about today's reading:	Today's reading reminded me of:
A non-fiction text feature my teacher shared today:	A think and search question from today's reading:
The best part from today's reading:	Something I would like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

Non-Fiction Reading Response
Choice Board

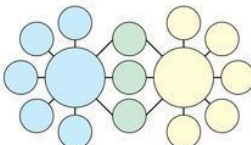| Interesting Fact	What I Learned	Opinion
Explain the most interesting thing you learned from the reading and why it stood out for you. Be specific & reference the text.	what are two new pieces of information that you learned from your reading?	What is your opinion on the topic you read about? How do you feel about the issue? Are there any moral issues present?
Main Idea	**Vocabulary**	**Details**
What is the main idea of the text? In other words, what is the passage mostly about?	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.	What are 3 details from the text that support the main idea?
Questions	**Visual Images**	**Summary**
After reading the article or selection, what are 2 questions you have that you could research to find more about?	Choose a diagram, map, chart, graph or image that is important to the text. Draw the image & explain its significance to the text.	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.

Use evidence from text !

Reading Comprehension Strategies

Re-read the Text **more information** = **more understanding**	Activate Prior Knowledge what do I already know about this?	Use Context Clues
Infer Meaning read between the lines	Think Aloud talk through it	Summarize the Story **Characters** → **Setting** → **Problem** → **Solution**
Locate Key Words	Make Predictions think → pair → share	Use Word Attack Strategies **rereading** **re · read · ing** prefix | root | suffix
Visualize	Use Graphic Organizers	Evaluate Understanding what did I learn?

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

- https://education.illinoisstate.edu/downloads/casei/3-01-04-handout%20TextStructureResources%201.pdf

- http://www.readingrockets.org/strategies