

# Reading in the Content Areas

# Objectives

- Review current research on adolescent literacy statistics
- Discuss the need for change in content areas
- Discover strategies to help struggling readers be successful in content areas
- Create a plan to incorporate reading to learn into your subject/school

# Why Reading and Writing are Important

- 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

# Various Types of Expository Text

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

# Meeting the Needs of 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.

# Attitudes and Beliefs

- If reading instruction is still needed, why can't it be taught in a separate class by a reading teacher?
- How can content area teachers be expected to have time to teach reading when most school districts have stringent policies that mandate teacher responsibility for students' (including mainstreamed students') mastery of content objectives?

# Think-Pair-Share

Based on the information presented thus far,

- Think about why we need to teach reading in the content areas.
- Pair with your partner(s) to generate a list of at least 3 reasons. See how many you can list.
- Share your responses with the group.

You have 3 minutes. GO!



# Why is it important to teach reading in content areas?

- Students are novice learners.
- Students must shift from one content area to another very quickly in a school day, and they have to make enormous adjustments.

# Why is it important to teach reading in content areas?

- Between 2000-2010, more than two thirds of all jobs will require some postsecondary education (Carnevale & Desrochers, 2003).
- The jobs requiring the most education and offering the highest pay are the fastest growing.

- Research indicates that skilled readers are efficient at sight-word recognition and decoding of new words.
- Beyond word reading, skilled readers rely on language and metacognitive skills to derive meaning from text.
- For readers to achieve a deep understanding, the material in a text must be integrated with their prior knowledge and experience with the topic.

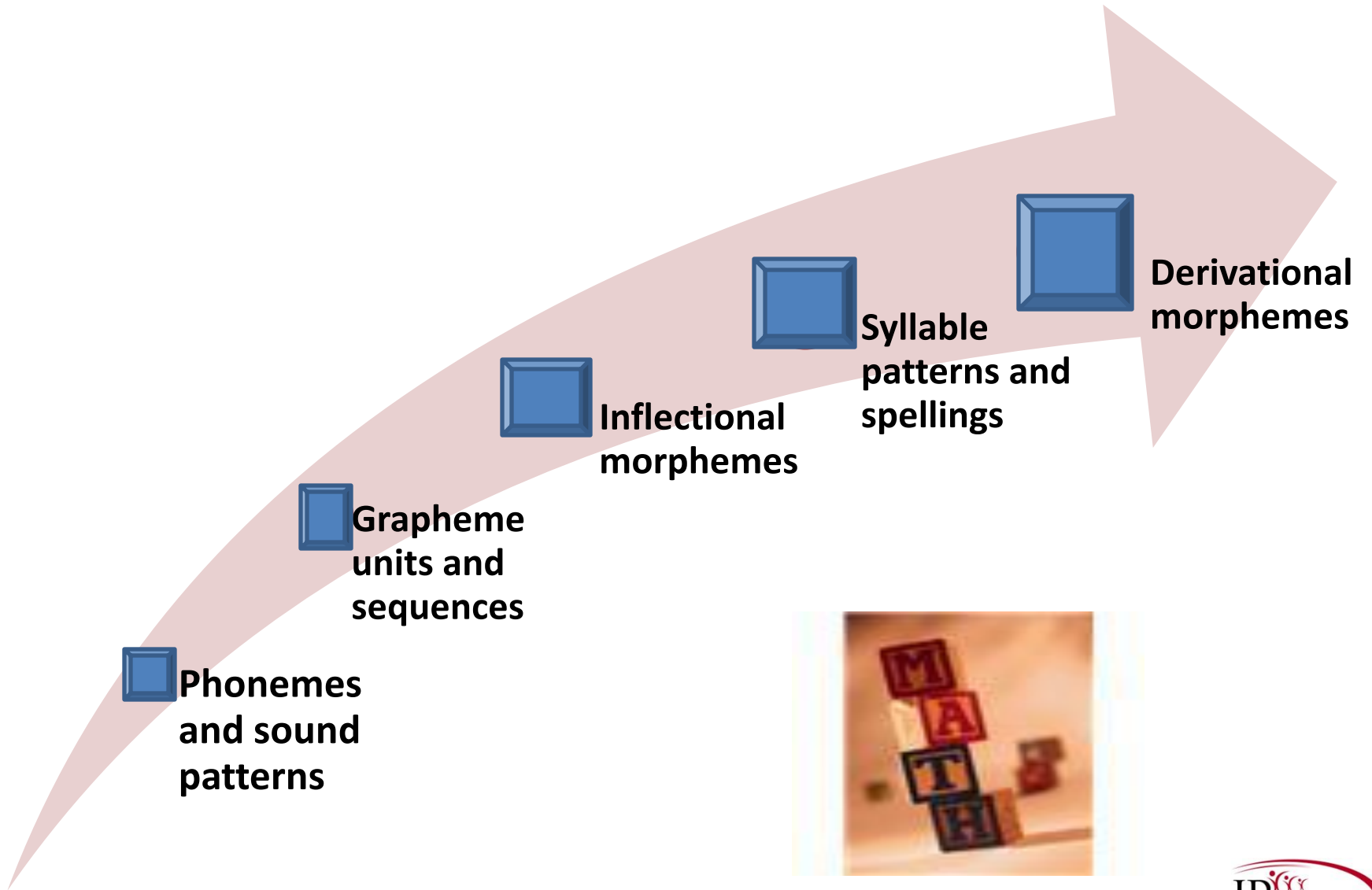
If we don't have this, then we must  
look at.....

- Decoding/Word Study  
(academic language deficit)
- Vocabulary
- In-depth Questioning

# Why Focus on Decoding Skills with Older Readers?

- ✘ National data show **that 4 out of 10 children** in a typical classroom will be slow and/or inaccurate in word-reading skills.
- ✘ ***Comprehension improvement is contingent upon students learning how to read the words accurately and fluently.***
- ✘ Children who can read the words accurately and fluently will also benefit from studying the structure of words; they may need less practice.

# Building Blocks in Learning to Decode



# Knowledge Survey

✧ How many phonemes are in the following words?

➤ sledge \_\_\_\_\_

➤ thrash \_\_\_\_\_

➤ though \_\_\_\_\_

➤ gnawed \_\_\_\_\_

➤ exit \_\_\_\_\_

➤ flung \_\_\_\_\_

# Sort These Words by the Last Sound

- invented
- matched
- blazed
- raved
- wilted
- differentiated
- suppressed
- impressed
- dissatisfied
- picked
- offended
- disagreed
- suffocated
- conferred



# THINK ABOUT IT!!! ...



- Students' acquisition of broad vocabulary and a rich base of background knowledge, and making meaning of text, **yield to more substantial and longer-term benefits-the product of years of systematic instruction.**
- Simply knowing words is not an all-or-nothing proposition: **It is a complex concept.** It is not the case that one either knows or does not know a word. Rather, ***“knowledge of a word should be viewed in terms of the extent or degree of knowledge that people can possess.”***

**(Beck & McKeown, 1991)**

*and...*

- **When all teachers in a school** focus on the same vocabulary and teach in the same way, that school has a powerful **comprehensive** approach.
- **When all teachers in a district** embrace and use the same comprehensive approach, IT becomes even more powerful.

# Comprehension Challenges

- Failure to make logical connections between propositions explicit
- Use of references that are ambiguous, distant or indirect
- The inclusion of information that is irrelevant to the main ideas
- Density of ideas within individual sentences.

“More and less competent adolescent readers will continue to struggle with both textbooks as well as primary source documents until explicit attention to text features, prior knowledge, vocabulary, comprehension monitoring and processes become routine practices in classrooms where students are expected to read in order to learn.”

Suggested citation: Lee, C.D., Spratley, A. (2010). *Reading in the disciplines: The challenges of adolescent literacy*. New York, NY: Carnegie Corporation of New York.

# Integrate Reading Instruction in Content

- Meet the needs of students with an array of reading abilities simultaneously.
- Teach all students to reason in the complex ways that the disciplines require.

# What can teachers do to help students become more strategic readers?

Spend more time –

- Observing
- Listening
- Diagnosing

# Check

List the three things from the previous slide that teachers can do to help students become more strategic readers. Share with your partner.

Go!

# What can teachers do to help students become more strategic readers?

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# General factors to consider when planning instruction and intervention.....NJCLD, 2008

- Target areas that are critical to reading & writing proficiency.....
- Combine strategy-based instruction with skill-based instruction.....
- Teach literacy strategies within context.....
- Provide clearly scaffolded & sequenced instruction.....
- Provide repeated opportunities.....
- Identify and incorporate strategies & tools.....
- Actively use student performance data.....

# What are the five most effective academic interventions?

- 1) Provide Explicit Vocabulary Instruction –
  - ✓ Explicit vocabulary instruction
  - ✓ Repeated exposure to new words
  - ✓ Sufficient opportunities to use
  - ✓ Provide students with strategies

# What are the five most effective academic interventions?

2) Provide direct and explicit comprehension strategy instruction –

- ✓ Select text carefully
- ✓ Show how to apply the strategies
- ✓ Appropriate reading level
- ✓ Use direct and explicit instruction
- ✓ Provide guided practice
- ✓ Talk about the strategies while teaching.

# What are the five most effective academic interventions?

3) Provide opportunities for extended discussion of text meaning and interpretation –

✓ Carefully prepare

✓ Ask follow-up questions

✓ Provide a track or discussion format

✓ Develop and practice “discussion protocol”

# What are the five most effective academic interventions?

4) Increase student motivation and engagement in literacy learning –

- ✓ Establish content learning goals
- ✓ Provide a positive learning environment
- ✓ More relevant experiences
- ✓ Conditions to promote higher reading engagement and conceptual learning

# What are the five most effective academic interventions?

- 5) Make available intensive individualized interventions for struggling readers that can be provided by qualified specialists –
- ✓ Use reliable screening assessments
  - ✓ Explicit instructional focus interventions
  - ✓ Provide interventions where intensiveness matches student needs

# Strategies or Techniques for Assisting Struggling Readers

- Think Alouds
- Anticipation Guides/Cues and Questions
- Bookmarks
- Vocabulary Trees
- Graphic Organizers

# Think Alouds

- Identify the occurrence of a comprehension problem
- Identify the comprehension problem
- Restate the difficult sentence or passage
- Look back through the text to find information that may provide a clue
- Look forward in the text for information that might help solve the comprehension problem



# Anticipation Guides

- What are they?
  - A brief set of questions
- When are they used?
  - Prior to the reading of the passage
- What are their purpose?
  - Help kids activate prior knowledge, make predictions, engage important issues that will surface in the reading, and enter a text thinking

# Anticipation Guides

## How do they work?

- Create a few (3–5) short questions or statements related to the text, using true/false, yes/no, or agree/disagree formats.
- Kids can go right into the selection after completing the anticipation guide.
- This is meant to be a brief get-ready activity—correct answers are not what it's about.

# Generalization of Cues and Questions

- Cues and questions should focus on what is important rather than what is unusual.
- Higher-level questions produce deeper learning than lower-level questions.
- Waiting at least three seconds before accepting responses from students increases the depth of answers.
- Questions are effective even before a lesson begins.

# Example of a Cues and Questions Activity

K (What I Know)	W (What I Want to Learn)	L (What I Learned)

# Example of an Anticipation/Reaction Guide

Response Before Lesson	TOPIC: Dinosaurs	Response After Lesson
	Dinosaurs are the most successful group of land animals ever to roam the Earth.	
	Paleontology is the study of fossils.	
	Human beings belong to the Cenozoic Era.	
	Most dinosaurs have Greek names.	
	Some dinosaurs are named for places in which their fossilized remains were found.	
	Dinosaurs ruled our planet for over 150 million years.	
	Dinosaurs had small brains	

# Example of a Blank Inquiry Chart

	Question Area 1	Question Area 2	Question Area 3	Question Area 4
What I Think				
Source #1				
Source #2				
Source #3				
Summary				

# Jazz Example of an Inquiry Chart

<b>Topic:</b> <i>Jazz</i>	<b>Q1:</b> <i>How did jazz music get started?</i>	<b>Q2:</b> <i>What kinds of music is jazz related to?</i>	<b>Q3:</b> <i>What are the basic elements of jazz?</i>	<b>Q4:</b> <i>How has jazz influenced other music?</i>	<b>Other important information</b>	<b>New Questions</b>
<b>What we know</b>	<i>African Americans New Orleans</i>	<i>Rock Music</i>	<i>Improvisation</i>	<i>Rock – Bruce Springsteen has instruments like saxophone</i>	<i>There are jazz clubs in New Orleans, Duke Ellington, Kenny G.</i>	
<b>Source 1:</b> <i>Book – A New History of Jazz (Shipton 2008)</i>						
<b>Source 2:</b> <i>American Heritage Magazine</i>						
<b>Source 3:</b> <i>website – <a href="http://www.allaboutjazz.com">www.allaboutjazz.com</a></i>						
<b>Summary</b>						

# Bookmarks

- What are they?
  - Piece of paper for keeping one's place in reading
  - Means for making brief notes or illustrations
- When are they used?
  - During the reading of the text
- Why use bookmarks?
  - They connect the material with the student's experiences or previously read material
  - They can promote any of the thinking strategies good readers use.



# Bookmarks

## How do they work?

- Model on an overhead, under an Elmo device, etc. what a bookmark might look like for a particular concept.
- Provide directions for what to place on the bookmark
- Have everyone practice reading a page of material and complete a bookmark using the directions. Then, compare the results.

# Example of a Bookmark

Front

"Fast Food Nation"

English 7<sup>th</sup> pd.  
11.22.02

## Response

While I was reading how they killed the cattle in these huge slaughterhouses it made me very sad. I also can't believe that they feed the cattle a lot of meat waste. That's very unsanitary. It was also sad to read about how thousands of workers get injured & even killed on this dangerous job. It's scary to know about E. Coli and other food-poisoning viruses out there.

## Important passage

Back

## Questions

Why do people work under these dangerous conditions?

Why don't they just close down F.F. restaurants that have ~~cases~~ <sup>cases</sup> of food poisoning?

Will they come up with a vaccine to help fight against food poisoning?

## Important Statistics

- Injury rate in a slaughterhouse is about 3x's higher than the rate in a typical American factory. pg. 172

FIGURE 2. Annotation of "The Story of an Hour" by Kate Chopin

She knew that she would weep again when she saw the kind, tender hands folded in death; the face that had never looked save with love upon her, fixed and gray and dead. But she saw beyond that bitter moment a long procession of years to come that would belong to her absolutely. And she opened and spread her arms out to them in welcome.

There would be no one to live for her during those coming years; she would live for herself. There would be no powerful will bending hers in that blind persistence with which men and women believe they have a right to impose a private will upon a fellow-creature. A kind intention or a cruel intention made the act seem no less a crime as she looked upon it in that brief moment of illumination.

And yet she had loved him—<sup>hmm!</sup> sometimes. Often she had not. What did it matter! What could love, the unsolved mystery, count for in face of this possession of self-assertion which she suddenly recognized as the strongest impulse of her being!

"Free! Body and soul free!" she kept whispering.

Josephine was kneeling before the closed door with her lips to the keyhole, imploring for admission. "Louise, open the door! I beg; open the door—you will make yourself ill. What are you doing, Louise? For heaven's sake open the door."

"Go away. I am not making myself ill." No; she was drinking in a very elixir of life through that open window.

the realization that she'd never see him alive again is finally hitting her.

← welcoming the unfolding future/ accepting his death.

feeling guilty

this is only the way humans function. It's always a love-hate relationship because we will never fully relate to someone else. More on this later.\*

glad he's dead, in a half-sies kind of way.

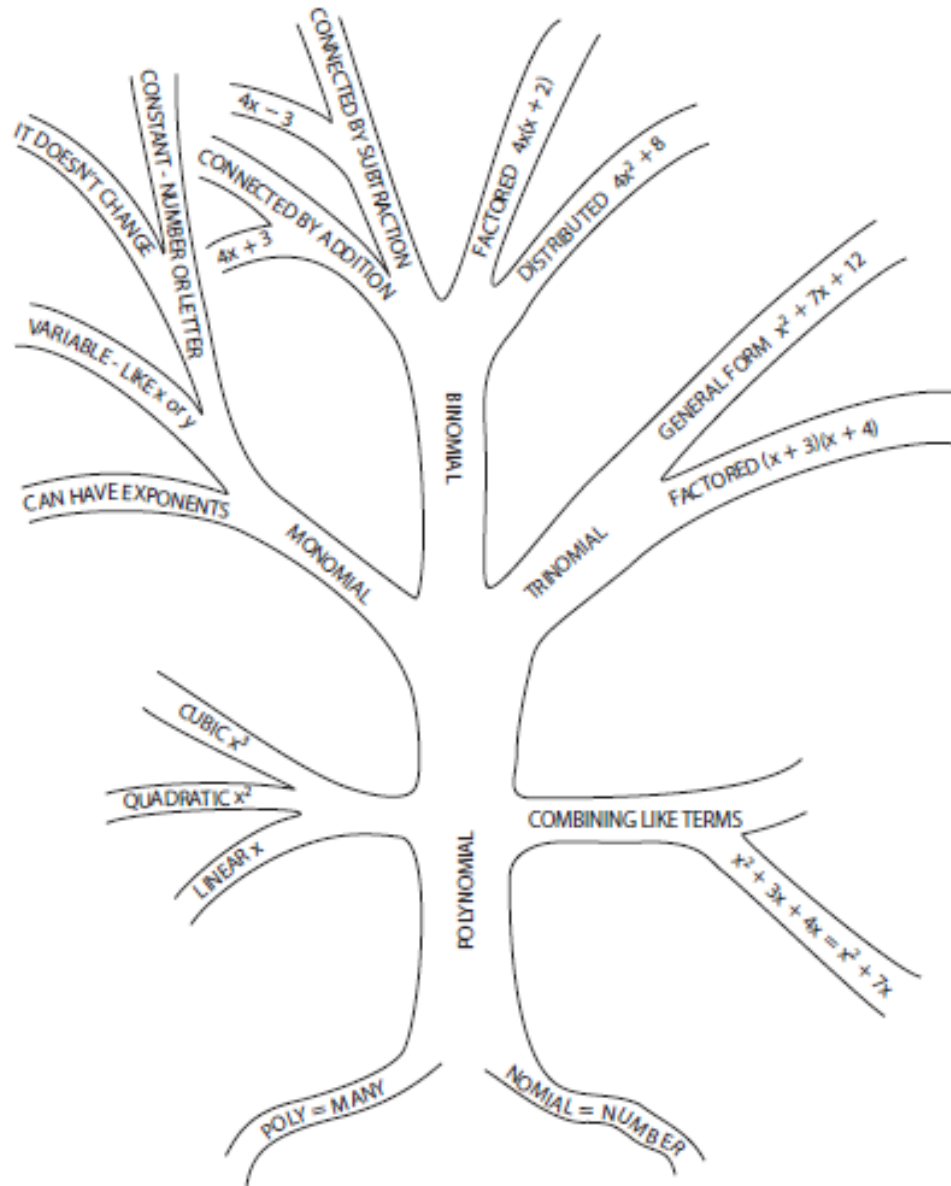
# Vocabulary Trees

- What are they?
  - A graphic tool focused on linking groups of related words or ideas
- When are they used?
  - During and After Reading
- What are their purpose?
  - Focus on different aspects of words and their relationships

# How does it Work?

- Ask students to choose several words from among a list of important words in the reading. (2-5 words are sufficient)
- For each word, the student can draw a tree trunk on a sheet of paper and write the word near the bottom of the trunk
- As they read, they are to add related words, information, and/or examples, one to each branch.

# Math Example of a Vocabulary Tree



# Graphic Organizers

What are graphic organizers?

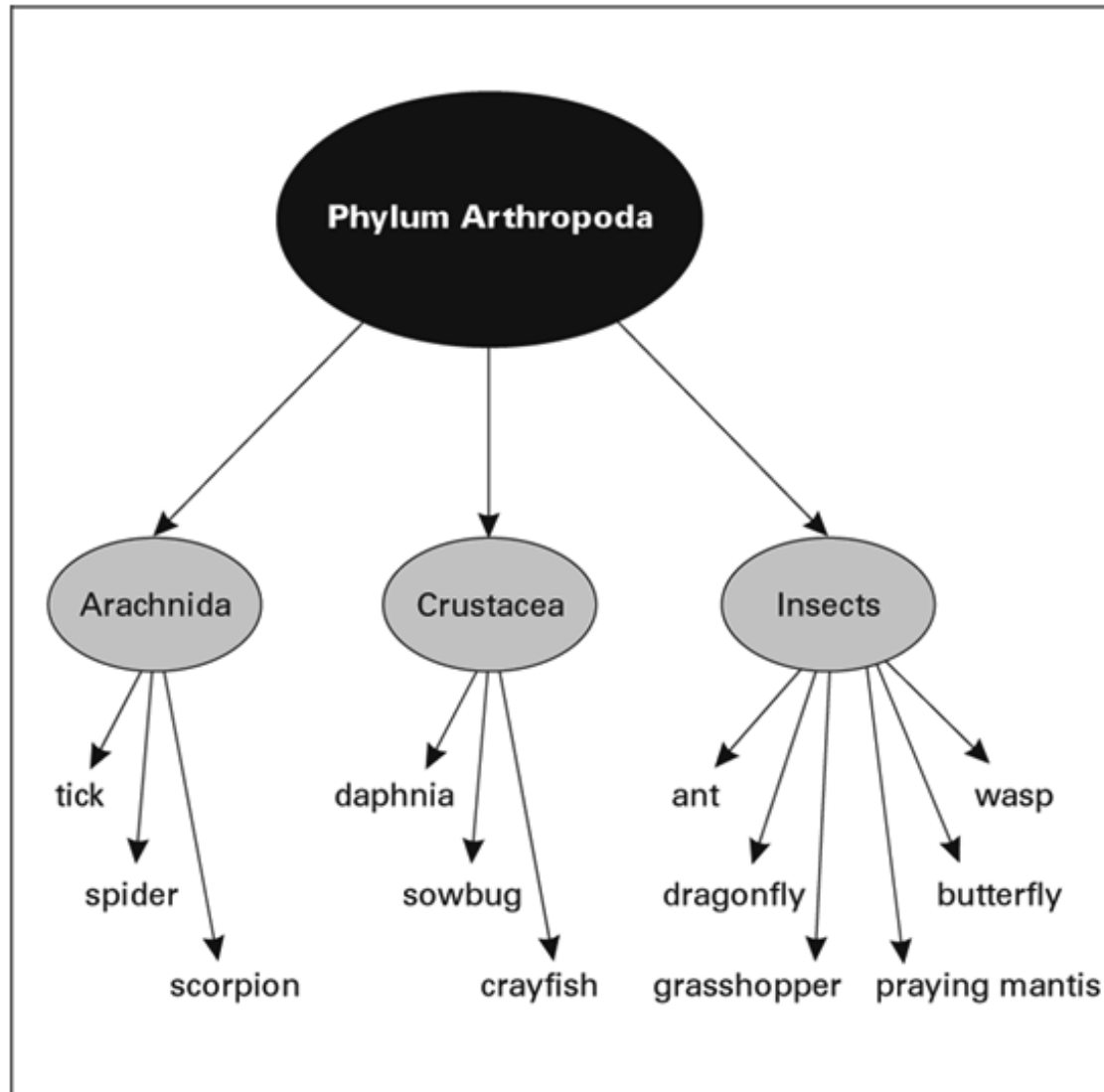
- Visual representations
- An instructional tool
- One way to arrange ideas
- A visual and graphic display

# When are they used?

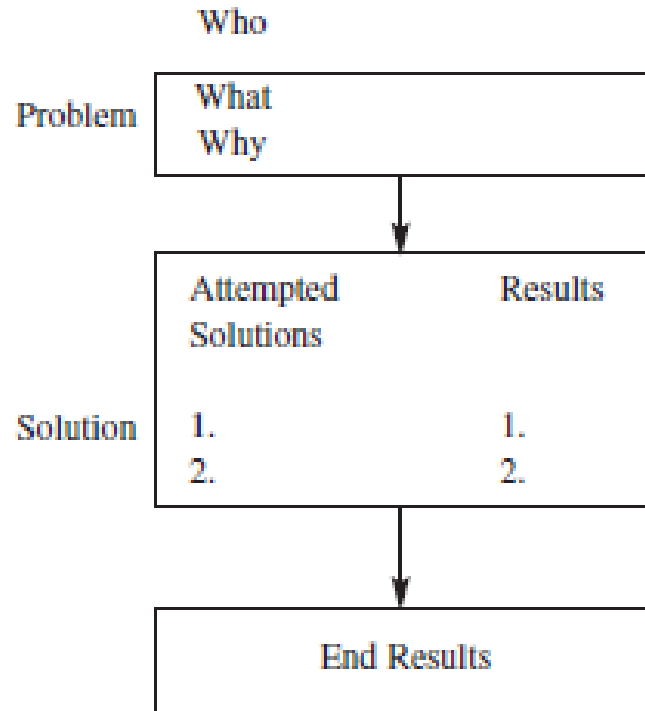
- Before reading
- During reading
- After reading



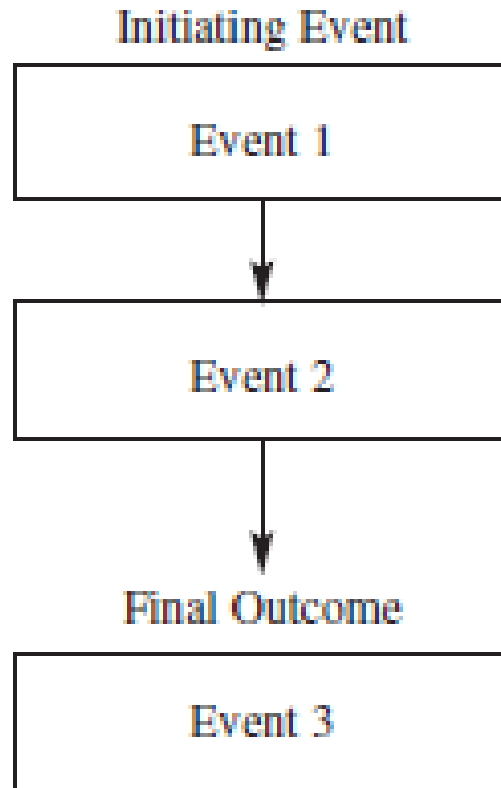
# Examples of Graphic Organizers



# Problem/Solution Outlines



# Series of Events Chains



# In conclusion.....

The best ways to help students read and understand text in content areas are to:

- Observe, Listen, and Diagnose

Then, use the following to assist in areas of difficulty:

- Think Alouds
- Anticipation Guides/Cues and Questions
- Bookmarks
- Vocabulary Trees
- Graphic Organizers

Planning and preparation must occur to ensure decoding, vocabulary, and in-depth questioning instruction is incorporated for individual needs.

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