

Strategies for Teaching Reading Across the Content Areas

NC Teach: UNCW

January 2004

Debbie Lemon

What do you think?

- Read each statement on the handout entitled “What do you think?” and decide on your responses.
- Which ideas would you like to learn more about to enable you to implement them in your classroom more effectively?

Young Adolescent Characteristics

Middle grades teachers need to be aware of the huge differences among young adolescents. The major difficulty in teaching the curriculum is the variety in the intellectual development of our students. We have a tendency to move too quickly from concrete to abstract ways of thinking. As a result students often memorize concepts, formulas, or algorithms without understanding the basic principles involved.

Teacher Responsibilities

- Since many textbooks are written for readers who can engage in Piaget's formal operational thought process, and many adolescents are not yet capable of doing so, teachers need to plan and facilitate lessons that include a range of concrete, hands-on, demonstrative, and problem-solving activities.

The Adolescent Reader

- According to a joint position statement of the IRA and the NMSA, “Young adolescents arrive at middle school with a wide range of individual, cultural, ethnic, and linguistic differences that have a significant impact on their reading performance. Providing instruction that is appropriate for each student, therefore, requires well-prepared classroom teachers who integrate individualized reading instruction within their content areas”

Portrait of an Adolescent Reader

A proficient middle school reader is able to comprehend text by effectively implementing before reading, during reading, and after reading strategies.

Read the Portrait of an Adolescent Reader to review the characteristics.

We will now explore a few strategies that can be implemented in any content area to assist our students in mastering these strategies.

Vocabulary Development

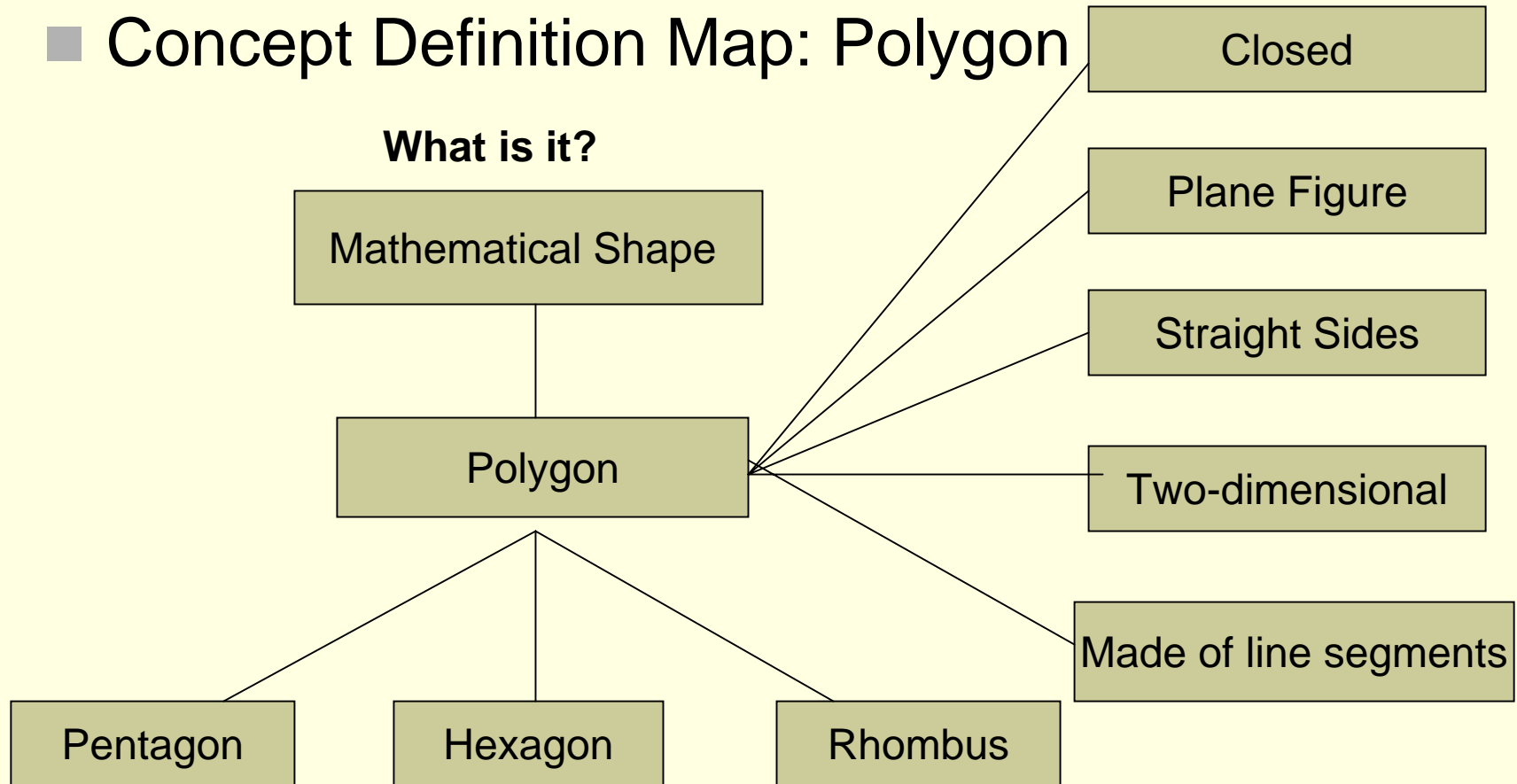
Concept Definition Mapping:

Concept mapping is one strategy for teaching students the meaning of key concepts with graphic organizers. They help students understand the attributes, qualities, or characteristics of a word's meaning. They describe what the concept is and cite examples of it which provides a more thorough understanding of it.

Vocabulary Development

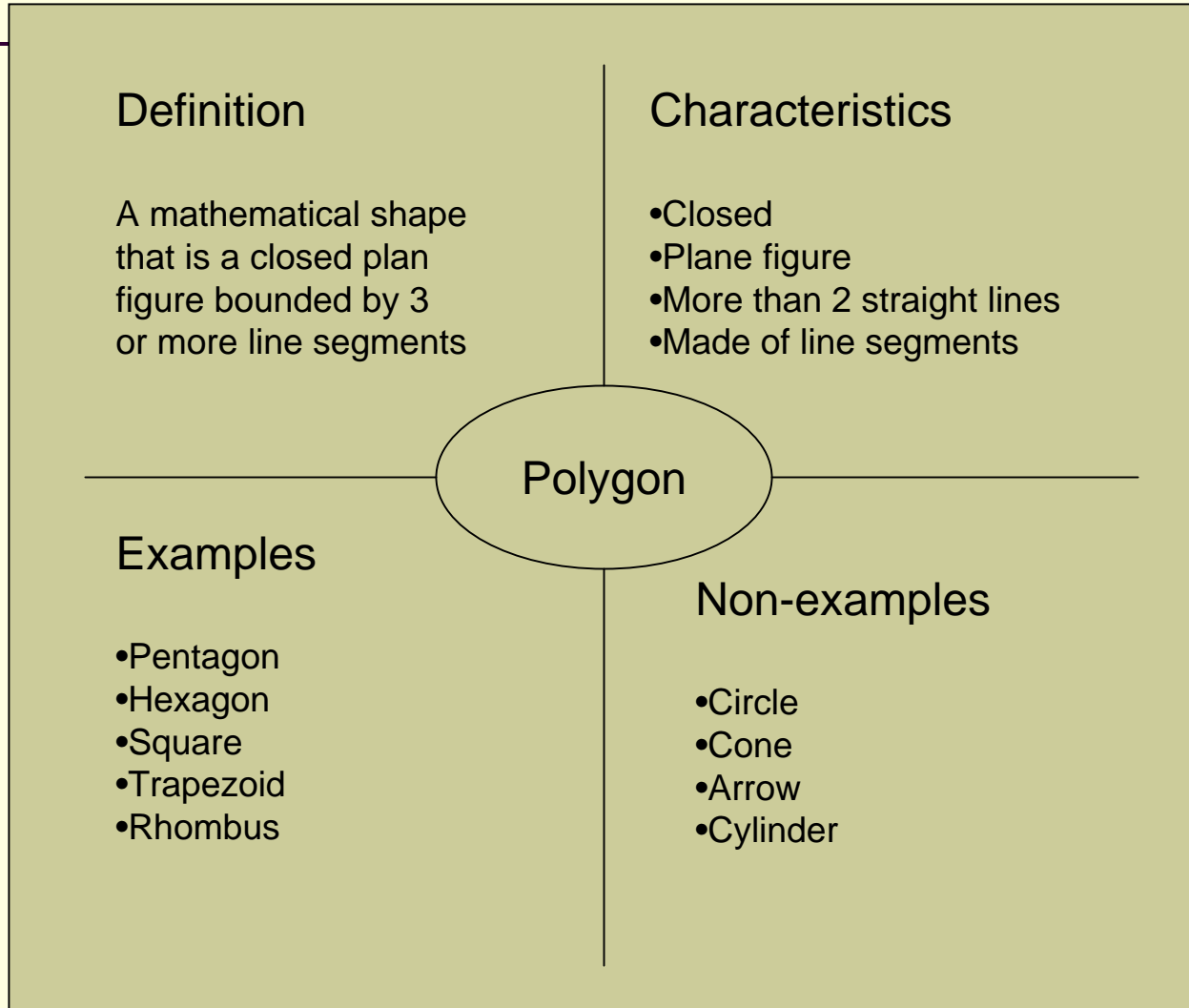
What is it like?

■ Concept Definition Map: Polygon



What are some examples?

Frayer Model



Survival Words

- From a text you will be teaching, choose several words that may hinder student comprehension
- Have students make a chart with the following headings: Word
A B C D Meaning
- Students copy each word in the first column of the chart and check the appropriate ABC or D
 - A. I know the meaning and use the word
 - B. I know the meaning, but don't use the word
 - C. I've seen the word, but I don't really know it
 - D. I've never seen the word before
- Students write the meanings of the words they know
- Students break into groups and share the meanings they are most confident about
- Review charts with the entire class and help them clarify words with which they still have difficulty

Graphic Organizers

Research on graphic organizers shows that they are especially helpful to struggling students (Lehman, 1992). Since the organization of the text of non-fiction is usually unfamiliar to young readers, graphic organizers can provide a method to compare and contrast, sequence, organize information around central concepts and subtopics, or lay out a problem or issue to explore solutions.

Anticipation Guide

- Identify major concepts you want students to learn from text
- Create four to six statements that support or challenge students' beliefs about the topic
- Share guide with students and ask them to be prepared to defend their opinions
- Discuss with class
- Have students read to find evidence to support or disconfirm responses
- After reading, students will confirm or revise their responses

Sample Anticipation Guide

Elementary Science Unit

Directions: In the column labeled me, place a check next to any statement with which you agree. After reading, compare your opinions with the information in the text

Me	Text
___	___ 1. Your heart is the size of your fist
___	___ 2. The heart is divided into six sections
___	___ 3. The heart rate is the same as the pulse rate
___	___ 4. The heart is a muscle
___	___ 5. The heart pumps blood to the lungs before it pumps blood to the rest of the body

Anticipation Guide Activity

- Print the Anticipation Guide for How Students Learn Most Effectively.
- Read each statement and mark a check on the line before each statement you think is true.
- Read the article, “How Students Learn Most Effectively”
- Change answers as needed and list the page, column, and paragraph to support your thinking.

Directed Reading/Thinking Activity

- Students preview the text noting title, subheadings, and graphic aids. They should write down what they know about the subject, what they think they know about it, and what they think they will learn it from reading
- They should then read the text, confirming or rejecting their hypotheses
- Students conclude their reading by completing the last section of the form, "What do you know you learned?"

DR/TA Visual

Directed Reading/Thinking Activity

What I know I know:

What I think I know:

What I think I'll learn:

What I know I learned

Give One, Get One

- Students fold paper lengthwise to form 2 columns and write “Give One” at the top of the left-hand column and “Get One” at the top of the right-hand column
- Students brainstorm a list of things they know about the topic and write in the left column
- They then talk to other students about what is on their lists
- Students write the new information in the right column along with the name of the person who gave them the information
- Facilitate a whole class discussion on the lists as students again write new information in the right column

K-W-L Charts

- A strategy that helps students predict and connect new information with prior knowledge
- Students brainstorm what they know about the main topic and teacher records the ideas
- Students list questions that come to mind
- Students read the chapter to discover the answers to the questions posed

K-W-L Chart for Science Unit on Toads

	K What we know	W What we want to find out	L What we learned
1.	Small animal	Are toads the same as frogs?	
2.	Gray	If not, how are they different?	
3.	Has a long tongue	Where do toads live in the winter? In the summer?	
4.	Jumps	How do toads protect themselves?	
5.	Spits poison	How far can they jump?	
6.	Eats bugs		
7.	Eats spiders		

Search Strategy

- **S**elect a specific topic of interest to study
- **E**stablish what students know, think they know, want to know about the topic
- **A**sk questions to raise curiosity and challenge students
- **R**ead resource materials to verify what they know, think they know, etc
- **C**ome together like scholars, share and review responses in small groups
- **H**ave a large group discussion to share learnings

Search Strategy

S	
E	
A	
R	
C	
H	

Inductive Learning Strategy

- Identify key words and phrases from the text and distribute to students
- Model the process of grouping and classifying
- Have students work in groups to analyze and explore ways to classify
- Students use the word labels to make predictions about the reading
- Instruct students to read the text for evidence that supports or refutes their predictions

After the Lesson/Reading

- **Dear Diary:** Students assume the role of an historic figure who was involved in the lesson and write an entry as if they were that individual
- **Read All Instructions Before Operating:** Students write instructions for how to solve a problem or perform a skill they have just learned
- **The Last Word:** Students spend the last ten minutes of class writing you a letter about something they do not understand
- **And The Winner Is.. :** Students write letters to the publisher of the textbook identifying the content included in this chapter that had the greatest impact on their lives

Request

- Students write questions based on their reading of the text (May be done in class or as homework)
- Volunteers read one question to the group
- Students raise hands if they know the answer
- First student calls on volunteer to answer
- Volunteer answers the questions and then ask the class one of his or her questions
- Continue the process until everyone has asked and answered one question

CRISS

- Read the Theoretical Base handout and the description of the **Creating Independence through Student-owned Strategies (CRISS) strategies.**
- Review the handout on the Best Practices In The Teaching Of Reading.
- Take a few minutes to evaluate the elements of the CRISS Project and how effectively they support the recommendations for Best Practices In Teaching Reading.

Debrief

- Review the NCDPI presentations on Strategies Used by Good Readers Across the Curriculum and Reading Aloud.
- Review the Recommended Practices handout.
- Print and complete the Instruction in Reading-self assessment.
- Complete the following assignment and turn in at the next class meeting.

Assignment

- Develop a detailed lesson plan for math or science integrating one or more of the reading strategies you learned today.
- Include the **completed** graphic organizer, chart, anticipation guide or sample reading strategy used in the plan.
- Teach the lesson and write a short reflection describing how the reading strategy assisted your students in more effective comprehension of the topic taught. (If you are not teaching, write a one page paper describing your thoughts about the importance of the teaching of reading in the content areas since completing this lesson.)
- The completed lesson plan, the sample graphic organizer (s), charts, etc., and the reflection/paper are to be submitted by the following class.
- If you have questions, email me at lemond1@mindspring.com