

GUIDELINES FOR TEACHING READING IN THE CONTENT AREAS

At its most basic, teaching reading in the content areas is helping learners to make connections between what they already know and “new” information presented in the text. As students make these connections, they create meaning; they comprehend what they are reading. Teaching reading in the content areas, therefore, is not so much about teaching students basic reading skills as it is about teaching students how to use reading as a tool for thinking and learning.

1. Understand specialized vocabulary terms and phrases that are unique to the subject.
2. Interpret text features and structure (captions, bold print, symbols, diagrams, maps, charts)
3. Recognize and understand organizational patterns common in non-fiction (a descriptive pattern, an episode pattern, a process/cause-effect pattern; a time sequence pattern, a concept pattern, or a generalization/principle pattern)
4. Infer using inductive and deductive reasoning skills

*This packet was created using Teaching Reading in the Content Areas, 2nd Edition
By Rachel Billmeyer, Ph.D. and Mary Lee Barton, M.Ed.*

This book has been ordered for your building.

1. **Understand specialized vocabulary terms and phrases that are unique to the subject.**

Use a glossary for bold faced words

Use Graphic Organizers (Ex. Concept Definition Mapping (see page 1A) or Frayer Model) (see page 1B)

Categorize using Word Sorts (see page 1C) or Semantic Feature Analysis Grid (see page 1D)

Make sensory connections – Comprehension, recall and retention can be enhanced through sensory imaging while reading. For example: draw a picture of what a word means to you, select and perform a miming action that the word reminds you of; or connect the word with something similar that you've heard in a story, a news report or a song. Write down the association or connection you have made

Anticipation Guide (see page 1E)

2. **Interpret text features and structure (captions, bold print, symbols, diagrams, maps, charts)**

Teachers must explicitly instruct students in the physical presentation of text and/or text structure to aid in reading comprehension

Use SQ3R (see page 2A and 2B)

Make sense of text using text structure and page layout that may not be user friendly

3. **Recognize and understand organizational patterns common in non-fiction (see attached lists of questions and signal words on page 3A)**

Types of Organizational Patterns

- a time sequence pattern (organizing events chronologically)
- compare/contrast –organizing information about 2 or more topics including similarities and differences (see page 3B)
- a descriptive pattern web– describing a specific topic in any particular order (see 3B)
- an episode pattern – organizing events with 5 w's (newspaper report, TFK).
- generalization/principle pattern – general statement and supporting examples (see page 3C)
- a process/cause-effect pattern – causal sequence leading to specific outcome (see page 3C)

4. **Use inferential and applied comprehension skills to critically synthesize, analyze, evaluate and apply information.**

Discussion Webs (see page 4A and 4B)

Structured Note Taking (see page 4C)

Question Answer Relationships (QAR) (see page 4D, 4E) and/or Concept Chain (see page 4F)

Role Audience Format Topic (RAFT) (see page 4G and 4H)

Comprehension Strategies for Content Area Reading

Content Area Reading

While In Reading and After I'm Done

Read with a purpose

- Why am I reading this text?
- How should my purpose affect the way I read?

Overview the text

- What does this text appear to be about?
- What are some of the major topics covered in this text?

How is the text organized?

- (enumeration, time order, cause/effect, compare/contrast, problem solution, description)

Activate what you already know

- What do I know or think I know about this topic?

Predict

- I think this text is going to be about . . .

Consider text organization

- Do I see keywords?
- How is the text organized?

Summarize the text

- Oral/written- stop and restate the main ideas/points in your own words.
- Visual- create a graphic organizer

Check your understanding

- Is this clear to me? Do I get it?
- What is still fuzzy, unclear?
- Can I answer who, what, where, when, why questions?

Use fix-up strategies

- What strategies can I use to understand this better?
- Reread
- Look ahead
- Change my pace
- Examine other resources
- Seek help from someone else

ERT - EVERYONE READ TO...

The teacher guides the class or a small group through the reading of a selection by limiting the number of pages to be read and by having them read to find out answers to specific questions. students do the initial reading on their own with teacher support during the "find out" questions and less support on the "figure out" questions. It is then a multi-level strategy.
This strategy is particularly effective in reading nonfiction text.

MATERIALS:

Text, Post-Its with prompt questions written beforehand, paper clips to mark where children can read in texts that don't have page numbers

PROCEDURES:

- Teacher begins lesson with a picture walk through book and introduction of difficult words in the text.
- Teacher asks two types of questions during session:
- **literal:** Everyone read to find out . . . (Questions are often phrased with words straight from the text so that those children who are struggling feel some success and support with reading.)
- **inferential:** Everyone to read to figure out . . . Children are taught that they must read the text and use their own ideas to answer these questions. The text will provide the supporting evidence.
- Teacher may ask the students to read certain pages and then retell the story in their own words.

EXTENSIONS:

- As students become stronger readers and are very familiar with this process they may form **Reciprocal Teaching Groups** and one student might act as teacher to lead the rest of the group through guided reading.