A-2 Simple Strategies for Teaching Reading Across the Content Areas (Gr. K-3)

Melissa Dickson
Directions: *List some of the things you do to help your students before, during, and after reading.*

<table>
<thead>
<tr>
<th>Before</th>
<th>During</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

**Does Reading Level Matter?**

1. 
2. 
3. 
4. 
5. 

Reading in the Content Areas
## WINDOWPANE
(Modify for your grade level and amount of content)

<table>
<thead>
<tr>
<th>Reading Level</th>
<th>Building Background</th>
</tr>
</thead>
<tbody>
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</table>

<table>
<thead>
<tr>
<th>Modeling and Supporting Thinking</th>
<th>Questioning</th>
</tr>
</thead>
<tbody>
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</table>

<table>
<thead>
<tr>
<th>Content Writing</th>
<th>Self-Awareness</th>
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</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
## Anticipation Guide

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers ask approximately 40 - 60 questions per hour.</td>
<td></td>
<td></td>
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<tr>
<td>It’s more important to learn to read, than to read to learn at this grade.</td>
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<tr>
<td>“I can lead a student to the content, but I can’t make them learn.”</td>
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<td></td>
</tr>
<tr>
<td>It’s critical for a teacher to treat all of the students equally.</td>
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<td></td>
</tr>
<tr>
<td>My curriculum demands that I move on - whether the students have mastered the content or not.</td>
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<td></td>
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</tbody>
</table>

## Tony Stead’s RAN Chart

<table>
<thead>
<tr>
<th>K</th>
<th>C</th>
<th>L</th>
<th>W</th>
<th>M</th>
</tr>
</thead>
<tbody>
<tr>
<td>What I know</td>
<td>What I clarified</td>
<td>What I learned</td>
<td>What I wonder</td>
<td>Misconceptions I had</td>
</tr>
</tbody>
</table>

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Reading in the Content Areas
Matching Headings

- Cut off the titles from newspaper articles, or titles and subtitles from informational text.
- Have students match the titles and subtitles with its text.

Guess the Covered Word

- Cover up words in the selection with Post-It Notes
- Write down student predictions and discuss effectiveness of cuing systems.
- Uncover the onset (up to the first vowel) and allow for more predictions.
- Uncover the word.

Making Connections

Text to Self

Text to Text

Text to World
Coding the Text

Create codes for the students to use, based on desired responses and characteristics of the assigned material. Codes may be symbols or letters, or students might color-code for certain text features. Possible codes include:

? = I have a question about this
A = I agree with this
D = I disagree with this
! = Interesting or important point
C = Confusing
R = This reminds me of

Summarizing Fiction

SOMEBODY…
WANTED…
BUT…
SO …
THEN….

Summarizing Non-Fiction

Main Idea
Main Idea
Main Idea
+ Main Idea
Summary

RAFTS are an Acronym for Writing

R  Role
A  Audience
F  Format
T  Topic
S  Strong Verb

Reading in the Content Areas
Text Features

We *use* these because they *help to organize* the text:

- Table of Contents  
- Index  
- Bibliography  
- Glossary  
- Lists  
- Appendix  
- Headings  
- Sidebars  
- Preface  
- Subheadings

We *interpret* these because they *inform* us visually and graphically:

- Maps  
- Diagrams  
- Photographs  
- Pictures  
- Cross-Sectionals  
- Charts  
- Timelines  
- Close-Ups  
- Cutaways  
- Overlays  
- Word Bubbles  
- Tables  
- Graphs

We *notice* these because they *signal* importance:

- Captions  
- Labels  
- Italics  
- Fonts  
- Bullets  
- Signal or Key Words  
- Bold Print  
- Color Fonts

<table>
<thead>
<tr>
<th>Text Feature</th>
<th>Purpose of Feature</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tbody>
</table>
Questioning

Why Teach QAR?

➢ The emphasis is on comprehension, not on simply labeling the questions.
➢ Students learn that each type of question require a different type of interaction with the text.
➢ Students are able to maintain their use of QAR strategies over time.
➢ Use of QAR with narrative text transfers when students read expository text.

Types of Questioning

In The Book:

Right There

Think and Search

In Your Head:

Author and You

On My Own
While I was reading, how much did I use these “think-aloud” strategies?

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Never</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make a prediction</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Ask a question</td>
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<tr>
<td>Clarify Something</td>
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<tr>
<td>Make a comment</td>
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<tr>
<td>Make a connection</td>
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<tr>
<td>Figure out if I need to reread</td>
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<tr>
<td>Ask myself if I understand what I've read</td>
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<tr>
<td>Make mental pictures (visualize)</td>
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<tr>
<td>Compare what is being learned now to what has been learned previously</td>
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</tbody>
</table>

1. Based on the above table, what do I do most often?
   
   ____________________________________________________________

2. Why do I think I do that the most?
   
   ____________________________________________________________

3. What think-aloud strategy do I use the least?
   
   ____________________________________________________________

4. The next time I do a think-aloud, I will try …
   
   ____________________________________________________________

5. Think-alouds help me because …
   
   ____________________________________________________________

Reading in the Content Areas
LIST OF RELATED CITATIONS

“Reading in the Content Area”

Presented by Staff Development for Educators (SDE)

Melissa Dickson


Websites

www.rubistar.4teachers.org

www.engr.ncsu.edu/learningstyles/ilsweb.html

www.kaganonline.com

www.educationworld.com