Literacy Practice:
Promoting Content Area Reading

Designed by
Brenda Stephenson
The University of Tennessee
(Retrieved from www.deafed.net/ContentResources/…/
Literacy_Content_Reading.ppt )
At the end of this presentation students should:

- Define the concepts for promoting reading comprehension through content area reading materials.
- Identify ways of using content area reading materials to promote reading comprehension in the classroom.
- List materials and resources available to accomplish this practice.
Content Area Reading

... refers to the challenge of reading in the academic areas such as science, social studies, mathematics, literature, and the arts.
Content Area Reading

Scaffolding provides a systematic approach to address the challenges of Content Area Reading.
Content Area Reading: **Scaffolding**

- Instructional technique using **teacher modeling** to introduce the desired learning strategy or task, then gradually **shifts responsibility** to the students

- **Scaffolding Graph**
Content Area Reading: **Scaffolding**

- Supports students *before, during, and after* they read
- Enables students to accomplish what is normally *beyond their abilities*
- Provides enough *help* so students can *succeed* with a task that otherwise *would be impossible*

(Graves & Graves, 1994)
Content Area Reading: Scaffolding

Steps to Teaching:

• Preparation • Assistance • Reflection •
Prior to Lesson

- Assesses Readability
- Modifies text if necessary
- Identifies Key Vocabulary & Concepts
- Identifies Expository Text Structures
- Identifies Relation to Prior Knowledge
Prepare students to read the material by considering **readability** factors

- Interest & motivation of the reader
- Legibility of the print & illustrations
- Complexity of words and sentences in relation to the reading ability of the reader

**Readability** refers to all the factors that affect success in reading and understanding a text.
Analyze Word & Sentence Complexity

- Run a readability analysis at intervention central.org using the OKAPI! Reading Probe Generator

- Use Microsoft Word spell & grammar check with the readability tool option turned ‘on’
IF

Text Level is higher than Instructional Level

THEN

Paraphrase (rewrite)

Many textbooks now have companion readers/study guides developed specifically as content area reading supplements. These are often ordered by schools for the ELL students. Check. It will save you a lot of time and work!
Limit the number of words introduced:

Choose words

- Critical to understanding the main ideas
- Not likely to be learned independently
Analyze Word & Sentence Complexity

Researchers have found that *instruction* in expository *text structure* has a positive effect on recall and comprehension.

(Armbruster, Anderson, & Ostertag, 1987; Roller & Schreimer, 1985; Taylor & Beach, 1984)
Teacher Text: Text Structures

Social Studies

- Chronological events
- Definition/explanation
- Cause and effect
- Compare/contrast
- Question & answer
Identifying the main idea
Locating facts and specific details
Organizing material mentally

Vocabulary comprehension
Adjusting Reading Rate & Focus
Summarizing
Content Reading: Teaching
Teacher ➔ Text ➔ Student

• Before Reading
  • Building Vocabulary • Activating Prior Knowledge • Setting a Purpose • Previewing • Brainstorming • Predicting •

• During Reading
  • Scanning • Visualizing • Context Clues • Inferring • Questioning • Clarifying •

• After Reading
  • Summarizing • Drawing Conclusions • Reflecting • Critical Thinking • Review • Synthesis • Writing to Learn •
Teach Strategies Using:

Established programs & techniques which

- Address before, during, after
- Utilize graphic organizers
- Provide modeling of desired skills
- Offer variety to address varying learning styles
Materials and Media

- http://www.ncrel.org/sdrs/areas/issues/students/learning/lr2grap.htm
Bibliography

