

Literacy Across Content Areas

A Tutor's Guide

The Directed Reading/Thinking Activity

Comparison Matrix

Anticipation Guide

Chapter Tour

Classification Chart

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Semantic Map

Semantic Feature Analysis

Graphic Thinking Organizers

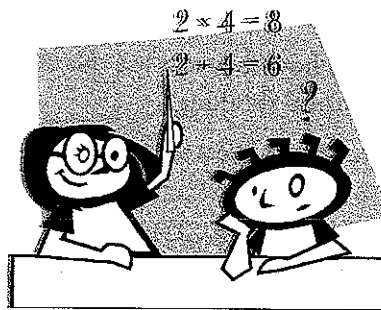
Concept of Definition Map

Context Clues and Determining Word Meaning

List-Group-Label (TABA)

Vocabulary By analogy with Word Walls

Knowledge Rating Scale



COMPARISON MATRIX

USE: All Content Areas - All Grade Levels - Before, During and After Reading

FOCUS: Comprehension Strategies: Recognizing Similarities and Differences

FOR DETAILED INFORMATION SEE: Marzano, 2001

PROCEDURE (begin by explaining and modeling):

1. The teacher writes the subjects/categories/topics/etc. across the top row of boxes.
2. The teacher writes the attributes/characteristics/details/etc. down the left column of boxes.
3. Use as few or many of rows and columns as necessary; there should be a specific reason students need to recognize the similarities and differences between the provided topics and details.
4. Explain to and model for students what each column/row of the matrix requires.

ENGLISH

	<i>Dragon Kite of the August Moon</i>	<i>Knots on a Counting Rope</i>	<i>Pepito's Story</i>	<i>Flossie and the Fox</i>
Characters				
Settings				
Theme				
Point of view				

MATHEMATICS

	Addition	Subtraction	Multiplication	Division
Symbols				
Relationships				
Related vocabulary				
Methods				

SCIENCE

	Mercury	Venus	Earth	Mars	Jupiter	Saturn	Uranus	Neptune
Mass								
Diameter								
Temp.								
Distance from sun								

SOCIAL STUDIES

	United States	Canada	Mexico
Area			
Longitude/latitude			
Climate			
Physical features			

CHAPTER TOUR

USE: All Content Areas – All Grade Levels – Before, During and After Reading Expository Texts

FOCUS: Comprehension Strategies: Prediction, Determining Importance

FOR DETAILED INFORMATION SEE: Buehl, 2001

Students benefit from learning how to use information in textbooks to construct meaning and improve comprehension. Reading-around-the-text is a pre-reading strategy used to preview text. The text preview prepares students to understand what they will be reading. This strategy can be adapted to use with any text but works best with text that contains chapter introductions and summaries, chapter questions, pictures, diagrams and other graphics, and bold or colored vocabulary words or concepts.

PROCEDURE (begin by explaining and modeling):

1. To begin, ask students to look at the pictures. Ask: What do the pictures seem to be about? Why do you think the author may have included these in the chapter?
2. Ask students to read the picture captions. Ask: Do the captions provide additional information about the pictures? Do the captions help confirm or change your predictions of what the chapter will be about?
3. Ask students to look at any maps, graphs or charts. Ask: What types of information do the graphics provide? Why did the authors include it in this section? What do the graphics tell me about the types of information that will be in this section?
4. Ask students to look for indications of *big ideas*: words or headings in bold type, colored words, or words with their pronunciations given. Ask: Do you already know any of these words? Do these words give any clues about the subject of this section?
5. Ask students to read the first paragraph of the text (introduction) and the last paragraph (conclusion). Ask: What seems to be the major focus of the chapter according to the introduction and summary? What key ideas are mentioned? Based on this information, what do you think you will learn in this chapter? Why do you think so?
6. Tell students that any questions that appear at the end of a text section or chapter are very helpful when preparing to read. Model this stage of the strategy by using the following example: “At the end of the section, I see the ‘Content Check’ questions. I know these questions are important because we often discuss them in class. Sometimes similar questions are on a test. The first question asks me about some vocabulary words from the section. What important terms should I know and understand after reading this section?”
7. Ask students to look at the remaining questions and ask them to consider what they will be expected to know after reading the section. Remind students that the text preview strategy is an important pre-reading technique. Encourage them to think about the ideas and information they learned from this strategy as they read.
8. The teacher models this strategy several times with the entire class and discusses how the students can use the strategy in their own reading and learning.

The strategy can be adapted or modified to fit the text or the student. For instance, one group may be assigned to focus on the picture cues and captions, another group to focus on the big idea, and so on. Teachers may want to make a poster of the steps to display in the classroom and give students a smaller model that they can keep in their textbook.

THINK-ALOUDS / METACOGNITIVE PROCESS

USE: All Content Areas - All Grade Levels - Before, During Reading

STRATEGY FOCUS: Comprehension Strategies: Monitoring for Meaning, Predicting, Making Connections

FOR ADDITIONAL INFORMATION SEE: Hinson, 2000; Wilhelm, 2001

The think-aloud is a powerful, versatile teaching tool. It is an activity in which the “expert reader” (the teacher) demonstrates for students the thinking that occurs as he/she constructs meaning from a text. The “expert” reader makes visible to the students the thinking, questioning, predicting, reflecting, connecting and clarifying that occurs during reading. A think-aloud allows the student “to see” the reading strategies an “expert” reader uses.

PROCEDURE (begin by explaining and modeling):

Wilhelm (2001) suggests following these steps in planning and using a think-aloud:

1. The teacher chooses a short piece of text.
2. The text should be interesting to students and at their instructional level.
3. The teacher explains how a think-aloud works and identifies the strategies being used.
4. Select one or two of the core reading strategies.
5. Tell students the purposes for reading the text.
6. Tell students to listen for the strategies the teacher is using as he/she thinks aloud.
7. The teacher reads the text aloud and thinks aloud as he/she reads.
8. Read the text slowly and stop frequently to “think-aloud” — reporting on the use of the targeted strategies — “Hmmm...” can be used to signal the shift to a “think-aloud” from reading.
9. Students underline the words and phrases that helped the teacher use a strategy.
10. The teacher and students list the strategies used.
11. The teacher asks students to identify other situations in which they could use these strategies.
12. The teacher reinforces the process with additional demonstrations and follow-up lessons.
13. When students are comfortable with the procedure, they can “help” the teacher as he/she does the think-aloud. The teacher models this process several times and students discuss how they might use the strategy and how it facilitates comprehension. Eventually, students should be able to do think-alouds on their own. A teacher may have students work with a partner or in small groups and practice thinking aloud.

GRAPHIC THINKING ORGANIZERS

USE: All Content Areas - All Grade Levels - Before, During and After Reading

FOCUS: Comprehension Strategies: Organizing information, Synthesizing/Summarizing, Determining Importance

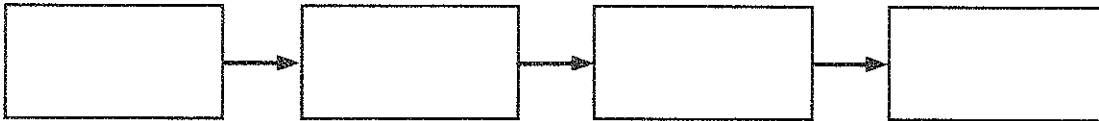
FOR DETAILED INFORMATION SEE: Hinson, 2000; Readence, Moore, Rickelman, 2000; Marzanno, 2001

Graphic thinking organizers are visual representations of the organization of the ideas. These representations clarify the relationships of ideas and for many students make remembering the ideas easier. Students must have a wide variety of organizers to fit varied learning styles and situations. They make excellent pre-assessment, monitoring and post-assessment tools for teachers. Organizers must fit the text and purpose.

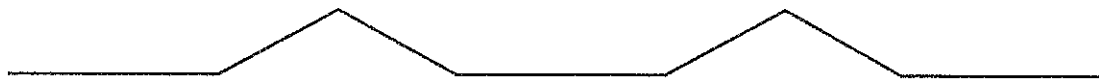
PROCEDURE (begin by explaining and modeling):

1. The teacher chooses an organizer that matches the organizational structure of the material to be read. There are graphic organizers for most organizational patterns.
2. The teacher introduces the organizer and models how to fill in the important information based on the reading assignment.
3. Students then read and complete the organizer. This may be done individually, with a partner, or in small groups.
4. The teacher then discusses with the class how they completed the organizer, what ideas they included, and how this organizer summarizes the important ideas in the reading.
5. The teacher closes this activity with a discussion of how students can use organizers in their own reading and learning.

• **Time Order, Sequencing of Events, or Flow**



• **Bridge**



CONCEPT OF DEFINITION MAP

USE: All Content Areas - All Grade Levels - Before Reading

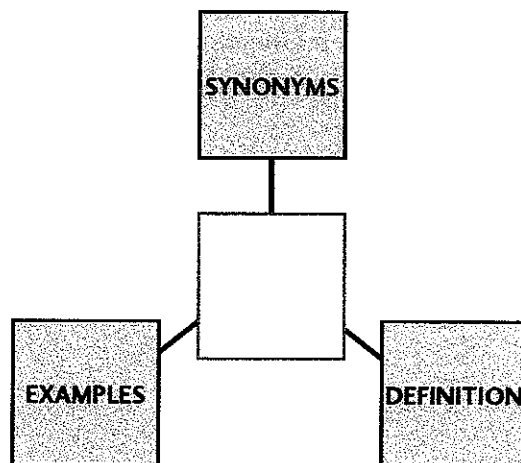
FOCUS: Vocabulary

FOR DETAILED INFORMATION SEE: Schwartz and Raphael, 1985; Buehl, 2001

A word map is a diagram of a word's meaning that includes what it is, what characterizes it and what are examples of it. The purpose of a word map is to build personal meanings by connecting the new information with prior knowledge. It is a simple strategy that works well with content vocabulary.

PROCEDURE (begin by explaining and modeling):

1. The teacher selects or has students select a word to be explored and places the word in the center of the word map.
2. The teacher asks students to determine a *definition* that best describes the word and write it in an appending box.
3. Next the students provide some words that are *synonyms*.
4. The students then provide some specific *examples* of the word.
5. The teacher and students discuss the word map and relate it to the reading assignment.
6. Students read the text, revisit the map, and make modifications or additions.
7. The teacher closes this activity with a discussion of how students can use word maps in their own reading and learning.



LIST-GROUP-LABEL

USE: All Content Areas - All Grade Levels – Before and After Reading

FOCUS: Vocabulary

FOR DETAILED INFORMATION SEE: Readence, Moore, Rickelman, 2000

Activating prior knowledge about a topic helps in the development of a clearer understanding about concepts to be learned. In the List-Group-Label activity students begin with a key word and then proceed to categorize and organize around these categories their background knowledge and eventually their new knowledge from the text.

PROCEDURE (begin by explaining and modeling):

1. The teacher writes a cue vocabulary word on the board or overhead.
2. Students brainstorm other words related to the vocabulary word while the teacher writes down all ideas.
3. The teacher leads a discussion about whether any words or concepts should be eliminated and, if so, why.
4. The teacher divides the class into groups of three or four. The groups cluster the words and give each cluster a descriptive term.
5. The groups share their clusters and give reasons for their choices. There are no wrong answers if clusters and labels can be justified.
6. Students then read the text. When finished, the teacher asks the students to revisit their clusters and change, add to or modify their clusters.
7. The teacher and students share their clusters and discuss their rationales.
8. The teacher closes this activity with a discussion of how students can use list-group-label in their own reading and learning.

VOCABULARY BY ANALOGY WITH WORD WALLS

USE: All Content Areas - All Grade Levels – During Reading

FOCUS: Vocabulary

FOR DETAILED INFORMATION SEE: McLaughlin and Allen, 2002

The vocabulary-by-analogy helps students use morphemes (examples: *non-*, *-cracy*) to figure out the meaning of unknown words and make connections between words they know and new words. It targets common root words, prefixes and suffixes.

PROCEDURE (begin by explaining and modeling):

1. The teacher explains the meanings of common roots, prefixes and suffixes, and provides examples of each from the content vocabulary. (e.g., *democracy*, *triangle*, *bisect*)
2. The teacher and students create a word wall of these examples. Students may also create individual, personal word charts.
3. The teacher models for students, using a think-aloud, how to use these parts of words to figure out the meaning of unfamiliar words.
4. The teacher provides opportunities for students to practice figuring out new vocabulary by analogy in context. Prompt students with verbal cues if necessary. Refer them to use the class word wall as a resource.
5. The teacher encourages students to use this strategy to figure out the meaning of new words they encounter while reading.