

**Strategic
Reading**

in the

Content Areas —



**Boosting
Achievement**

in

Grades 7-12



International Center for Leadership in Education

Acknowledgments

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Contents

Overview

Teachers to Teachers	vi
How to Use this Resource Kit	vii

I. Comprehension in Context

1. Strategic Reading: New Skills for a Changing World	1
Introduction	1
What Do Students Really Need?	3
A Quite Different Type of Reading	11
Comprehension in Context	13
2. Lexile: The “Science” of Learning to Read	17
Using a Common Framework	17
What Is a Reader Lexile Measure?	19
What Is a Text Lexile Measure?	25
The Lexile Scale	31
Accuracy of Text Measures	35
Text Measure Error Associated with the Lexile Framework	40
The Spanish Lexile Framework for Reading	42
Conclusion	43
3. Infusing Strategic Reading in the Classroom	45
The Challenge	45
The Goal of Instruction	47
Best Practices in Strategic Reading	48
Assessment Drives Instruction	57
Matching Readers with Text	58
4. Assessment Data Research and Reading	63
A New Approach to Data	63
Types of Data	65
Recent Effort to Measure Academic Growth	67
The RIT Difference	68
More Data on Learning to Read	75
Lexile and RIT Show Expectations	83
Barriers to Improved Reading Growth	88
Practical Data-based Suggestions	90
Summary	92
5. Rationale for Reading Instruction beyond Grade Six	95
6. Teacher Collaboration and Literacy Development Case Study	99
Integrated Regents Program	100
Literacy Development in the IRP	105
Teacher Collaboration	108

Strategic Reading in the Content Areas – Boosting Achievement in Grades 7-12

II. Reading Strategies

Affinity 111
Anticipation Guides 117
Cloze 122
Concept Definition Map 129
Think-Pair-Share 132
Cornell Graphic Organizer 137
Jigsaw Process 139
Directed Reading/Thinking Activity (DR/TA) 147
Fishbone 154
K-W-L 161
Learning Logs 167
Minute Paper 173
Pairs-Read 179
Paraphrasing 184
QAR (Question-Answer Relationships) 191
RAFT (Role-Audience-Format-Topic) 201
Reciprocal Teaching 208
Rock Around the Clock 216
SQ3R (Survey, Question, Read, Recite, Review) 224
Structured Note-taking 238
Summarizing 245
Venn Diagram 251
Vocabulary in Context 257

III. Tips on Reading Specific Text

Brochures 271
Classified Advertisements 273
Editorials 275
Electronic Mail 277
Employee Handbooks 279
Fiction 281
Forms and Applications 284
Graphs, Charts, Tables, and Timelines 286
Instructions 292

Strategic Reading in the Content Areas – Boosting Achievement in Grades 7-12

Maps	294
Math Textbooks	296
News Stories	299
Nonfiction	301
Operational Manuals	305
Photos, Illustrations, and Their Captions	307
Primary Sources	308
Reference Books	311
Research Reports	313
Science Lab Directions	315
Secondary Sources	318
Tests	320
Textbooks	323
Timetables	325
Websites	327

Appendix

Glossary	331
References	339
Lexile Library	343

Strategic Reading in the Content Areas CD Contents

Section II — All student materials, teaching masters, sample solutions

Section III — All tips

How to Use this Resource Kit

Strategic Reading in the Content Areas: Boosting Achievement in Grades 7-12 is designed to help content-area teachers increase learning in a subject and reading comprehension skills simultaneously. The reading-to-learn strategies presented will engage students' interest in content, help them maintain their focus, and improve their understanding and ability to apply what they read.

This kit presents the rationale, best practices, and strategies for integrating strategic reading — the reading skills and techniques that promote information literacy across all subjects and across such functional areas as study skills, test taking, and literacy for the world beyond school. Strategic reading empowers students to draw upon a repertoire of skills and strategies, which will help them to succeed in the many academic and adult-world tasks that assume reading skills as a prerequisite.

Strategic Reading in the Content Areas includes a broad selection of the best research-based and classroom-tested comprehension strategies, applicable and adaptable to all students in all courses. Years of research on student growth, as well as teacher testimony, point out the tremendous advantages of training students in comprehension skills.

Section I – Comprehension in Context lays the foundation for strategic reading in the content areas. Chapter 1 introduces the concept of strategic reading and describes the reading requirements needed in a changing world. Chapter 2 examines the utility of matching readers with the readability levels of texts and introduces the Lexile Framework for Reading,[®] a system to measure the difficulty of many kinds of reading materials. Chapter 3 provides practical suggestions and best practices for infusing strategic reading into your classroom. Chapter 4, authored by the Northwest Evaluation Association (NWEA), provides current information on assessment data research and reading. Chapter 5 addresses the rationale for reading instruction beyond sixth grade. Chapter 6 presents a case study in teacher collaboration and literacy development.

Anticipation Guides

Sample Activity
Social Studies/Government

Defining the Strategy

Anticipating the content of a passage can help build purpose, interest, and energy for reading. An anticipation guide features four or five key statements related to the topic of the reading. By asking students to agree or disagree with these statements, you can determine what students know (and don't know) about the topic. This strategy can help generate discussion on the topic, identify students' experiences with the topic, and uncover misconceptions.

Teaching the Strategy

Objective

- Students will answer questions that identify prior knowledge and misconceptions about a topic.

Materials

- Informational text (one copy per student)
- Anticipation guide questions based on reading (one copy per student)

Activity

Prepare

1. Select a reading for students.
2. Based on the content of the reading, determine the main points or major concepts you expect students to learn.
3. Write these points as four or five statements. Write some as true statements and others as false statements. Your statements should address possible misconceptions about the topic as well as the major concepts to be covered.
4. Include space after each statement for students to write A or D (agree or disagree) or NS (not sure) next to the statement.

Timeframe

15 minutes
before reading;
10 minutes
after reading

Strategic Reading in the Content Areas – Boosting Achievement in Grades 7-12

Teaching the Strategy continued

Anticipate

5. Introduce the topic of the reading to students. Then hand out the anticipation guide sheets.
6. Direct students to write A, D, or NS by each statement as appropriate. Give students time to respond to each statement silently.
7. Discuss each of the statements as a class. Ask students to explain why they agree or disagree with each statement. Ask students to respond and defend their position.

Read and Discuss

8. Now ask students to read the text with a purpose, looking for information that will either prove or disprove their personal responses to the statements.
9. After reading, ask students to discuss their findings in small groups or with partners. Instruct students to correct the answers on their anticipations guides and revise any of the statements to make them more accurate.
10. Discuss with students the new information they learned and how it relates to the misconceptions they had before reading.

Skills Correlations

Essential Skills Survey

- Preview informational text to anticipate content. (e52)
- Identify, collect and/or select pertinent information while reading. (e5)
- Develop processes for understanding and remembering information. (e8)

NWEA

- Locating information
- Reading for detail
- Classify, thinking skills

Connecting the Strategy



Ask students to write a paragraph based on the facts they learned from the reading.

SOURCE

Herber, H. *Teaching Reading in Content Areas* (2nd ed.). Englewood Cliffs, NJ: Prentice-Hall, 1978



How a Bill Becomes a Law

Learning the Strategy

Anticipating the content of a passage before you read can help build purpose, interest, and energy for reading. An anticipation guide features four or five key statements related to the topic of the reading. Do you know which statements are correct? Can you find proof to support your answers in the reading? This strategy will help you determine what you know (and don't know) about your topic.

Practicing the Strategy

Read each statement below. In the space next to each statement, write **A** for **agree** or **D** for **disagree**. If you are **not sure**, write **NS**.

Next, read the text, then go back and change any wrong responses to the correct ones.

- ____ 1. A bill is passed either in the Senate or the House and then sent to the President for signing.
- ____ 2. To “table” a bill essentially kills it.
- ____ 3. If the House of Representatives changes a bill passed by the Senate, a joint committee must be appointed to reach a compromise.
- ____ 4. If the President disapproves the bill, he may *veto* it.
- ____ 5. It takes only a “50 percent plus one” vote to override a presidential veto.



Anticipation Guides

How a Bill Becomes a Law

The process of law making at the federal level is complex and sometimes can be confusing. But it is important to know the many steps a piece of legislation must take before it becomes the law of the land.

The idea begins in the offices of the senators or representatives. Staff members write a working draft of the bill, and then the senator or representative introduces it in the House of Representatives or Senate. The person who introduces it is called the bill's "sponsor."

In the House or Senate, the bill is recorded and placed into the Congressional Record and onto the Internet site thomas.loc.gov. The bill is numbered for identification; in the House, bills have the initials H.R. If the bill originates in the Senate, it has the initial S.

Next the bill moves to the committee with responsibility for that particular topic. For instance, if an H.R. bill pertains to changes in education law, the bill will go to the House Education and Workforce Committee and then to a subcommittee that has specific expertise on the issue. The committee members of either the House or Senate study the bill, discuss it, amend it, and decide whether it should be "reported out" of the committee to the full legislative body.

Suppose a bill originates in the House of Representatives. The members may decide that the bill should go back to the committee for more work, or they may pass the bill and send it to the Senate for passage. A bill must pass both the House and the Senate in identical form before becoming law.

In the Senate, one of two things will happen to the bill. Senators will pass the bill as it is, or they will amend, or change, it and send it back to the House of Representatives. Sometimes the Senate passes a different version of the bill. In this case, a joint committee of the House and Senate meet to work out the differences in the two bills.

Once a bill passes both House and Senate, it is sent to the President who has 10 days to sign it into law or veto it. Another option is to allow the bill to become law by not signing it within the 10-day period.

If the President vetoes the bill, it is sent back to the House or Senate, depending on where it originated. Members then have the option to override the veto, send it back to committee for revisions, or "table" the bill, a practice that essentially kills the bill. A veto override requires a two-thirds vote of the House or Senate.



Sample Solution

- D 1. A bill is passed either in the Senate or the House and then sent to the President for signing.
- A 2. To “table” a bill essentially kills it.
- A 3. If the House of Representatives changes a bill passed by the Senate, a joint committee must be appointed to reach a compromise.
- A 4. If the President disapproves the bill, he may *veto* it.
- D 5. It takes only a “50 percent plus one” vote to override a presidential veto.

Structured Note-taking

Sample Activity
Social Studies

Defining the Strategy

Research indicates that over 50 percent of content is lost within minutes of reading or hearing a passage. Structured note-taking is an excellent tool for helping students select, organize, and remember important points from their reading. Students use visual organizers to make notes of key points immediately after completing a passage. This visual framework helps students determine which details are noteworthy.

Teaching the Strategy

Objectives

- Students use visual organizers to recall and organize details from text.
- Students improve comprehension.
- Students become proficient in identifying significant points (main ideas) and supporting details.

Materials

- Informational text (one copy per student)
- Graphic organizer handouts (one copy per student)
- Graphic organizer overhead or chart
- Overhead projector (optional)

Activity

Timeframe

25-40 minutes

Preparation

1. Prepare an overhead or chart with the blank graphic organizer form.
2. For guided practice, prepare a graphic organizer form with headings supplied for students from their reading.
3. Introduce the note-taking strategy to students by explaining that over 50 percent of what people read is forgotten within minutes. Ask if anyone has experienced this. Tell students that this tool can help dramatically increase their ability to remember information read and presented in class. This strategy will help them improve test scores, class grades, discussion participation, etc.

Model

4. Give students copies of a short passage.

**Teaching
the Strategy**
continued

5. Read the passage aloud as students follow along silently.
6. Put your graphic organizer chart or overhead up for students. Ask them to complete each block of the organizer based on their memory of the reading. Add your own responses. Explain your responses on the graphic organizer and refer back to text to provide support.

Guided Practice

7. Give students copies of a new short passage for note-taking.
8. Assign partners.
9. Hand out a copy of the graphic organizer to each pair of students. For guided practice, provide the major headings so students can be successful choosing and ordering subordinate ideas.
10. After partners have read the passage silently, have them discuss and complete the graphic organizer.
11. Ask pairs to share their responses with the class, using text references to validate their choices.
12. As groups share, add answers to a master graphic organizer chart for the class.

Independent Practice

13. Give students copies of a new short passage to read independently.
14. Hand out blank graphic organizer sheets.
15. Instruct students to survey or preview text by looking for subheadings, pictures, graphics, captions, etc. These will provide clues about significant points.
16. Direct students to read their passage silently and complete their own graphic organizer.
17. As an option, have students meet with a partner to share their graphic organizer. Direct them to use text to explain why they included certain information.
18. As students become proficient with this process, guide them through a session of developing their own graphic organizers. Student-generated organizers will better suit individual learning styles.

Strategic Reading in the Content Areas – Boosting Achievement in Grades 7-12

Skills Correlations

Essential Skills Survey

- Develop processes for understanding and remembering information. (e8)
- Read for the main idea first and then read for detail. (e49)
- Identify, collect and/or select pertinent information while reading. (e5)
- Discriminate important ideas from unimportant ideas while reading. (e15)
- Preview informational text to anticipate content. (e52)
- Summarize, synthesize, and organize information while reading. (e24)

NWEA

- Locating information
- Reading for detail
- Main idea
- Evaluating
- Classify, thinking skills
- Prediction

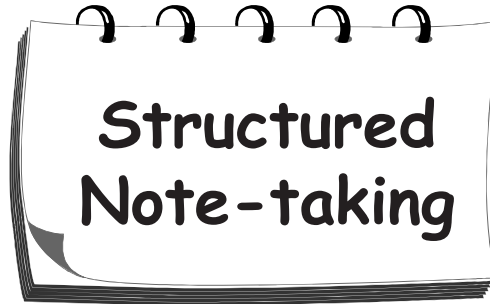
Connecting the Strategy



Students may use completed graphic organizers to construct learning log entries, summaries of learning, research reports, study guides for tests, etc. This is an effective prewriting tool for many writing applications.

SOURCE

Billmeyer, Rachel, and Barton, Mary Lee. *Teaching Reading in the Content Areas*. Aurora, CO: McREL, 2002



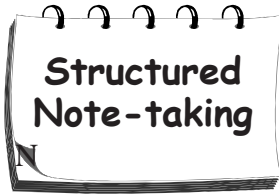
Settlement of New England

Learning the Strategy

Research indicates that people forget over 50 percent of what they read or hear within minutes. Structured note-taking is an excellent tool to help you select, organize, and remember important points from your reading. You'll use a graphic organizer to make notes of key points immediately after you read a passage.

Practicing the Strategy

1. Read the selection silently.
2. Use your graphic organizer to identify the topic of your reading with supporting details. See how many details you can remember without looking at the text.
3. After you complete the organizer, go back to the passage and find "proof" for your responses. If you can't find proof for a response, mark it out.



Settlement of New England

The second settlement in the New World was the Plymouth Bay Colony. After 65 days at sea, a group of religious people from England called Pilgrims landed at Plymouth, Massachusetts, in November, 1620. Along the shores of Cape Cod Bay they built makeshift shelters to start a new life where they could practice their religion without persecution. This group of Separatists wanted nothing to do with the Church of England. The leaders of the Plymouth Bay Colony wrote the Mayflower Compact, a pledge of allegiance to the King of England that allowed the colonists to rule themselves.

Hardships

The hardships encountered during that first cold winter in Massachusetts took its toll. In the first year, half the inhabitants of the colony died from the harsh conditions, starvation, and illness, or they returned to England. Those colonists who stayed managed to clear the land and plant crops, but as more settlers arrived on subsequent voyages, the threat of hunger continued. Widespread famine stayed with them for the first three years. Illness was a constant menace.

Communal Farming

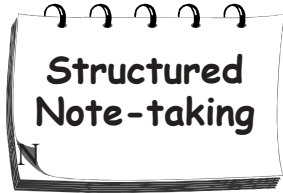
Communal farming was practiced for the first several years, a plan where the entire group worked together for the good of all. The leaders of the colony realized after three years that work-

ing for others bred discontentment and resentment in the group. People were used to being compensated for their hard work. Because some were unable to work as hard as others, the stronger men became bitter. In 1623 the leaders resolved to give families their own plots of land, a decision that changed attitudes and outlooks. Now women and men toiled for their own families, felt the pride of ownership, and became eager to participate.

Partnerships with Native Americans

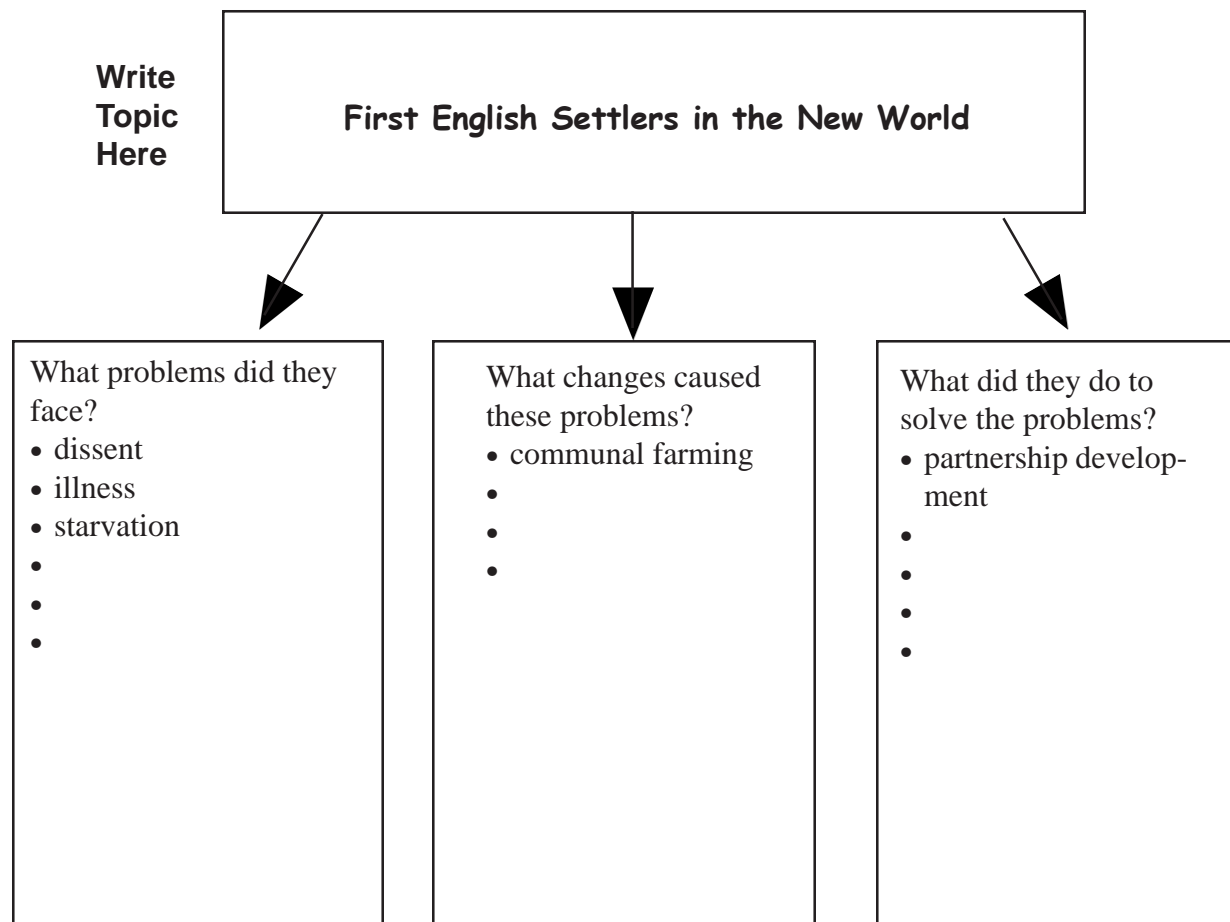
Colonists were surprised at the friendliness of the Native Americans in the region. They met Samoset, a friendly Indian from the local Wampanoag tribe whose chief was Massasoit. This began a relationship with the tribe who taught the settlers better farming practices. With the Indians as partners, they learned the secrets of fishing, trapping furs, and hunting.

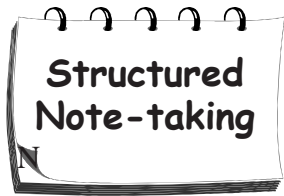
Soon the colony was self-sufficient enough to begin selling farm products to newly arriving colonists from England. They found that while they were not getting rich in the New World, they could make an adequate living and practice their religion freely. This moderate lifestyle suited the Pilgrims, as they were mostly interested in raising their families in their faith. The colony gradually grew as more ships arrived from England. By 1630 the population of Plymouth Colony was around 300 settlers.



Sample Solution

Graphic Organizer





Graphic Organizer

