



Reading in the Content Areas—It's Just Different

Differentiating to Meet the Needs of All Learners in the Content Areas

Video Note Taking Guide

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Reading in the Content Areas—It's Just Different

This course will address:

- **Text/assignment features**
- **Reader variables**
- **Pre, during, and post reading strategies**



Why is content area reading so different/difficult?

- **Text/assignment features**
 - Technical/specialized vocabulary
 - Variance of readability
 - Different organization from narrative
 - Multiple concepts

Why is content area reading so different/difficult?



■ Reader variables

- Varied levels of experience
- Lack of instruction in expository reading
- Varied interest/motivation
- Gaps in knowledge of study techniques
- Previous emphasis on skills not process

Shifting Paradigms



■ Change from “learning to read” to “reading to learn”

- Requires that reader has better understanding of process
- Requires teacher to modify instruction to “front end loading” model

Metacognitive Readers



■ Tacit readers

- Lack awareness of process
- Unconsciously incompetent
- “Don’t know that they don’t know”

■ Aware readers

- Realize there is a problem with reading
- Don’t know how to fix the problem
- Consciously incompetent
- “Know they don’t know, but...”

Levels of Metacognition



- **Strategic readers**
 - Know and use a variety of comprehension strategies
 - Consciously competent
 - "Usually know what to do"
- **Reflective readers**
 - Apply strategies as needed
 - Reflect, revise, adjust
 - Consciously competent
 - "Know what to do and do it regularly"

(Perkins and Swartz, 1992)

Front End Loading Model



- **Pre-reading activities**
 - Differentiated activities
 - Connected to students' prior knowledge
 - Establishes focus and purpose
 - Builds scaffolding for struggling students
 - Explores/expands vocabulary

Front End Loading Model



- **During reading activities**
 - Guided, structured
 - Requires active participation of reader
 - Silent/independent
 - Utilizes/builds on pre-reading activities

Front End Loading Model



- **Post reading activities**
 - Check for understanding
 - Clarify comprehension
 - Extend and expand knowledge

Vocabulary Activities



- **Address technical/specialized vocabulary**
 - Adding Up the Pieces activity
- **Connect to known words and concepts**
 - Family Ties
- **Builds on strengths/prior knowledge**
 - List/group/label

List/Group/Label Activity



- **Students look for relationships among words**
- **Group words according to relationships**
- **Identify overall concept**

desertification Bedouins oasis

loss of culture fellaheen Islam

Berbers souks role of women

**Making Connections
Pre-Reading Activities**



■ **Prediction/Anticipation Guide**

Before reading the passage on India, indicate with a "T" or "F" if you believe the statement is True or False.

1. When a member of the Parsi religion dies, he is placed on a high platform so the vultures will pick his bones clean.
2. Many Indians bathe or brush their teeth in the Ganges River.

Prediction/anticipation guide



3. Because there are so few trees in India, cow dung is often used as a fuel.
4. Women in India cannot vote or hold public office.

As you read, cite the page and paragraph where information is found.

Text-to-self Connections



Indicate with an "A" or "D" if you agree or disagree with each of the following statements.

1. Life involves suffering.
2. If you don't try to accumulate a lot of material wealth, you'll be happier.
3. It is important to think good thoughts.

Connections



4. How you act toward others can have a big impact on your life now and in the future.

As you read, determine how a Buddhist would respond to these statements.

During reading activities



- **Must be structured to support struggling reader and guide reader to proficiency**
 - REAP (Read, Encode, Annotate, Ponder)
 - (Eanet and Manzo, 1976)
 - Interactive Reading Guide
 - (Wood, 1988)
- **May confirm and/or adjust pre-reading activities**
- **Must actively engage the reader**
 - Design and completion of graphic organizer
 - Note taking
 - Two column notes

Post reading activities



- **Check for understanding**
- **Clarify**
- **Extend knowledge**
- **Build on pre and during reading activities**
- **Reinforce skill and strategy development**
- **Address variety of strengths and needs**
