



# Reading in the Content Areas—It's Just Different

**Archived Information**

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

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# 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



# 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)*



# 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
    - Emphasis on 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
- **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.**



- 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**