

# READING STRATEGIES TO USE IN CONTENT CLASSES

Strategies taken from the ; *“Do I Really Have to Teach  
Reading: grades 6-12?”* By Cris Tovani and *Thinkquiry*  
Toolkit 1 by Julie Meltzer & Dennis Jackson

# What “proficient” readers do.

- \* Determine their purpose and meaning.
- \* Make connections between the text and prior knowledge.
- \* Make predictions.
- \* Visualize.
- \* Retell what they read.
- \* Adjust their reading rate.
- \* Ask themselves questions.
- \* Reflect in writing about what they read.
- \* They understand print conventions.

# How can we make meaning from the text we give to our students?

- \* **Meaning** arrives because we are purposely engaged in **thinking** while we read.. As teachers we want our students to become more thoughtful about their reading.
- \* “ It really isn’t hard to avoid reading-----you just ask someone what it means, or wait for the teacher to explain it.”      Lindsey, high school senior

# Double-Entry Diaries

- \* A double entry diary is an “access tool” that students can use to hold their thinking. Like sticky notes or highlighting text, access tools help students slow down as they read and begin to track their thinking.
- \* Here’s how to do a “double-entry diary.”
- \* 1. Ask students to divide a piece of notebook paper in half-lengthwise.

# Double-Entry Diaries

- \* 2. On the left-hand column of the page, students copy directly from the text. They might write quotes or individual words. They can also write a summary of what they might have read. The writing on the left-hand side represents literal information from the text.
- \* 3. On the right-hand column of the page, students share their thinking about the word, sentence or summary that they wrote on the left hand side. The writing on the right represents inferential and critical thinking.

# Double Entry Diaries cont.

- \* Teachers choose how students will structure their thinking, based on what they ask for in the right-hand column(i.e. questions, connections, visualizing information.)
- \* Students choose what text they will use to apply the strategy or strategies chosen by the teacher as a focus.

## Setting a purpose

Read the text below and think about what's important.

The two boys ran until they came to the driveway. “See, I told you today was good for skipping school.” said Mark. “Mom is never home on Thursday,” he added. Tall hedges hid the house from the road so the pair strolled across the finely landscaped yard. “I never knew your place was so big,” said Pete. “Yeah, but it’s nicer now than it used to be since Dad had the new stone siding put on and added to the fireplace.”

There were front and back doors and a side door that led to the garage, which was empty except for three parked 10 speed bikes, They went in the side door, Mark explaining that it was always open in case his younger sisters got home earlier than their mother.

# Purpose.....

Pete wanted to see the house so Mark started with the living room. It, like the rest of the downstairs, was newly painted. Mark turned on the stereo, the noise of which worried Pete. “Don’t worry, the nearest house is a quarter mile away,” Mark shouted. Pete felt more comfortable observing that no houses could be seen in any direction beyond the huge yard.

The dining room, with all the china, silver, and cut glass, was no place to play so the boys moved into the kitchen where they made sandwiches. Mark said they wouldn’t go to the basement because it had been damp and musty ever since the new plumbing had been installed.



# Purpose- think about what's important

“This is where my Dad keeps his famous paintings and his coin collection,” “Mark said as they peered into the den. Mark bragged that he could get spending money whenever he needed it since he’d discovered that his Dad kept a lot in the desk drawer.

There were three upstairs bedrooms. Mark showed Pete his mother’s closet that was filled with furs and the locked box that held her jewels. His sisters’ room was uninteresting except for the color TV that Mark carried to his room. Mark bragged that the bathroom in the hall was his since one had been added to his sisters’ room for their use. The big highlight in his room, though , was a leak in the ceiling where the old roof had finally rotted.

# Visualizing

## *The following passage is from To Kill a Mockingbird.*

- \* “Come closer,” said Mrs. Dubose. “come to the side of the bed.” We moved our chairs forward. This was the nearest I had ever been to her, and the thing I wanted most to do was to move my chair back again.
- \* She was horrible. Her face was the color of a dirty pillowcase, and the corners of her mouth glistened with wet, which inched like a glacier down the deep grooves enclosing her chin. Old-age liver spots dotted her cheeks, and her pale eyes had black pinpoint pupils. Her hands were knobby, and the cuticles were grown up over her finger nails. Her bottom plate was not in, and nearest upper lip protruded. From time to time she would draw her nether lip to her upper plate and carry her chin with it. This made the wet move faster.
- \* Can you visualize Mrs. Dubose??

# What works:

- \* Identify what students are struggling with. It may be any of the following.
- \* \*reading text for a second time
  - \* reading difficult or uninteresting text
  - \* starting a book
  - \* making sense of graphs
  - \* understanding how to read a word problem
  - \* making sense of poetry

Teacher modeling can help students learn to identify what strategies are best suited to the needs of the text they will be reading.

# What works:

- \* “If reading is too hard, I just get Cliff Notes or skim through chapters. If I can’t get the Cliff Notes, I just listen to what the teacher and kids say in class.” Jay, high school freshman.
- \* If students are to understand what they read, then teachers must find text that they can read to *supplement* the textbook-as well as give them time to practice strategies learned in class.

# Supplemental texts include:

- \* Newspaper and magazines- social studies
- \* Websites
- \* Interviews
- \* Any resource other than textbook pertaining to the topic/subject area.

# Videos

- \* 1.) Reciprocal Teaching(RT) is an instructional strategy that helps students focus and monitor their reading in order to gain better understanding.
- \* It allows students to predict content question and clarify their understandings of that content and summarize what they have learned.

# Thank You!!

- \* Enjoy the rest of your afternoon!!
- \* Thanks for coming!