

Every Teacher is a Teacher of Reading: Practical Content Reading Strategies for Classroom Teachers



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What does this text say?

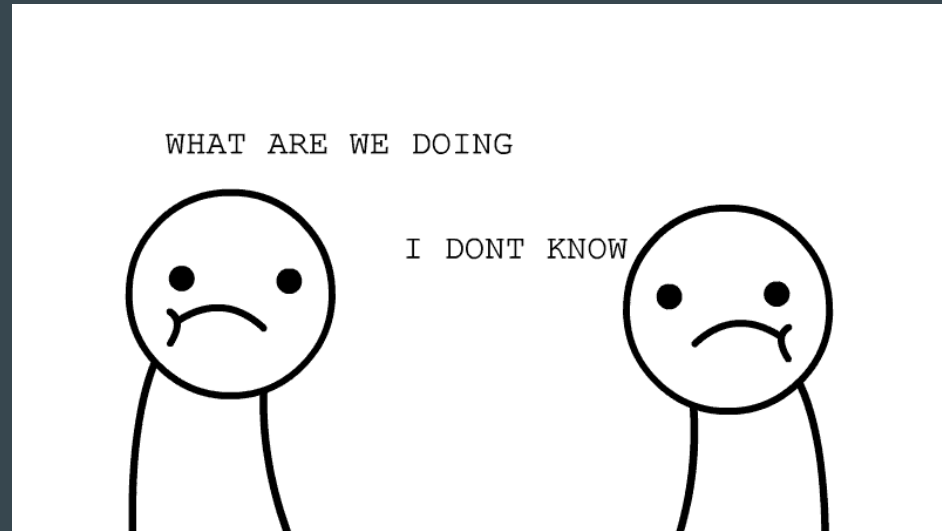
Mary had een lammetje,
lammetje, lammetje . Mary
had een lammetje, zijn vacht
was wit als sneeuw.

How did you know?

What skills did you use?

When did you use them?

How did you use them?



Ok... That one was easy! Let's try something a little more difficult!!!

Αστράφτει, αστράφτει, μικρό αστέρι. Πώς
μπόρεσε αναρωτιέμαι πού είσαι. Μέχρι πάνω
από τον κόσμο τόσο υψηλή. Όπως ένα διαμάντι
στον ουρανό. Αστράφτει, αστράφτει μικρό αστέρι.
Πώς μπόρεσε αναρωτιέμαι πού είσαι.

Does it help if I add this??

Αστράφτει, αστράφτει, μικρό αστέρι. Πώς
μπόρεσε αναρωτιέμαι πού είσαι. Μέχρι πάνω
από τον κόσμο τόσο υψηλή. Όπως ένα διαμάντι
στον ουρανό. Αστράφτει, αστράφτει μικρό αστέρι.
Πώς μπόρεσε αναρωτιέμαι πού είσαι.



Again: How did you know?

What skills did you use?

When did you use them?

How did you use them?



Literacy Development

Basic Literacy- decoding/encoding

Critical Literacy- comprehension beyond the literal (analyze/interpret)

Dynamic Literacy- going beyond the text (practical application/disciplinary literacy)

Content Area Reading: What is it?

Expository

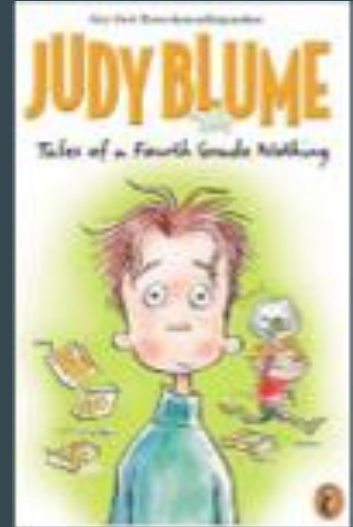
Textbooks

Articles

Print News



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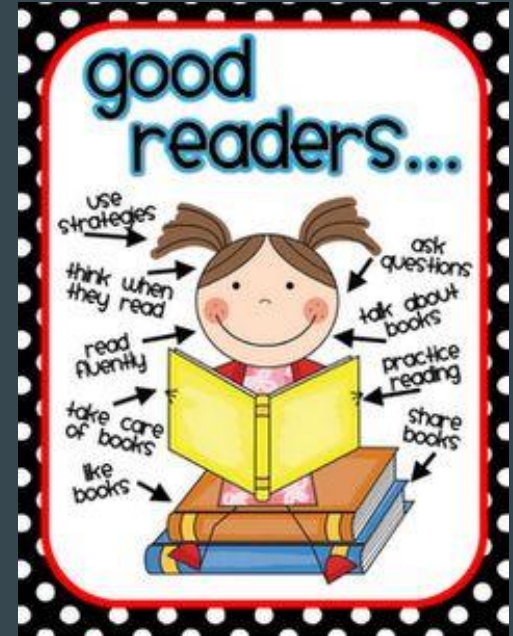


Who is responsible for reading instruction?

...in elementary school?

...in middle school?

...in high school?



What about content teachers?

As a content teacher, what should you prioritize in the classroom?

...content (e.g., mathematics, science, social studies)

...or reading

...or language?

...or...???



Agree or Disagree... (this means you, content teachers!!!)

“The primary goal of education for typical prelingually deaf children should be literacy”
-Quigley & Kretschmer (1982)

What we know...

Content area teachers are not teaching advanced literacy skills

(Chall, 1996; Neufeld, 2005; Shanahan & Shanahan, 2008)

Reading content area texts require more than just being able to decode (learning to read) (Chall, 1996; Vacca & Vacca, 2010)

Once texts become “reading to learn” they become more complex (Chall, 1996; Vacca & Vacca, 2010)

Why is this a problem, especially in deaf education?

Reported low reading achievement levels for high school graduates who are DHH ... 5% read at the same level as their hearing counterparts (Kelly & Barac-Cikoja, 2007)

Over half struggle to surpass 4.0

(Easterbrooks & Beal-Alvarez, 2012; Traxler, 2000)

Why (continued)

Students who are DHH struggle with comprehension of content area texts (Moore, 2001)

Students who are DHH struggle with the skills of CAR (Bringham & Hartman, 2010; Easterbrooks & Stephenson, 2006; Howell & Luckner, 2003; Marschark & Hauser, 2008; Stassman, 1997; among others)

We do not have a comprehensive understanding of how teachers in the deaf education classroom integrate CAR

Explaining CAR further...

Reading of information/content that reflects the concepts, ideas, thinking processes, and text structures related to a specific content area genre.

Ex. Social Studies

Requires additional skills for understanding and comprehending (Howell & Luckner, 2003; Shanahan, 2012; Vacca & Vacca, 2010)

What skills support CAR?

Background Knowledge

Activation of Background Knowledge

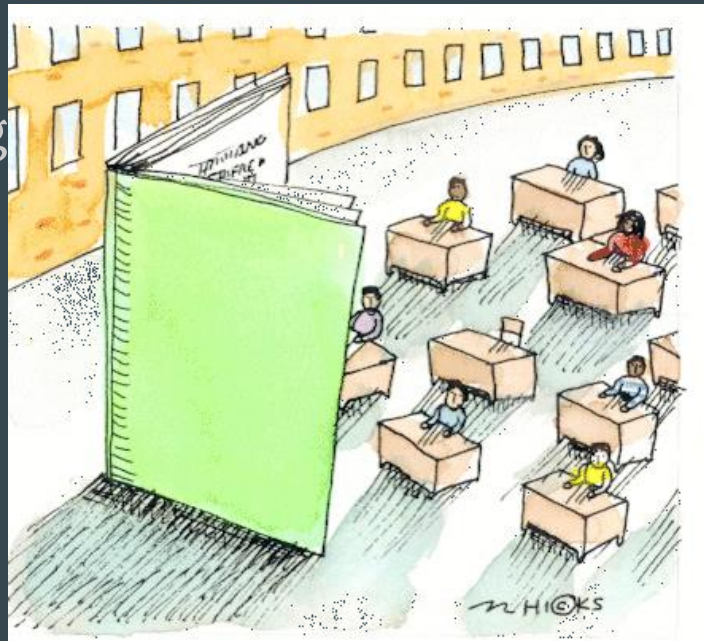
Building of Background Knowledge

Text Features

Text Structures

Content Specific Vocabulary

Inference



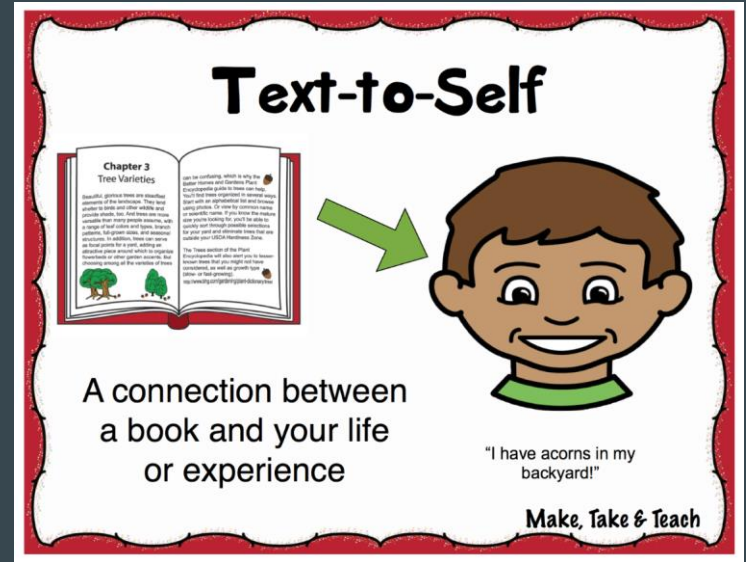
Background Knowledge

Activation

Building (see Fisher and Frey)

Direct Methods (field trips, labs, simulations)

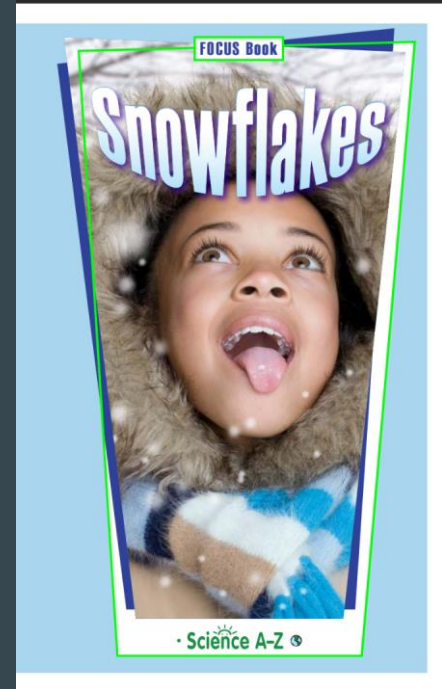
Indirect Methods (teacher modeling, think alouds)



Activity: Applying what we just learned


CAR skill: Background Knowledge

What amount of background knowledge is needed to comprehend this text? “snowflakes”



Background Knowledge... increasing the intensity!!!

Text-to-Text



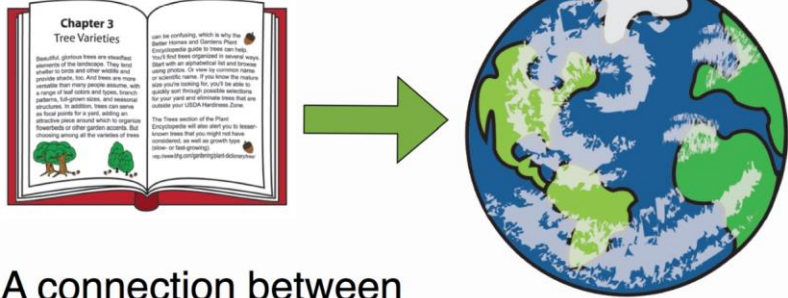
A connection between a book and another book or text that you have read

"I read about this kind of a spider in another book too!"

Make, Take & Teach

primary/secondary/tertiary sources

Text-to-World



A connection between a book and events in the real world

Oak trees can be found in many regions across the U.S.

Make, Take & Teach

inference... more on this, later

Text Features

What are these?

Why should you, or your students care about text features?

How to do think understanding of text features supports CAR?

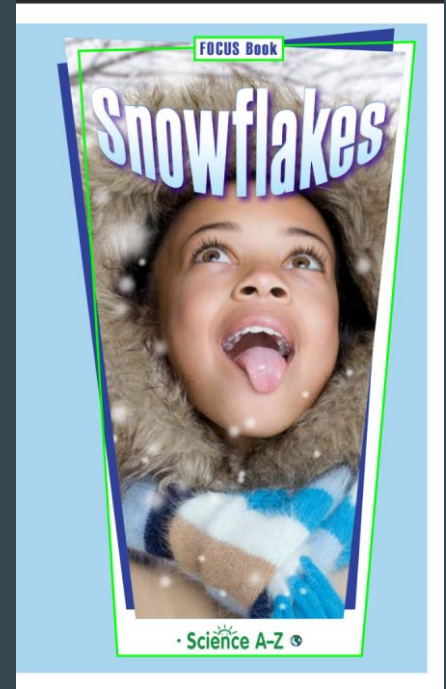


Activity: Applying what we just learned

CAR skill: Text Features

Let's identify some of the text features presented in “snowflakes”

Prior to this discussion... do you think you would have pointed these out to your students?



Text Structure.. the “mysterious” skill

Problem/solution

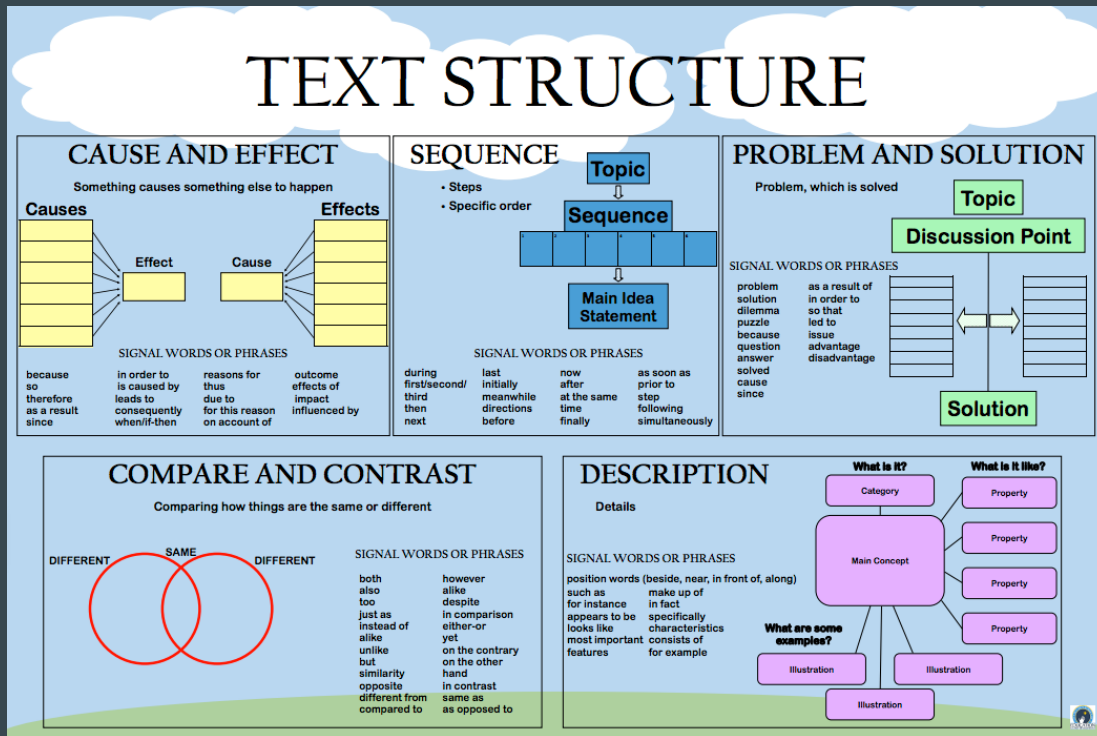
Sequential

Description

Cause and Effect

Comparison

Others???



Tiers of Vocabulary instruction

Tier 3

Academic Content Words

biotic, abiotic, ecosystem, environment, terrarium,
germinate, photosynthesis, acute, geometric

Tier 2

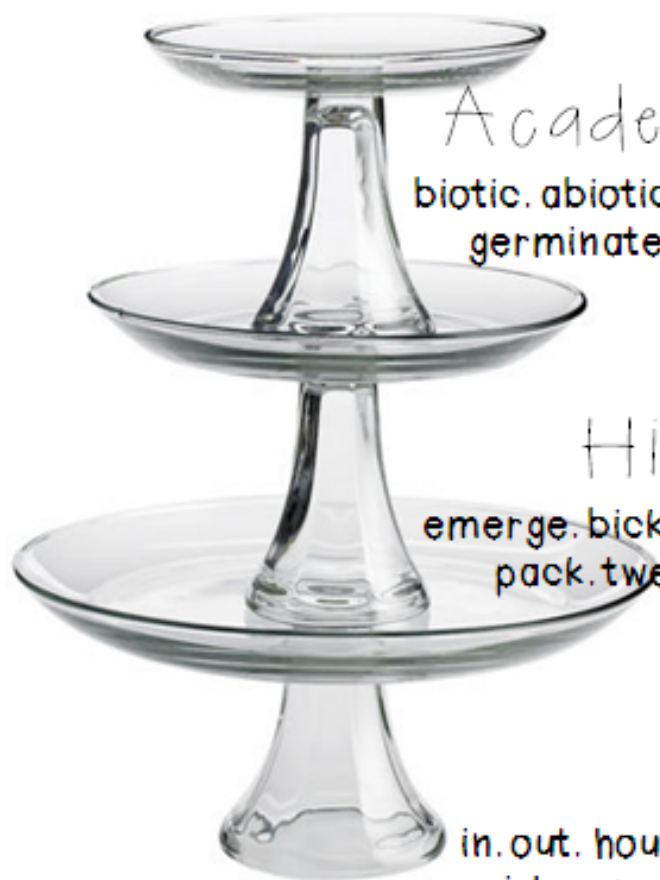
High Utility Words

emerge, bicker, flounder, frightened, increase, soak,
pack, tweak, navigate, function, priority, tug

Tier 1

Basic Words

in, out, house, dog, cat, blue, yellow, flower, book
girl, run, house, sad, car, go, animal, street



Content-specific Vocabulary

Content/Topic specific (tier 3)


Social Studies Examples

Democracy

Election

Globalization

What about other content areas???



Vocabulary Instruction

Choosing Words to Teach

Tier III

Tier III words are low-frequency words and are limited to a specific "domain". They often pertain to a specific content area. These words are best learned within the context of the lesson or subject matter.

Examples: atom, molecule, metamorphic, sedimentary, continent

Tier II

Tier II words are high-frequency words that occur across contexts. These words are used by mature language users and are more common in writing than in everyday speech. Tier II words are important for students to know to enhance comprehension of a selected text. Tier II words are the best words for targeted explicit vocabulary instruction.

Examples: hilarious, endure, despise, arrange, compare, contrast

Tier I

Tier I words are the words we use everyday in our speech. These words are typically learned through conversation. These are common words that rarely require direct instruction.

Examples: come, see, happy, table

www.blog.maketaketeach.com

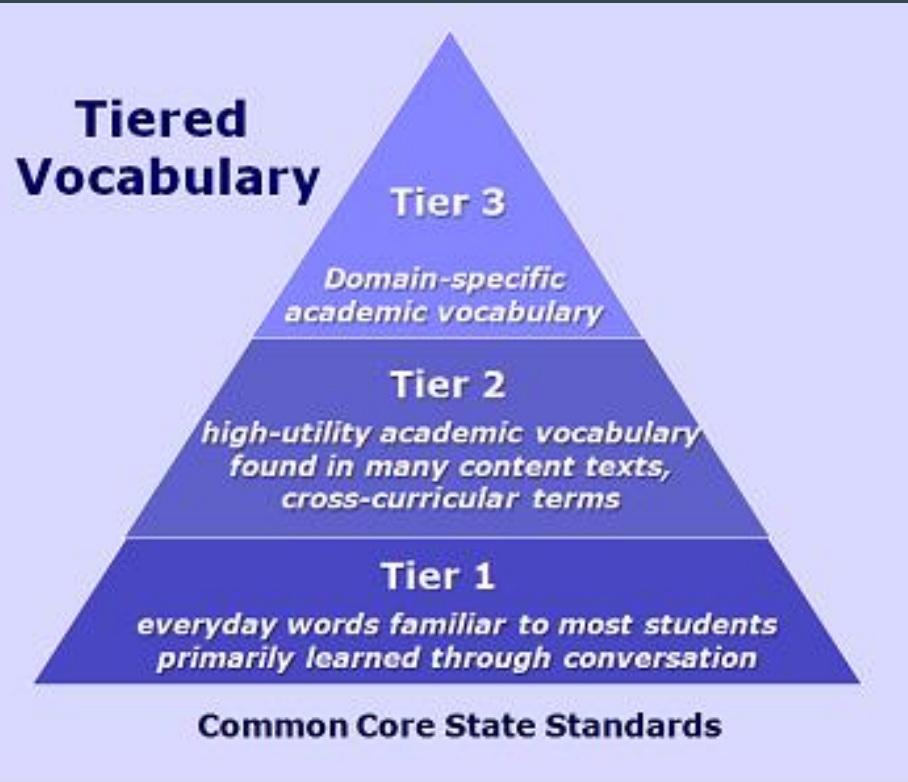
Source: Bringing Words To Life (Beck, McKeown, & Kucan 2002)

BICS and CALP (bringing language into it)

Fostering CALP

What are we doing in the
gen-ed classroom?

What are we doing in the
deaf-ed classroom?

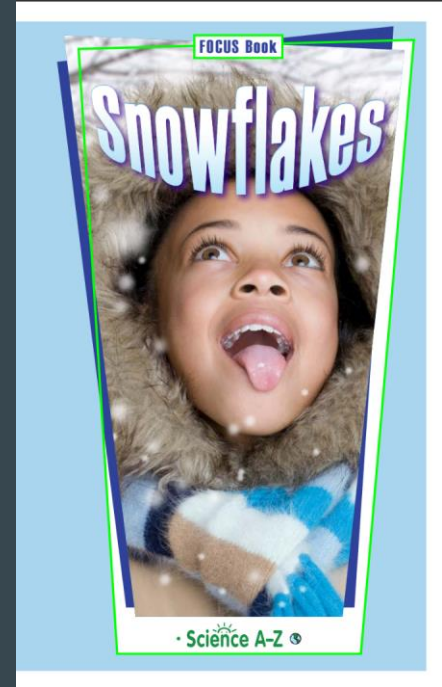


Activity: Applying what we just learned about the skills of Content Area Reading

CAR skill: Content Specific Vocabulary

Breaking out vocabulary by tier in
“snowflakes”

What's the point?



Inference

Reading between the lines

Info you know + Info you read=
inference!

what is an
INFERENCE?

using what you already know

&

evidence from the text



to read "in between the lines"
and figure out what
the author is saying!

Activity: Applying what we just learned about the skills of Content Area Reading

CAR skill: Inference

Do readers need to inference while reading the text “snowflakes”?



Types of Inference

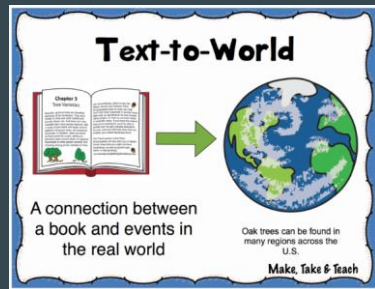
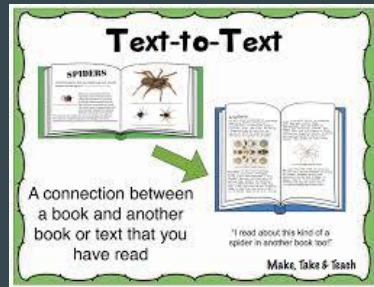
Coherence (text connecting)

Susie is happy. She is smiling.

Elaborative (gap filling)

The bike was gone. Jack saw the broken chain in the grass and began to cry. (background knowledge must be activated)

Global -- inference across text(s)



Global Inference

Taking elaborative inferences to the next level.

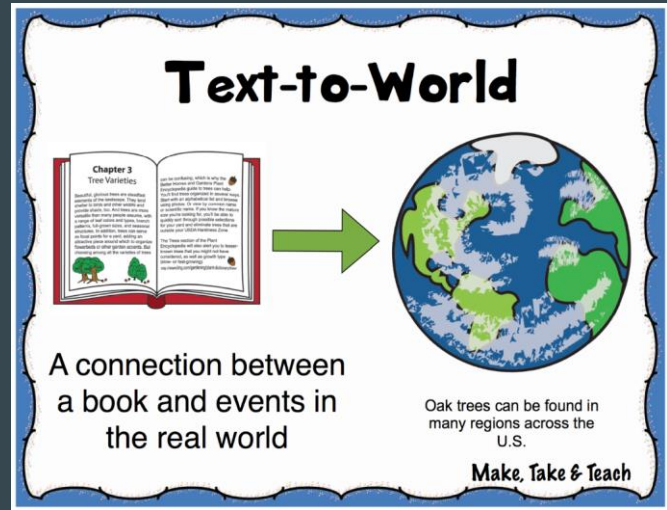
recognizing author's position

consider all information presented

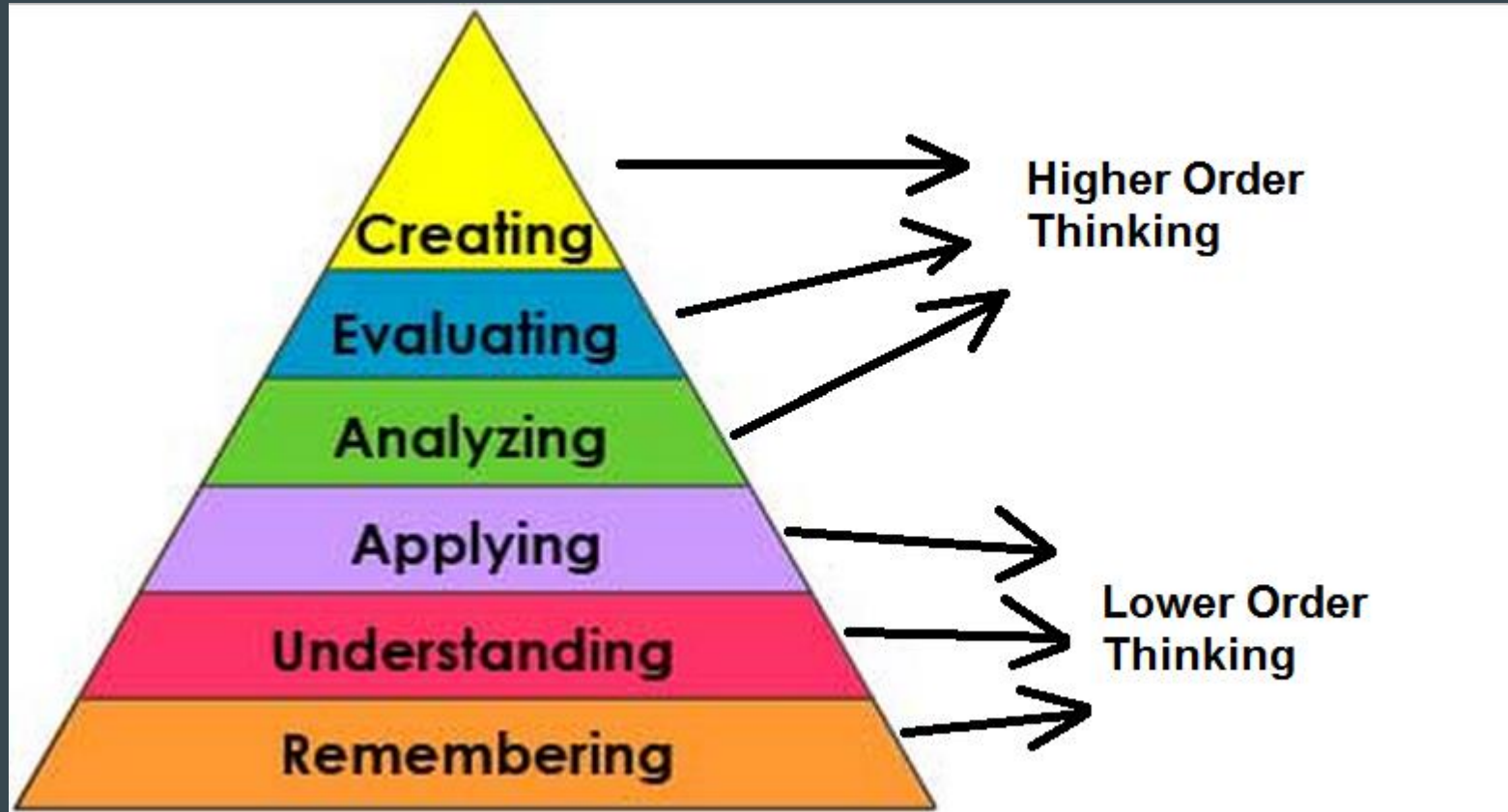
activation of background knowledge

examines implied meaning

identifies themes, morals

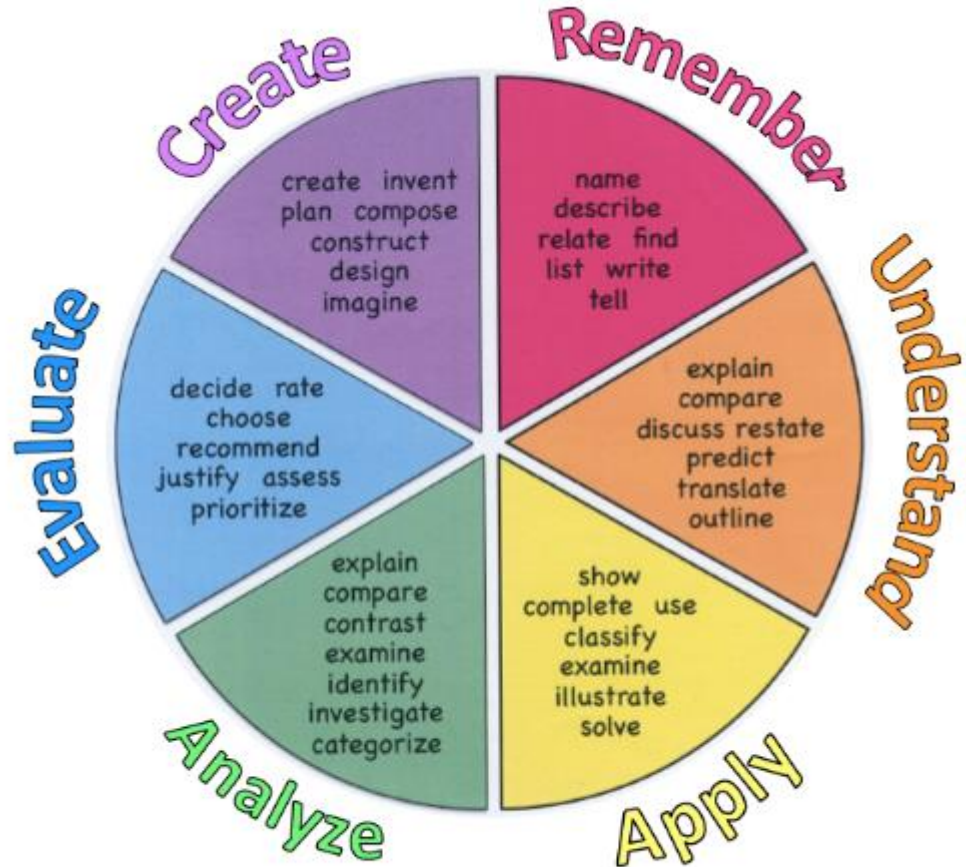


Socratic Questioning to Support Inference

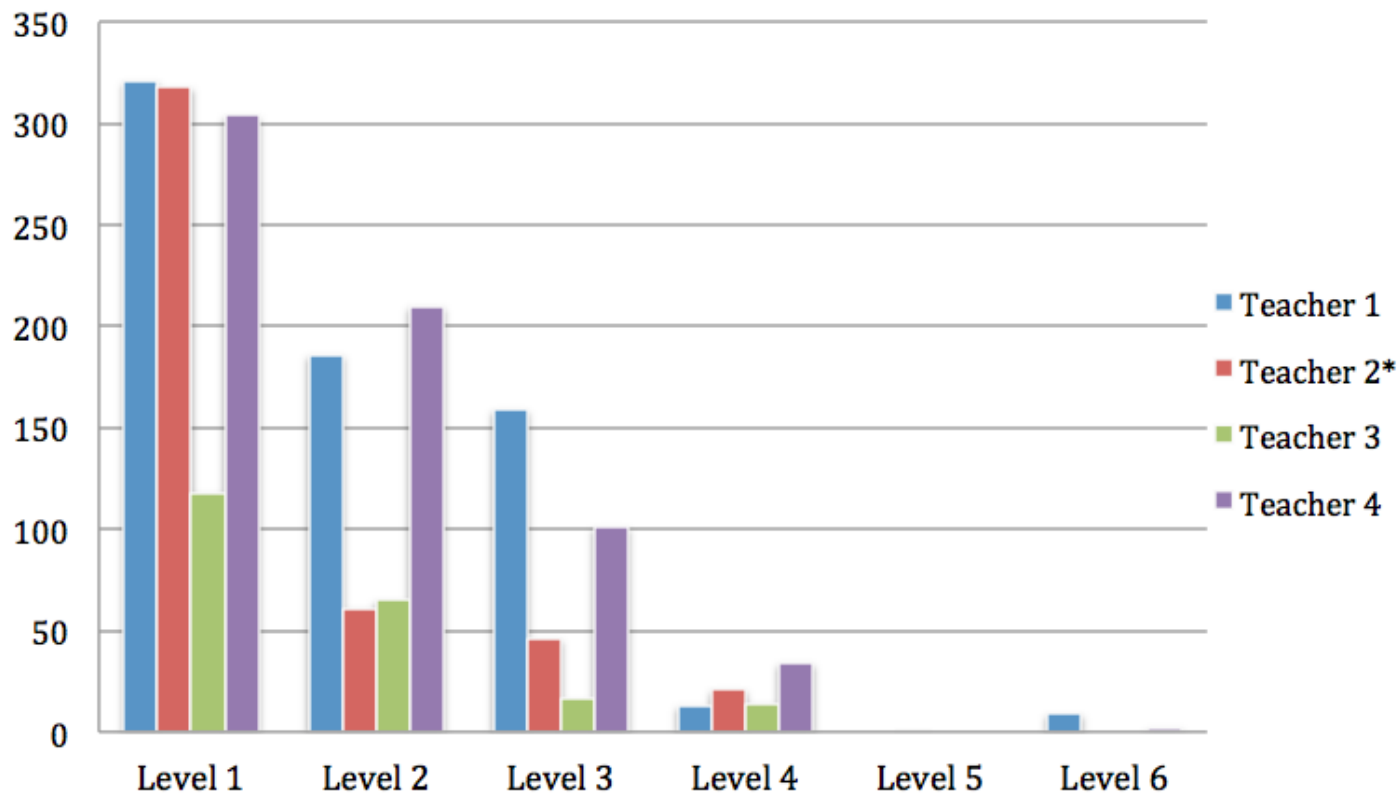


Activity!!!!

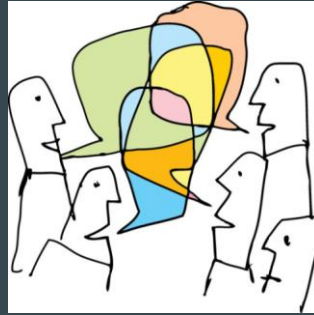
Higher order
thinking and higher
order activities
need to be
DELIBERATELY
planned!



Complexity of Questioning



More “tricks” that support content reading and higher-order thinking...



click this image
for a fabulous
video!

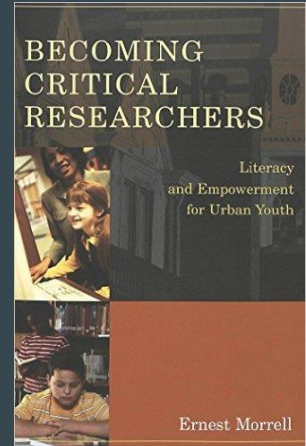
Constructivist Instructional Approaches Support Higher levels of Learning, (including CAR) (Vygotsky, 1978)

Socially-mediated v. Didactic Teaching Approaches

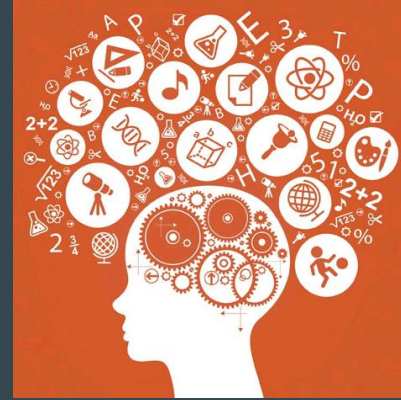
More “tricks” that support content reading and higher-order thinking...

Teacher Preconceptions of Students Influence Instructional Practices (Gee, 2008; Morrell, 2004; Oakes, 1985)

Fabulous Ted Radio Hour on Perceptions



More “tricks” that support content reading and higher-order thinking...



Knowing how Students Think/Learn is Necessary
for Designing Effective Instruction

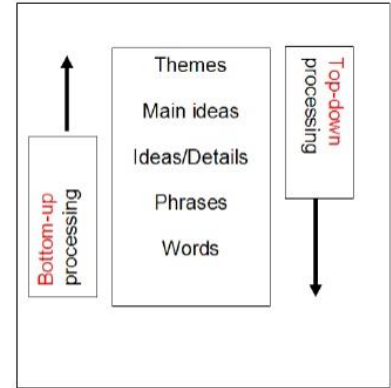
(Carpenter et al., 1998; Carpenter et al., 2000)

Start on Monday

Second Language Learners & Reading

Second language learners...
use an “interactive process to reading” that includes:

🔗 An **interactive reading model** is a reading model that recognizes the interaction of bottom-up and top-down processes simultaneously throughout the reading process.



top-down and bottom-up strategies

Thinking about it from a second language learners perspective

Hearing 2nd language learners:

- look at the page
- sample the print
- use knowledge of sound-symbol relationships
- use knowledge of word order
- use knowledge of grammar
- use knowledge of meaning
- predict to confirm meaning
- activate prior knowledge
- use linguistic strategies
- use repair strategies when something does not make sense
- struggle to anticipate grammatical structures in L2

Major Predictors of Reading Success....

DRUMROLLLLLLLLLL.....

Background Knowledge
Fluency

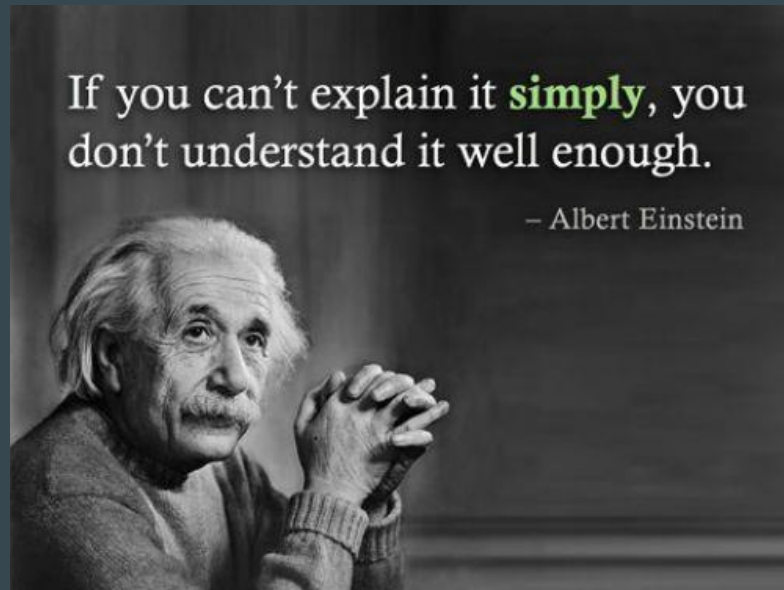


Fluency barriers/roadblocks

Function words:

(articles and prepositions)

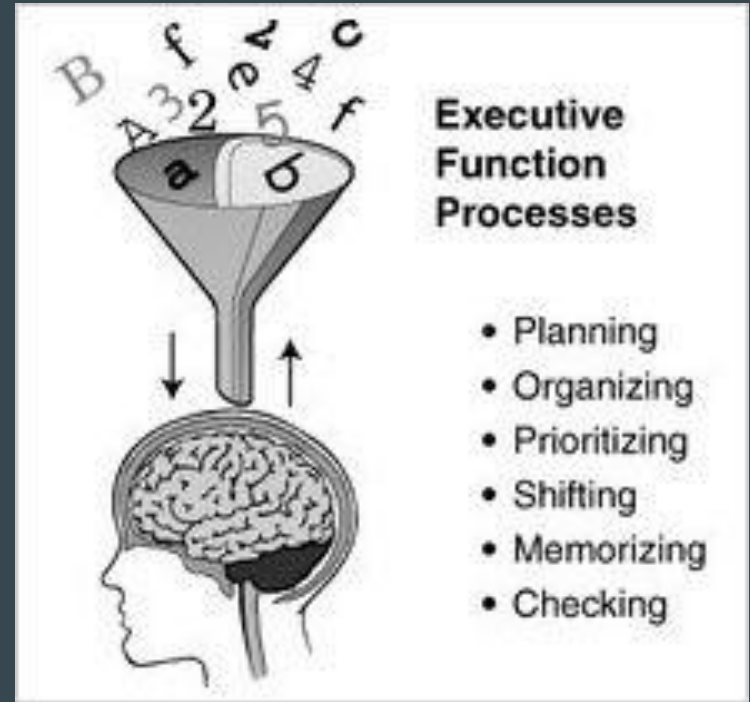
We don't know much about fluency as it relates to readers who are deaf and hard of hearing.... :/



Information Processing and Reading Comprehension

Executive Functioning

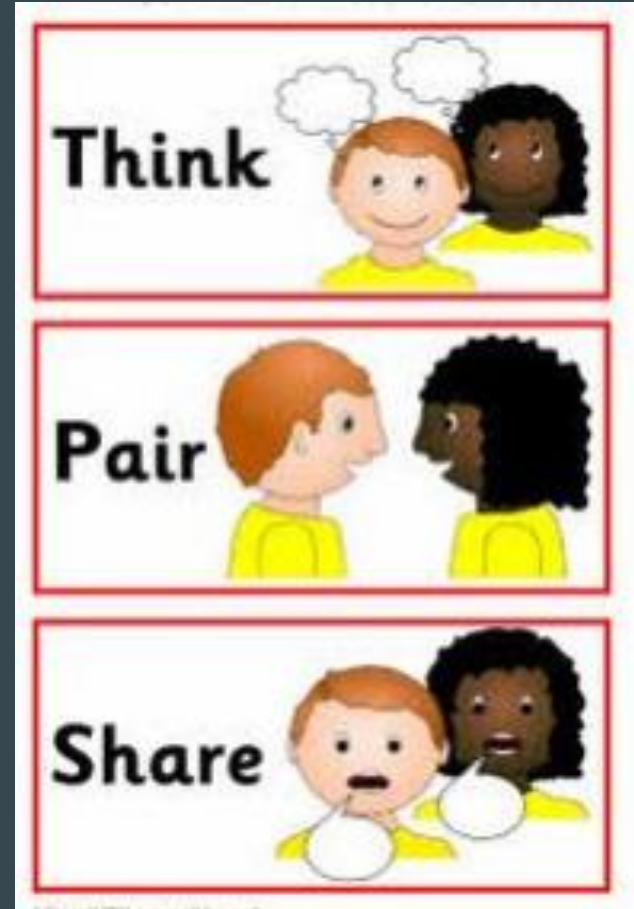
Students who are DHH
tend to struggle with
executive functions



Reading, Language, and Cognition...

How is reading a *language* process? (examples?)

How is reading a *cognitive* process? (examples?)



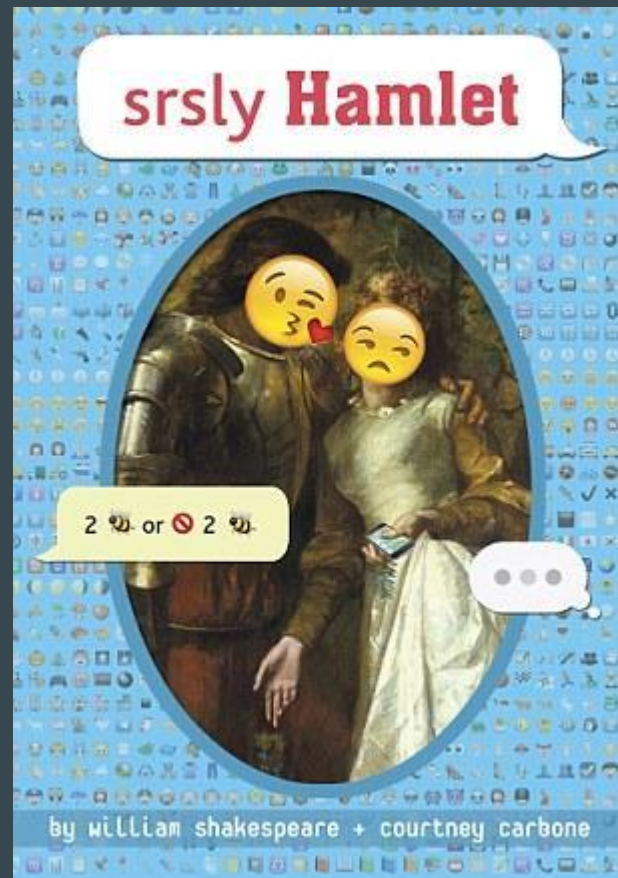
One last remark... Rewriting Text

To re-write text or not to rewrite text...

What are the pros? Cons?

What do the “best practices” say?

What do I say??



Other Helpful Readings

Afflerbach, P. (1990). The influence of prior knowledge on expert readers' main idea construction strategies.

Reading Research Quarterly, 25(1), 31-46.

Akamatsu, C. T. (1988). Summarizing stories: The role of instruction in text structure in learning to write.

American Annals of the Deaf, 133, 294-302.

Bluestein, N. (2010). Unlocking text features for determining importance in expository text: A strategy for struggling readers. *Reading Teacher*, 63(7), 597-600.

Bringham, M. & Hartman, M. C. (2010). What is your prediction? Teaching the metacognitive skill of prediction

to a class of sixth and seventh-grade students who are deaf. *American Annals of the Deaf*, 155(2), 137-143.

Other Helpful Readings (continued)

- Easterbrooks, S. & Stephenson, B. (2006). An examination of twenty literacy, science, and mathematics practices used to educate students who are deaf and hard of hearing. *American Annals of the Deaf*, 151(4), 385-397.
- Fisher, D. & Ivey, G. (2005). Literacy and language as learning in content area classes: A departure from “every teacher is a teacher of reading.” *Action in Teacher Education*, 27(2), 3-11.
- Hyde, M., Zevenbergen, R. & Power, D. (2003). Deaf and hard of hearing students' performance on arithmetic word problems. *American Annals of the Deaf*, 148(1), 56-64.
- Jackson, D. W., Paul, P. V. & Smith, J. C. (1997). Prior knowledge and reading comprehension ability of deaf adolescents. *Journal of Deaf Studies and Deaf Education*, 2(3), 172-184.

Other Helpful Readings (continued)

- Kelley, M. J. & Clausen-Grace, N. (2010), Guiding students through expository text with text feature walks. *The Reading Teacher*, 64, 191-195. doi: 10.1598/RT.64.3.4
- Luckner, J., Sebald, A. N., Cooney, J., Young, J., & Goodwin Muir, S. (2006). An examination of the evidence-based literacy research in deaf education. *American Annals for the Deaf*, 150 (5), 443-456.
- Neufeld, P. (2005). Comprehension instruction in content area classes. *Reading Teacher*, 59(4), 302-312.
- Vacca, R. T. & Vacca, J. L. (2010). *Content area reading: Literacy and learning across the curriculum*. (10th ed.). Boston: Allyn & Bacon.

Some helpful resources!!

<http://www.readingrockets.org/article/top-10-resources-literacy-content-areas>

<http://www.readingrockets.org/atoz/1120/all>

