

Instructional Technology: Content Area Reading Wikibi SP08

Content Area Reading

ED 120

Tuesday & Thursday 2:30-3:50 (first half of semester only)

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Class Blog

Required Course Readings (in COW Bookstore, cheap, and needed to begin class)

- **Do I Really Have to Teach Reading?**
 - **Tools for Teaching Content Literacy**
-

Online Course Calendar

Students earning the AYA and multi-age licenses will address the challenges of working with struggling readers in grades 7-12, especially in the content areas. Students will spend time in middle and high school settings, working directly with teachers and students in the content areas and reading. In addition, candidates will study methods for helping all students read more effectively in content areas.

Welcome to our class Wikibi!

We are going to be doing things a little different this semester. Traditionally you are presented with a syllabus at the beginning of the semester that essentially tells you what you are going to do and when you will be doing it. For this class, however, we will be focusing on developing class content and process as a learning community. We will still have assignments, presentations, readings, and guest speakers, but we will work collaboratively to establish timelines and expectations for these class components.

Also, you may notice that this is a very different type of document than a traditional syllabus. Because we hope to create a *living* dynamic for the class, I felt that we needed to expand our notions of a traditional class syllabus and provide it life, make it a living thing, something that could effectively document the journey we will all take together though on very different paths.

This Wikibi is as much an experiment in the social construction of course material as it is an opportunity for you to develop new literacy skills as well. As a content area reading course, we will be exploring a variety

of literacy strategies that will help promote content literacy within your students. In addition, it is also important for us to remember that literacy is a very broad concept, one that is changing daily. To help us expand our own notions of literacy we will be using this Wikibi as a means of developing *new media* literacy capacity - pushing the boundaries of how we traditionally conceive literacy.

To begin your exploration and to enable you to take ownership over this document and make it come alive you first need to develop some basic skills. Before beginning the semester I ask that you take the time to visit the following website:

<http://pmwiki.org/wiki/PmWiki/BasicEditing>

This site will walk you through some of the basic editing codes that you will need in order to become a part of this living syllabus. For many of you this will be a language acquisition process, not too different than what many of your students encounter on a daily basis when presented with new concepts and terms. Take some time to explore the site. When you are feeling adventurous, click on the *Wiki Sandbox* link on the top left side of the PmWiki page. The sandbox is where you can practice your writing and coding without making it public. (Hmm, providing students with ample, safe, yet structured opportunities to practice new skills before subjecting them to assessment - sound familiar?)

Once you feel you are ready to jump in, return to our class Wikibi and complete the Pre-Class Assignment below. You will use the *Edit Page* link in the top right corner of the page to make your contribution. Good luck to you all! I look forward to our journey together.

PRE-CLASS ASSIGNMENT - Class Roster

Your challenge is to add your name to the Class Roster below and create a link to your E-portfolio, a personal blog, or other online presence you may have. If you you not yet have a presence in cyberspace you have a few options:

- Go to <http://wordpress.com> and create a new blog for yourself
- Link us to a website you feel best embodies you and your beliefs
- You decide...

Class Roster

Matthew W. Broda - **Personal Website Class Blog**

Kristen Bielik - **E-portfolio**

Rebecca Ross - **E-portfolio**

Jeannette Carey - **E-portfolio**

Lauren Kosanovich - **E-portfolio**

Rebecca Hartsock - **E-portfolio C.A.R. Blog**

Robert Ashmead - **E-portfolio**

Fay Hughes - **E-portfolio**

Philip McLeod - **E-portfolio**

Andy Gress - **The Alliance for Climate Protection E-portfolio**

Tracy Patinski - **E-portfolio**

Megan Connor - **E-portfolio Blog for C.A.R.**

Heather Moore- **awesome physics link Content Area Reading Blog**

Mike Waseleski - **AYA Methods blog**

David Fram - **E-Portfolio Brother Blog**

Scott Danielson - **AYA Methods Blog**

Questions for Karen Frimel

On Tuesday, January 29, Karen Frimel, the Assistant Superintendent of Teaching and Learning for the Wooster City Schools will be talking with us about some of the system-wide initiatives that the school district has implemented in order to foster content literacy across the district. To help her prepare, you are asked to submit questions that you would like Karen to address during our meeting on the 29th. Please use a bulleted list and include your name with the questions you pose. Please be aware of the questions that have already been posted, we do not want to repeat content. Questions are due by *January 24*.

Questions

- What percentage of the students at Wooster City Schools are reading at the proper grade level, and how important do you find that statistic? - Robert Ashmead
- Are there any special approaches or programs that the schools use for students who are reading below proper grade level? - Robert Ashmead
- How has student achievement and content literacy in the Wooster City Schools changed over the past several years, and what goals do you have for the future? -Rebecca Ross
- What programs do you feel were most successful in bringing about positive changes in student achievement and content literacy? Are there any programs that you feel were not successful? - Rebecca Ross
- There are many tests given by the State of Ohio now due to The No Child Left Behind Act, and this puts pressure upon teachers to cover a set curriculum to ensure their students are well prepared for these tests. Teachers also try to focus on content literacy. How do Wooster City Schools ensure that they balance content area literacy with State standards for curriculum? - Lauren Kosanovich

- You describe yourself as working to "ensure that all students have higher achievement every year." What strategies do you use to go about this very big goal? - Kristen Bielik
- What do you see as some of the road blocks that inhibit students from growing academically? In other words, what are the major problem areas for students? Do they have a basis in the inability to read comprehensively? - Kristen Bielik
- Are there any consequences for a school district that does not meet a certain degree of content literacy, or have an adequate rate of improvement? -Tracy Patinski
- How do you choose to work with extreme cases of children on both sides of the expected content literacy rate- those who struggle quite a bit, and those who far surpass the expectations? Are different arrangements or classes available to them, and are these cases difficult to provide for? Also, specifically in Wooster City Schools, is there a significant number of students that usually fall either above or below the standard? -Tracy Patinski
- Do Wooster City Schools use technology to promote content literacy and if so in what ways? How can limited technological resources affect the development of students' content literacy? - Megan Connor
- What resources are available for teachers who wish to increase their understanding of content area reading strategies? Are there any workshops? - Megan Connor
- To go along with Kristen's question, one of your main goals is to "ensure that all students have higher achievement every year." With this said, do you track each class each year? If you do track each class each year and find that a particular class is declining in achievement, what do you do to ensure that their achievement goes back up? I'm sure some different strategies must be implemented? Or have you never had a case in which achievement declines? -Jeannette Carey
- You value not only what happens with the students in their classrooms but also in the community. What are some programs that students are involved with in the community? -Jeannette Carey
- This is a small tangent from Kristen and Jeanette; how heavily to you rely on state reports to assess your schools? Are these achievement reports a good way to gauge your students or do you value comments from teachers you work with more? Also, I hear many teachers (around here and back home) talk about the content they must cover according to state standards. How does this affect the achievement level? What do you feel is the correct approach to these types of problems? - Rebecca Hartsock
- Have you encountered any resistance to change amongst the teachers in the district or have they been open to change to try to find new ways to benefit the students? How have you dealt with any resistance you have met? - Fay Hughes
- Do you have different standards for students with different post graduation goals or is there a certain benchmark all must achieve? How do you continue to motivate students who reach this benchmark early in their academic career? - Fay Hughes
- Do you think the level of diversity addressed in all of our subject areas is sufficient. If so please explain. If not please address where you think improvements could be made. - Scott Danielson

- What is your opinion on No Child Left Behind? I know many teachers who aren't satisfied with it. As an administrator, do you see it helping or hurting (or even a mix of both) the way teachers in the district teach? - Mike Waseleski
 - What do you think about the OGT? I'm from Pennsylvania, and the state just approved a graduation test of their own to be implemented in a few years. Was there any strong resistance to the OGT when it came about? Also, do you think it helps the students and the district, or puts too much pressure on them? - Mike Waseleski
 - My question goes along with Lauren's: with so much of the curriculum based on teaching towards the many state standard tests, are there limitations placed on teachers regarding what can be used as and the amount of outside material allowed in the respective courses? - David Fram
 - In the State of New York, a number of schools are evaluating their teachers based on the test scores of students. Since content literacy is directly connected to success on tests, how are teachers evaluated in the Wooster City Schools, and to what degree, if any, do test scores factor into a teachers evaluation? - Andy Gress
 - What other programs besides OGT's and similar testing programs does Wooster High School use to build, improve, and assess content area literacy? Do you utilize more teacher-oriented or student-oriented methods and why? - Philip McLeod
-

Questions for Professional Teacher Panel

On Tuesday, February 5 and Thursday, February 7 we will meet with a panel of AYA teachers to hear how they navigate content area reading issues in their classrooms. We will have representation from all content areas. To help them prepare, you are asked to submit questions that you would like the panel to address as a whole, or specific content areas, during our meeting on the 5th and 7th. Please use a bulleted list and include your name with the questions you pose. Please be aware of the questions that have already been posted, we do not want to repeat content. Questions are due by *January 31*.

Doug Bennett - Music

- How do you help students who have "missed the boat" so to speak and cannot read music by high school? How do you assist them while not detracting from the education of the other students? - Fay Hughes
- How do you incorporate non-performance aspects of music into your rehearsal time? - Fay Hughes
- What kind of literacy methods do you use for ensemble only classes? - Philip McLeod
- Other than reading music, what other reading activities take place in your classroom? How would you expect students to respond to a additional reading assignment to be completed outside the classroom? - Andy Gress
- What strategies do you use for teaching your elementary students how to read music? Do you use the Dalcroze, Orff, or Kodaly approaches or are these approaches used more in general music classes? - Jeannette Carey

- Have you found that students who were taught using the Suzuki approach struggle to read music? - Jeannette Carey

Tricia Thorley - Studio Art

Heidi Rhodes - Mathematics

- Do you currently or have you ever assigned your students to read the textbook as part of their typical homework, and if so with what success? - Robert Ashmead
- Have you ever had the students read any articles, research, or novels that involve mathematics? If so, could you give some examples, describe the reception from your students, and say how well they worked in helping the students understanding or encouraging curiosity. -Robert Ashmead
- Do you use any methods of assessment other than tests and quizzes to help you understand how well your students are comprehending the material? - Rebecca Ross
- How do you chose a textbook for your classes? In your opinion, what should a good math text include? - Rebecca Ross
- How do you view reading in the context of mathematics? Also how do you use it in your classroom in a general sense? -Robert Ashmead

Cindy Baisden - Science

- How do you feel the lack of textbooks or condition/age affects the students ability to learn new concepts? This question could be directed toward any of the content areas, but I know that you have dealt with this directly. Do you feel that alternative options such as the internet are just as effective or maybe more? - Rebecca Hartsock
- Do you have a strategy for approaching and reading scientific text that you feel is useful to struggling students? - Rebecca Hartsock
- What is your favorite way to get students excited about a topic area?-Heather Moore
- Do you regularly assign reading for homework, and if so how do you keep your students engaged in what they are reading?- Heather Moore
- In middle school what is the breakdown of sciences that your students touch on, and are all the sciences taught with the same book? I guess I'm wondering do students get a good idea of what each content area is within science in middle school, or are all of the sciences somewhat lumped together?- Heather Moore
- What in your opinion is essential for a good text book to have?- Heather Moore

Sue Herman - Language Arts

- How does the English Department collaborate with other departments? Do you ever teach any interdisciplinary units? Do the content standards make collaboration more difficult? - Megan Connor

- What kinds of texts do you incorporate into your classroom? - Megan Connor
- Time is a precious commodity in a classroom, so how do you manage the time issues of watching a movie if you think the film would be a helpful addition to a unit? - Megan Connor
- What are some methods used in your classroom to help improve or assist students who struggle with reading comprehension? - Tracy Patinski
- Do you use any types of technology in your classroom to help students better grasp any points of Language Arts content area reading? What tools have been most successful for you, and which have students responded the best to? - Tracy Patinski
- It is obvious that not all students like to read. How do you engage your students in texts if they have no interest in the subject and the overall assignment? In other words, how do you get the student who likes to sit in the back and do nothing to participate and engage with the material? - Kristen Bielick
- In your bio it says that you teach Honors English 10, Creative Writing, and College Reading. These classes are more advanced than the general ELA courses. What is the biggest difference that you've noticed in teaching general classes as compared to the ones that you're currently teaching? Is it motivation? Skills? What exactly sets these students apart?

Mary Hetrick - Social Studies

- How do you assist students who struggle reading history texts? Is there a method that you find to be especially helpful? - Lauren Kosanovich
- History teachers that I have had tell me that the point of learning the history of the past is to relate it to the present and learn from mistakes made by those in the past. What type of texts do you find to be most helpful in relating events of the past to current events? Do you see your students make deeper connections to history if they can relate it to something that is happening today? - Lauren Kosanovich
- How often do history/social studies teachers choose new curriculum? Is it on a standard rotation, say every 8 years or so, or when the department can afford new books? Also, how lengthy/what goes in to the process of choosing new textbooks and curriculum? - Mike Waseleski
- Is there a particular theme or subject in history that you find tough for students to understand or relate to? How do you go about making it as interesting as possible? - Mike Waseleski
- Have you ever been in a circumstance where you have to choose carefully what you teach? (i.e. alternative points of view or details about a specific subject)- Scott Danielson
- What methods do you find makes class more enjoyable as well as productive for the students?- Scott Danielson

General Questions

- What is your personal approach to a student who refuses to read assigned text or do his/her homework? How do you attempt to connect with these students to spark interest in the content? - Rebecca Hartsock
-

Content Area Reading Strategy Presentations

This section of the Wikibi is devoted to each of the specific strategies that you will be presenting to the class. In addition to your presentation, you are required to create a Wikipedia-style entry for your strategy that your colleagues can use as a resource. Listed below are the presentation dates and participants. Each participant is invited to modify this section in order to create their Wikibi entry.

Strategy Presentation #1 - January 24, 2008

Andy Gress

Word Study

"The intentional examination of specialized words within the context of authentic reading in content classes." - Janet Allen, 2004.

What does this mean? It means that when specific texts within a given content area are examined, words that are unfamiliar should be noted and explored. Often times the meaning can be pulled from context clues, whether the sentence in which the word is found, or the overall concept being taught. Previous knowledge, such as Latin or Greek roots, might also help a student determine the meaning of an unknown word.

If students engage in effective reading, and tactfully attempt to learn new words, they can learn around 1,000 new words a year, or roughly 8 to 15 words a day.

Following are a few links with more information and materials regarding Word Study.

Literacy Connections

Sites for Teachers

Heather Moore

Concept Ladders and Concept Webs

The purpose of a concept ladder (or web) is to create a structured way for a student to brainstorm and organize his or her thoughts and, ultimately, questions having to do with a text before it is read. This promotes engaged reading, and reading with a purpose.

Questions, which are the key to concept ladders and webs, can be developed by students after a thought provoking introduction to the text is read. For an alternative, Albert Upton's generic six questions can be used. These questions are: What is it a kind of / what are the kinds of it? What is it a part of / what are the parts of it? What is it a stage of / what are the stages of it?

The first link below is a link to a website which shows a few examples of questions that were developed for a concept ladder. It also provides information on why developing questions before reading is very important.

Jeannette Carey

Directed Reading-Thinking Activity

The Directed Reading-Thinking Activity (DR-TA) is a strategy used to guide readers through a text. There are four main components to DR-TAs. They are brainstorming, predicting, reading, and then revisiting predictions. This activity is cyclical in that while reading there are periodic stopping points. After each stopping point the process starts over again with brainstorming and predictions. DR-TAs work great with all content areas and all grade levels. The main goal of the DR-TA is to foster thinking while reading and to create more independent readers.

Strategy Presentation #2 - February 5, 2008

Kristen Bielik

Book in a Day

The "Book in a Day" strategy is a way of allowing students to understand the concepts put forth in an entire book in one day. While this seems like an impossible feat, it is actually a very possible strategy to use. The whole basis for "Book in a day" teaching comes from the Jigsaw method. If you are not familiar with the Jigsaw approach to teaching, this is how it works (in a very brief summary): Students break off into groups of 4-6 and are given a certain topic to discuss. Each student in that group is then assigned a specific detail contained within that topic in order to become an "expert" in that area. The expert students then report back to the group and teach their individually assigned concepts to the rest of their group.

The "Book in a Day" strategy draws very close parallels to the Jigsaw method. For the "Book in a Day" method, students are put into groups and are given a certain chapter(s) or section(s) to read in a book. The students then read the chapter(s) and become very familiar with it, and eventually give a presentation on it. Each chapter will be covered so that the entire book can be taught in one day. This is a great way of getting students to read novels or other good material that might supplement a unit or textbook, especially if there is not enough time for the whole class to individually read the supplementary reading. This works in every content area and helps to give more solid information on a subject.

The following link is a sample lesson plan of how this strategy can be used in the classroom.

Book in a Day Lesson Plan

Tracy Patinski

Reciprocal Teaching

Reciprocal Teaching is a strategy based on the idea of students "switching roles" with the teacher, and

taking charge of discussion of elements within the text. It is typically broken down into four areas: the intention is that students will strengthen their skills in predicting, questioning, clarifying, and summarizing.

The process begins with a teacher modeling each of the four areas for the entire class, and it is then the responsibility of the students to work in groups to discuss and practice what they have just learned. As they take on the "teacher" role within their groups, they will gain both experience and understanding in each of the four areas. Ultimately, they will begin to anticipate questions about the reading, and gain a deeper understanding of the texts.

The following link is a sample lesson plan using the Reciprocal Teaching strategy.

Model Lesson Plan

This link provides examples of Reciprocal Teaching in various contexts, including outlines of stages and basics, a movie, research paper, and a powerpoint.

Reciprocal Teaching

Fay Hughes

Learning Logs

Learning logs are journals kept by the students to track learning. Students are given time in class or are assigned to complete as homework, short entries about what they did in class or a reflection on a prompt by the teacher.

The idea behind learning logs is that students learn well from reflection. Also, learning logs help students learn through writing rather than demonstrate learning with writing. Because these are shorter assignments rather than a large paper at the end of a unit, students are free to work through their ideas and what they have learned rather than being forced to regurgitate everything at the end.

Additional Resources

Information on Learning Logs

Examples

Learning Log Examples

Provides an example of a more visually oriented learning log

---- Robert Ashmead

The KWL Genre

The KWL genre is a simple reading technique that gives students a framework for thinking and helps students engage in the text. It is broken down into three different categories.

K (Know) Before starting the reading students write down what they know about the topic they are about to read about.

W (Want) Students next write down what they want to know about the topic before they start reading.

L (Learned) Students then read the text, and afterwards write down what they learned about the topic and hopefully answer some of their questions

KWL Example

Any teacher can easily add a variation to the KWL strategy. Here are two different examples

1. **KWL plus**- After going through the KWL strategy, have your students develop a concept map or graphic organizer to using the information from the text. You can also ask students to summarize the reading using their graphic organizer.

2. **BKWLQ** - This variation of the KWL strategy involves adding two additional categories, one before KWL one one after.

B-(Building) Have students build background information by reading a selection of text other than the selected text. Have students describe or draw something about the topic.

Q-(Questions) This is a category for students to raise additional questions after the reading.

The KWL genre is a great reading strategy to use because:

- It activates prior knowledge while reading.
- It provides a simple assessment for the teacher.
- It gives students a reason to read the text and helps to keep them engaged.
- It gives students a written representation of what they learned.

Additional Resources **More information on the KWL genre KWL Generator**

Rebecca Ross

Graphic and Visual Organizers

Graphic and visual organizers are diagrams or illustrations of ideas and thought processes. They help us organize our ideas and examine relationships between concepts. When using graphic and visual organizers, we are able to systematically break down information and gain a better understanding of material! Graphic and visual organizers are basically whatever the teacher wants them to be. They can be used individually or in a group and they work with all content areas! There are hundreds of organizers available online, but teachers can easily make their own to best fit their student's needs.

You can go to my **blog** to see a flow chart in action!

Here are some online resources to find graphic and visual organizers in each of the five content areas:

Science Social Studies Language Arts Music Music Math

Rebecca Hartsock

Anticipation Guides

Anticipation Guides are great tools for building interest, activating background knowledge, and revealing misconceptions. It is a very informal assessment method to check your students feelings and thoughts before

beginning a lesson. The teacher first skims the text looking for key ideas and concepts. You then create statements that can be answered independent of the reading. For Example:

Before ----- *Statement* ----- *After*

Agree/Disagree Content area reading is important. A/D

We would state our opinions (Agree/Disagree) before reading Tovani, or beginning class. Then once we have finished the lesson, we would revisit the statements to check if our opinion of the statement had changed. Anticipation guides are easy and take little preparation. It can be used in ever content area in a variety of ways:

- Before beginning a unit – use the guide before starting and revisit after certain lessons or at the end of the unit to assess how students thinking has changed.
- Before a difficult lesson – very good tool for revealing misconceptions.
- In Literature – open-minded way to gain knowledge about your students beliefs before studying certain moral topics.
- Anytime! Anticipation guides are a simple way to spark interest in content and give students a purpose in their reading. Students are likely to participate because of the low-key style – completely based on opinion, there are no right/wrong answers.

Strategy Presentation #4 - February 12, 2008

Scott Danielson

Lauren Kosanovich

Chunking of Text

Chunking of text is a simple way to give students a chance to preform a closer reading of a smaller section of the text. It also gives students the chance to read independently and then come together as a group to discuss what they retained from the reading. Chunking can be used for any content area. Teachers should model the procedure of chunking before letting students attempt the process on their own.

- The first step of chunking the text is to decide how the text should be chunked. For Math or Science, you can break it down by problems. For English, depending on the type of text you are dealing with, you can divide the text by lines, stanzas, scenes, or paragraphs. For Music, you could chunk the text by measures. For History, you can use paragraphs, pages, or chapters depending on what you are reading.
- The second step is the teacher modeling the use of chunking text for the students. It is most helpful if you use the type of test used in the classroom setting. This gives the teacher the opportunity to assess the level that their students are at before letting them do it on their own.
- Third step is to let the students attempt chunking independently in the classroom. The teacher can then monitor how each student does and whether they are doing it properly according to the teacher's model.
- Finally, break students into small groups so that they can share their ideas with their peers and hear what their peers took from the reading that they did not. Students can take notes over the chunked text to help them remember key concepts or ideas.

As a teacher, you can pose questions to students prior to reading the chunked text to predict what they think will happen. You can also formulate questions for them as they are reading and ask them once they have completed the reading. The most important part is to remember to explain the major concepts of each section of chunked text before moving on to the next. Otherwise the student will not get anything out of it.

Discussion Webs

Discussion webs are simple -- they're a visual aid for debating or discussing. Webs, aside from helping visual learners, also come in handy for younger students who may have never debated in class before. It also gets everyone in the class involved.

The class is broken into pairs. The teacher gives them a topic to discuss as well as the discussion web itself, which can be found [here](#). After filling out reasons for both sides of the issue at hand, the teacher combines the pairs into groups of four. The groups then compare and contrast what they think and reach a final verdict which is then presented to the whole class.

Strategy Presentation #5 - February 14, 2008

David Fram

Exit/Admit Slips

Exit/admit slips are short answer questions that a teacher gives either at the beginning or end of a class to assess what and how well the students learned material. Admit slips, which happen at the beginning of class, deal more with linking two or more lessons together and are effective in telling the teacher how much material the students remember from day to day. Exit slips are given at the end of a lesson and possibly deal with more immediate review and questions/concerns that arose during the lesson. The strategy is particularly effective if the class is covering new content or a new writing/reading strategy because the teacher can then identify what the students are struggling with and change style to help. Also, this strategy is not only useful students' level of comprehension, but also teaches them to put down their ideas and concepts in a focused and concise manner. [Here](#) is a website which is very useful for more details about this strategy.

Phil McLeod

GIST Reading and Note-Taking

Gist stands for Generating Interactions between Schemata and Texts. It is a technique used to help organize summary writing for students to better absorb reading material. GIST note-taking breaks down the reading that is given to students by sentences, aides in organizing and summarizing their notes, and forms their summaries into a wholly comprehensive summary. This strategy can be used on a variety of readings such as textbooks, exam reviews, class discussions, etc. Here's how to do it:

- Using a short paragraph from a text, article, newspaper, or any other literary material, read the first sentence to the class.
- As a class, come up with a summary of the first sentence in fifteen words or less and write it on the board.
- Read the second sentence to the class and have them summarize the first two sentences in fifteen words or less. Write the summary on the board.
- Continue this process until the whole paragraph is read and summarize it in fifteen words or less.

Unlike chunking the text, the GIST method takes a sentence from the reading and builds upon the sentences preceding it. It allows the students to go from the very detailed to the larger scope of the paragraph. Instead of "Book in a Day" where the paragraphs and/or chapters of reading are taken in large pieces by group, reading using the GIST strategy is done as a class and forces the students to summarize the smaller details

and piece them together to form an entire summary.

Megan Connor

Content Specific Article Roundtable

During the week of February 17, students will be conducting roundtable discussions regarding the nature of reading within their specific content area. To ensure that these discussions are rigorous, insightful, and in-depth, each content area team is required to seek and select a scholarly article that discusses some facet of reading within the content area. Each team is then required to post the article and an annotated bibliographic entry to the Wikibi by February 5. Each class member will be required to read the selected article from each content area in order to come prepared for the roundtable session on February 17.

Language Arts

Roddy, Thomas. "Chop Wood, Carry Water." California English 13 (2007): 31-32. Education Research Complete. EBSCO. 31 Jan. 2008.

The author provides evidence from his own classroom on how structure is a powerful tool in increasing reading proficiency. Repeated rituals and consistent standards and expectations have helped his students to improve both writing and vocabulary skills.

Link to Article

(From Ebscohost, there is a link to the PDF!)

Tracy, Megan, and Kristen

Mathematics

Barton, Mary Lee. "Teaching Reading in Mathematics: a supplement to Teaching reading in the content areas teacher's manual" Mid-continent Research for Education and Learning. Aurora, CO. 2000. The article is on Rob's Weblog. <http://robcontentareareading.wordpress.com/>

The selection posted is taken from a whole book regarding teaching reading in mathematics. The sections address the rationale for teaching reading in mathematics along with the roles of the reader and climate. A section on vocabulary is also included which is one of the reasons why mathematics text can be so difficult to read. These are just a few selections from the entire book which is a great resource for math teachers.

Robert Ashmead Rebecca Ross

Reading mathematics requires the same basic skills as reading in other content areas, so why is reading a math textbook often so challenging for students?

The role of the reader in math (as well as in other content areas) is to "activate and use prior knowledge". How can teachers enforce this practice while also encouraging "process over product"?

Mathematics vocabulary (ME) often overlaps with ordinary English (OE). Are there any ME's that cause problems in other content areas?

Music

Jeannette Carey, David Fram, Andy Gress, Fay Hughes, Philip McLeod

Waller, David. "Music Jumble for Music Literacy." *Music Educators Journal*, January 2008, 14-15.

This article provides an activity for teachers to increase musical literacy within their classrooms. It comes from "Music Educators Journal" a national publication by MENC: the National Association for Music Education. Note the way in which the activity describes is adaptable for a variety of student needs.

[Link to Article on Andy's Blog](#)

Science

Reading to Learn Science as an Active Process. Gillis, Victoria Ridgeway.; MacDougall, Gregory. *The Science Teacher* v. 74 no5 (Summer 2007) p. 45-50

"Reading to Learn Science..." describes learning cycles used in science and in reading and includes strategies and processes involved to help improve students' comprehension in science. It also discusses the need to view reading in the same mid-frame as the core content area - "a cognitive process in which learners actively construct their knowledge in a transaction with the text.

Reading to Learn Science... (link to article on Rebecca's Blog)

Questions to Consider

- Can the science and reading learning cycles be applied to your own content area?
- Do you agree with the authors that the exploration stage is crucial to the learners comprehension of the material even though some teachers skip it?
- Some of the strategies discussed in this article have also been discussed in class. For the strategies that are new to you, do you feel they could be applied to your own classroom and teaching strategy?

Rebecca Hartsock

Heather Moore

Social Studies

Lauren Kosanovich Mike Waseleski Scott Danielson

Brown, Clara Lee. "Strategies for Making Social Studies Texts More Comprehensible for English-Language Learners." *The Social Studies*, September/October 2007, 185-188.

Clara Lee Brown is an assistant professor at the University of Tennessee in Knoxville. The article focuses on the difficulties English Language Learners (ELL) have with comprehending reading for social studies. She

provides examples of difficult readings from textbooks and reasons why they are hard to comprehend. The second half focuses on recommendations and potential solutions to assist reading comprehension in the social studies field for ELLs.

For some reason, our link won't work on here. Click below for a slight detour.

<http://mwaseleski10.wordpress.com>

- Do you think giving ELL students an easier textbook is an effective strategy? Why or why not?
 - How can we integrate Brown's strategies into other content areas? Do you think the recommendations she applies would be applicable to each content?
 - Do you think forcing students who don't have an understanding of the language to begin with should be expected to dive into a classroom setting and comprehend all material? Why or why not?
-

Roundtable Rubric

In light of our conversation on Thursday, I decided to reopen the rubric for consideration/development. As I looked at some of the blog entries that have already been written, this issue struck a chord with many. To help you to continue to work through your thoughts on how you want to be assessed for this project, I thought it would be beneficial to bring the rubric here for further work. As you will notice, I did not include the language from yesterday's class. This is for two reasons. First, after we discussed your expectations for each group, I was not convinced that you felt the scale you created truly reflected your intentions. I may be completely wrong in this. We will see. Second, this is your rubric. If you still feel that what you had was the best option, go ahead and put it up here.

Remember, this is a co-constructed space. What you write here can be changed by others - that is the point. If you add language to a certain section that someone else is not comfortable with, they can (and should) change it.

As a class, you will have until Sunday @ midnight to have a completed rubric. Again, I am not telling you that what you did in class was wrong, but I am asking you to make sure it represents your beliefs on how we should judge excellence in our class. I look forward to the process.

Presentation Team

A

Presenter understands article thoroughly and has the ability to cross disciplines with content of article. Discussion is active and requires higher level thinking.

B

Presenter understands article thoroughly and brings new ideas to the group. Discussion involves all members and requires higher level thinking.

C

Presenter understands article and provides information to the group. Discussion provides some higher level thinking moments.

D

Presenter has minimal knowledge of article. Presentation provides little new information and lacks continuity. Higher level thinking required once or twice.

F

Presenter has little to no knowledge pertaining to article. Presentation lacks a dynamic quality and is generally flat, failing to promote higher level thinking.

Participants

A

Makes meaningful, insightful contributions pushing the discussion forwards, requiring higher level thinking.

B

Participant asks questions and probes for deeper meaning of article, requiring the group to use higher level thinking.

C

Participates in conversation contributing here and there.

D

Participant contributes once or twice, but drifts from the point at hand.

F

Participant fails to contribute meaningfully to discussion.