

Module 2

Reading Effectively in the Content Areas

Estimated Time: 1 hour

The goal of this module is to expose participants to five different instructional practices that can be used effectively to help students construct complex knowledge in every discipline. The practices of using current event short takes, reading aloud, reading visually, reading blogs, and collaboratively reading challenging texts make authentic, engaging texts in every discipline accessible to students. In addition to examining the five practices, participants will have an opportunity to view various examples of engaging, authentic texts in the content areas.

Materials You Will Need:

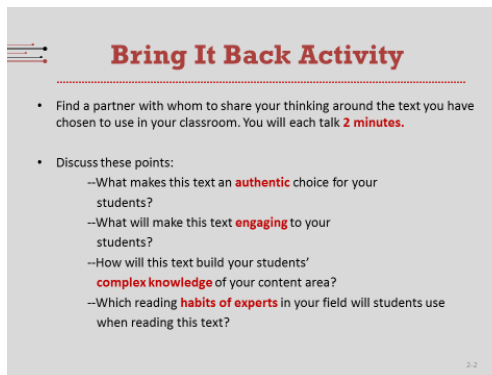
- Chart paper
- Markers
- PowerPoint Slides **2.1-2.19**
- A piece of chart paper titled *The Challenges of Finding a Text*
- A computer with Internet connection and a projector to show sample texts
- **Handout 1:** Questions for Interpreting Visual Texts
- Paper and pens/pencils for participants (optional)
- Highlighters for participants (optional)

Overview of the Session: All times are approximate.

- SEGMENT 1: Reflecting on the Bring It Back Activity (Approximately 10 minutes)
- SEGMENT 2: Establishing the Purpose of the Session (Approximately 5 minutes)
- SEGMENT 3: Using Current Events Short Takes (Approximately 10 minutes)
- SEGMENT 4: Reading Aloud (Approximately 10 minutes)
- SEGMENT 5: Reading Visually (Approximately 10 minutes)
- SEGMENT 6: Reading Blogs (Approximately 5 minutes)
- SEGMENT 7: Collaborative Reading of Challenging Texts (Approximately 5 minutes)
- BRING IT BACK ASSIGNMENT (Approximately 5 minutes)

➤ SEGMENT 1: Approximately 10 minutes Reflecting on the Bring It Back Activity

- A. Project PowerPoint Slide 2.2 about 5 minutes before the scheduled start time.

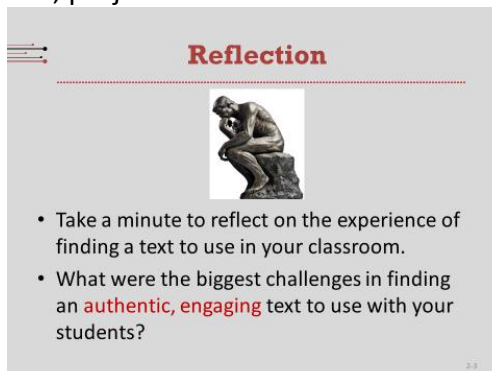


Bring It Back Activity


- Find a partner with whom to share your thinking around the text you have chosen to use in your classroom. You will each talk **2 minutes**.
- Discuss these points:
 - What makes this text an **authentic** choice for your students?
 - What will make this text **engaging** to your students?
 - How will this text build your students' **complex knowledge** of your content area?
 - Which reading **habits of experts** in your field will students use when reading this text?

2.2

- B. At the scheduled start time, be sure all participants have found a partner and are discussing the points on the slide. Let them know they will have four minutes for their discussion. Walk around the room, listening in on their discussions and coaching when needed.
- C. At the end of 2minutes, be sure the second partner begins to share.
- D. At the end of 4 minutes, project PowerPoint Slide 2.3.



Reflection



- Take a minute to reflect on the experience of finding a text to use in your classroom.
- What were the biggest challenges in finding an **authentic, engaging** text to use with your students?

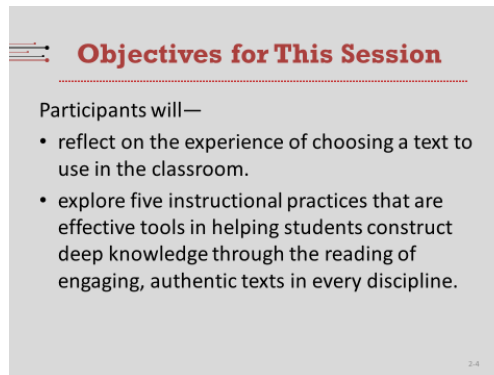
2.3

- E. Give participants a minute to reflect on the experience. While they are thinking, post the piece of chart paper titled *The Challenges of Finding a Text*.
- F. At the end of about a minute, invite participants to share. Write their ideas on the chart paper, inviting other participants to offer suggestions or add comments.
- G. At the end of the discussion (allow about 5 minutes), remind participants that finding engaging, authentic texts is essential to helping students develop a complex understanding of the content.

Note to facilitator: Expect teachers to say they don't have time to find texts or that they must stay within their department's required reading list. Think about how you might respond to such concerns.

➤ **SEGMENT 2: Approximately 5 minutes** **Establishing the Purpose of the Session**

- A. Project **PowerPoint Slide 2.4.**



Objectives for This Session

Participants will—

- reflect on the experience of choosing a text to use in the classroom.
- explore five instructional practices that are effective tools in helping students construct deep knowledge through the reading of engaging, authentic texts in every discipline.

2.4

- B. Go over the objectives for the session.
- C. Display **Animated PowerPoint Slide 2.5.**



Five Paths to Authentic Reading

- Current Events Short Takes
- Read-Alouds
- Reading Visually
- Blog Reading
- Collaborative Reading of Challenging Texts

5

- D. On a mouse click, Lent's five practices for reading will appear. This slide is introductory—the rest of the session will go over the five activities in more depth.

➤ **SEGMENT 3: Approximately 10 minutes**
Current Events Short Takes

A. Project PowerPoint Slide 2.6.



Current Event Short Takes

Current event short takes increase—

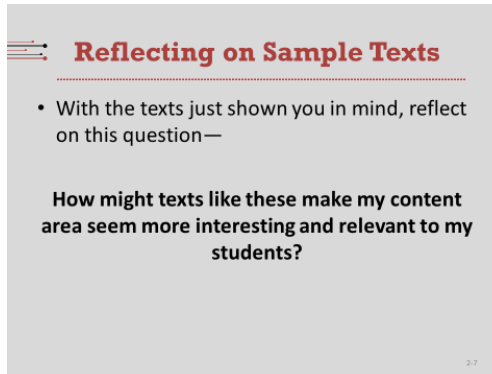
- relevance
- interest
- learning

2.6

- B.** Go over the points on the slide, stressing that current events are a perfect way to make any content relevant to life today.
- C. Project the following articles** or others of your choosing as examples of texts that could be used as current events short takes:

- Math text—Mathematicians and Blue Crabs
<http://www.nytimes.com/2015/05/03/opinion/sunday/manil-suri-mathematicians-and-blue-crabs.html>
- History text-- America's First "Casino" Found in Utah Cave
<http://news.discovery.com/history/archaeology/americas-first-casino-found-in-utah-cave-150609.htm>
- Science text—Roman Gladiators Drank Ash Energy Drink
<http://news.discovery.com/history/archaeology/roman-gladiators-drank-ash-energy-drink-141027.htm>
- English text—After Harper Lee Novel Surfaces, Plots Arise
http://www.nytimes.com/2015/02/09/books/harper-lee-lawyer-offers-more-details-on-discovery-of-go-set-a-watchman.html?_r=0

D. Project PowerPoint Slide 2.7.



Reflecting on Sample Texts

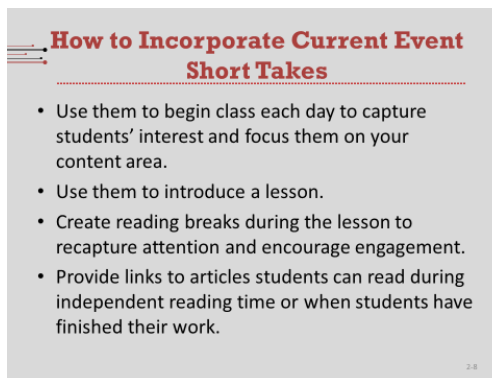
- With the texts just shown you in mind, reflect on this question—

How might texts like these make my content area seem more interesting and relevant to my students?

2.7

Have participants share out their ideas on how the texts might be useful in their classroom.

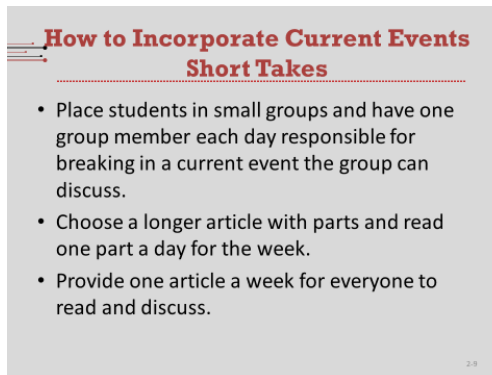
E. Project PowerPoint Slides 2.8 and 2.9



How to Incorporate Current Event Short Takes

- Use them to begin class each day to capture students' interest and focus them on your content area.
- Use them to introduce a lesson.
- Create reading breaks during the lesson to recapture attention and encourage engagement.
- Provide links to articles students can read during independent reading time or when students have finished their work.

2.8



How to Incorporate Current Events Short Takes

- Place students in small groups and have one group member each day responsible for breaking in a current event the group can discuss.
- Choose a longer article with parts and read one part a day for the week.
- Provide one article a week for everyone to read and discuss.

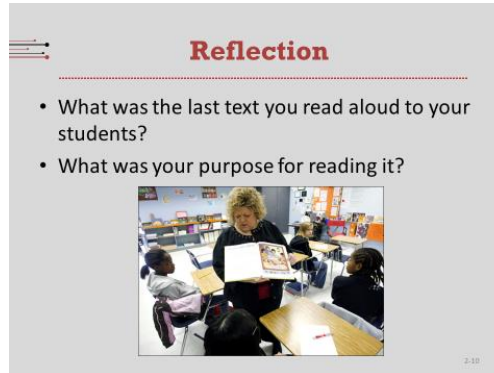
2.9

F. Go over the points on the slides for ideas on how to use current event short takes in classrooms.

G. Ask participants to share any other ideas they have for using current events in the classroom.


➤ **SEGMENT 4: Approximately 10 minutes**
Reading Aloud

A. Project **PowerPoint Slide 2.10.**



Reflection

- What was the last text you read aloud to your students?
- What was your purpose for reading it?



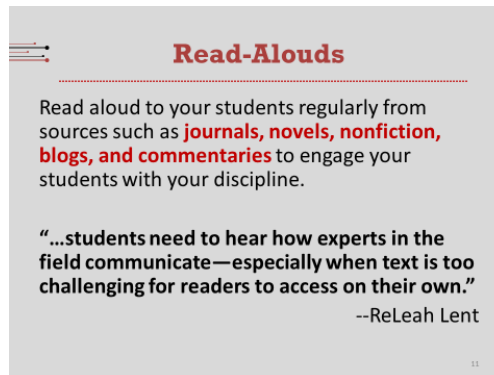
2.10

B. Give participants a minute to think about the questions.

C. Ask volunteers to share out examples of what they read aloud—and why.

D. If a participant offers that he/she read the textbook aloud because it was too hard for the students read alone, remind everyone that it is better to use **engaging, authentic** texts. The textbook should be a resource, not the primary reading done in class.

E. Project **PowerPoint Slide 2.11.**



Read-Alouds

Read aloud to your students regularly from sources such as **journals, novels, nonfiction, blogs, and commentaries** to engage your students with your discipline.

“...students need to hear how experts in the field communicate—especially when text is too challenging for readers to access on their own.”
--ReLeah Lent

11

F. Go over the points on this slide.

G. Project these texts or others of your choosing as examples of texts that could be read aloud—

- History text—Lewis & Clark’s Journals from April 1806
http://lewisandclarkjournals.unl.edu/read/?_xmlsrc=1806-04-01.xml&_xslsrc=LCstyles.xsl
- Math text—How to Fall in Love with Math
<http://www.nytimes.com/2013/09/16/opinion/how-to-fall-in-love-with-math.html>
- English text—What *The Wizard of Oz* Can Teach Us about Inequality in the 21st Century
<http://historynewsnetwork.org/article/159415>
- Science text—*San Andreas*: Separating 5 Facts from Earthquake Fiction
http://www.huffingtonpost.com/graham-kent-phd/san-andreas-facts_b_7484044.html?utm_hp_ref=science
- Commentary—“The Briefcase” Plumbs New Depths as Reality Show
<http://www.miamiherald.com/opinion/opn-columns-blogs/leonard-pitts-jr/article22953105.html#storylink=cpy>

H. Conduct a brief discussion on how texts such as these might generate interest or increase knowledge on the topic in the classroom.

I. Project **PowerPoint Slides 2.12 and 2.13.**

How to Read Aloud
(from ReLeah Lent)

- Read slowly and with as much showmanship as you possess.
- Sprinkle in your own thoughts about the content as you read.
- Have students jot questions in their learning logs for later discussion.
- Stop periodically to ask questions about the content.
- Model how you might disagree with the author or questions facts or sources.

2.12

How to Read Aloud
(from ReLeah Lent)

- Stop often to have students turn and talk.
- You may want to project visuals or the complete text while reading.
- Provide links to online sources so students can access the text later.

“...Try not to turn a read-aloud into an assignment; instead, approach it as a bonus—something enjoyable that you are sharing.”
--ReLeah Lent

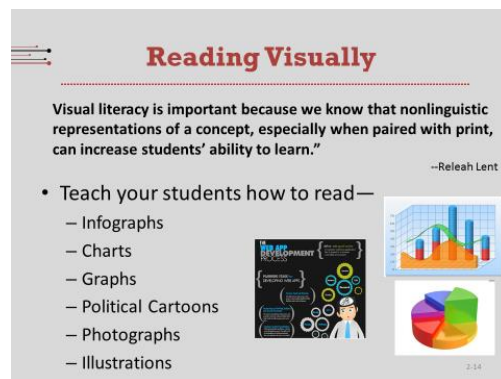
2.13

- J. Quickly go over these tips, stressing the quote at the bottom of slide 2.13. Assure participants that their reading assignment will give many more details on each of the practices mentioned today.

➤ **SEGMENT 5: Approximately 10 minutes**

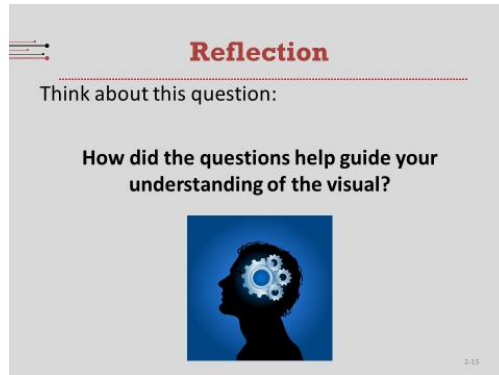
Reading Visually

- A. Project **animated PowerPoint Slide 2.14**.



- B. The slide will open with the quote from Lent. On the mouse click, the types of visuals to teach will appear.
- C. **Project examples** of several types of visuals. Here are some links to some you could use:
- Chart—Three Pie Charts that Prove You Shouldn't Slack Off in College
<http://www.bloomberg.com/bw/articles/2014-09-02/students-who-didnt-take-school-seriously-flailed-after-college>
 - Graph—You Can't Deny Global Warming After Seeing This Graph
<http://www.washingtonpost.com/blogs/wonkblog/wp/2013/07/09/you-cant-deny-global-warming-after-seeing-this-graph/>
 - Political Cartoons—Billy Did You Do Your Homework?
http://img.timeinc.net/time/cartoons/20101210/cartoons_05.jpg
 - Infograph—Selma Anniversary: How Much Has Black Life Really Changed in 50 Years?
http://www.huffingtonpost.com/2015/03/07/progress-selma-march_n_6822608.html?utm_hp_ref=infographics
 - Photographs—Lunch Atop a Skyscraper (building Rockefeller Center)
http://thumbs.media.smithsonianmag.com//filer/Lunch-atop-a-skyscraper-631.jpg_800x600_q85_crop.jpg
 - Illustrations—The Sinking of the Titanic
http://upload.wikimedia.org/wikipedia/commons/4/4f/Titanic_the_sinking.jpg
- D. Point out that students must be taught *how* to read visual texts, and that ReLeah Lent has provided a useful tool for helping students approach visuals.

- E. Distribute Handout #1: Questions for Interpreting Visual Texts.**
- F.** Ask the participants to find a partner and work together to apply 2-3 of the questions to a visual of your choice.
- G.** Give participants about 5 minutes to complete this activity. If time is limited, assign a selection of questions to each group so they can get a sense of the activity.
- H.** After 5 minutes, project **PowerPoint Slide 2.15.**



- I.** Give participants about 1 minute to reflect, then ask volunteers to share their observations.

➤ **SEGMENT 6: Approximately 5 minutes**

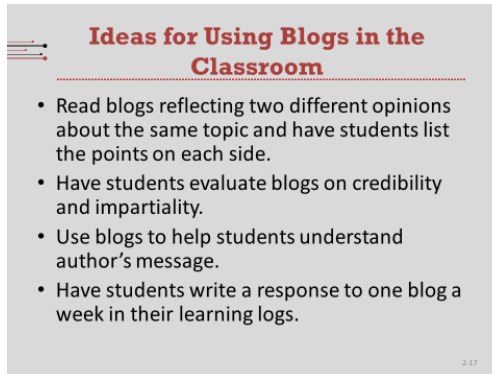
Reading Blogs

- A.** Project **PowerPoint Slide 2.16.**



- B.** Call participants’ attention to the three purposes Lent has established for blogs.
- C.** Point out that blogs are often biased and sometimes contain questionable language or topics, so they should be thoroughly vetted before being assigned in a classroom.
- D.** Ask participants to share out any blogs they have used successfully in the classroom or recommend blogs that they believe would be appropriate.

E. Project PowerPoint Slide 2.17.



Ideas for Using Blogs in the Classroom

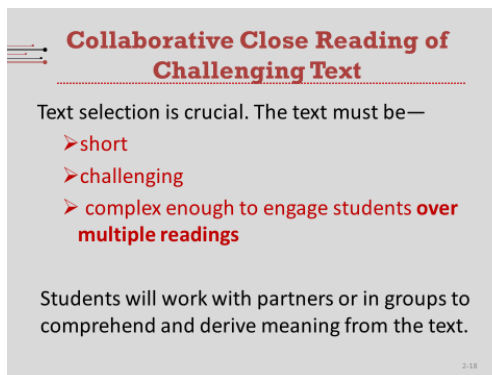
- Read blogs reflecting two different opinions about the same topic and have students list the points on each side.
- Have students evaluate blogs on credibility and impartiality.
- Use blogs to help students understand author's message.
- Have students write a response to one blog a week in their learning logs.

2.17

F. Go over the possibilities for classroom use.

➤ **SEGMENT 7: Approximately 5 minutes**
Collaborative Close Reading of Challenging Text

A. Project PowerPoint Slide 2.18.



Collaborative Close Reading of Challenging Text

Text selection is crucial. The text must be—

- short
- challenging
- complex enough to engage students **over multiple readings**

Students will work with partners or in groups to comprehend and derive meaning from the text.

2.18

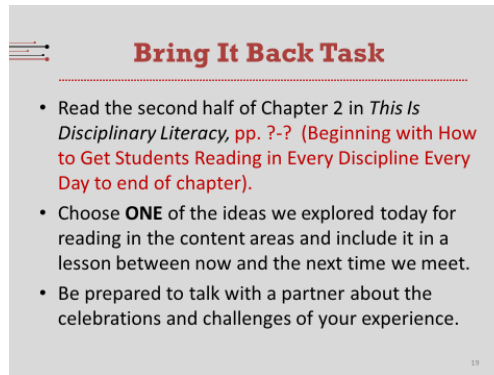
B. Stress the fact that the text *must* be short because it will be read multiple times, each time with the goal of uncovering a new layer of meaning.

C. Also stress the fact that this is a *collaborative* effort—students will work with partners or in small groups to wrestle the meaning from the text.

D. Elie Wiesel's speech on the perils of indifference would be a good example to show. It can be found at <http://www.historyplace.com/speeches/wiesel.htm>.

Bring It Back Task: Approximately 5 minutes

G. Project PowerPoint Slide 2.19.



Bring It Back Task

- Read the second half of Chapter 2 in *This Is Disciplinary Literacy*, pp. ?-? (Beginning with *How to Get Students Reading in Every Discipline Every Day* to end of chapter).
- Choose **ONE** of the ideas we explored today for reading in the content areas and include it in a lesson between now and the next time we meet.
- Be prepared to talk with a partner about the celebrations and challenges of your experience.

19

- H. Stress the idea that the texts teachers use in classrooms should be interesting to the students and mimic the types of texts practitioners of their discipline would actually read. This, of course, would **not** make a textbook the text of choice.
- I. Direct participants to read the second half of *This Is Disciplinary Literacy* (pp. ?-?) and use one of the ideas presented in their classroom.
- J. Explain that this part of the chapter will more fully address the five practices that were introduced today, including examples from various content areas.
- K. Participants should be prepared to discuss what they did and how it went in the next session.