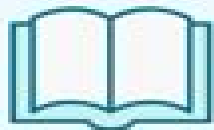


4

key strategies for teaching **READING COMPREHENSION SKILLS** to English learners



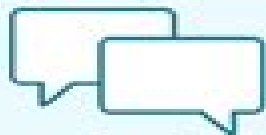
Teach and model helpful routines.

Preview text with ELs prior to reading to activate their engagement and understanding. Show students how to **use context clues** and analyze **word parts** when they encounter words, phrases, and concepts that may be unclear. Help ELs formulate **relevant questions** and review the text to answer those questions.



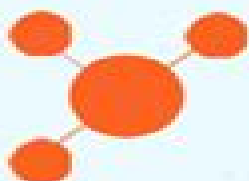
Integrate metacognitive awareness strategies.

Metacognition involves an awareness and control of one's learning and thought processes. Proficient readers use metacognitive strategies to comprehend text. Before reading, prompt ELs to **make a prediction** about what they will learn. During reading, **ask questions** to help students recognize when their comprehension breaks down and identify the knowledge they need to repair comprehension. After reading, help students **create a main idea statement** to make sure they have understood what they read.



Scaffold story retells for English learners.

Oral retelling of stories is a good way to promote language learning and boost comprehension for ELs. Story retelling can be used with both narrative and expository (informational) text. Give students opportunities to **work in small groups** to identify retell components and practice retells with peers. If a child is unable to retell, or if the retelling lacks sequence and detail, then **provide scaffolds** by prompting the retelling with who, what, when, where, and why questions.



Teach summarizing skills with graphic organizers.

Graphic organizers are a key tool to help ELs (and all students) develop summarizing skills. These **visual and spatial displays** of information help highlight important information and are associated with improving learning and reading comprehension for students of varying academic ability. With the proper instruction, graphic organizers aid in **organizing information** or **depicting relationships** and provide the ideal scaffolding for helping students summarize.

Teaching Reading And Study Skills In Content Areas

Vicki Urquhart,Dana Frazee



Teaching Reading And Study Skills In Content Areas:

Teaching Reading and Study Skills in Content Areas Dorothy Rubin, 1992 **Teaching Reading and Study Strategies** H. Alan Robinson, 1975 Teaching Reading, Thinking, Study Skills in Content Classrooms Marian J. Tonjes, Miles V. Zintz, 1987 Instructor's Manual to Accompany Teaching Reading and Study Skills in Content Areas Dorothy Rubin, 1983 Consists of multiple choice and true false tests for each chapter of Teaching Reading and Study Skills in Content Areas **Teaching Reading in the Content Areas** Vicki Urquhart, Dana Frazee, 2012-07-03 History teachers aren't expected to teach science math teachers aren't expected to teach social studies so why are all teachers responsible for teaching reading The answer is simple An emphasis on reading and literacy skills in the content areas has an exponential effect on learning in every discipline This completely revised third edition of the best selling Teaching Reading in the Content Areas seeks to help educators understand how to teach reading in their respective disciplines choose the best reading strategies from the vast array available and positively impact student learning Throughout it draws from new research on the impact of new technologies the population boom of English language learners and the influence of the Common Core State Standards Given the complexities of the reading process teachers deserve and this book provides clear research based answers to overarching questions about teaching reading in the content areas What specific skills do students need to read effectively in each content area Which reading strategies are most appropriate to help students become more effective readers and independent learners What type of learning environment promotes effective reading and learning By focusing on the differences in how content area experts read and reason teachers can be better prepared to help their students understand that the ways they read in biology are different from the ways they read in English history or mathematics To read successfully in different content areas students must develop discipline specific skills and strategies along with knowledge of that discipline With that in mind this book also includes 40 strategies designed to help students in every grade level and across the content areas develop their vocabularies comprehend informational and narrative texts and engage in meaningful discussions of what they read *Teaching Reading in Content Areas* Harold L. Herber, 1970 By the time an elementary or secondary school student has finished a course much of what he has learned may already be outdated Clearly learning of facts cannot be the main goal of formal education Students must be prepared to understand key concepts and know how to acquire further knowledge on their own This practical guide book for elementary and secondary school teachers is founded on two basic premises 1 Students need to be taught how to learn and 2 too few teachers know how to guide their students learning to develop content and process at the same time Many practice assumptive teaching giving assignments without adequate guidance and assuming students know how to learn the material assigned Teaching Reading in Content Areas is a guide to teachers of basic school subjects English social studies mathematics science who wish to teach learning skills along with subject matter At the same time it offers ways to modify suggested procedures The book is deliberately

designed to give teachers the experiences they are encouraged to give their students to show them how to do what they are asked to do technical vocabulary is explained at beginnings of chapters Study guide materials accompanying chapters are like those to be used in content areas Ample illustrative lesson materials accompany explanations Procedures have been tested in the classroom by experienced teachers and specific guides to each of the basic subject areas English social studies mathematics and science are given A separate bibliography appears at the end of the book

Teaching Communication and Reading Skills in the Content Areas Dorothy Grant Hennings,1982 Intended for elementary school teachers who want to incorporate language skill building activities into their subject area instruction this booklet provides practical teaching strategies based on research about how children learn to read and communicate The three major sections of the booklet deal with 1 teaching comprehension and study skills across the curriculum 2 vocabulary development in the content areas and 3 writing instruction across the curriculum specifically in science and social studies Each section offers instructional models synthesized from research and a number of specific instructional strategies FL

Literacy Instruction in the Content Areas Patricia L. Anders,Barbara J. Guzzetti,2020-07-24 Like its predecessor Literacy Instruction in the Content Areas Second Edition is written for undergraduate graduate and in service teachers who want to integrate literacy processes into their content area instruction In addition to extensive updating of earlier material this new edition extends its coverage to include new chapters on adolescents out of school literacy experiences and their in school preferences digital resources for content learning and considerations for the reading specialist In doing so however the authors have tried to maintain the brevity stylistic clarity and classroom focus of the earlier volume Key features of this important new book include Teaching Flexibility Although written with the needs of pre service teachers in mind theory and research are treated in sufficient depth to make the book suitable for graduate courses and for teacher study groups It is also appropriate for secondary reading specialists or literacy coaches responsible for establishing or maintaining a school wide literacy program Changes in New Edition All chapters have been reorganized and most of the text rewritten In addition new chapters not usually included in content area reading texts were added These cover 1 adolescents out of school literacy experiences and in school preferences 2 digital resources for content learning and 3 considerations for the reading specialist Socio Cultural Perspective Like other volumes in the Literacy Teaching Series the perspective of this one is socio cultural and constructivist It recognizes that classroom teaching and learning are closely intertwined with surrounding school and community cultures as well as the culture and language of the subject being studied Likewise literacy is not simply a matter of reading and writing but involves using multiple literacies to negotiate and construct meaning Practical Orientation Although supporting theory and research are included in all chapters instructional strategies with illustrative examples from practicing teachers are included in most chapters Each chapter concludes with Application Activities and From Our Professional Library references

Easy Strategies and Lessons that Build Content Area Reading Skills Joyce Graham Baltas,Denise D.

Nessel,1999 In each chapter there is an introduction to a strategy guidelines for using the strategy in the classroom and activities to do before during or after reading There is also a complete model lesson that includes a reproducible reading selection reproducible student page and follow up activities P 5 Content Area Reading and Learning Diane Lapp,James Flood,Nancy Farnan,2016-11-18 How can teachers make content area learning more accessible to their students This text addresses instructional issues and provides a wealth of classroom strategies to help all middle and secondary teachers effectively enable their students to develop both content concepts and strategies for continued learning The goal is to help teachers model through excellent instruction the importance of lifelong content area learning This working textbook provides students maximum interaction with the information strategies and examples presented in each chapter This book is organized around five themes Content Area Reading An Overview The Teacher and the Text The Students The Instructional Program School Culture and Environment in Middle and High School Classrooms Pedagogical features in each chapter include a graphic organizer a chapter overview Think Before Think While and Think After Reading Activities which are designed to integrate students previous knowledge and experience with their new learnings about issues related to content area reading literacy and learning and to serve as catalysts for thinking and discussions This textbook is intended as a primary text for courses on middle and high school content area literacy and learning

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