

Literacy Across the Content Areas Handouts

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Conversation Stems:
Building Longer, Stronger Conversations
In Non-Fiction

Gather Information	I learned that... I noticed that... I see that... This section was mostly about...
Clarify	What did you mean? Can you explain...? I feel confused about... I don't understand...
Question	I am wondering... Why did the author...? Why is...? Why does...?
Evaluate	I like how... I do not like how... My favorite thing is... I really enjoyed... The most important thing is...
React	I agree/disagree because... This makes me feel...because... I think....because... That's amazing/cool/interesting/funny... This reminds me of...
Draw Conclusions	This gives me a clue that... I think that the author wrote this because...
Speculate	I think that maybe... I am guessing that...
Expand	What do you think? Tell me more about that. Let me <i>add</i> to what _____ just said... That's true, <i>plus</i> ...

Features of Non-Fiction Text		
<i>Print Features</i>		
<ul style="list-style-type: none"> • font • bold print • colored print • italics 	<ul style="list-style-type: none"> • titles • headings • subheadings • bullets 	<ul style="list-style-type: none"> • labels • captions • reference tags (i.e. <i>see above, see fig. 1</i>)
<i>Graphic Aids</i>		
<ul style="list-style-type: none"> • diagrams • figures • maps 	<ul style="list-style-type: none"> • graphs • charts • tables 	<ul style="list-style-type: none"> • cross-sections • timelines • overlays
<i>Organizational Aids</i>		
<ul style="list-style-type: none"> • table of contents • index 	<ul style="list-style-type: none"> • glossary • pronunciation guides 	<ul style="list-style-type: none"> • preface • appendix
<i>Illustrations</i>		
<ul style="list-style-type: none"> • colored photographs • colored drawings • b & w photographs • b & w drawings 	<ul style="list-style-type: none"> • labeled drawings • enlarged photographs • acrylic, watercolor, oil paintings • sketches 	

This table is a useful tool to remind teachers of the features of non-fiction text to point out to students when they read non-fiction books and articles. These features appear in the high-quality non-fiction being published for children today in order to prepare kids to be successful independent readers of non-fiction.

Partnered Reading – With Content!

Partnered reading of a content area text has a predictable process that lasts approximately 20-30 minutes. Children are paired with someone with similar language skills and reading ability.

- 1. Partners preview the entire reading.
 - They may discuss:
 - Their predictions
 - Their prior knowledge
 - Features of non-fiction present in the text
 - Their plan for engaging in the text
- 2. For each two-page spread, both partners read the pages silently.
- 3. Partners re-read the same portion of the text again (silently) to prepare for their oral reading as well as to choose a question to ask their partner.
 - Questions can either be written by the child or selected from a prepared question sheet.
- 4. Each partner reads a page orally, then asks their question.
 - Partners discuss the text, the vocabulary and the concepts.
- 5. Each partner adds words to a personal academic vocabulary notebook.

(adapted from article by Ogle, D. & Correa-Kovtun, A. in *The ReadingTeacher*)

Partner Reading Prompt Cards

Before you read...

1. Look at the cover and the title. What could this book be about?
2. Look through the book.
 - Do you see headings?
 - Do you see diagrams?
 - Do you see pictures and captions?
 - Do you see charts?
 - Do you see an index?
 - What else do you see?
3. Who is going to go first?

While you are reading...

- 1. Read the first two pages **silently**.
- 2. Read **your page** again, silently.
- 3. Think of a good question for your partner.
- 4. Read your page **out loud** to your partner and ask your question.
- 5. Listen.

After you are both done reading...

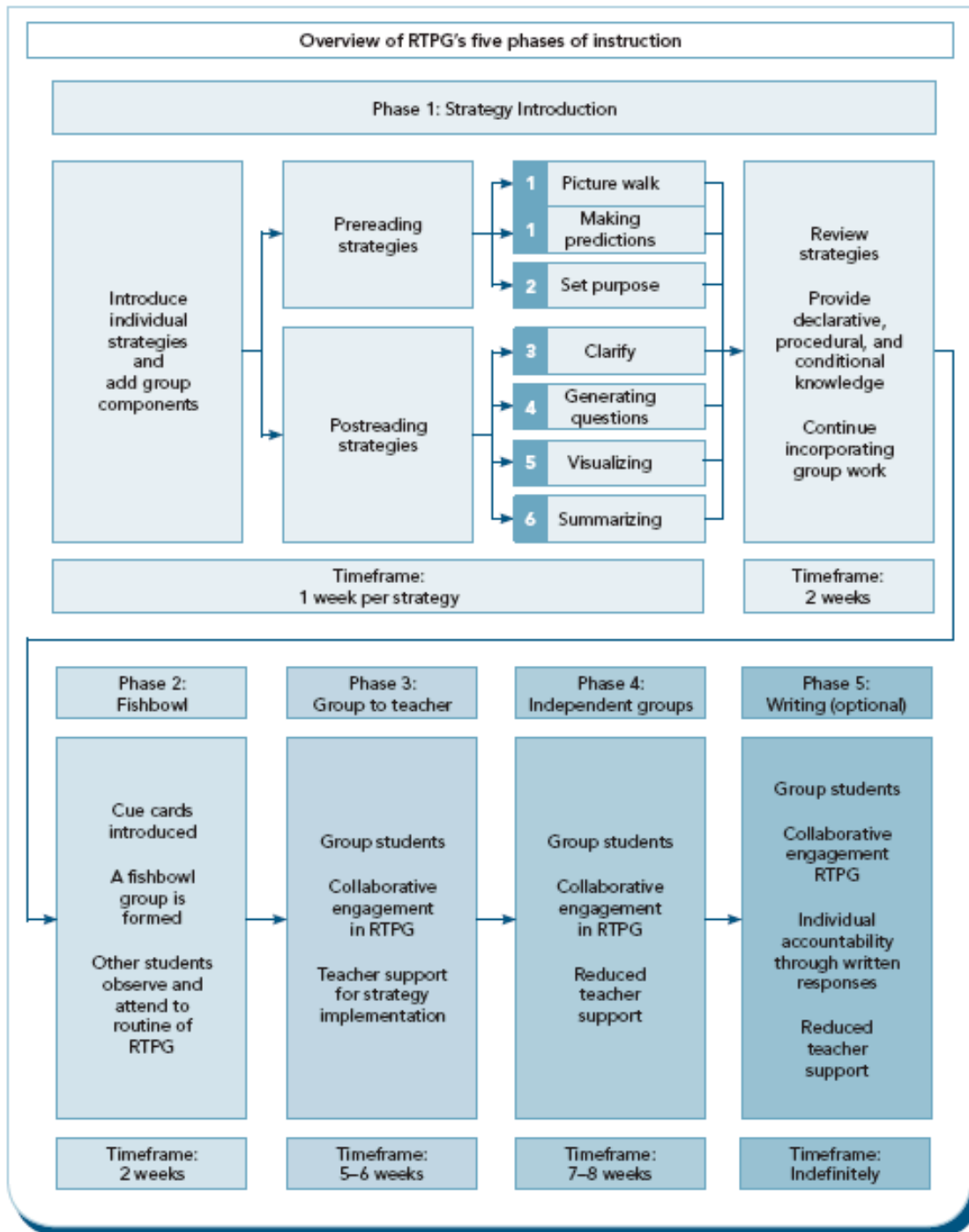
- 1. Are there any words that you want to remember? What were they?
- 2. What other questions do we still have?
- 3. Do we want to read another book about this topic?
- 4. What interesting things did we learn that we want to share with the class?

Reader's Guide to Text Structures

Text Structure	Signal Words	Signal to Reader
Enumerative	to begin first secondly next then finally most important also in fact for instance for example	Steps in a process will be listed
Time Frame	on...(a specific date) not long after now as before after when following soon later finally	A sequence of events will be described
Compare and Contrast	however but as well as on one hand/on the other hand not only/but also either/or while although unless similarly yet	Likenesses and/or differences will be presented or discussed

<p>Cause and Effect</p> <p>Problem and Solution</p>	<p>because</p> <p>since</p> <p>therefore</p> <p>consequently</p> <p>as a result</p> <p>leads to</p> <p>nevertheless</p> <p>accordingly</p> <p>if/then</p> <p>thus</p> <p>thereby</p>	<p>Evidence of causes and effects will be given or problems and solutions will be described</p>
<p>Descriptive or List</p>	<p>most important</p> <p>for example</p> <p>for instance</p> <p>notice that</p> <p>such as</p> <p>it is evident that</p> <p>clearly</p> <p>typically</p> <p>always</p> <p>usually</p> <p>rarely</p> <p>never</p>	<p>A list or set of characteristics will be presented</p>

Reciprocal Teaching Plan



Pilonieta, P. & Medina, A. (2009). Reciprocal Teaching for the Primary Grades: "We Can Do It, Too!", *The Reading Teacher*, 63(2), pp. 120-129.

Sample Learning Log

Predictions:

What will I learn from this reading?

Concepts:

What have I learned from this reading?

Questions:

What am I still confused about?

Opinion:

What do I think about this reading?

(adapted from article by Knipper, K. and Duggan, T. in *The Reading Teacher*)

Sample Word Map

Word Map: Mammal	
Mammal	<p>What is it?</p> <p>An animal</p> <p>What is it like?</p> <p>Warm-blooded, has fur or hair, gives birth to live babies</p> <p>What are some examples?</p> <p>Bears, cats, people</p>

(adapted from article by Knipper, K. and Duggan, T. in *The Reading Teacher*)

Sentence Wall Examples

We're asking questions about the water cycle!

- What happens when _____?
- What makes _____ to _____?
- How does _____?
- How is / are _____?
- What is _____?

We know a lot about the water cycle!

- When the sun heats water, the water _____.
- Snow falls when water _____.
- When water evaporates, it _____.
- When water condenses, it _____.
- When water _____, it _____.

(adapted from an article by Carrier, K. & Tatum, A. in *The Reading Teacher*)

Reading to Learn Strategies

Strategy	What it is	How we do it	Why we do it
Picture walk	Look at the title, pictures, heading and diagrams in the text.	Turn the pages. Look at the pictures and headings. Think about what the text might be about.	We do this before we read because it helps us make predictions later.
Prediction	A smart guess about what the text is about.	Think about the pictures. What did you notice? Make a guess.	We do this before reading to get ready to read. It warms up our brains.
Set A Purpose	Why do we want to read this text? What are we trying to find out?	Think about your picture walk and predictions? What are you wondering about?	We do this before reading. It helps us to focus our brains.
Clarify	Look for words that are hard to read or that we don't know.	When we were reading, which word was hard to read? What words did you need help with? What words did you not understand?	We do this after reading, so that the next time we see this word, we'll be able to read and understand it.
Ask Questions	Ask questions about things that happen in the text.	Ask questions using the words what, when, where, why, who and how.	We do this after reading because it helps us understand the text better.
Visualize	Draw a picture of the most important part of the text.	Think about the most important part of the text. Draw a picture that shows this part.	We do this after reading to remember and understand the text better.
Summarize	Telling what the text is about in a shorter way.	Tell the topic of the text and the most important information.	We do this after reading because it helps us remember the text better.

(adapted from an article by Piloneta, P. & Medina, A. in *The Reading Teacher*)

Structured Note-Taking

Main ideas and keywords:	Details:
Summary:	

(adapted from article by Knipper, K. and Duggan, T. in *The Reading Teacher*)

TEXT BOXES SAMPLE

Traveling Seeds

Seeds grow best if they are scattered far from the parent plant. Birds help to scatter some seeds. When a bird feeds on fruit and berries, the seeds pass through its body. If a seed falls onto good soil, it may start to grow. Some seeds are scattered by the wind. Some seeds on trees have wings to help them blow farther. Dandelion seeds have little parachutes that help them float a long way through the air before they land.

Questions:

Note taking:

(adapted from article by Knipper, K. and Duggan, T. in *The Reading Teacher*)