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?
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.

Ok... That one was easy! Let’s try something a little more difficult!!!
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
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)
Students who are DHH struggle with comprehension of content area texts (Moores, 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!"

**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.

primary/secondary/tertiary sources

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

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

Socially-mediated v. Didactic Teaching Approaches

click this image for a fabulous video!
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... use an “interactive process to reading” that includes:

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….

DRUMROLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL........

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 (continued)


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


Some helpful resources!!

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

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