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Improved literacy in the content areas

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Improved literacy in the content areas

Abstract

Many sixth graders struggle with the reading process. As they progress through middle school, they need to learn to improve vocabulary and comprehension skills while learning content material. This project considered the best practices for strengthening reading skills described in current literary sources. The purpose of this project was to provide middle level teachers instructional ideas designed to strengthen reading skills in the content area of social studies.

IMPROVED LITERACY
IN THE CONTENT AREAS

A Graduate Project
Submitted to the
Division of Education
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Abstract

Many sixth graders struggle with the reading process. As they progress through middle school, they need to learn to improve vocabulary and comprehension skills while learning content material. This project considered the best practices for strengthening reading skills described in current literary sources. The purpose of this project was to provide middle level teachers instructional ideas designed to strengthen reading skills in the content area of social studies.

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IMPROVED LITERACY IN THE CONTENT AREAS

Chapter I

Improving literacy skills of all students should be a goal of all teachers. Students who struggle with reading should not simply be presented "watered-down" textbooks, instead they should be guided in improving their skills by teachers who know many techniques for teaching reading (Ciborowski, 1995).

This project was developed in response to a basic need to find effective ways to teach reading and social studies at the same time. I am currently teaching five sections of sixth-grade social studies to approximately one hundred and twenty students. The students in my classes are of mixed abilities and varied socioeconomic backgrounds. They bring a wide array of academic skills and various levels of reading competency with them. Our schedule is already overflowing and there is no place to add to the current curriculum, so I wanted to develop lessons to be more efficient and effective.

Students in my classes have shown low levels of reading ability and struggle with comprehending the concepts from reading the social studies textbook. More special needs students are being included in regular education classes; social studies is a common class where they are being mainstreamed. I find that the achievement gap widens in sixth grade between those students who can read effectively and those who continue to struggle with the written word. Making modifications for these students is "putting a Band-Aid" on the situation, not addressing the basic problem of lack of reading ability. I have always

believed that all children **can** read, but it has only been recently that I have been given the freedom to know that I can teach content **and** reading. Our district has developed literacy as a goal and I feel energized to be able to restructure my thinking as well as the delivery system which I use.

In my paper I looked for answers to several questions regarding improved literacy, including: What are the benefits of literacy instruction in the content areas? Why is vocabulary instruction important? What are effective strategies for vocabulary development? What is reading comprehension and why is it important? What are effective comprehension strategies? How can writing support reading instruction?

After I found the answers to my questions, I applied the strategies and effective teaching methods to social studies content material. I then created new reading lessons by combining the effective literacy strategies and methods with content. These lessons were designed to improve the reading skills of students with varied academic abilities.

Finally, I provided recommendations for others who wish to adopt these strategies to their curriculum. Recommendations include ideas to use while developing new lessons which enhance the reading abilities of students at the middle level.

Chapter II

Methodology

This project was developed to enhance a goal of the Davenport school district: improved literacy. All teachers in this district have been given in-service training and specific strategies to reinforce reading skills in their classes. I whole-heartedly supported this goal, but I wanted to do more. I decided to question what new developments had been made since Know, What I Want to Learn, What I Learned (K-W-L) and Survey, Question, Read, Recite, Review (SQRRR) were introduced to me in 1987.

I wanted to design and write new lessons that would incorporate social studies content with vocabulary and comprehension strategies to benefit students with varied reading abilities. Good supplemental material is available for teaching these skills, but I found these materials to be add-ons to an already overflowing curriculum. I wanted to customize my own materials to create efficient lessons that combined reading skills and social studies content.

I started the project by developing the questions I wanted to answer. Then I chose and read many current literature sources that could answer my questions. I restricted my reading to sources that I considered current by selecting those with a publication date of 1997 to present. I read many journal articles because I was searching for the most recent developments in teaching reading in the content area based on research. I then synthesized this new information with what I have learned in my *Language Arts Across the Curriculum* and *Foundations of Instructional Psychology* classes.

As I discovered a new research based strategy or method, I surveyed the sixth-grade social studies text to choose a lesson which

would be appropriate for the strategy or method. Next, I studied the sixth-grade social studies course objectives to determine what the students needed to know in that lesson. Then, using the selected strategy as a pattern, I wrote an activity sheet combining that strategy with the required objectives. I selected lessons from the text to ensure that there would be reading skills in each unit taught. I organized these lessons according to the method of instruction for easy identification. Furthermore, I made sure each activity sheet was clearly marked with appropriate page numbers and chapter references so they would be easy to coordinate by anyone using the textbook for which the lessons were designed.

It is essential to keep the lesson objective in mind when creating each reading activity sheet. I found in many sources that it is also important to develop ways to ensure that students use metacognitive skills as they work on the sheet. Using metacognition or self-awareness allows students to continue to build their reading skills.

Chapter III

Literature Review

It is essential that reading skills be taught in the content areas to not only increase reading ability, but also to enhance student involvement in learning. Content area teachers need a variety of methods for teaching vocabulary and comprehension as effective tools to aid in improving literacy.

Benefits of Literacy Instruction

"Students at risk for educational failure are typically students who are struggling readers" (Wood, 1998, p. 67). This statement does not surprise content area teachers because it demonstrates once again that reading is a key to a much bigger picture. Students who lack strong reading skills struggle in many areas.

Research by Roberts (1997) indicated the numbers of students struggling with reading is significant. The following statistics illustrate this issue. Approximately ten million (one in five) children in grades one through nine have reading disabilities. If these disabilities are ignored, self-esteem and school performance suffer. In addition, approximately eighty percent of learning disabilities are identified as reading disabilities. Of the two million students who have learning disabilities, approximately thirty-five percent drop out of school. This figure is twice the rate of their peers (Roberts, 1997).

It is now necessary for all teachers to be "reading teachers" and it is apparent that the reasons are broader than simply increasing scores on reading tests. Improving literacy as a learning tool in the

content areas has many benefits in addition to improving reading skills (Bryant, Ugel & Hamff, 1999; Eanes, 1997; Wood, 1998).

Eanes (1997) explains four benefits to students of improved reading ability in addition to stronger reading skills. First, when students' attitudes about textbooks improve they become more motivated to read and their feelings of boredom and drudgery lessen. Second, when they have positive attitudes, students are more likely to be motivated to be active participants in the learning process. Third, students with positive attitudes about reading and writing tend to become better at those skills and use them more often than students with negative attitudes. Fourth, when students have positive attitudes, they are more successful at learning content. "Students with poor literacy skills are at a distinct learning disadvantage in every content classroom - even math" (Eanes, 1997, p. 236). It is therefore imperative that content area teachers learn strategies to help their students strengthen their reading skills, which can help them develop positive attitudes toward learning (Wood, 1998).

Importance of Vocabulary Instruction

"Research has documented that a positive correlation exists between vocabulary and reading comprehension and that vocabulary is a good predictor of reading comprehension" (Harmon & Stanton, 1999, p. 29). The goal of direct vocabulary instruction is to improve comprehension, not just to increase word knowledge or to teach words in isolation. Ideally, students should be influenced to use many strategies to construct meaning from narrative and expository texts. Students need to be able to apply "vocabulary knowledge" across many contexts and see the connections of word meanings (Bryant et al., 1999).

Vocabulary instruction has the greatest impact on comprehension when students are engaged in a variety of activities. These should provide numerous encounters with words, concepts and discussions to reinforce learning. Vocabulary teaching should focus on direct instruction of specific words and concepts, and must also include strategies to help students be able to learn words independently (Bryant et al., 1999).

Harmon and Stanton (1999) believe that because word meanings are learned in varying degree both orally and in written form, it is important for the teacher to prioritize the words being taught. Harmon and Stanton (1999) give these guidelines for vocabulary instruction: a) select conceptually important words, b) determine the level of work knowledge needed for comprehension, and c) develop good instructional activities that reflect research-based practices.

Teachers need to keep in mind that incidental word learning also occurs daily. "Children in grades 5-9 must learn approximately 3,000 words per year to keep abreast of required tasks" (Harmon & Stanton, 1999, p. 30). Harmon and Stanton give examples of ways that teachers can promote incidental word learning such as the use of synonyms, familiar expressions, non-examples and rephrasing when explaining daily concepts. Rich discussions and use of "the teachable moment" also help to foster improved vocabulary. Allowing time for sustained silent reading adds to incidental learning of new words. Using word maps, banks, and journals can foster interest in vocabulary. Sharing new words learned from varied sources helps raise word consciousness. Exposing students to a wide variety of print and reading orally to them are additional ways of increasing student vocabulary in informal ways.

Methods of Teaching Vocabulary

"Vocabulary research has shown that effective vocabulary instruction contains three components: integration, repetition and meaningful use" (Stahl & Fairbanks, 1986 as cited in Harmon and Stanton, 1999, p. 30). Harmon and Stanton (1999) explain that effective instruction will allow students to make connections to what they already know. Activities that focus on classifying, categorizing and illustrating examples and non-examples contribute to making those connections. The strategies included below include those components.

Vocab-o-gram

One method of teaching vocabulary is the Vocab-o-gram, a visual organizer which provides opportunities to divide targeted words into categories. (Blachowicz & Fisher, 1996 as cited in Harmon and Stanton, 1999).

Step 1: After the teacher gives a brief introduction of a new lesson, the Vocab-o-gram (see Appendix A) can be filled out individually or in mixed-ability groups. Students explain their choices and reasons for placing the targeted words.

Step 2: After the chart is complete, the teacher has a whole-class discussion to defend student choices, consider other possibilities and clarify ideas. This generates interest in the topic.

Step 3: All students read the lesson passage silently.

Step 4: The class is directed in a post-reading discussion where earlier predictions are discussed and revisions are made. Vocabulary becomes embedded in the discussion of events.

Step 5: This metacognitive activity is independent completion of the "How Has Your Thinking Changed?" In this step, students assess their learning and reflect on what they need to change.

Step 6: The class returns to the groups used earlier in this activity and works on a group writing assignment given by the teacher. During this time, students work collaboratively to use vocabulary in meaningful ways in a nonthreatening environment.

Semantic Mapping

Another strategy that can be used for vocabulary instruction is semantic mapping. This procedure helps students make connections between new vocabulary and their own prior knowledge. Semantic mapping is a process whereby students create meaning by arranging targeted vocabulary words on paper and labeling categories for those groups. The shape of the drawing is not important as students may have different ways of organizing the words. Here are the steps to follow according to Bryant et al., 1999:

1. Write the main topic in the center of a page.
2. Have students brainstorm words associated with this topic.
3. Discuss how to categorize the words and what these words mean.
4. Ask students to create labels for the categories.
5. Have students generate words that can be used as subcategories for each.
6. Discuss the vocabulary and connections between the categories and subcategories.

Knowledge Rating Scale

The Knowledge Rating Scale is a prereading activity that introduces unknown context words (see Appendix B). It takes the form of

a survey in which students rate targeted words. This process activates prior knowledge and also allows teachers to gauge the depth of existing understanding.

Students are divided into mixed ability groups of three or four to share their knowledge. Definitions are written for words under the "Know It Well" heading. As students learn the new material they will write new definitions or reword existing ones to make them correct (Lenski, Wham & Johns, 1999).

Magnet Words

Students work in small groups to identify key vocabulary terms called Magnet Words. This process allows students to focus on the main concepts or main ideas of the lesson. The idea of Magnet Words comes from science and uses the idea that these words attract information and details to them. This strategy is best taught by modeling it the first time.

After reading a passage, the teacher guides students in selecting Magnet Words. Each student is given one note card for each word. Students write one word on each card and are asked to recall appropriate details, writing them below the word. The teacher then divides the class into mixed ability groups of three or four and students discuss and add additional details to their cards.

After this the teacher models how to write a paragraph that incorporates a Magnet Word using the details that have been written on the cards (Lenski et al., 1999).

Magic Square

The Magic Square (Lenski et al., 1999) integrates math with reading and creates a novel, interesting format. This model requires

the teacher to prepare an activity sheet for a challenging yet enjoyable way to learn new vocabulary by prediction or to review vocabulary terms already learned (see Appendix C).

Students match definitions (letters) with vocabulary terms (numbers) and place their answer in a three by three grid. The teacher has planned the correct answers so that they will form a magic square, which equals the same number when added across, up and down, and diagonally.

Vocabulary Jigsaw

Vocabulary Jigsaw (Payne, 1998) allows for peer teaching by group interaction. Mixed ability cooperative groups are formed. Each group is presented the same set of vocabulary words and each student gets one word. Students then regroup to study that word. The new groups research and decide an appropriate definition of that word.

Students return to their original group and teach the new word to the other students in that group. At this point individual students write the vocabulary words and definitions in their notebooks (Payne, 1998).

Spell the Word

Spell the Word (Payne, 1998) could be used individually or with student groups. Students are given alphabet letter sets with multiple vowels to include all possible words being studied.

A definition of the word is read and each group works to spell the word correctly. The first team to do this correctly gets a point.

Importance of Reading Comprehension

It is necessary for a content area teacher to know what reading comprehension is in order to develop lessons to improve skills in this area. Bryant et al.(1999) explain that comprehension is constructing meaning before, during and after reading. Comprehension takes place by integrating the author's information with the prior knowledge of the reader.

Teachers should develop activities that involve the three stages of the reading process and help students to be able to monitor their own progress at each stage (Bryant et al., 1999). Ultimately, good, mature readers should be able to set a purpose for their reading and distinguish the important from the unimportant information presented. Accomplished readers should be able to ask themselves questions as they read and they should be able to correct problems when they encounter them. In other words, good readers are able to self-monitor their own reading process. This process is a goal of teaching comprehension skills (Bryant et al., 1999).

Students who struggle with reading and who have weak skills as adolescents demonstrate a multitude of problems. Students are stressed, fall behind their peers in academic development, and have low vocabulary as well as spelling and writing abilities (Ciborowski, 1995). Combining these deficits with the rest of the challenge of adolescence makes relevant reading instruction crucial.

It has been demonstrated that "watered down" textbook instruction, and isolated skill practice do not help students to become better content area readers (Ciborowski, 1995). Students who read at low level ability will not "catch up" with these methods, but need comprehensive comprehension instruction. A teacher can use content

area textbooks to demonstrate how the material is organized and structured so students feel that there are patterns that an author uses to convey meaning. Text structures such as sequential, compare-contrast, or cause-and-effect can be taught to readers to help them comprehend what they need to know. Readers who struggle with reading comprehension often spend most of their energy on decoding instead of getting meaning out of what they read. Therefore, improving reading comprehension is a complex and multifaceted task (Bryant et al., 1999).

Reading Comprehension Strategies

Teaching comprehension must involve students in constructing meaning during the three stages of the reading process, which are before, during and after reading. In addition, students should be taught how to self-monitor their own progress (Bryant et al., 1999). The following strategies have been compiled to meet those criteria.

Anticipation Guides/Reaction Guides/Study Guides

There are several examples of Anticipation Guides, Reaction Guides, and Study Guides which can take many different forms (see Appendices D and E). The format can vary, but the purpose lies in guiding students toward key concepts. These structures can provide support and guidance without the teacher being present (Eanes, 1997).

When creating an anticipation guide, the teacher creates four to six statements from major concepts of the textbook reading selection and writes them on the chalkboard or overhead. Before reading, each student marks those statements with which they agree or believe to be true. A class discussion will allow students to share their opinions about these statements based on prior knowledge. Students then read

the text for information, returning to the concepts to discuss changes and clarifications made during the reading process. Reaction guides invite students to reflect or react to the ideas they have read and are completed after reading the passage.

Reading Guide-o-rama

This idea, which has different names such as Selective Reading Guide-o-rama or Selective Reading Guide (Crawley & Mountain, 1995), helps students to develop appropriate reading behavior and teach them how to read a selection. To create a Reading Guide-o-rama the teacher begins by looking at the major concepts that the students are to understand. The teacher asks, "What should students know when they finish this chapter?" The second question the teacher asks is, "What should students be able to do when they finish the chapter?" (Eanes, 1997, p. 187). Then students are guided to carefully read only those parts that contribute to the concept. Students could be encouraged to skim other parts or skip them all together. This process not only helps the student identify major concepts, it also shows the student how to pick out relevant information and builds in some metacognitive choices (see Appendix F).

Gloss Sheet

Gloss notations (Crawley & Mountain, 1995) are made to guide and direct a reader's attention during the reading process (see Appendix G). The notations are written on paper and keyed to numbered paragraphs of the text. Notations are developed by the teacher to guide students to find meanings from context clues, draw conclusions,

and identify main ideas and paraphrase. This type of guide is especially beneficial for a student who has learning disabilities.

Text Pattern Guide

The Text Pattern Guide (Eanes, 1997) helps students to see how texts are organized and shows them how learning to identify these patterns can improve their comprehension. The teacher determines the primary organizational pattern of the text passage (reasons, examples, cause-effect, compare-contrast, problem-solution, description). The guide is prepared to show students how to get meaning from the author's words from the pattern. The students use the guide as they read the passage, then they compare their notes with other students. Finally the teacher clarifies misunderstandings in the whole group.

P-A-C-E-R

The instructional method, P-A-C-E-R (Swaim, 1999), is designed to help students remember the steps in the process. Each step is taught directly by the teacher but the goal is to have the students use the process individually as they become familiar with it.

P stands for PREVIEW. The student prepares for reading by scanning the reading assignment, looking at headings, sub-headings and illustrations. The next step is ANALYSIS in which the students turn each heading into questions to help understand the purpose of the passage. Students then CAREFULLY READ to find the answers to the questions they created. Readers are guided to look for topic sentences, main ideas and clues to important ideas. Students are taught to EVALUATE by taking notes and considering which are ideas that will be important to remember later. In the REVIEW step students go

over their notes, clarify main points and reread sections that are unclear.

At the end of the session, students can share their learning with a partner or review with a quick game of twenty questions (Swaim, 1999).

DRAW

DRAW stands for Draw, Read, Attend and Write (Agnew, 2000) which addresses the issue of motivating reluctant students while fostering higher level thinking.

The teacher creates a sheet with numbered questions from the literal, inferential and applied levels. Each student or group gets a copy. The teacher cuts one copy of this sheet into individual questions and each student draws (D-Draw) a slip.

Students then read (R-Read) the assigned passage to answer their question. They are told to read the whole passage because they will have a quiz; this provides a purpose for engagement.

When time is up the teacher calls for groups or individuals to answer the questions in order. Students can take notes on their sheets. Students listen carefully (A-Attend) and can discuss if they agree or disagree with the answers.

When all questions have been answer the students put away their sheets, the teacher draws slips to create a quiz and students write (W-Write) the answers (Agnew,2000).

Anchored Instruction

Anchored instruction is a model for curriculum integration of content areas with language arts (Cena & Mitchell, 1998). The term

"anchored instruction" refers to a quality learning experience or "anchor" which is experienced by all students in the class. This anchor could be informational print material or a quality video that provides a common learning experience or core of information. The model provides real opportunities for students to learn new skills, apply skills they already know, think critically and to develop good questions for the problem solving process. Self-selection and student choices are central to the success of this model.

Cena and Mitchell (1998) provide eight steps for creating an anchored unit of instruction. They chose the Middle Ages for their explanation, but their model could be adapted to other topics as well.

Step 1: Choose the unit of study

Step 2: Identify the anchor. The anchor will be a common core of knowledge and can be a quality print passage or an exceptional video.

Step 3: Presenting the anchor. The teacher develops an organizer, which brings out the important concepts and helps the students to structure the information provided. Students then read or watch, while completing the guide.

Step 4: Discussing the anchor. Students use their organizers for a class discussion. During the discussion, the teacher develops an information chart as students provide the details. This chart is kept for future reference.

Step 5: Generating research questions. Students are placed into groups to develop research questions. Depending upon the maturity of the students, the teacher may have to supply mini-lessons at this point to help create deep, thought provoking questions.

Step 6: Organizing research communities. The teacher records the research questions that the students have developed and organizes learning communities based on the personal interests of the students.

Step 7: Conducting research. During this step the teacher may need to provide lessons on specific steps in the research process, such as how to use the library on how to take notes.

Step 8: Presenting the research. When the learning communities are finished investigating, they present their research to the class. Upon completion, the class creates new topics or extensions of the current topic.

Writing Supports Reading Instruction

"Writing demands active involvement in the learning process. It encourages students to remember, to discover and to think through ideas" (McWhorter & Bullion-Mears, 1997, p.46). Content area teachers can be aware of opportunities for students to write each day. It is acceptable that all content area writing need not be polished but it should be reviewed for factual accuracy. In content area writing the largest segment of time will be spent on the prewriting phase of writing - collecting data.

Swaim (1999) gives several suggestions and ideas to increase writing opportunities. Beginning with a few writing "starters" may change *teacher thinking* and encourage them to replace some worksheets with activities which allow students the opportunity to analyze and synthesize their learning. Before reading, ask students to write down all they know about a topic. This activity activates prior knowledge and focuses on the concept to be learned in depth.

Stopping the lesson to have students write in response to a specific question can allow the teacher to check for understanding. This technique helps students focus and helps them see how they are doing.

Writing can take many different shapes to keep things interesting. Thumbnail sketches, fact books, telegrams, cartoon strips, illustrated captions, diary entries of historical figures are some examples that are new and fresh (Swaim, 1999).

Poetry is one medium that combines metacognition and a writing activity. It is another way to incorporate writing into the content area. Acrostic poems, for example, are a good way to sum up a unit of study. McWhorter and Bullion-Mears (1997) suggest writing poetry examples and assignments on colored sheets of paper for the class to view which helps students overcome the "blank, white page" writer's block. Another idea suggested is to give reluctant writers a sample sheet of a poem to have on their desk. The student can model the style of the poem to give them confidence to get started.

Chapter IV

Analysis and Discussion

Updating curriculum is an on-going process that never ends. Research continues to analyze and study the results of current trends and activities. Developing best practice lessons needs to be an important part of every teacher's concern to ensure that his/her students receive the best possible education.

In recent years, I have collected supplementary materials to enhance the sixth grade social studies curriculum which includes ancient civilization and the Eastern Hemisphere. I look for primary source passages that I copy to make class sets. I have collected folktales and stories for specific areas. I also have sets of historic plays and choose-your-own-adventure stories. Each unit has print-rich opportunities to help students learn.

I continue to feel there are methods available to reach more students. Therefore, I decided to study current literature, especially journal articles, which would help me to understand research-based best practices. I was especially interested in most current research in reading instruction in the content areas because I feel familiar with traditional methods of general reading instruction. In addition, I looked for affirmation for what I was doing. I found reasons to affirm the need to teach reading skills in social studies class in addition to the obvious benefit of raising reading test scores.

Initially I found many strategies with acronyms or names that stood for the process they directed. These have merit, but I was looking for more opportunities to raise student involvement and metacognition. Therefore, I looked for methods which were developed by researchers in the field of teaching reading in the content area.

Next, I analyzed the sixth grade social studies curriculum to consider how the methods and strategies I was studying could be adapted to fit the required course objectives. I did not want to create additional lessons. Instead, it was important to combine skills instruction with content material.

Then I chose lessons which were relevant, required clarification or were rich in essential vocabulary. Next, I used the material that was necessary to know to create activities which modeled the suggested strategy.

Many of the strategies and methods such as Gloss Sheets and Anticipation Guides were shown to be effective tools to teach students with learning disabilities. Vocabulary Jigsaw was a good method of vocabulary instruction because it is non-threatening and allows for peer interaction and instruction.

Finally, I created twenty-one ready-for-use activities for teachers who use *The World Past and Present* (Macmillan/McGraw-Hill, 1995). Teachers using a different text could easily use these models to create similar activities for improved literacy in their content area.

Chapter V

Conclusions and Recommendations

This project was designed to be a springboard for sixth grade social studies teachers to dive into a new way of teaching their goals and objectives with literacy in mind. Starting the process of change is sometimes the hardest part of developing a new curriculum or revising an old one. It is important to do this because researchers tell us that improved reading skill leads to increased school performance. Therefore, incorporating reading skill instruction into content area lessons is beneficial to students. These benefits can not be ignored and promoting reading growth is essential.

I recommend trying one or two new ideas or strategies, observing the results and evaluating the impact. Revising a whole curriculum at one time is a lofty goal and very time consuming, so it is best to start small.

For this project, I have collected and developed some new strategies to begin the process of change. I agree with Sue Swaim when she says "... reading to learn doesn't have to mean adding something to an already overburdened curriculum" (1999, p.34). Instead, we owe it to our students to design good lessons that combine reading and content.

Conclusions

The vocabulary strategies which were explained in this project are effective because they allow students to think about what they are learning. The Vocab-o-gram especially teaches the student to classify and make connections. Students are then encouraged to carefully

consider each word to analyze what level of meaning they have about each word. This causes students to be responsible for their own learning. The Knowledge Rating Scale and the Vocab-o-gram both create responsibility.

Many students, most of whom are students with learning disabilities, will benefit from Reading Guide-0-Rama and Gloss Sheets. The benefit will come from learning that they can set a purpose for reading instead of struggling to read each word.

Two strategies encourage student interaction and at the same time develop responsibility. Vocabulary Jigsaw allows each student to learn one word, then teach that word to others. The DRAW strategy sets a purpose for learning, which is a quiz at the end of the lesson, and assigns each student to answer one question, then report back to the class.

After completion of this project, I have come to the overall conclusion that with careful preparation, it is possible to develop meaningful lessons that teach content material, reading skills and how to learn at the same time.

Recommendations

In developing effective content area reading strategies, it is important to direct the questions or problems you design toward the objective you are trying to teach. Keep the end in mind as you write the activities so they will be meaningful and useful.

I would suggest starting with one method and one lesson from a reading passage. A vocabulary lesson would be best because students can usually see quick results of their learning. Be prepared to reflect on the lesson when it is completed and make necessary changes.

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Appendix A**Vocab-o-grams**

(reduced to 75% of original size)

adapted from Blachowicz & Fisher, 1996,

as cited in Harmon, 1999

Johnson5-2000 adapted from Blachowicz/Fisher

Vocab-o-gram

Name _____ Period _____

Use these words and phrases to make predictions about Chapter 3, pp 68-89.
ANCIENT EGYPT.

silt
 delta
 economy
 irrigation
 pharaoh
 pyramid

empire
 hieroglyphics
 papyrus
 scribe
 slavery
 Menes

Khufu
 Tutankhamen
 Nile River Valley
 Valley of the Kings
 Hatshepsut

People	What do you know about any of these people? What do they have to do with one another?
Places	What do you know about these places?
Events or Problems	Any ideas about these events or problems and when they happened?
Solutions or Outcomes	Any ideas about the outcomes of the events or solutions to the problem?
Describing Words	What do you know about any of these words?

Mystery words (not sure about these words):

How Has Your Thinking Changed?

Words	Did you already know this word?	Do you know something about the word now?	Does the word fit under more than one category?	Did you make a connection?	Which words help you understand passage better?
silt					
delta					
economy					
irrigation					
pharaoh					
pyramid					
empire					
hieroglyphics					
papyrus					
scribe					
slavery					
Menes					
Khufu					
Tutankhamen					
Nile River Valley					
Valley of the Kings					
Hatshepsut					

Johnson5-2000 adapted from Blachowicz/Fisher

Vocab-o-gram

Name _____ Period _____

Use these words and phrases to make predictions about Chapter 6, pp.136-165.

Peninsula
Peloponnesus
Crete
Rhodes

colony
Sparta
Athens
Marathon

polis
agora
Acropolis

<p>People</p>	<p>What do you know about any of these people? What do they have to do with one another?</p>
<p>Places</p>	<p>What do you know about these places?</p>
<p>Events or Problems</p>	<p>Any ideas about these events or problems and when they happened?</p>
<p>Solutions or Outcomes</p>	<p>Any ideas about the outcomes of the events or solutions to the problem?</p>
<p>Describing Words</p>	<p>What do you know about any of these words?</p>

Mystery words (not sure about these words):

**How Has
Your
Thinking
Changed?**

Words	Did you already know this word?	Do you know something about the word now?	Does the word fit under more than one category?	Did you make a connection?	Which words help you understand the passage better?
peninsula					
Peloponnesus					
Crete					
Rhodes					
colony					
Sparta					
Athens					
Marathon					
polis					
agora					
Acropolis					

Johnson5-2000 adapted from Blachowicz/Fisher

Vocab-o-gram

Name _____ Period _____

Use these words and phrases to make predictions about Chapter 6, pp 148-158

monarchy
Pericles
democracy
tyranny

oligarchy
Socrates
Plato
assembly

philosophy
Alexander the Great
Aristotle

People	What do you know about any of these people? What do they have to do with one another?
Places	What do you know about these places?
Events or Problems	Any ideas about these events or problems and when they happened?
Solutions or Outcomes	Any ideas about the outcomes of the events or solutions to the problem?
Describing Words	What do you know about any of these words?

Mystery words (not sure about these words):

How Has Your Thinking Changed?

Words	Did you already know this word?	Do you know something about the word now?	Does the word fit under more than one category?	Did you make a connection?	Which words help you understand the passage better?
monarchy					
Pericles					
democracy					
tyranny					
oligarchy					
Socrates					
Plato					
assembly					
philosophy					
Alexander the Great					
Aristotle					

Johnson 2-2000 adapted from Blachowicz/Fisher

Vocab-o-gram

Name _____ Per. _____

Use these words and phrases to make predictions about Chapter 14 THE MIDDLE EAST AND NORTH AFRICA LONG AGO, pp.354-373.

desert
erosion
and
caravan
the spread of Islam
oasis
sheik

Kaaba
Koran
caliph
astrolabe
Dead Sea
Muhammad
Charles Martel

Mecca
Medina
Avicenna
Baghdad
Mosque

People	What do you know about any of these people? What do they have to do with one another?
Places	What do you know about these places?
Events or Problems	Any ideas about these events or problems and when they happened?
Solutions or Outcomes	Any ideas about the outcomes of the events or solutions to the problem?
Describing Words	What do you know about any of these words?

Mystery words (not sure about these words):

How Has Your Thinking Changed?

Words	Did you already know this word?	Do you know something about the word now?	Does the word fit under more than one category?	Did you make a connection?	Which words help you understand the passage better?
desert					
erosion					
and					
caravan					
the spread of Islam					
oasis					
sheik					
Kaaba					
Koran					
caliph					
astrolabe					
Dead Sea					
Muhammad					
Charles Martel					
Mecca					
Medina					
Avicenna					
Baghdad					
mosque					

Appendix B**Knowledge Rating Scales**

(reduced to 85% of original size)

adapted from Lenski, Wham & Johns, 1999

KNOWLEDGE RATING SCALE

Chapter 8-Lesson 2, pp 212-216

Study each word below, then choose which category best describes your knowledge of the word. When you can mark *Know it Well*, write the definition.

feudalism

Not a clue

Heard of it

Know it well

lord

Not a clue

Heard of it

Know it well

fief

Not a clue

Heard of it

Know it well

vassal

Not a clue

Heard of it

Know it well

serf

Not a clue

Heard of it

Know it well

manor

Not a clue

Heard of it

Know it well

knight

Not a clue

Heard of it

Know it well

Middle Ages

Not a clue

Heard of it

Know it well

KNOWLEDGE RATING SCALE

Chapter 8-Lesson 4, pp. 222-227

Study each word below, then choose which category best describes your knowledge of the word. When you can mark *Know it Well*, write the definition.

pilgrimage

Not a clue

Heard of it

Know it well

Crusade

Not a clue

Heard of it

Know it well

commerce

Not a clue

Heard of it

Know it well

guild

Not a clue

Heard of it

Know it well

apprentice

Not a clue

Heard of it

Know it well

journeyman

Not a clue

Heard of it

Know it well

charter

Not a clue

Heard of it

Know it well

Magna Carta

Not a clue

Heard of it

Know it well

Appendix C**Magic Squares**

(reduced to 85% of original size)

adapted from Lenski, Wham & Johns, 1999

MAGIC SQUARE

Chapter 4

Directions: Match the Definition with its correct Vocabulary Term. You will know that you have all of the answers correct if you make a magic square after adding three squares up, down and diagonally and having the answer be the same number. – Have fun!

Vocabulary terms

1. drought
2. monotheism
3. Moses
4. barter
5. ziggurat
6. famine
7. Solomon
8. Code of Hammurabi
9. Mesopotamia
10. city-state
11. polytheism
12. cuneiform
13. Babylon

Definitions

- A. "land between two rivers"
- B. a Hebrew teacher
- C. Sumerian temple
- D. long period of dry weather
- E. world's first recorded laws
- F. Sumerian system of writing
- G. belief in many gods
- H. widespread lack of food
- I. trade without use of money

A	B	C
D	E	F
G	H	I

MAGIC SQUARE

Chapter 9

Directions: Match the Definition with its correct Vocabulary Term. You will know that you have all of the answers correct if you make a magic square after adding three squares up, down and diagonally and having the answer be the same number. – Have fun!

Vocabulary terms

1. patron
2. Johann Gutenberg
3. Leonardo do Vinci
4. Renaissance
5. Elizabeth I
6. armada
7. Reformation
8. Michelangelo
9. William Shakespeare
10. classics

Definitions

- A. movement led by Martin Luther
- B. a master painter and inventor
- C. ruled England from 1558-1603
- D. invented the printing press
- E. "rebirth"
- F. a great Elizabethan writer
- G. a fleet of ships
- H. painted the Sistine Chapel
- I. supports another by using his money or influence

A	B	C
D	E	F
G	H	I

MAGIC SQUARE

Chapter 14

Directions: Match the Definition with its correct Vocabulary Term. You will know that you have all of the answers correct if you make a magic square after adding three squares up, down and diagonally and having the answer be the same number. – Have fun!

Vocabulary terms

1. Muhammad
2. Islam
3. astrolabe
4. sheik
5. desert
6. caliphs
7. oasis
8. mosque
9. Koran
10. caravan

Definitions

- A. book of Muhammad's teachings
- B. a major world religion
- C. well-watered places in the desert
- D. leader of a nomadic group
- E. "successors to the prophet"
- F. Muslim place of worship
- G. a place where almost no rain falls
- H. a group of people traveling together
- I. instrument used to find star positions

A	B	C
D	E	F
G	H	I

Appendix D**Anticipation Guides**

(reduced to 85% of original size)

adapted from Eanes, 1997

ANTICIPATION/PREDICTION GUIDE
 Chapter 3-Lesson 2
 pp. 74-80

Lesson Theme: Organization and unity gave ancient Egyptians the ability to accomplish great works.

Directions: Read each statement *before* and *after* you read the lesson. Mark a check to show whether you agree or disagree with the statement. It is OK to change your mind.

Before Reading

After Reading

Agree Disagree

Agree Disagree

_____	_____	Menes was the king who united Upper and Lower Egypt.	_____	_____
_____	_____	To the people of ancient Egypt, a Pharaoh was more than a king; he was a god, too.	_____	_____
_____	_____	The pyramids were places to worship the gods.	_____	_____
_____	_____	The Hyksos invaded and ruled Egypt using weapons and military skills unknown to the Egyptians.	_____	_____
_____	_____	The contents of the dazzling tomb of Hatshepsut helped us learn about life in ancient Egypt.	_____	_____

ANTICIPATION GUIDE
CHAPTER 13, LESSON 2
pp. 324-329

- _____ 1. Germany suffered great economic troubles at the end of W.W.II with the signing of the Treaty of Versailles.
- _____ 2. Adolf Hitler tried to bring peace to Europe.
- _____ 3. The Axis Powers in W.W.II were Germany, Italy and Japan.
- _____ 4. The United States entered W.W.II when Pearl Harbor was bombed on December 7, 1941.
- _____ 5. Holocaust is a Greek word meaning “destruction of an entirety, a whole.”

ANTICIPATION GUIDE

Chapter 17-Lesson 1
pp. 428-435

Lesson Objective: Describe imperialism and understand the reasons for its presence in Sub-Saharan Africa.

Read each statement below and make a decision whether you **agree** or **disagree** with each. Mark your answer. If you feel that you do not know, mark **don't know**. You might want to change your answer when you feel that you have enough information.

1. The Portuguese were the first to carry on the slave trade in Africa.

agree

disagree

don't know

2. Africans were brought to North America and South America to work in factories.

agree

disagree

don't know

3. African slave traders traded people for guns, ammunition and other goods.

agree

disagree

don't know

4. Imperialism is one country's power over another.

agree

disagree

don't know

5. Africa was the continent that was most affected by imperialism.

agree

disagree

don't know

ANTICIPATION GUIDE

KENTE: A TRADITION IN CLOTH
pp. 446-449

Mark each statement that you think is true before reading this **Traditions** lesson in your textbook.

- _____ 1. Clothing can tell us about a person's culture.
- _____ 2. Real Kente is made only in India.
- _____ 3. Kente can only be woven in the colors brown and orange.
- _____ 4. Kente is worn everyday by common people.
- _____ 5. Kente cloth has only been made in recent times.

Appendix E

Study Guides

(reduced to 85% of original size)

adapted from Eanes, 1997

STUDY GUIDE
Chapter 2 – Lesson 3
pp 50-55

Name _____ Period _____

Lesson Theme Learning to farm allowed people to give up the nomadic life of hunting and gathering and to settle down into village life. It also marked the beginning of civilizations.

1. Both the Ice Age and the _____ ended about 8000 B.C.
2. The warming of the earth caused the birth of _____.
3. The 5000 year period after the Old Stone Age was known as _____
_____.
4. The _____ marked the beginning of civilization.
5. People learned how to _____ animals such as goats, sheep, cattle, horses and dogs.
6. Domestication of animals allowed people to engage in _____ instead of hunting and gathering.
7. New Stone Age people also learned to _____ or prepare and use the land for crops.
8. Domesticating animals and cultivating the land created a _____ food supply and allowed people to settle in _____.
9. Village life allowed people to meet their needs and learn new _____.
10. One large New Stone Age village was not discovered until 1958.
It was called _____.
11. Since it was no longer necessary for everyone to hunt and gather food, people of the New Stone Age could _____ or train to do certain work.
12. An _____ is a craftworker.
13. _____ is the use of skills and tools to meet human needs.
14. Study the chart on p.54. Which invention was the most important?
_____ Why? _____

STUDY GUIDE
Chapter 16 – Lesson 1
pp. 408-415

Name _____ Period _____

Lesson Theme: The vast continent of Africa offers great geographical diversity.

1. Africa is the world's _____ largest continent.
2. Most of Africa is a vast, flat _____.
3. _____ is the highest mountain in Africa.
4. A long, steep sided valley between two parallel faults is a _____.
5. Africa's largest lake is _____.
6. Africa's longest river is the _____; second longest is _____.
7. _____ are hot lands that receive at least 50 inches of rain a year.
8. Semiarid grassland is called _____.
9. _____ is a broad, grassy plain.
10. Animals are one of Africa's _____.
11. Elands and hyenas live in the _____. (Use chart p.415)
12. _____ are found in 2 different environments.
(animal)

Reading Guide-o-Ramas

(reduced to 85% of original size)

adapted from Crawley & Mountain, 1995

Reading Guide-O-Rama
Chapter 1, Lesson 1
pp.18-23

Name _____ Per. _____

*Reading Goals: know the concept of "geography; identify and name the seven continents; name the four oceans

p.18 Read this poem 2 or 3 times until you can hear the rhythm of the words. You can try to read it out loud to a partner.

p.19 Sound out the Key Vocabulary words in blue writing at the top of the page.

p.19 Read the Read Aloud carefully. Who said the words in the quote? _____

p.19 THE STUDY OF GEOGRAPHY Read this section carefully.

p.19 A WORLD OF ENVIRONMENTS Skim this section to answer: What is an environment? _____

*p.20 Spend some time studying the pictures and chart. In your own words: What is geography? _____

*p.21 Study the map on page 21. Name the seven continents:

Name the four oceans: _____

p.21 Skim DIFFERENT LANDFORMS and BODIES OF WATER

p.22 EARTH'S VEGETATION Read carefully if you don't know what vegetation is. Skim this section if you do know. Name 2 examples of vegetation in Iowa:

P.23 LEARNING FROM A GAZETTEER Skim this section, Then find the Gazetteer in your textbook.

Reading Guide-O-Rama
Chapter 2, Lesson 2
pp. 36-40

*Reading Goals: Recognize that people around the world have basic needs and different ways of meeting those needs.

p.36 Study the photograph and carefully read both paragraphs. Think about the questions. How would you answer them?

p.37 Sound out the Key Vocabulary words at the top of the page. Which ones do you know already? _____

Which ones do you need to learn? _____

p.37 **MEETING BASIC NEEDS** Read this section carefully.

Around the world, people have these basic needs:

Every group of people meet their needs _____

p.38 Study the chart at the top of the page carefully.

p.38 **LIVING AND WORKING TOGETHER** Read this quickly, make sure you understand **society**.

p.39 **VALUES AND CULTURE** As you read this section think about what you value.

p.40 THE LEGACY OF DIFFERENT CULTURES Read this section carefully starting with the second paragraph. Now look at p.85 and read THE LEGACY OF ANCIENT EGYPT. Reread p.40 until you fully understand the concept of legacy.

OK, back to the beginning...

*What are 3 basic need of all people?

Gloss Sheets

(reduced to 85% of original size,
adapted from Crawley & Mountain, 1995

GLOSS SHEET
Chapter 3-Lesson1
pp.68-73
(to accompany a marked text)

1. This gives a preview of what you will learn.
2. These blue words are important to remember.
3. The heading lets you know what you will learn in each section.
4. Remember this.
5. Study the map to know the Nile flows north to the Mediterranean Sea.
6. Notice the words "There is something else you should understand about ancient Egypt." The author is telling you this is important. Read carefully.
7. Read about the Nile Delta. Look at the picture. Can you see the delta? Imagine that it looks like a lotus flower.
8. Remember that the Nile had rich farm land.
9. Irrigation was important to the Egyptians. Read this section and study the diagram.

GLOSS SHEET
Chapter 9-Lesson3
pp.244-247
(to accompany a marked text)

1. Look for the numbers. They tell what years Elizabeth I ruled.
2. This is a quotation or Elizabeth's exact words.
3. What words could describe Elizabeth?
4. The city hummed with activity. What other words describe Elizabeth's city?
5. What should you remember about William Shakespeare?
6. This shows you what the Bill of Rights really says.
7. This is a review of the lesson.

Appendix H

DRAW Sheets

(reduced to 85% of original size)

adapted from Agnew, 2000

D R A W
Chapter 5-Lesson 1
pp.116-121

1. What is a subcontinent? (p.117, par.1)
2. Where is the Indus River Valley located? (p.117, par.2)
3. Which geographical features form northern borders of the Indus River Valley? (p.117, par.2)
4. Describe the flow of the Indus River. (p.118, par.1)
5. How does the Indus River Valley get rich soil? (p.118, par.2)
6. What are tributaries? (p.118, par.3)
7. What crops did the Indus River Valley farmers grow? (p. 118, par.4)
8. Would you expect farmers of the Indus Valley to produce surpluses? Why or why not? (p.118, par.3 & 4)
9. How were Mohenjo-Daro and Harappa different from other Indus Valley sites? (p.118, par.6)
10. What artifacts were found in Mohenjo-Daro and Harappa? (p.119, par.1 & 2)
11. What did these artifacts tell archaeologists about the people who lived there? (p.119, par. 1 & 2)

12. What is shown on the seals found in Harappa? (p.119, par.3)
13. Why haven't archaeologists been able to make full use of the information on the seals? (p.119, par.4)
14. What clues can we get from these seals? (p.119, par.5)
15. What evidence is there that Mohenjo-Daro was a planned city? (p.119, par.6 and p.120, par.1)
16. What was a citadel? (p.120, par.2)
17. When had Mohenjo-Daro and Harappa been abandoned? (p.120, par.4)
18. What is migration? (p.121, par.1)
19. Who were the Aryans? (p.121, par.2)
20. What are possible connections between the end of the Indus civilization and the coming of the Aryans? (p.121, par. 2 & 3)

D R A W
Chapter 13, Lesson 1 pp. 318-321
(designed to be used with reading partners)

1. What is nationalism? (p.319, par. 1 & 2)
2. What were some effects of nationalism? (p.319, par.3)
3. What is an alliance? (p.319, par.4)
4. What caused alliances to be formed in Europe? (p.319, par.4)
5. What two alliances were formed in 1914? (p.320, par.1)
6. Who was the heir to the throne of Austria-Hungary killed in Bosnia on June 28, 1914? (p.320, par. 3)
7. Why did the Serbian nationalist kill the archduke and his wife?
(p.320, par. 2 &3)
8. What is trench warfare? (p.320, par.4 and photo, top of p.321)
9. What advantage did the Central Powers gain in 1917? (p.320, par.5)
10. What event turned the tide in the Allies' favor in 1917? (p.320, par. 6)
11. What effects did the Treaty of Versailles have on Germany? (p.321, par.1)
12. What was another name for World War I? (p.321, par.2)