

FIFTH EDITION

# Teaching Content Reading & Writing

An open book with yellow pages is lying on a red surface. A green apple is positioned in the lower right foreground. The background is dark with a white wall and a shadow cast by the book.

MARTHA RAPP RUDDELL

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# TEACHING CONTENT READING AND WRITING

FIFTH EDITION



**Martha Rapp Ruddell**

*Sonoma State University*



**JOHN WILEY & SONS, INC.**

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*To all my students, wherever they are  
To all my family and friends  
And to Perry, whom I love beyond all loving*

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# P R E F A C E

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When I mentioned to my granddaughter that I was finishing the last edition of this book, her immediate money-conscious-college-student response was, “Why do you authors always have to write new editions of your books? It just means we can’t sell them back at the end of the semester!” (along with a few other disparaging remarks about the extent to which students read the books anyway). Good question. Why, indeed write new editions? Well, mainly because the world isn’t the same today as it was when the last edition was published, and that means that the worlds of classrooms and schools are likewise different, as are the lives of the students and teachers in those classrooms and schools. Without a doubt, the middle level and high school classrooms that you’ll teach in are dramatically different from those of my teaching experience, different from your own experience in middle school/high school, and even somewhat different from the experiences of this year’s high school graduates. I’ve continued to spend time in secondary classrooms observing and interacting with students and teachers and learning about the lives of today’s preadolescents and adolescents. I’ve contextualized this edition within those changing worlds to help you make decisions about the most effective ways for you to teach *today’s* learners. Second, we know more about preadolescent and adolescent literacy today than we did five years ago, and we also know how significantly the literacies that adolescents experience have changed in the last 5 years. My granddaughter has graduated from college now, but the answer I gave then is just as good today: new editors reflect new knowledge.

This fifth edition of *Teaching Content Reading and Writing* is grounded in the enduring wisdom that has accrued over the nearly half-century history of the field of adolescent literacy, and is informed most recently by knowledge generated through practice and research about adolescents and literacies in new times. Central to this notion is that the many literacies of preadolescent and adolescent lives (any number of which are highly technological and are changing as we speak) significantly affect their approaches and response to school, and thus are important for you to understand. I’ve explored this aspect of adolescence and literacy in greater depth in this edition. I’ve also increased the emphasis on technological approaches and resources for learning, secure in the knowledge that the technology will undoubtedly outpace me and make some of what I say obsolete before it is published (certainly, the possibilities I offer will be considerably widened before this sees print!). Because of the changing demographics and the heavy emphasis on “meeting the standards” in today’s schools, I’ve added new information and instructional ideas for teaching second language learners, marginalized learners, and students with special needs in the hope that more teachers will be able to adjust instruction to facilitate all students’ continued learning and growth. Also because the standards movement carries with it a correspondingly heavy emphasis on testing,

I've increased coverage of issues facing teachers and schools today with respect to assessment and instruction. Important in schools today also is the standard for **evidence based instructional practice**—instruction that is grounded in research showing it to be effective. Throughout the text and at the end of each chapter you will find citations for the research base that supports the instructional strategies and the assessments that are in this book. Following are features of the text that are intended to guide your reading, understanding, and application of ideas in the text.

### **FEATURES NEW TO THIS EDITION**

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**Centerpiece Lesson Plans** appear early in each of the chapters focused on instruction (Chapters 4, 5, 6, 7, 8, 10, 11). These and other lesson plans demonstrate how instructional strategies may be applied and adapted for specific content area lessons. All lesson plans include lesson objectives and their corresponding curriculum standards, procedures for guiding the lesson before, during, and after reading (into, through, and beyond), and assessments tied to the objectives. In early chapters, lesson plans are for mathematics, science, social studies, and English classes at both the middle school and high school levels; in Chapters 8, 10, and 11 they include physical education, music, and foreign language (Spanish) classes. The Centerpiece Lesson Plans are situated early in those chapters so you can see their application even before reading about them; other lesson plans follow discussion of a specific instructional strategy.

**Creating Strategic Readers, Writers, and Learners.** Throughout these same instructional chapters I stop occasionally to make suggestions for how you as a teacher can stimulate your students' abilities to become independent, strategic learners.

Sometimes the focus is on reading, sometimes on reading and writing, sometimes just on writing, and sometimes on reading, writing, and learning. I change the title of the feature to reflect that focus. The goal here is to give you ideas for helping your students take charge of their own learning, get good at doing the kind of reading and writing that are necessary for understanding your subject area, and begin to feel themselves to be competent, confident learners.

**Video Vignettes.** We have created 10 video vignettes of real teachers using instructional strategies from this text with real students at both the middle school and senior high levels. These are available online for you to view either in class or on your own. In each you will find a short introduction, the vignette, and then the teacher's reflection of how the lesson progressed. The goal of these vignettes is to let you see how these instructional strategies "live", how they play out in real life, and how they may be adapted in a variety of ways to meet specific instructional moments and needs.

### **ONGOING FEATURES**

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**Double Entry Journal (DEJ)** activities occur at the beginning and end of each chapter. At the beginning of the chapter, the DEJ activity is intended to stimulate your

memory, thinking, and ideas about the main topic of the chapter you're about to read; essentially, the before-reading DEJ is a way of introducing topics, bringing your own prior knowledge and experiences to bear on the upcoming discussion, and giving you an experience-based foundation for the reading. The after-reading DEJ then builds on what you did before reading, and combines that thinking with ideas from the chapter to extend your understanding of the text. The best way to do the DEJ activities is to keep a journal specifically for them and to compare your DEJ thinking with a partner or small group; an alternative is to engage in online conversation with class colleagues, either informally in a listserve or in a Web CT/Blackboard forum.

**Classroom Scenarios** immediately following the opening DEJ give additional context for the material in the chapter and provide yet another avenue for connecting the chapter contents to kids and teachers and classrooms and schools. As you read the scenarios, think about how they reflect your experience or provide a new perspective to some aspect of school. In chapter discussions I refer back to the opening scenarios as is appropriate.

The **How To Do** feature occurs at irregular intervals in chapters focusing on instructional approaches (Chapters 4, 5, 6, 7, 8, 10, 11). The purpose of How To Do is to give you a step-by-step list of the things you need to plan, prepare, and/or consider in order to make a specific instructional strategy work in your subject area and classroom. How To Do generally follows explanations and discussions that are necessarily long and involved; my students like the succinct, listed format of How To Do and use it to guide their lesson and unit planning.

**What Goes In My Portfolio?** is a feature included because so many who read this text are also responsible for creating a portfolio of some type—either for the class or for a program; others reading this text may be in the process of developing a professional portfolio. The purpose of this feature is to give you some ideas of how you can represent your understandings from any given chapter in whatever kind of portfolio you are developing; my suggestions are prompts only, intended primarily for your personal adaptation.

The **Building Tables** that occur at the end of instructional chapters are intended to summarize in yet another way critical information about how to apply and combine the instructional approaches from this text in your teaching. Additionally, the purpose of the Building Tables is to allow you to see instructional connections across chapters that you may not see on your own (chapters have a way of creating rigid, and perhaps unnecessary, barriers), aid your planning efficiency, and give suggestions for increasing the power of the instructional strategies themselves.

**In What This Chapter Means to You** I use three or four statements to capture the essence of each chapter's point. The first statement links the opening scenario and chapter content to your teaching. The two or three others are intended to give you a final suggestion to think about in connecting the big ideas of the chapter and your teaching plans.

I hope you will find this book challenging, interesting, and useful in your teaching career.

## ACKNOWLEDGMENTS

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This fifth edition has evolved—as did the others—not only to meet the ever-changing realities of classroom life in middle and secondary schools and to include new information generated about preadolescent and adolescent literacy, but also from the responses of its users as well. What has become very clear to me is the influence of my own students and my professional friends (and their students) on the development of this text. My students are always especially adroit in their criticisms and comments and are both outspoken and reassuringly affirming in their views. Two of my most honest and loving critics are my good friends—Brenda Shearer at the University of Wisconsin, Oshkosh and MaryEllen Vogt from Long Beach State University—who use the book in their classes, give me their, and their students', ongoing feedback, and make suggestions that are unerringly apt.

It is most felicitous, I think, when students' work becomes part of what a teacher does, and it gives me extraordinary pleasure to acknowledge what students have contributed to my thinking and to this book. Hearty “thank yous” to Janet Rasmussen and Heidi Hayman-Ahders for their study maps in Chapter 7; to Jenny Fleischer and Jonathan Reveal for their insightful maps in Chapter 2 of the thinking-reading-writing processes; to Peter Santucci—for the CSSR visual in Chapter 5; and to David Hathorne whose experience leading group learning illuminates Chapter 11. Thanks also to Amy Holcombe, Eric Bohn, Eric Wycoff, Andrea Chambers and Leslie McKinley for letting me use their lesson plans to illustrate how ideas from this text may be applied to classroom practice. Thanks also to my good friend, Dianne Metzger, for her Spanish class lesson plan in Chapter 11, and to my colleagues and friends Karen Grady, for the *idea* for the Centerpiece Lesson Plans, and Rick Marks who taught me how to shelter an algebra lesson.

To my reviewers—Mary L. Agnew, University of Maryland Eastern Shore; Carol Bunch, Hannibal LaGrange College; Marilee Cosgrove, Rio Hondo College; Jacquelyn Culpepper, Mercer University; Katharine G. Fralick, Plymouth State College; Nancy L. Hadaway, University of Texas at Arlington; Susan Hall, University of the Incarnate Word; Laveria Hutchison, University of Houston; Barbara E. Karp, University of Bridgeport; Judy Lombardi, California State University – Northridge; Nancy L. Michelson, Salisbury University; Sheila A. Nicholson, Southwest Texas State University; Deborah L. Norland, Luther College; Barbara C. Palmer, Florida State University; Robert Perkins, College of Charleston; Mary J. Pickard, University of Idaho; Olivia Saracho, University of Maryland; Mary Spor, Alabama A&M University; and Patricia Wachholz, Florida Gulf Coast University—thank you for your thoughtfully detailed and honest reviews; your insights were highly useful guideposts for revision, and I returned to the reviews many times to keep myself on the right path. To my editors at John Wiley, Robert Johnston, and editorial assistant Eileen McKeever, thanks for your continuing support, thoughtful response to my many questions, and clear emphasis on quality. To Patty Donovan and the production staff at Pine Tree Composi-

tion, Inc. and my copy editor, Diane Burke, I am grateful for their professionalism and work on the project.

As I finished this edition, I lost a dear and wonderful friend, Dr. Patricia Monighan Nourot, a colleague of mine at Sonoma State University for eighteen years. Pat was an expert in early childhood education and was known internationally for her work in the area of children's play. Pat and I loved sharing stories about our experiences with kids—she with preschoolers and kindergarteners and I with seventh-graders and sophomores—and often remarked on the similarities, and the both similar and contrasting beauties, of the kids we described. She was an enduring and wonderful friend who left way too early but who, in the time she was here, influenced for the better the lives of many, many children. And my life too. Shortly after losing Pat, I also lost my 92-year-old mother Velma, who lived a long and eventful life. Mother taught me many things: She taught me early on that it's okay to be female and smart; she taught me how to look brave even when I'm scared; she taught me about leadership and initiative; and she taught me about unconditional love. She was very proud of all of her children's accomplishments, and kept track. As recently as last March when I went home to see her, she checked to see that I was still "writing" and wanted to know what article I had published lately. She was proud, beautiful, stubborn, smart, opinionated, and generous. She read voraciously, loved baseball, produced gorgeous embroidery and crochet, called all my friends "honey," and was the first person in the boat when a lake or river ride was about to happen. I shall miss her forever. This edition is dedicated to Mother and Pat.

As always, I'm thankful for my children—John, Amy and Paul, and Rob and Diane—and their children, the two "elders" Sarah and Ken and the three little ones Grace, Rebecca, and Madeline, and for all my wonderful family and friends. I am deeply, and forever, thankful for my husband Perry whose love and support are constants in my life and who is both a willing and perceptive listener and my most ardent fan.



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# A B O U T   T H E   A U T H O R

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Photo by Scott Van Cleemput  
vancleemputphotography.com

**Martha Rapp Ruddell** is Professor and Dean Emerita of the School of Education at Sonoma State University in Rohnert Park, California. She taught in the secondary teaching credential program and the graduate Reading and Language advanced credential and degree programs. Dr. Ruddell taught for 10 years in both rural and city schools in Missouri and Kansas. In addition to this text, Dr. Ruddell is author of numerous articles and book chapters and continues actively as a researcher, author, and presenter at professional conferences. She is Past President of the National Reading Conference, an international educational organization devoted to research in language and literacy. She is a member of the California Reading Association Reading Hall of Fame, and in 2003 she was honored with the Al Kingston Service Award of the National Reading Conference. Most recently she was named Distinguished Alumna by the University of Missouri, Kansas City, where she received the Ph.D. degree.

## INSTRUCTIONAL STRATEGY LOCATER

## Strategies Referred to by Acronyms

Acronym	Strategy	Chapter	Page
<b>CORI</b>	Concept-Oriented Reading Instruction	11	420
<b>CSSR</b>	Context-Structure-Sound-Reference	5	160
<b>CT-RA</b>	Creative Thinking-Reading Activities	11	437
<b>DEJ</b>	Double Entry Journal	8	306
<b>DIA</b>	Directed Inquiry Activity	6	202
<b>DRA</b>	Directed Reading Activity	4	124
<b>DR-TA</b>	Directed Reading-Thinking Activity	4	91
<b>GMA</b>	Group Mapping Activity	4	91
<b>GRA</b>	Group Reading Activity	11	430
<b>K-W-L Plus</b>	Know-Want to Know-Learned	7	255
<b>PLAN</b>	Predict-Locate-Add-Note	7	258
<b>PreP</b>	The Prereading Plan	7	268
<b>QAR</b>	Question-Answer Relationships	10	371
<b>QtA</b>	Question the Author	7	268
<b>RAFT</b>	Role/Audience/Format/Topic	8	289
<b>REAP/iREAP</b>	Read, Encode, Annotate, Ponder	7	273
<b>ReQAR</b>	Reciprocal Questioning and Question-Answer Relationships	10	388
<b>ReQuest</b>	Reciprocal Questioning	4	134
<b>SFA</b>	Semantic Feature Analysis	5	179
<b>SI</b>	Sheltered Instruction	6	208
<b>SQP2RS</b>	Survey, Question, Predict, Read, Respond, Summarize	7	278
<b>SQ3R</b>	Survey, Question, Read, Recite, Review	7	277
<b>SSR</b>	Sustained Silent Reading	12	469
<b>TPRC</b>	Think, Predict, Read, Connect	7	236
<b>VSS</b>	Vocabulary Self-Collection Strategy	5	146

(Continues)

**Other Strategies**

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