

CONTENT AREA LITERACY

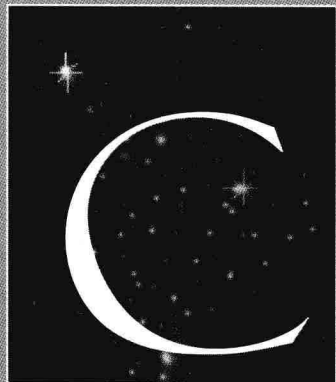
An Integrated Approach

FIFTH EDITION



JOHN E. READENCE • THOMAS W. BEAN • R. SCOTT BALDWIN

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CONTENT AREA LITERACY

AN INTEGRATED APPROACH

John E. Readence
University of Nevada, Las Vegas

Thomas W. Bean
University of Hawaii at Hilo

R. Scott Baldwin
University of Miami, Florida



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PREFACE

The fifth edition of *CONTENT AREA LITERACY: AN INTEGRATED APPROACH* presents preservice and inservice teachers with theory and related teaching strategies designed to assist middle and secondary students in reading and learning from their textbooks. In this edition we have attempted to integrate the current state of the art with some ideas of our own. In addition, this text differs from the previous edition in four main ways. First, the theoretical foundation of the text has been strengthened by shifting the focus from reading to literacy and by defining a knowledge base for content literacy. Second, issues related to linguistic and cultural diversity have been addressed throughout the text. Third, we have included new chapters on lesson planning and literature. Finally, the fourth edition chapter on comprehension has been split into two chapters to make it more manageable; the chapter on textbook politics has been incorporated into the chapter on evaluating and introducing textbooks; and the assessment chapter has been redesigned to highlight naturalistic forms of student evaluation.

Part A of this book includes four chapters that introduce content area literacy. Chapter 1 provides a rationale and knowledge base for content area literacy. Chapter 2 follows with an examination of the reading process and a discussion of cultural and linguistic variables that influence literacy. Chapter 3 introduces readers to the socio-political nature of textbooks and then focuses on quantitative and qualitative procedures for evaluating and introducing textbooks. Chapter 4 concludes this section of the book with a discussion of both norm-referenced and naturalistic assessment.

Part B consists of 7 chapters of strategies for teaching and learning in the content areas and a final chapter that discusses the potential impact of computer technology on content area literacy. Chapters 5, 6, and 7 focus on lesson planning, literature, and vocabulary, respectively, while Chapters 9 and 10 both address comprehension. Chapter 10 is about writing in the content areas and Chapter 11 introduces study strategies.

We ask those individuals who have reactions or suggestions regarding the information and strategies presented in this book to write to us in care of Kendall/Hunt Publishing Company. We are interested in your thoughts about content area literacy and our textbook.

Finally, we wish to thank Martha H. Head at Southeastern Louisiana University and David G. O'Brien at Purdue University for their insightful comments and suggestions, which have helped us to revise and reinvigorate the fifth edition.

JER
TWB
RSB

HOW TO USE THIS BOOK

Through the use of new features of this edition, each chapter is offered as a model for the strategies advocated by this book. We are attempting to “practice what we preach” by making the entire book a model that reinforces concepts and demonstrates that suggested techniques CAN work. Hopefully, preservice and inservice teachers using this book will then have an example as they construct lesson plans and apply the suggested strategies in their own classrooms.

A new page design has been introduced in order to provide an uninterrupted flow of text. Each chapter has unique features designed to enhance comprehension of the concepts presented. These features are listed here, and necessary directions for using the features are included so that the directions do not have to be repeated throughout the chapters.

CHAPTER OPENERS

Anticipation Guide

Located at the beginning of chapters in Part A, these Guides offer students an opportunity to react to a series of statements before they study each chapter.

DIRECTIONS: Before reading the chapter, take a moment to read each statement. If you agree with the statement, place a check in the Agree column. If you disagree with a statement, place a check in the Disagree column. Be ready to explain your choices.

Vignette

Located at the beginning of chapters in Part B, this instructional aid enables a student to react to a lesson scenario before reading the chapter.

DIRECTIONS: Before reading the chapter, read and react to the short vignette. Answer the questions that follow the vignette and be prepared to justify your responses. You may wish to work in pairs or small groups. After you read the chapter, we will ask you to reread the vignette and react again to the questions.

Rationale

These short sentences and paragraphs explain the reason for the writing of the chapter.

Learning Objectives

To make learning more efficient, each chapter opens with a list of learning objectives that describe goals that should be accomplished by studying the chapter. These objectives are designed to focus attention on the major issues in the chapter.

Graphic Organizer

The graphic organizer is a visual display of pertinent vocabulary terms and their interrelated concepts designed to provide teachers with an advance structure for new vocabulary and concepts that will be presented in the chapter.

IN TEXT LEARNING AIDS

Activities

These activities are found throughout each chapter and are provided to afford students additional exposure to the new concepts discussed.

END OF CHAPTER

Chapter Summary

Each chapter concludes with a concise summary organized around the opening learning objectives.

Reaction Guides/Vignettes

These activities repeat the Anticipation Guides and Instructional Vignettes from the beginning of the chapter. Their purpose is to confirm or disconfirm your original decisions from the beginning of the chapter.

DIRECTIONS FOR REACTION GUIDES: Reconsider your responses to the statements at the beginning of the chapters in Part A. If the information in the chapter supports your original choice, place a check in the Confirmed column. Then write what the text says in your own words in column A under “Why is my choice confirmed?”. If the information does not support your choice, place a check in the Disconfirmed Column. Then write what the text says in your own words in column B under “Why is my choice not confirmed?”.

DIRECTIONS FOR VIGNETTES: Reread the instructional vignette at the beginning of the chapters in Part B. React again to the questions.

Miniproject

These projects allow students to apply their newly learned information from the chapter.

Group Projects

These are exercises which are meant to provide students the opportunity to reinforce concepts introduced in the chapter and to give students the opportunity to go beyond the content of the chapter. They require integration and application of chapter concepts. These discussions allow students not only to demonstrate that they know the facts in the chapters, but that they can utilize those facts to deal with more complex issues.

END OF TEXT

References

References are identified by chapter and listed in a separate section, thus providing a comprehensive list of references in one section.

Additional Recommended Readings

Additional recommended readings are identified by chapter and are given as recommended readings to extend and refine the information presented.

Glossary

The glossary serves as a ready reference for italicized vocabulary terms encountered in each chapter.

Index

An index is provided for quick page reference for important terms from the text.

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VIGNETTE



SETTING

Two eighth grade students, Dale Fallon and Sanae Tokunaga, are leaning over the railing on the second story deck of their suburban South Carolina middle school after a lesson in life science. Their teacher, Mr. Cousteau, introduced a lesson on endangered species by bringing in a large, inflatable child's pool toy in the shape and color of a sea turtle. Its vinyl skin made squeaking sounds as he placed the turtle on the table at the front of the room and said, "Today we're going to learn about the green sea turtle." He then launched into a lecture about types of turtles and their habits. The lecture went on for over 20 minutes. Both Dale and Sanae are conscientious students and they took notes. Many other students slumped in their seats, where they daydreamed and doozed, looking bored. Mr. Cousteau then assigned some text reading and questions to be answered about endangered species in their textbook.

THE LESSON

Right before the bell rang, Mr. Cousteau told students they were required to find a fiction book to read about turtles for a book report due to him in one week.

We overhear Dale and Sanae's conversation about the turtle lesson as they talk outside Mr. Cousteau's room during recess.

Dale: "How are we supposed to know what books to read about turtles? That guy is so boring!"

Sanae: "Yeah, my brother had Mrs. Read last year for life science at the other middle school and they had a classroom library with a whole bunch of really good novels about endangered species. Maybe I can visit his school and see if I can borrow a book there. The only problem is, my brother Roger is now in high school and Mrs. Read moved to Florida."

Dale: "We can ask Mr. Cousteau for more help but then he'll just get upset and we'll get lousy grades. Let's just go to the library and find a book we can both use for our dumb book report. It's no big deal. I write book reports on books I hate and don't read. Hey, Sanae, I'm sure you've never done that, huh?"

Sanae: "Yeah, right. Sure. All last year in English we had to do these stupid book reports. I just looked for the skinniest books, read the back cover or skimmed the pages and faked my report. Too bad school is such a waste of time."

Dale: "Hey Sanae, have you read this latest Saddle Club book, *Show Horse* (Bryant, 1992)? Too bad we can't read about horses instead of turtles."

Sanae: “You gotta read the Palm Beach Prep book, *Lonely Heart* (Wolfe, 1990). It’s so romantic. But I guess we won’t have time now. We need to get to the library. You want to meet after school? That way we can pick the same stupid book and get this assignment done. I wonder if Mr. Cousteau has ever read any turtle novels himself? I bet he doesn’t have a clue about it. He’s just giving us work to do without even thinking about how we feel. You know Nathan in class?”

Dale: “You mean the guy who looks like a computer nerd?”

Sanae: “Yeah, that one. Well, his Dad is a marine scientist who specializes in turtle tagging research. Cousteau didn’t even ask him about his Dad’s work. I read about it in the newspaper.”

Dale: “I bet he gets an A on this assignment.”

Sanae: “He gets As on everything. Hey, I gotta go to my social studies class in building Q. See you this afternoon.”

► Now that you have had a chance to consider this lesson, write down your thoughts on the following questions:

1. What are the good points about the lesson?
2. What are the weak points about the lesson?
3. What, if anything, would you change about the lesson?

RATIONALE



Author Jamaica Kincaid grew up on the tiny island of Antigua, governed by British rule. Her memories of the library where she spent so much time recalled the quiet, reflective power of reading a good book.

If you saw the old library, situated as it was, in a big, old wooden building painted a shade of yellow that is beautiful to people like me, with its wide veranda, its big, always open windows, its rows and rows of shelves filled with books, its beautiful wooden tables and chairs for sitting and reading, if you could hear the sound of its quietness (for the quiet in this library was a sound in itself), the smell of the sea (which was a stone’s throw away), the heat of the sun (no building could protect us from that), the beauty of us sitting there like communicants at an altar, taking in, again and again, the fairy tale of how we met you, your right to do the things you did, how beautiful you were, are, and always will be; if you could see all of that in just one glimpse, you would see why my heart would break at the dung heap that now passes for a library in Antigua. (Kincaid, 1988, p. 42–43)

By 1974, the library was damaged in an earthquake and left unrepaired for over a decade with the mocking sign “repairs are pending” (Kincaid, 1988, p. 42). In her book *A Small Place*, Jamaica Kincaid vividly charts the tensions between native Antiguan, the colonial British,

and the more recent Antiguan independence. In truth, Kincaid's book is a multicultural treatise on the complexities of the aftermath of imperial rule, racism, and pride. But the library provided the chance to explore a vast array of books although they recounted the lives of whites rather than Antigua natives. Nevertheless, as a little girl, Kincaid gravitated toward the lyrical, captivating world of a good book. She said, "I stole many books from this library. I didn't mean to steal the books, really; it's just that once I had read a book I couldn't bear to part with it" (Kincaid, 1988, p. 45).

Unfortunately, many content area teachers assume that librarians and English teachers should be the ones to acquaint students with powerful fiction books beyond the required texts in social studies, science, mathematics, and elective areas. Yet the field of young adult literature is a rich treasure trove of books that can illuminate concepts about endangered species like Mr. Cousteau's turtles (see Will Hobbs' *Changes in Latitudes*) or the cultural loss of a Narraganset Indian boy cast into indentured servitude in colonial Boston in 1681 (see Paul Fleischman's *Saturnalia*).

In any content area it is possible to find young adult literature that enriches textbook readings and course concepts. Your task as a content teacher is to become familiar with this rich treasure trove of literature, understand how to survey students' attitudes and interests, and learn about various strategies you can use to link literature and textbook reading. This may sound like a daunting task, but it is really a matter of starting modestly by reading at least one young adult novel keyed to your particular field. Since most of these novels are relatively short, in the range of 125 pages, you may find this process to be every bit as enjoyable as reading the latest adult fiction best seller.

In addition to reading young adult literature keyed to your field of study, you need to become familiar with the increasingly rich array of multicultural literature. Applebee's (1989) national survey of book length works assigned to students in secondary English indicated that no minority authors were in the top 10 list of readings and only one woman author was represented. The literary canon of assigned readings in English has been very resistant to change. In this chapter we will introduce some of the growing collection of multicultural young adult literature that can be used in content area teaching.

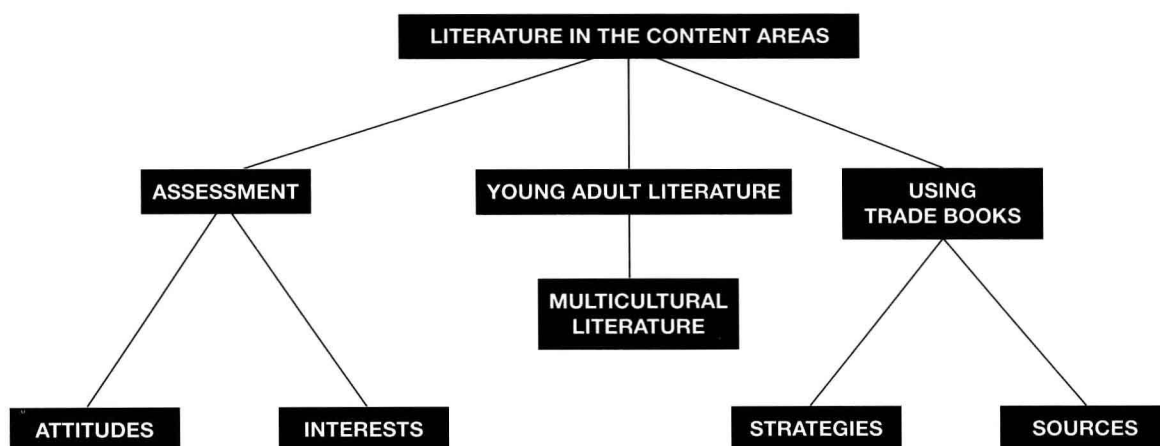


LEARNING OBJECTIVES



- Use attitude and interest inventories to survey students' reading attitudes and interests in your content area.
- Select and use trade books linked to units of instruction in your content area.
- Implement a sustained silent reading program.
- Use sources of trade books to locate and review books you plan to use in your content area.
- Create a plan for further development of your knowledge about trade books you can use in your discipline.

GRAPHIC ORGANIZER



Assessment of Reading Attitudes and Interests

Reading Attitudes

Attitudes may be defined as those feelings that cause a reader to approach or avoid a reading situation. Attitudes toward reading are shaped by a variety of factors. For example, reading attitudes are

undoubtedly the result of beliefs “finely tuned by culture” (Cothorn & Collins, 1992).

Family and school experiences played a profound role in shaping our own attitudes toward reading. And these factors influence how we, as content teachers infuse or fail to infuse pleasurable reading activities in our own classrooms. Manna and Misheff (1987) asked teachers to write autobiographical papers on their early, middle, and more

recent memories of reading. The area of family reading was mentioned as a positive influence by 72 percent of the teachers and libraries were mentioned by 68 percent. Negative factors included reading as a low priority in the home along with school book reports, reading groups, and lecture methods.

Bean (1993) analyzed 45 reading autobiographies produced by preservice content area teachers. When they were asked to consider how they might improve students' attitudes toward reading they reflected on their own former teachers. Fifty-seven percent of these future teachers mentioned the special influence their own English teachers played in encouraging a love of reading. They recalled teachers who organized classroom book clubs and modeled reading of captivating literature, particularly literature keyed to the cultural experiences of Hawaiians, Japanese-Americans, and other Pacific island groups. Teachers from subject fields outside of English were rarely mentioned.

Sixty-nine percent of the preservice teachers Bean surveyed made some claims about how they would handle challenging texts and how they might foster students' love of reading. However, the great majority of these claims were nonspecific. For example, a future science teacher commented, "I am excited about the integration of reading into content classes."

Since attitudes are a critical factor in using trade books in content classrooms to develop a lifelong love of reading, you need to know how to assess students' attitudes toward reading. There are a number of methods for assessing reading attitudes, including personal interviews, autobiographies, and behavior checklists (Alexander & Cobb, 1992). The most common method is the self-report questionnaire. The following reading attitude survey was developed for use with middle and secondary school students (Baldwin, Johnson, & Peer, 1980).

<i>BJP Middle/Secondary Reading Attitude Survey</i>				
<i>Directions:</i> This survey tells how you feel about reading and books. The survey is not a test, and it is anonymous. It will not affect your grades or progress in school, but it will help your school to create better programs. Answer as honestly as you can by checking the term or terms which tell how you feel about each statement.	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Library books are dull.				
2. Reading is a waste of time.				
3. Reading is one of my hobbies.				
4. I believe I am a better reader than most other students in my grade.				
5. Reading is almost always boring.				
6. Sometimes I think kids younger than I am read better than I do.				
7. I enjoy going to the library for books.				
8. I can read as well as most students who are a year older than I am.				
9. I don't have enough time to read books.				
10. I believe that I am a poor reader.				
11. I would like to belong to a book club.				
12. I like to take library books home.				
13. Teachers want me to read too much.				
14. You can't learn much from reading.				
15. Books can help us to understand other people.				
16. I almost always get A's and B's in reading and English.				
17. I like to have time to read in class.				
18. Reading gets boring after about ten minutes.				
19. Sometimes I get bad grades in reading and English.				
20. I like to read before I go to bed.				
<p><i>Scoring:</i> The positive items are 3, 4, 7, 8, 11, 12, 15, 16, 17, 20. Give four points for a SA, three points for an A, two points for a D, and one point for a SD. For the negative items, 1, 2, 5, 6, 9, 10, 13, 14, 18, 19, score four points for a SD, three for D, two for A, and one for SA. Scores can range from 20 to 80.</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: auto;"> <p>60–80 = Good 40–59 = Fair 20–39 = Poor</p> </div>				

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