

Reading Strategies for **Career** **Academies** and **Career-Technical** **Education**



International Center for Leadership in Education

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How to Use this Resource Kit

Reading Strategies for Career Academies and Career-Technical Education is designed to help teachers increase learning in a subject and reading comprehension skills simultaneously. The reading-to-learn strategies presented will engage students' interest in content, help them maintain their focus, and improve their understanding and ability to apply what they read.

This kit presents the rationale, best practices, and strategies for integrating strategic reading — the reading skills and techniques that promote information literacy across all subjects and across such functional areas as study skills, test taking, and literacy for the world beyond school. Strategic reading empowers students to draw upon a repertoire of skills and strategies, which will help them to succeed in the many career and technical, academic and adult-world tasks that assume reading skills as a prerequisite.

Reading Strategies for Career Academies and Career-Technical Education includes a broad selection of the best research-based and classroom-tested comprehension strategies, applicable and adaptable to all students in all courses. Years of research on student growth, as well as teacher testimony, point out the tremendous advantages of training students in comprehension skills.

Section I – Comprehension in Context lays the foundation for strategic reading in the content areas. Chapter 1 introduces the concept of strategic reading and describes the reading requirements needed in a changing world. Chapter 2 examines the utility of matching readers with the readability levels of texts and introduces the Lexile Framework for Reading,[®] a system to measure the difficulty of many kinds of reading materials. Chapter 3 provides practical suggestions and best practices for infusing strategic reading into your classroom. Chapter 4 provides current information on assessment

data research and reading. Chapter 5 addresses the rationale for reading instruction beyond sixth grade. Chapter 6 presents a case study in teacher collaboration and literacy development.

Section II — Reading Strategies provides more than 20 of the best and most proven strategies designed to increase reading comprehension as you teach content. Each strategy includes:

- a definition
- step-by-step instructions for modeling, assisted practice, and independent practice
- suggestions for connecting reading with related writing assignments
- a sample student activity and solution
- related worksheets/teaching masters
- correlations to the International Center’s Essential Skills

Section III — Tips for Reading Specific Text contains 24 teaching masters that outline for students how to approach the reading material most common to students’ academic and home lives. The various formats include textbooks, news stories, instructions, and maps.

Several other resources are provided with this kit. The CD includes all student activities, graphic organizers, worksheets, and teaching masters from Section II and all the tips in Section III. The inside front pocket has the results of a study entitled “Lexile Analysis of Occupational Reading Materials.” The Lexile Map, a visual that places selected titles on the Lexile scale, can be found in the back pocket of the binder.

Reading instruction at the secondary level is needed now more than ever. *Reading Strategies for Career Academies and Career-Technical Education* is a practical guide, designed to help build comprehension in context and boost classroom achievement. Reading skills are critical to students’ success in your subject and in life. Can anything you do in the classroom be more important?

The CD-ROM included in this resource kit has a PowerPoint presentation with information on the Lexile Framework for Reading and how to access the reading levels of thousands of books and other services available free from MetaMetrics, creator of the Lexile Framework.
www.lexile.com

Before, During and After Approach to Reading

Following a framework of before, during, and after reading strategies helps teachers to plan purposefully and to give students a clear idea of what they need to accomplish in order to become successful lifelong readers. The Before, During and After Approach to Reading contains the following strategic elements:

Before Reading

Activating background knowledge: Students are taught to elicit prior knowledge of the reading topic. They build background relating to prior knowledge. Some examples of questions that students can use to inventory their prior knowledge might include:

- What do I already know about spreadsheets?
- What have I read, heard, or watched about spreadsheets?
- What other words do I think of when I see the word spreadsheets?

Investigating text structure: Students are taught to analyze the book or material and its print features, the layout, and the illustrations. They are taught to consider the language and the literary features of the text. They learn to discriminate between the narrative and the expository text.

- Does the author use headings and subheadings?
- Does the author use illustrations, graphs, tables, or maps?
- Are important words highlighted or italicized?

Setting a purpose for reading: Students are taught to question themselves about why they are reading the material, such as asking:

- What is my goal?
- What questions do I need to answer after reading?
- What will I do with the information from the reading?
- What do I want to learn from reading this?

3 Infusing Reading Strategies in the Classroom

After students determine their own purpose for reading they are then able to select their own reading style to best suit the purpose. They decide whether to skim, scan for specific information, or read and reread to recall details. They are also taught to question what the author's purpose was for writing the selection.

Predicting the text content: Students are taught how to form ideas about what is going to happen in the text. They are taught how to combine and use the information being shared by the material they are reading or viewing and the information they have in their heads to make meaningful guesses about the material.

- What do I know about the topic already?
- How can I combine my knowledge with the clues of the text?
- How will making predictions help me understand this material better?

Reviewing and clarifying vocabulary: Students are taught how to use word solving strategies to pronounce a word correctly and understand its meaning.

- How do the other words in the sentence give me clues to pronounce this word?
- How do the other words in the sentence give me clues to understand the meaning of the unknown word?
- How does the sentence before and the sentence after help me solve the unknown word in this sentence?

During Reading

Establishing the purpose for each part of the reading: Students are taught to ask themselves why they are reading a particular text — whether it is to retell, answer questions, gather information, make comparisons, or to get the main idea.

For the Teacher

Directed Reading/Thinking Activity (DR/TA)

Reading Sample
Sexual Harassment

Defining the Strategy

Students answer the four questions, “What I know I know,” “What I think I know,” “What I think I’ll learn,” and “What I know I learned,” to increase their comprehension and retention of information. In this strategy, students activate their prior knowledge and connect it with new information.

In the first three sections of the DR/TA worksheet, students use brainstorming skills to think about and “download” the information they know, they think they know, and what they expect to learn about a specific topic. With the DR/TA strategy, students can write freely since they know they will not be graded on the correctness of their answers. This risk-free method encourages students to use critical thinking skills.

Finally, the last section of the worksheet allows students to compare and connect their prior knowledge with the new information they have learned.

Teaching the Strategy

Objectives

- Students will read informational text with a purpose and with specific expectations.
- Students will activate prior knowledge of the subject and ask questions before reading.
- Students will prepare a sheet of new information and facts to add to their knowledge base.

Materials

- High interest text at the student’s readability level
- DR/TA worksheet

Activity

1. Provide copies of the DR/TA worksheet for students, or ask them to create their own.
2. If students are unfamiliar with this strategy, the following instructional practices may increase their comfort level before asking them to do independent practice:
 - Model/demonstrate the DR/TA strategy by talking through the method using a familiar topic and reading.
 - Provide guided practice through each step by asking students for their input

Timeframe

10 minutes to a full class period, depending on length of text and student familiarity with material

Teaching the Strategy continued

- in completing a DR/TA worksheet as a class.
 - Working with a partner, have students complete a reading assignment using the DR/TA worksheet as a practice activity.
3. The first step of the DR/TA strategy is designed to help students focus on the topic. After introducing the subject of the reading passage, have students complete the first two boxes of their worksheet:

Box 1: "What I know I know"

Ask students to write as many facts as they are absolutely sure of related to this topic.

Box 2: "What I think I know."

Ask students to write as many facts as they *think they know* related to this topic before starting to read. At this initial stage, students will reveal misinformation or unclear thinking about the subject.

4. Next, ask students to complete the third box of their worksheet:

Box 3: "What I think I'll learn"

Ask students to predict and write what they *think they will learn* about this topic while reading the passage. Have students write their predictions in the form of a question.

This activity establishes the reading purpose and provides the hypotheses that reading the passage will either prove or disprove. During this step, interest in the topic increases as students identify not only what they think they will learn from the reading, but also what they would like to know about the topic. As students read the passage, they will discover the new information they predicted they would learn as well as facts they had not anticipated.

To reinforce this skill, have students brainstorm what they think they will learn from reading about the topic. Write their predictions on the board. This activity will increase their interest in the topic.

5. Ask students to read the text passage.
6. To complete the activity, ask students to fill in the final box on the DR/TA worksheet:

Box 4: "What I know I learned."

Ask students to write the facts they learned while reading of the passage.

Reading Strategies for Career Academies and Career-Technical Education

Teaching the Strategy

continued

Ask students to verify the accuracy of each fact they recorded in the first two boxes. If the fact was true, they should place a checkmark by it. If the fact was inaccurate, they should make corrections.

Below each question in the third box, have students write the answer they learned from the reading.

This reinforcement stage allows students to compare what they knew about the topic before the reading with the new information they have learned. The DR/TA worksheet provides students with excellent notes on the topic that can be used for study, review, and discussion.

7. To reinforce this skill, have students share the facts they now know about this topic. Write their facts on the board. Students can copy down facts they do not already have for future reference. This activity will assure that all student have all the important facts written on their worksheets, which will serve as study guides.

Skills Correlations

Essential Skills Survey

- Preview informational text to anticipate content. (e52)
- Identify, collect and/or select pertinent information while reading. (e5)
- Discriminate important ideas from unimportant ideas while reading. (e15)
- Apply, extend, and expand on information while reading. (e46)

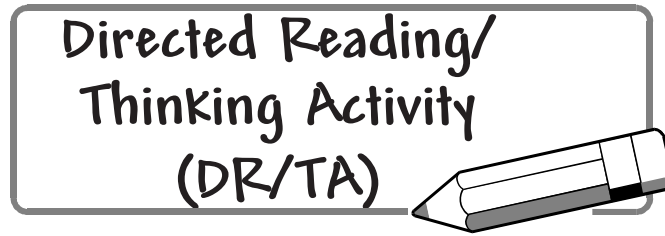
Connecting the Strategy

The DR/TA strategy provides a beginning for further inquiry into a specific topic. Sometimes students don't find the specific facts they expected to learn within the reading. These unanswered questions from their "what I think I will learn" box can be a launching pad for further reading and writing. Students can independently find the answers to these questions and report their findings to the class. This is an excellent method to let students earn extra credit. Another technique for additional research on the topic is to group students with similar questions about this topic into teams. Have the team research its topic cooperatively, write a report, and present the findings to the class.

SOURCE

Stauffer, R.G. *Developing Reading Maturity as a Cognitive Process*. New York: Harper & Row, 1969

For the Student



Learning the Strategy

Your DR/TA worksheet is designed to help you use brainstorming skills to “download” all the information you know, think you know, and expect to learn about a specific topic. After you have completed your reading, you will compare the information you knew when you started with the new information you have learned.

Practicing the Strategy

1. Fill in the first three boxes of your DR/TA work sheet:

What I know I know

- write as many facts as you are absolutely *sure of* related to this topic.

What I think I know

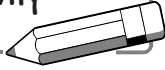
- write as many facts as you *think you know* related to this topic.

What I think I'll learn

- write what you *think you will learn* about this topic in the form of questions.

2. Read the following text about sexual harassment.
3. After reading the text, complete the fourth section of your worksheet: What I know I learned. Write the new facts you learned from this reading passage.

Directed Reading/
Thinking Activity
(DR/TA)



What is Sexual Harassment?

Conduct that might be harmless or even enjoyable in a social situation can be upsetting at work. Sexual behavior that is **repeated, unwanted, and interferes** with your job has crossed the line: *it is not only inappropriate, it is illegal*. Sexual harassment occurs when a person's behavior is having a negative effect on your work life.

Sexual harassment covers a wide range of behaviors, from obvious acts such as fondling to subtle ones such as making suggestive remarks. In general, sexual harassment is any behavior in the workplace that:

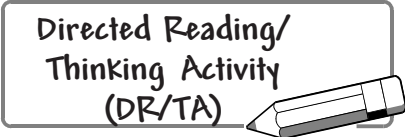
- relates to your gender or sexuality
- is intentional and/or repeated
- is unwanted and not returned
- interferes with your ability to do your job or has an effect on your job status.

What the Law Says about Sexual Harassment

When sexual harassment takes place, the offender is not the only one at fault. It is the legal obligation of every employer to provide a workplace that is free from sexual harassment. The employer's responsibility is spelled out by the Equal Employment Opportunity Commission (EEOC) in its Guidelines on Discrimination Because of Sex.

You are experiencing illegal sexual harassment when one of the following is true:

- It is stated or understood that you must submit to the behaviors in order to get or keep a job.
- Employment decisions are based on whether or not you go along with the behavior.
- The behavior creates an offensive work atmosphere or interferes with your job performance.



Name _____

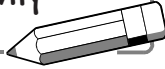
Master

**Directed Reading/Thinking Activity (DR/TA)
Worksheet**

TOPIC: _____

<p>1. What I know I know:</p>
<p>2. What I think I know:</p>
<p>3. What I think I'll learn:</p>
<p>4. What I know I learned:</p>

Directed Reading/
Thinking Activity
DR/TA



Name _____

Sample Solution

Directed Reading/Thinking Activity (DR/TA) Worksheet

TOPIC: _____

1. What I know I know:

Sexual harassment is wrong.
Sexual harassment happens in the workplace.
There are laws that protect people from sexual harassment.
Sexual harassment affects women.

2. What I think I know:

Men can be affected by sexual harassment.
Sexual harassment is hard to prove.
You have to say no to the harasser.

3. What I think I'll learn:

What behaviors are sexual harassment?
What laws regulate sexual harassment?
How do I report sexual harassment?

4. What I know I learned:

Sexual harassment must relate to your gender or sexuality.
Sexual harassment must be intentional and/or repeated.
Sexual harassment must be unwanted
Sexual harassment interferes with your ability to do your job.
Sexual harassment is illegal when you must submit to the behaviors in order to get or keep a job.
Sexual harassment is illegal when the behavior creates an offensive work atmosphere.
Sexual harassment is illegal when it interferes with your job performance.
The EEOC regulates sexual harassment.

Unanswered Questions to Research:

How do I report sexual harassment?