Pre-reading strategies for content area reading instruction: social studies

Melanie D. Davis

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"Pre-reading Strategies for Content Area Reading Instruction:"
Social Studies
A Project Submitted to
The Faculty of the School of Education
In Partial Fulfillment of the Requirements of the Degree of
Master of Arts
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by
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Pre-reading Strategies for Content Area Reading

Instruction: Social Studies

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Statement of the Problem

The purpose of this project is to present a pre-reading program which, when used in conjunction with a district selected text, will provide alternate learning strategies to enhance comprehension in a content area subject. This project focuses on a pre-reading program in social studies, but may be adapted to other content fields.

Instruction in content area subjects is usually limited to one grade level text. This approach does not accommodate the varying ability levels present within one classroom. To complicate the limitations of a single text approach, content area texts are often more difficult to comprehend because of vocabulary load, concept density, and the style of writing used.

In a complex, global society, it is important that students acquire an understanding of the world around them. A strong social studies background will equip students to deal with issues confronting our society in a responsible manner.
Procedure

This project focuses on pre-reading strategies based on the metacognitive theory. A district selected social studies text is used as a primary source of information. Supplementary materials, activities, and varied methodology, are implemented to accommodate diverse levels of ability, interests and learning styles of the students.

The program begins with predictive analysis to determine the readability of the selected text, and measurement analysis to determine students' abilities to learn from the text. Assessment tests, prior to instruction, are used to evaluate students' reading and study skills.

Preparatory activities assist students' vocabulary acquisition and understanding of social studies content. Instruction relates specific topics to students' prior knowledge in order to alert them to information that needs to be learned.

This program includes direct instruction, focusing on information acquisition skills, prior to instruction of the content.

Conclusion

More emphasis needs to be placed on integrating reading skills with content area instruction. In order for students to explore the vast amount of knowledge included in social studies
successfully, they must learn factual information as well as the
skills that are needed to become independent learners.

This project is intended to enhance the effectiveness of
social studies instruction. The ultimate goal is to increase
students' knowledge of topics in social studies.
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Introduction

Most elementary schools use a multiple basal approach in reading instruction to provide for the diverse abilities, interests and needs of students in a given class. However, provisions are not made for this diversity among students in the content areas. One text is usually provided for content subject instruction. All students are required to learn information from this text regardless of their instructional reading level.

To complicate the limitations of a single text approach, content area texts are often more difficult to comprehend than basal readers. The unfamiliar style of writing, fluctuating text organization, and amount of technical vocabulary presented, as well as students' limited knowledge of typical subject areas inhibit the acquisition of knowledge.

The purpose of this project is to present a pre-reading program which, when used in conjunction with a district selected text, will provide alternate learning strategies to enhance comprehension in a content area. This project focuses on a pre-reading program in social studies, but may be adapted to other content area fields.

In this project, a district selected social studies text is used as a primary source of information. Supplementary materials, varied methodology and activities are implemented
to accommodate diverse levels of ability, interests and learning styles of the students.

Procedures have been incorporated to assess students' prior knowledge of topics being studied. This knowledge is the base upon which new concepts are built. Group and individual skill reinforcement activities are included to facilitate the acquisition of content information.

An integral portion of the program will be ongoing needs assessments and evaluative procedures. A means of assessing students' instructional reading levels has been included, as well as suggestions pertaining to the use of grouping for instruction and independent activities.

Social studies stresses the role of the individual in society and encourages the study of the interactions of people.

In order for the students to explore the vast amount of knowledge included in social studies successfully, they must learn factual content as well as the skills that are needed to become independent learners of this information.

This project is intended to enhance the effectiveness of social studies instruction. The ultimate goal is to increase students' knowledge of topics in social studies.
Rationale

Teachers spend a great amount of time planning reading instruction to accommodate for the varying ability levels of the students within their classrooms. Most reading programs are tailored to meet the individual needs of each student. Within one classroom, several basal readers are used in conjunction with supplementary materials and varied teaching strategies. Certainly, reading is a major part of the school's curriculum as a separate subject. However, it should also be integrated into all subject areas. Currently, reading instruction is not integrated with content area subjects effectively.

Because of limited budgets and time constraints, instruction in content area subjects is usually limited to one grade level text. This approach does not accommodate the varying ability levels present within one classroom.

Texts written for content area subjects also pose several problems. The unfamiliar expository style of writing and fluctuating text structure impede students' ability to understand the text. The abundant technical vocabulary and abstract concepts also limit students' comprehension. Typically, students lack adequate experiential backgrounds necessary to relate to content area subjects. All of these factors have a negative influence on students' ability to comprehend and retain information from content area texts.
It is obvious that more emphasis needs to be placed on integrating reading skills with content area instruction. Beginning in May of 1988, New York State will annually administer Program Evaluation Assessment tests to students at the 6th grade level. This test is not meant to assess student achievement, but to determine the effectiveness of the social studies and science programs currently in use. New York State has determined that social studies and science knowledge is essential in educating students to cope in an increasingly complex society. Teachers will now be held accountable for students' proficiency in the areas of social studies and science. It is the responsibility of teachers to make use of all available resources to insure that every student understands, retains and has the ability to apply information presented in content area subjects.
Goals

The project proposes alternative learning strategies using supplementary materials to assist students of varying skill capacities in intermediate level social studies. The implementation of this project, in conjunction with a social studies text, will facilitate the development of skills needed to learn factual content, and broaden students' understanding of key concepts. The multi-level approach is designed to foster positive attitudes toward the learning experience. The acquisition of these skills, concepts and attitudes will ultimately influence students to seek knowledge independently.
Objectives

Upon implementation of the project, the student will be able to:

1. Apply learned reading skills to expository texts.
2. Apply new reading skills to enhance comprehension.
4. Translate pictorial data.
5. Demonstrate understanding of key concepts and technical vocabulary.

Upon implementation of the project, the teacher will be able to:

1. Assess student's prior knowledge of social studies topics.
2. Assess student's ability to comprehend the text.
3. Integrate reading skill lessons with the social studies program.
4. Supplement the social studies text with multiple level materials.
5. Incorporate strategies to facilitate comprehension of the social studies text.
6. Provide a purpose for learning new information by relating social studies topics to student's experience.
Curriculum Features

This project focuses on pre-reading strategies based on the metacognitive theory applied in a sixth grade social studies program. Metacognitive skills are developed to enhance the students' abilities to understand and retain social studies content. The primary purpose of instruction will be to prepare students for the acquisition of content area information and to engage students in active participation in the process of comprehension.

The program begins with predictive analysis to determine the readability of the selected text and measurement analysis to determine students' abilities to learn from the text (Estes & Vaughan, 1978). Assessment tests, prior to instruction, are used to evaluate students' reading and study skills.

Pre-reading strategies will encompass vocabulary/concept development, comprehension, and skill attainment.

Supplementary materials are provided to expand, reinforce and refine the understanding of concepts introduced in the social studies text.

Pre-Reading Assessment

The teacher will determine each student's ability to learn from the text. Measurement analysis indicates the student's ability to relate words and ideas presented in specific printed material. Devices for measurement analysis include the Cloze
procedure (Taylor, 1953) and the Maze technique (Guthrie, Siefert, Burnham & Caplan, 1974). The scores yielded indicate whether the text is on the student’s independent, instructional, or frustrational reading level.

The approximate difficulty of the reading materials used can be determined by predictive analysis. A readability formula, applied to a specific passage is an effective tool in predicting the overall reading level of the text. Word difficulty is measured by the number of syllables a word contains. The length of a sentence is the measurement of syntactic difficulty (Estes & Vaughan, 1978). Readability formulas such as the Fry (1977) and McLaughlin’s Smog Formula (1969) are easy to apply and interpret. Descriptions of the Maze and the Cloze techniques and the two readability formulas are found in Appendix A.

Determining the appropriateness of the reading materials for a specific group of students is of utmost importance. Students cannot achieve success in the content areas unless they are provided with materials they can comprehend. If instruction is to be effective, it must be based on a definite awareness of the student’s ability to apply reading skills to the social studies text.

Accordingly, the next step in the process of pre-reading assessment is the administration of informal skill assessment
tests. These tests, given periodically, will provide short term instructional information regarding each student's strengths and weaknesses in specific skills. The data acquired will guide the teacher in planning appropriate instruction and reinforcement activities for the development of comprehension and study skills. Consistent assessment of each student's progress is necessary in making decisions related to instruction. An example of one assessment test is contained in Appendix B.

In this project, general reading and study skills necessary to understand social studies material have been determined and are listed in Appendix C. These skills will be the focus of assessment on informal tests administered to small groups. Individual or small group testing situations benefit students in two ways. It assures that all students know what they are to do, and specific skill abilities are better reflected in students' performance (Ekwall & Shanker, 1983).

Teacher observation is also a means of assessment. Deductions from classroom observations are significant to the evaluation process. The teacher will conduct and record daily informal observations appraising each student's needs, progress and attitudes toward the subject content.

There are many behaviors easily observable during class time. Daines (1982) has listed twenty-five behaviors that
teachers should be aware of for the purpose of evaluation. A complete list of these behaviors are contained in Appendix D.

Instruction should be directed toward the special needs of the students. In order for teachers to stay current regarding each student's progress, the results of informal tests and teacher observations are organized on a student profile form. In this way an overview of each student's pattern of reading skills is readily obtained in order to plan appropriate instructional and supplementary activities for individuals and small groups. A sample profile form is contained in Appendix E.

**Pre-Reading Instruction**

Pre-reading activities, crucial to the success of this program, will develop an awareness of learning processes. Strategies are based on the metacognitive theory, which emphasizes the awareness and control of one's own cognitive operations. The student must understand what is to be learned and the skills needed to accomplish this learning. Preparatory activities assist students' vocabulary acquisition and understanding of the social studies content before they deal with it in print (Hansell, 1976). Effective pre-reading instruction relates the specific topic to the students' prior knowledge in order to alert them to information that needs to be learned. Langer's study (1984) showed that pre-reading activities
significantly activated background knowledge which in turn improved performance on moderately difficult comprehension questions.

Skill instruction is also an integral part of pre-reading activity. The integration of skill instruction with the text, as well as the depth of that instruction will be based on the students' needs. Prior to introducing a unit of study, the teacher will determine the reading skills needed by the students in order to acquire information from that specific unit.

**Vocabulary/Concept Development**

New vocabulary and concepts are introduced while preparing students to read about the specific topic. However, for the purpose of this project, the areas of vocabulary/concept development and comprehension preparation are discussed separately.

Vocabulary development is an important component in reading comprehension. According to Anderson and Freebody (1981) "Word knowledge is the requisite for reading comprehension." (p 110). This is especially true in content area subjects. Unless students have sufficient lexicons pertaining to a specific content area, they will be unable to construct meaning from the text.
The process of learning vocabulary in content areas is different from learning general vocabulary. The new vocabulary load in content area materials is so heavy that it impedes students' ability to extract meaning from context (Nelson-Herber, 1986). Although most new words can be learned incidentally from context (Nagy, Herman, & Anderson 1985), research shows that direct instruction of specialized vocabulary is more effective (Jenkins, Stein, & Wysocki, 1984). This finding does not mean that direct instruction of vocabulary in the content areas is confined to strict memorization of definitions. Gipe (1980) has shown that vocabulary instruction was more effective when students used existing knowledge in the construction of conceptual frameworks.

Therefore, in this project, vocabulary instruction strategies which provide students with a structure to help them link what they know with what they will study, will be employed.

**Pre-Reading Strategies Related to Vocabulary/Concept Development**

This program will introduce new concepts in social studies using instructional strategies based on Ausubel's advance organizers (1960, 1968). Ausubel's theory contends that an individual's knowledge is organized hierarchically in terms of generalized concepts, less inclusive concepts and specific facts.
This belief is generally consistent with schema theory, which attempts to explain how an individual's knowledge is represented. According to schema theory, knowledge is organized into units which summarize all the information the individual has obtained about a specific concept and how these pieces of information are related (Rumelhart, 1984). Both theories assume that the learning and retention of concepts is enhanced when new information presented is related to the individual's cognitive structure. Hayes and Tierney (1982) demonstrated the importance of content familiarity or schema as a variable in understanding text.

Presented prior to the learning task, techniques such as the structured overview (Barron, 1969) the list-group-label (Taba, 1967) and the vocabulary overview method (Carr, 1985) provide graphic frameworks intended to clarify and organize new concepts in relation to the individual's previously learned related ideas. This method trains students to establish a network of relationships among words and relate those words to personal experience. Students may master this process and eventually apply it independently to understand unfamiliar vocabulary.

These strategies (the structured overview, the list-group-label technique, and the vocabulary overview method) used to
introduce new vocabulary in this project are described in Appendix F.

Comprehension

Comprehension is the heart of reading instruction. It is the object and product of reading. Comprehension is influenced by a range of factors including cognitive, linguistic, neurophysiological, and sociocultural conditions (Ekwall & Shanker, 1983).

Prior knowledge has a significant impact on how we interpret words in print and what we learn from those words. The more knowledge the reader can bring to the text, the more likely it is that the material will be understood. The results of a cross-cultural study led by Margaret Steffensen, Chitra Joag Dev, and Richard Anderson in 1979, confirmed the impact of prior knowledge on reading comprehension. Subjects demonstrated improved comprehension when reading a selection which related to their native cultural practices (Ekwall & Shanker, 1983). According to Roney (1984) "The human brain is limited in the amount of visual information it can process at a glance. With little background knowledge of the text, the reader must rely heavily on visual input. Thus comprehension is slow and inaccurate due to the brain's processing limitations" (p.197). Therefore, a reader who has prior
knowledge about format and text content will process the information more efficiently.

**Pre-Reading Strategies Related To Comprehension**

This project uses pre-reading strategies that activate prior knowledge while relating it to specific topics. These strategies effectively assess students' specific topical knowledge, pinpoint key concepts contained in the chapter and set purposes for reading the text. Such strategies are valuable particularly if students' preconceived ideas are incongruent with textual information. Lipson (1982, 1983) reported that students rarely revised preconceived ideas that were at variance with a text. Accordingly, Alverman, Smith and Readence (1985) concluded that strategies which assess students' prior knowledge can be instrumental in helping students resolve any conceptual conflicts.

Assessment of students' topical knowledge is also important in determining which students need more direct vocabulary and concept instruction. It will also indicate how much time should be spent on supplementary exposure to the subject before directing pupils to read the text. Because the information presented in social studies texts tends to be overwhelming, discussion of key concepts prior to reading the text will help students identify relevant information.
One important goal of a pre-reading strategy is to develop an awareness of comprehension processing. Teachers elicit student formulated questions emphasizing student control and direction of comprehension. When students participate in setting purposes for learning specific information, the motive for learning is within their control.

Strategies used in this project which assess and relate prior knowledge to a specific topic are: K-W-L (Ogle, 1986) the PReP technique (Langer, 1981), and the Anticipation Guide (Readence, Bean, & Baldwin, 1981). These strategies are described in Appendix G.

**Skill Attainment**

The concepts students encounter in social studies text tend to be abstract and the written structure more complex. For students to explore the vast amount of knowledge included in social studies successfully, they must effectively use comprehension skills to learn this factual content. These skills should equip students to interpret information presented in their texts.

In order for students to become independent learners of information, they must apply study skills efficiently. These skills should be taught in the context of content learning (Lamberg & Lamb, 1980).
The purpose of this project is to introduce, refine, extend and expand learned comprehension and study skills though direct, systematic instruction. Direct instruction refers to the deliberate teaching of a skill, controlled practice, and corrective feedback. Results of comprehension instructional studies employing the principle of direct instruction indicate this to be a successful method in teaching comprehension skills, (Bauman, 1984; Berliner, 1981; Duffy & Roehler, 1982; Hansen, 1981).

**Pre-Reading Strategies Related to Skill Attainment**

A central problem in content areas is the acquisition of the skills necessary to learn from the text. Although there are several different approaches to teaching content area reading skills, research does not support any one method over the other (Moore & Readence, 1983). This program will use a simulation approach (Herber, 1978) which focuses on information acquisition skills prior to instruction of the content. Based on the skill evaluation results, and preview of the chapter, the teacher will identify the skills needed in order to process the information presented. The teacher then provides individual and group instruction using other materials for reinforcement. Information concerning flexible grouping for instruction is provided in Appendix I.
When mastery of the skill is evident for the majority of the students, the teacher will guide them in applying the skill to the social studies text.

It has been mentioned that there are several general skills that have been identified as being important to the comprehension of social studies materials. Strategies used to teach and reinforce these skills are too numerous to be included within the scope of this project. However, fluctuating text structures found in social studies texts pose particular comprehension difficulties for students. Sample strategies that address this problem have been included in appendix H.

Supplementary Materials

The teacher will strive to accommodate the diverse levels of ability through the use of varied methodology and supplementary materials. These materials will be used to motivate students as well as further emphasize the relationship between the topic and prior knowledge. The materials will be instrumental in preparing students for the technical vocabulary they will encounter in the text. Concepts will be presented in as many situations as possible to provide a variety of opportunities to apply newly learned concepts. Wide exposure to key concepts through varying media will increase students' facility with new vocabulary and ideas. Research indicates that the most effective way to produce large-scale
vocabulary growth is through the act of reading (Nagy et al., 1985).

On a weekly basis the teacher will orally read several pages from social studies material. While reading, the teacher will stop periodically and ask students to paraphrase ideas and ask questions. This will help lower ability students to become more comfortable with the expository format. This will also give these students added exposure to subject matter terminology and key concepts.

**Summary**

In a complex, global society, it is important that students acquire an understanding of the world around them. A strong social studies background will equip the students to deal with issues confronting our society in a responsible manner. New York State has recognized the importance of social studies programs in the educational system. As educators, we must implement strategies to improve students' performance in acquiring social studies content. The ultimate goal of this project is to increase students' comprehension and retention of information presented in social studies.

The first step in this project involves assessing the reading levels of the district selected materials to be used for instruction. The teacher will also assess the skills and abilities
the students possess in order to determine what is needed for them to perform effectively in the area of social studies.

Pre-reading strategies will be implemented to help prepare the students for information they will encounter in their texts. Strategies to assist in vocabulary/concept acquisition, comprehension, and skill attainment will be employed. Supplementary materials will be used to further expose students to vocabulary and content information in a variety of genres.
Pre-reading Strategies

Major Curriculum Models

Many theories pertaining to the nature of reading may be categorized into one of three major reading models: bottom-up, top-down, or interactive (Harris & Sipay, 1985).

Bottom-up theorists believe that the reader's comprehension depends on his ability to automatically translate graphic symbols. The reader assumes a passive role, extracting more information from the text than he brings to it.

Proponents of the bottom-up models adhere to teacher directed, code emphasis, or skill oriented approaches.

The code emphasis approach focuses on decoding and word recognition skills. Word recognition instruction begins with letters and moves to larger units (syllables, words). Code emphasis approaches are employed in phonics, and linguistic programs, as well as special alphabet programs.

A skills emphasis program guides students through a planned sequence of word recognition and comprehension skills. An integral component of the approach is an on-going assessment of skill acquisition. The test-teach-retest model is used to insure mastery learning. The skills emphasis is apparent in programmed instructional materials, and skills management systems.

Top-down theorists postulate that fundamental elements affecting comprehension are the reader's prior knowledge, as
well as his cognitive and linguistic abilities. It is believed that the reader plays an active role in predicting, revising, and interpreting information presented in the text. As a result, the reader supplies more knowledge to the text than the text contains in the strictest literal sense.

Proponents of the top-down model adhere to programs that utilize the meaning emphasis approach. This type of approach minimizes the instruction of specific word recognition skills. Instruction focuses on the introduction of whole words in context, and reading for meaning. The teacher acts as a facilitator in the process of activating prior knowledge to obtain meaning from print.

Meaning emphasis approaches are employed in language experience and writing-reading programs, as well as some basal reader programs such as Scott-Foresman and D.C. Heath.

Interactive theorists hold that the reading process is composed of highly interrelated subprocesses. The reader coordinates his abilities to activate prior knowledge, and decipher graphic symbols to determine the most likely interpretation of printed material. Interactive proponents believe that the reader and the text work together to elicit meaning.

Instructional methods attempt to strike a balance between the code emphasis and meaning emphasis approaches.
A combination of these two approaches, called the eclectic approach is found in basal reader programs such as Houghton-Mifflin and MacMillan-R.

This project is based on the interactive reading model, which manages a balance between both the meaning emphasis and the skills approaches.

The skills approach is incorporated into this project through the use of skills assessment tests, which ascertain skill deficiencies. Instructional objectives are based upon results of these tests.

The project also embodies the meaning emphasis approach. Strategies which activate prior knowledge, and introduce new vocabulary in meaningful contexts, are implemented to enhance students' comprehension.

The project will not be limited by adherence to strategies presented in any one model. Since the objective of this project is to enhance students' achievement in the social studies area, any method that produces effective results, regardless of theory, will be adopted.
Materials

A typical sixth grade social studies program encompasses topics related to government, the Constitution, and other countries such as: Africa, Europe, Asia, and England. The materials chosen reflect this curriculum.

Textbooks for Teachers of Reading in the Content Areas


Supplementary Skills Programs


Reproducible Books.


Skill Centers


Books and Cassettes.


A library of books related to topics in social studies, ranging in reading difficulty levels.
Visual Aids.


Games

Teacher made board games relating to specific topics being studied.

High Interest, Low Vocabulary Materials


Adaptations

The pre-reading activity is an important component of the content area lesson. Research has shown the facilitating effect such activity has on pupils' comprehension. The strategies used in this project can be modified to accommodate a range of grade and ability levels. Listed below are adaptations of each strategy to lower and higher grade levels. A complete description of each pre-reading strategy in this section is in Appendix F and G.

Pre-Reading Strategies Related to Vocabulary Development

The Structured Overview

Lower Grades (K-1):

Students can use picture books to explore topics in social studies and to become familiar with technical or specialized vocabulary. The structured overview can be comprised of pictures, or students illustrations, instead of words. Students can relate personal experiences while constructing a pictorial framework that conveys relationships between pictured concepts.

Higher Grades (8-12)

After the teacher has modeled the strategy several times, the students may be provided with the key vocabulary in order to design structured overviews independently. Prior to a large group discussion of the overviews, students can defend
their own diagrams in small groups. In this way, students can benefit from the varying perspectives of their peers in the process of clarifying and revising their own ideas.

**Higher Grades (8-12) Alternative activity:**

After the students have become familiar with the structured overview, the teacher may construct a partial overview. After a class discussion, during which prior knowledge has been activated, the students can independently fill in deletions with likely answers. Students may then be directed to read the chapter and use textual information to revise and clarify their structure choices.

**The Vocabulary Overview**

**Lower Grades (4-5)**

The vocabulary overview is a very complicated process. There are many skills younger students must be able to apply before using the strategy effectively. They must be familiar with textbook structure (titles, headings), and be able to skim for relevant information. They must be able to use contextual analysis to derive meaning from unfamiliar words, or use the dictionary. It is not recommended that this activity be used in grades lower than fourth. In the fourth grade, the vocabulary overview guide should be completed in very small increments, with teacher intervention. Discussions should precede and follow each step completed within the guide. The vocabulary
overview should also be completed in small group situations with teacher guidance.

List-Group-Label

Lower Grades (K-3)
Younger students can generate word lists, and with teacher guidance, group these words and categorize them. Another appropriate adaptation of this technique is to provide students with complete word lists and all categories. Students may then assign the words to the appropriate categories and defend their choices during group discussions.

Pre-Reading Strategies Related to Comprehension

The PReP technique, the K-W-L technique, and the Anticipation Guide can benefit all age levels. Depending on the subject content and language used, these procedures may be adapted for all grade levels.

The PReP Technique

Lower Grades (K-3)

PReP is a valuable assessment tool for determining students' depth of experience. For this reason, teacher-student interaction is necessary. Teachers of younger children may wish to use illustrations or concrete objects as stimuli for generating ideas and activating prior knowledge. Young children relate easily to objects they can see and touch, as opposed to words for which they must produce visual imagery.
Pre-R Reading Strategies

PreR is comprised of three steps, which must be carried out in sequence. Since the responses given in the first step will be related to responses in subsequent steps, this activity should be completed within one class period. Depending on the maturity of the children, the teacher may wish to discuss one topic at a time.

Higher Grades: (7-12)

Essentially, the PREP technique for higher grades is the same as for lower grades. However, teachers of older students may use the activity to introduce many concepts within one class period.

K-W-L

Lower Grades (K-2)

Younger children will find it difficult to record ideas on individual worksheets. In this case, the entire process may be done on the chalkboard (students may volunteer to write ideas on the board) or on the overhead projector. Topics and reading assignments may be covered in smaller increments.

Higher Grades (8-12)

Since the purpose of the procedure is to promote independent learning, older students may complete various steps of K-W-L independently. After the teacher has modeled the K-W-L technique a sufficient number of times, the students can conduct the brainstorming step in small groups and
categorize the information offered independently. Categories and goals for further reading may then be discussed in small groups or as a class.
The Anticipation Guide

Lower Grades (K-3)

Anticipation Guide statements relating to one major topic can be written on chart paper, or the chalkboard, and read to the students. The teacher may direct discussions relating to each statement listed, and tally by a show of hands who agrees or disagrees with the statement. Instead of directing students to read a text to verify their opinions, the teacher may read social studies materials orally, or present a film or recording.

Higher Grades (7-12)

The Anticipation guide was designed for these grade levels. It can also be used as a preparatory activity for films, TV documentaries, or field trips.

Supplementary Materials

In order to understand and retain new concepts, students should be exposed to supplementary information in a variety of genres. For younger children, the use of illustrations, films, and recordings stimulate interest. Story books are excellent supplements to first hand experience. Many story books reflect basic concepts in social studies, such as individual freedom, human justice, and acceptance of individual differences. Folktales, myths, fables, and stories
about different cultures are natural springboards for exploring new perspectives about the interactions of people.

Older children should also be exposed to various modes of information. Older students may expand their prior knowledge through reading newspapers, magazines, autobiographical, and historical texts, advertising circulars, and catalogs. T.V. documentaries, and films stimulate interest, as do board games geared to a specific topic being studied.
Support Services

Several support activities could be implemented to enhance the effectiveness of this project.

To accommodate remedial students, the classroom teacher should work closely with the remedial reading teacher to coordinate and integrate instructional methods and materials. For example, the classroom teacher could provide the remedial teacher with social studies materials used in the classroom. These materials would be integrated with the individual student’s remediation program to aid in the transference of skills from remedial to classroom learning, and to establish a continuity of purpose for the student.

Teacher or parent aides could work with small groups on skill reinforcement activities, researching projects, and writing reports. Cross-age tutors, working with individual students, could be used in the same capacity. This would free the teacher to work with students needing specialized, individual skill instruction.

Guest speakers from local businesses, government agencies, historical societies, ethnic organizations as well as people from other countries visiting the area, could be used to supplement the specific unit of text being taught. This process will extend and expand the students’ understanding of the
topic being studied and provide them with valuable motivation for learning.

Field trips would also be used to supplement the specific unit of text being studied. This area is replete with many museums specializing in American history. In addition, there are many traveling exhibits from other countries displayed at the museums. Field trips to these locations would provide concrete experiences to reinforce social studies concepts.
Reporting Procedures

The teacher will consistently monitor students' progress through the use of informal, teacher constructed assessment tests. These tests, administered at the completion of each unit of study, will measure the students' ability to apply specific skills taught during that unit, as well as their knowledge of content information. Student performance will indicate areas in need of further instruction and reinforcement.

It is the policy of this school district that individual progress reports be sent out on a monthly basis. The format of the monthly progress report will be revised to include a social studies component. This component will include information regarding vocabulary and content acquisition, and study skills as they relate to social studies.

The implementation of this program does not require changes to the standard report card currently used. The emphasis of this project is to improve reading skills as they relate to social studies content. Therefore the students' grades in social studies will be based solely on vocabulary and content acquisition.
Research and Evaluation

Population Description

The student population within this school district is composed of ninety percent Caucasian. The remaining ten percent minority students are Asian and Black. The community the district serves is considered upper-middle class. Most members of the community are engaged in professional occupations. There is much concern about the quality of education provided by the school district, regarding the preparation of students for higher levels of education.

Sample Description

The sample chosen for this project is currently at the fifth grade level. Total classroom population is twenty-two students. The ethnic composition of this class is 82% White, 14% Black, and 4% Asian. Presently, there is one student enrolled in a remedial reading program. The majority of the students are reading at or above grade level. However, there are some students reading below grade level that do not qualify for remedial reading programs, but are in need of corrective reading instruction within the classroom.

Control Group

The control group for this project is a fifth grade class located at another school within the same district. This class was chosen because the student population closely approximates
that of the sample. Total classroom population is twenty-one students. The ethnic composition of the control group is 90% White, and 10% Black. There are no students that qualify for a remedial reading program. The majority of the students are reading at or above grade level. As in the sample group, some members of the control group are reading below grade level and need corrective reading instruction within the classroom.

Test Objectives

Testing will provide the data necessary to evaluate the success of this project. Students' abilities in the areas of vocabulary acquisition, social studies content knowledge, interpretation of pictorial data, and application of reference skills will be measured.

Testing Procedure

The Program Evaluation Assessment (PEA) test for social studies will be administered to both groups in September of 1987. Scores obtained will be used to establish a baseline that represents students' current abilities in the social studies area.

The student evaluation procedures, pre-reading strategies, and supplementary materials outlined in this program will be implemented within the sample classroom. The procedures presented in this project will not be implemented within the control group classroom.
In May of 1988, both groups will be retested using the PEA test to determine the success of this project. The project will be deemed successful if the sample shows significant improvement over that of the control group. Scores of the sample group should reflect at least a 10% gain over the scores of the control group to be considered significant.
Limitations of the Project

The goal of this project is to help students comprehend social studies materials. Literal comprehension of social studies content is the base upon which higher levels of thinking are built. It is by no means a complete social studies program. It does not encompass strategies to develop critical reading skills, nor does it address the instruction of specialized writing skills, such as outlining, note-taking, organizing and summarizing information. It also does not present study techniques needed to retain important ideas in content area subjects. All the preceding areas are important and should be included in a social studies program.

This project is based on the metacognitive theory. Emphasis is placed on the students' awareness of their own cognitive operations. However the project is not intended to fully implement all of the metacognitive skills. Self-monitoring techniques to facilitate comprehension while reading are not addressed. Although, monitoring promotes involvement, its' effectiveness as an evaluative tool depends on students' understanding of content area material. Implementation of self-monitoring techniques can only be effective after the goal of this program is reached.

Although the project is designed to accommodate diverse levels of ability within one classroom, it is not intended to
provide reading remediation. Students with severe reading problems will be referred to the reading specialist.

Pre-reading strategies presented in this project are relevant only to content area subjects. No attempt has been made to show how these strategies may be adapted to other subject areas.
Bibliography


Appendix A

Pre-reading Assessment

The SMOG Test

This is a formula to predict the difficulty of a reading text on or about the fourth grade level. The test is described below (Daines, 1982; McLaughlin, 1969).

1. Count ten consecutive sentences near the beginning of the chapter or text, ten sentences near the middle, and ten near the end.

2. Count every word of three or more syllables in the thirty selected sentences. Any string of letters or numerals beginning and ending with a space or punctuation mark should be counted if three syllables can be distinguished when read aloud in context. Count a polysyllabic word each time it is repeated.

3. Estimate the square root of the number of polysyllabic words counted, which is done by taking the square root of the nearest perfect square (for example, if the count is 89, the nearest perfect square is 81, yielding a square root of 9). If the count lies between two perfect squares, choose the lower number (for example, if the count is 57, take the square root of 49, rather than 64).

4. Add three to the approximate square root. This result gives the SMOG grade, which is the estimated reading
level that a student must have reached in order to comprehend fully the text assessed.
Expanded Directions for Working Readability Graph

1. Randomly select three (3) sample passages and count out exactly 100 words each, beginning with the beginning of a sentence. Do count proper nouns, initializations, and numerals.

2. Count the number of sentences in the hundred words, estimating length of the fraction of the last sentence to the nearest one-tenth.

3. Count the total number of syllables in the 100-word passage. If you don’t have a hand counter available, an easy way is to simply put a mark above every syllable over one in each word, then when you get to the end of the passage, count the number of marks and add 100. Small calculators can also be used as counters by pushing numeral 1, then push the + sign for each word or syllable when counting.

4. Enter graph with average sentence length and average number of syllables; plot dot where the two lines intersect. Area where dot is plotted will give you the approximate grade level.

5. If a great deal of variability is found in syllable count or sentence count, putting more samples into the average is desirable.

6. A word is defined as a group of symbols with a space on either side; thus, Joe, IRA, 1945, and & are each one word.

7. A syllable is defined as a phonetic syllable. Generally, there are as many syllables as vowel sounds. For example, stopped is one syllable and wanted is two syllables. When counting syllables for numerals and initializations, count one syllable for each symbol. For example, 1945 is four syllables, IRA is three syllables, and & is one syllable.

Note: This "extended graph" does not outmode or render the earlier (1968) version inoperative or inaccurate; it is an extension. (REPRODUCTION PERMITTED—NO COPYRIGHT)
The Maze Technique

The maze technique is a process to measure students' abilities to comprehend specific texts. Students who lack the skills needed to determine answers in a cloze passage will find the maze easier to understand. This procedure is particularly useful to teachers of primary children and older low ability students.

Below is a description of the maze technique (Daines, 1982; Guthrie et al., 1974).

1. Select a passage of approximately one hundred consecutive words that the students have not previously read.
2. The first and last sentences should remain intact. After the first sentence, add to every fifth word:
   A. an incorrect word that is the same part of speech as the correct word.
   B. an incorrect word that is a different part of speech than the correct word.

The order of the three words should be varied. There is no set procedure for choosing incorrect words, or distractors, for the maze. However, words that are approximately the same level of reading as the correct word will increase test
reliability. The closer the distractors to the meaning of the correct word, the more difficult the maze.

3. Students are instructed to read the passage silently, and to circle the alternatives they believe to be correct.

4. The percentage of words the students circle correctly indicates their level of comprehension of the passage. For example, if a student answered fifteen of twenty maze items correctly, it could be said that he understood the passage with 75 percent proficiency.

5. The criteria used to determine each student's reading level are:

85% or better: independent level
60% - 75%: instructional level
less than 50%: frustration level

Students should be tested using several different passages from the same text to insure the reliability of the test.

An example of the maze procedure is contained in this appendix.
Ships like this particular caravel were the finest ocean-going vessels of their day. They could sail through all the roughest storms the Atlantic and carry some supplies for a long time. By using a compass and other instruments for navigation, instruments on these ships rough enough to travel a long distance. The Spaniards hoped to sail far around Africa to the Indies. Columbus refused to try to come into the far Indies by sailing west out the Atlantic. His favorite ship, the Nina, was a caravel like this one.
The Cloze Procedure

This procedure is considered a measure of students' ability to comprehend a specific text. The cloze is applied to a reading passage in which words are systematically deleted and are to be replaced by the reader. This procedure is usually effective with grades four and higher. (Daines, 1982; Ekwall & Shanker, 1983; Taylor, 1953).

1. Select a passage the students have not previously read. It should be approximately three hundred consecutive words in length. Students do not use the book in completing the test.

2. Select a passage close to the beginning of the book. The first and last twenty-five words should remain intact in order to help students gain a sense of what the passage is about. Delete every fifth word, (no matter what the word is), until there are fifty deletions, including contractions, hyphenated words, and numerals, such as 1897. Apostrophes are deleted along with the words in which they appear. Punctuation and hyphens are to be retained.

3. Type the passage. Double space between the lines and for each deleted word, type a line 15 spaces long. The
spaces should be uniform in length, regardless of the length of the deleted word.

4. Provide students with practice using the cloze procedure before administering the actual test.

5. Only exact words are considered correct. Any other response is an error. If there are fifty word deletions, each correct answer receives two points. Administer the test more than once to establish reliability of the scores. Some students may do poorly on this test because their own vocabulary is more sophisticated than the text vocabulary.

6. The criteria used to determine each student's reading level are:

   More than 60%: Independent level
   40% - 60%: Instructional level
   less than 40%: Frustration level

   An example of the cloze passage in abbreviated form, is contained in this appendix.
The Cloze Procedure - Sample

When the United States won its independence from England, its boundaries were the Atlantic Ocean on the east and the Mississippi River on the west. In 1802, the French __________ control of a great __________ of land west of __________ Mississippi. The region had __________ name Louisiana in honor __________ Louis XIV, a king __________ France. Louisiana included the __________ of New Orleans. In __________ the ruler of France __________ Napoleon, a mighty general __________ had conquered much of __________.

Thomas Jefferson, our third __________, did not want to __________ France in control of __________ New Orleans and the mouth __________ the Mississippi. When he __________ to Congress about the __________, he said:

"Today nearly __________ a million Americans live __________ of the Appalachians. They __________ ship most of their __________ over the mountains to __________ in the eastern cities __________ need them. They must __________ their farm products down __________ Mississippi to New Orleans. __________ there, the meat, hides, __________, furs, and grain are __________ on ships and sent __________ our Eastern
cities and ________ Europe. Anytime they wish, ________ French can stop these _________. Something must be done ________ protect our trade."

Jefferson continued: "We should try to buy the port of New Orleans and the land around it." Congress voted two million dollars to purchase the land.
Appendix B

Skills Assessment Test

1. How many units are contained in your textbook? ______
2. On what pages would you find information about the Bill of Rights? ______
3. What part of your book would you use to find the definition of communism? ______
4. In 1980, what was the population in California? ______
5. Examine the map on page 386. List the countries that border Brazil. ______ ______ ______ ______ ______

Directions: This test is to determine your skill in using your textbook. Read each question and place the number matching your answer in the blank opposite the question.

1. Appendix 6. Foreword
2. Bibliography 7. Glossary
5. Index 10. Table of Contents.

1. _____ You want information regarding the government of Latin America. Where do you look in the textbook to find out where it is covered?
2. _____ What term is used when the unit is divided into sections?
3. _____ Where would you find the correct spelling of a word, its meaning or pronunciation?
4. _____ What do we call an author's introduction to his work?
5. How would you compare the area of the Atlantic and Pacific Ocean?

Vocabulary: This is an inventory to find out how much you know about Unit One in your book before you read it. Read the directions for each of the four parts before you answer the questions.

A. Match the vocabulary with the correct meaning.

___ 1. circumference a. The distance around the earth
___ 2. diameter b. The distance through the earth's center
___ 4. Plateau d. Smooth, level lowlands
___ 5. Deposition e. A region that is mostly high flat land
___ 6. Landform f. The wearing away of earth by forces of nature
___ 7. Plain g. A large amount of silt or gravel left by river waters
___ 8. Transportation h. The carrying away of earth and rock by river waters
B. Write your answer to the next question in the space provided you.

Why do you think it is important to study about the earth's surface?

Locating Information

This test will help determine your skill in locating information. Source of info have been numbered from one to ten. Read each question. Then place the number of the correct source in the blank next to the question.

1. Almanac 4. Dictionary
2. Atlas 5. Encyclopedia

___ Where would you look to confirm that Tom Sawyer was written by Mark Twain?

___ Your teacher has assigned you to write a paper about Andrew Jackson. Where would you look to become quickly informed about his life?

___ What source would give you a list of magazine articles relating to atomic energy?

___ What source would give you information regarding the rainfall in Kentucky last year?

___ The quickest way to determine the population of Chicago, Illinois would be to use what specific source?
Discovering Main Ideas

Directions: On these pages are three short paragraphs. You are to discover the main idea of each paragraph. Follow each step listed below.
1. Read the paragraphs one at a time.
2. After reading each paragraph, determine its main idea.
3. Write the main idea in a sentence, using your own words.
4. Write your answers on a separate sheet of paper.

1. Part of our American heritage is our belief in freedom. The Bill of Rights in our Constitution says that we all have certain freedoms that no one can touch. Unfortunately, we have not always obeyed the Bill of Rights. Some Americans have had less freedom than others. But, with time, we usually see our mistakes and try to correct them. Freedom is an ideal toward which we should keep working.

2. Indians used natural resources for all their needs. They hunted, fished, and grew many crops. Their homes, clothes and tools were made from animals and plants. They also used plants for medicines and dyes. Some tribes used shells, stone, copper, and silver for jewelry and art. Americans who came later learned from them.

3. In the 1920's, our nation was prosperous. During these years, many new industries grew up. Among these were the automobile, airplane, radio, and motion picture industries. In those days, radios were as interesting to people as television is today. Motion pictures were improving, and many people wanted to own one of the new cars being built by Henry Ford and other automobile manufacturers.
Scanning Skills

Directions:  Open your social studies book to page 264. You have five minutes to answer the following questions.

1. Abraham Lincoln was born in ________________.
2. The Lincoln family moved to ________________.
3. When was Lincoln first chosen as a leader of men?
   ________________
4. In what year was Lincoln elected to Congress?
   ________________
5. In 1853, the U.S. extended from _____ to ______.
APPENDIX C
CONTENT AREA
READING SKILLS

Pre-reading Strategies

Readiness Factors
- Experiential background
- Vocabulary development
- Desire to learn

Recognizing and Understanding Skills
- Sight Words
- Word analysis skills
- Vocabulary Development
- Context clues
- Multiple meanings
- Shades of meanings
- Word origins
- Dictionary Skills

Recognizing and Understanding Ideas
- Comprehension skills
  - Receptive Reading
    - Literal
      - Details
      - Main idea
      - Sequence
      - Directions
    - Implied
      - Fact or fiction
      - Relationships
      - Predict outcomes
      - Author's purpose
      - Comparisons and contrasts
      - Conclusions and generalizations
  - Critical Reading
    - Fact or opinion
    - Author's purpose
    - Detecting propaganda
    - Testing Conclusions
    - Evaluating
  - Creative Reading
    - Convergent
      (Read to solve a problem)
    - Divergent
      (Go beyond author to new ideas)
- Study Skills
  - Locating information
  - Selecting and evaluating
  - Organizing and summarizing
  - Retaining important ideas
  - Interpreting pictorial data
- Reading flexibility
  - Skimming
  - Scanning

ADAPTED FROM:
MONROE COUNTY
COMMUNITY SCHOOLS
NORMA ROGERS
Appendix D

Observable Behaviors

There are many reading behaviors easily observable during class time. Teachers should be aware of these types of behaviors when evaluating students informally. (Daines, 1982).

1. Does the student follow directions?
2. Does the student sustain effort on a task?
3. Does the student complete his assignments?
4. Does the student know how and when to locate information?
5. Does the student seek help?
6. How often and from whom does he seek help?
7. Does the student possess an experiential background for the task?
8. Does the student ask questions?
9. Does the student listen to the ideas of others?
10. Does the student volunteer to answer questions?
11. Does the student use the language of the subject?
12. Does the student contribute relevant ideas to a discussion?
13. Can the student identify the topic of a paragraph or longer selection?
14. Can the student select, interpret, and evaluate main ideas?

15. Can the student recognize relevant detail?

16. Does the student know how to organize information?

17. Does the student use context to understand word meanings?

18. Does the student give multi-meanings of words?

19. Does the student get an idea and carry it through to a logical conclusion?

20. Does the student know how to set reading purposes?

21. Does the student know how to use previewing, skimming and scanning?

22. Does the student adjust the rate of reading to purpose, type of materials, etc.?

23. Does the student know how to use graphic aids?

24. Does the student know how to organize and express ideas in writing?

25. Does the student enjoy the activities of a challenging situation?
### STUDENT PROFILE FORM

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<th>Skill Areas</th>
<th>Mastered</th>
<th>Needs Reinforcement</th>
<th>Needs Instruction</th>
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<td>main idea</td>
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<td></td>
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<tr>
<td>recognizes</td>
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<td></td>
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<td>text structure</td>
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</tr>
<tr>
<td>classifying</td>
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<td></td>
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<td>recognizes</td>
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<td></td>
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<tr>
<td>cause &amp; effect</td>
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<tr>
<td>Comparing/Contrasting</td>
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<tr>
<td>fact/opinion</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>tables, charts, diagrams</td>
<td></td>
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</tr>
</tbody>
</table>
Pre-reading Strategies

Appendix F

Pre-reading Strategies Relating Vocabulary/Concept Development

The Structured Overview

Concepts are presented in a framework that relates to students' prior knowledge. The structured overview is a visual representation of the relationships among important vocabulary terms and concepts in a specific text. It is used to introduce vocabulary in a way that helps pupils relate new material with their prior experience, clarify the organization of the material, and prepare them for the reading assignment.


1. Preparation: Select the major concepts which will be emphasized in the unit of study.
   A. Select words important in communicating the ideas behind major concepts.
   B. Arrange unfamiliar words in a diagram to illustrate to students how the words interrelate.
   C. Add previously learned words and ideas to further establish the relationship between concepts in social studies.
2. **Presentation**: Using a chalkboard or overhead, present the overview to the class. Discuss with the students how the study of the specific topic relates to the overall study of social studies and other topics previously studied. Construct guiding questions and introductory activities that will help the students come to an understanding of what they already know about the subject.

A. Pronounce each new word and discuss its relationship with surrounding vocabulary (Frequently, as the discussion proceeds, students are stimulated by others' ideas and recall information they possess.)

B. Describe why you decided to place each word in its specific place. Verbalize the thinking process you used in constructing the overview. In this way, students become aware of the categorizing and reasoning processes used in comprehending information.

C. When students have had sufficient exposure to the overview process, engage them in completing partial overviews with teacher guidance.

Depending on the ability level of the students, the presentation of the overview will take approximately 10 minutes.
3. **Refinement**: Prior to reading the assignment, students are given a list of new and previously learned word pairs. In small group discussions, students are asked to compare and contrast each word pair and explain their responses. Following this activity, students are directed to read the text and subsequently, use the textual information to restructure the overview to include new understandings.

Examples of the structured overview and the word pair activity have been included in this appendix.
Structured Overview

U S GOVERNMENT

CHECKS AND BALANCES

| LEGISLATIVE | EXECUTIVE | JUDICIAL |

| PRESIDENT |

| HOUSE | SENATE |

| OVERRIDE | VETO | APPEALS |

1. Social Studies-U S Government
2. Veto-Override
3. House-Senate
4. Legislature-Judicial
5. President-Veto
List-Group-Label

This is a three part strategy that consists of listing words that pertain to one topic, grouping these words as they relate to each other, and categorizing them. The group interaction that is encouraged during this strategy, exposes students to ideas and concepts that may be beyond their experiential background.

Below is a description of List-Group-Label (Taba, 1967; Tierney et al., 1985)

1. **Listing**: Using the chalkboard or overhead, begin the lesson by presenting a one or two word stimulus for listing words. Record responses on the chalkboard or overhead transparency. Accept all word associations that can be justified by the students. (Twenty-five responses should be sufficient, depending on the topic and grade level of the students.)

2. **Grouping**: Read the list orally, pointing to each word as it is pronounced. This is especially beneficial to lower ability children. Instruct students to make smaller lists of the words from the large list. These smaller groups should consist of words that have something in common with one another. Each group should contain at least three words. The words from the large list may be used in more than one small group, as long as each group is different.
Each group of words should be given a label or title that indicates the shared relationship they possess.

3. **Labeling**: Using another part of the chalkboard or overhead, elicit and record students' categories and word groups, one grouping at a time. After a category is recorded, the student offering the group must defend his word categorization. In this way, other students can see category possibilities that may not have occurred to them.

An example of the List-Group-Label technique is included in this appendix.
Pre-reading Strategies

List-Group-Label

**EXAMPLE**

### Listing

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<th>eruption</th>
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<tbody>
<tr>
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<td>Mt St Helens</td>
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<tr>
<td>explosion</td>
<td>ash</td>
</tr>
<tr>
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<td>death</td>
</tr>
<tr>
<td>dust</td>
<td>smoke</td>
</tr>
<tr>
<td>Krakatoa</td>
<td>cinders</td>
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### Grouping and Labeling

#### Things emitted from a volcano

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<tr>
<td>Mt. St. Helens</td>
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<td>Pompeii</td>
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<table>
<thead>
<tr>
<th>Hot volcanic parts</th>
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</thead>
<tbody>
<tr>
<td>lava</td>
</tr>
<tr>
<td>fire</td>
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<tr>
<td>cinders</td>
</tr>
<tr>
<td>molten</td>
</tr>
<tr>
<td>magma</td>
</tr>
</tbody>
</table>
The Vocabulary Overview Method

This is a self-monitoring checklist, outlining a ten step procedure, which directs students to select, define, and learn new vocabulary. The method uses the text, a Vocabulary Overview Guide and a Vocabulary Overview. The procedure is described below (Carr, 1985).

1. Students survey the material (title and headings) in order to understand its scope and nature, and to activate prior knowledge which relates to the specific topic.

2. Students then skim the body of the text to underline or write down unfamiliar words.

3. The students read the text in order to use context clues to define the words. If they cannot determine definitions through contextual analysis, they may use a dictionary.

4. Students write the definitions and keep them available in case they need to refer to them while they reread the text.

5. Students complete the Vocabulary Overview. This overview provides students with a means of monitoring their own learning and retention. As they review the overview throughout the year, students may add new synonyms to refine and extend the definitions of old vocabulary words.
Pre-reading Strategies

Provide frequent classroom opportunities to practice this strategy, so that students can master the process and thus internalize it to use independently.

A sample Vocabulary Overview Guide and a sample Vocabulary Overview are included in this appendix.
Vocabulary Overview - Sample

Define the vocabulary through use of context.

1. Survey/look over the material (title, headings) to see what it is about.

2. Skim the material to identify unknown vocabulary words and underline them.

3. Try to figure out the meaning of the word from the context of the sentences around it. Ask someone or use a dictionary to check the meaning.

4. Write the definition in the text (use pencil) or on paper so that they will be available when you read the text.

5. Read the passage with the defined vocabulary to ensure comprehension.

Complete the Vocabulary Overview Guide

6. Fill in your Vocabulary Overview Guide. Write:

A. the title of the passage.

B. the category titles - decide on the categories you need by asking yourself the topics the vocabulary described or discussed.

C. The vocabulary word

D. The definition underneath the vocabulary word (you can use synonyms here - make sure you leave room to add a few more synonyms as your vocabulary increases)
E. A clue to help you connect the meaning to something you know or have experienced.

Studying the vocabulary

7. Read the title and categories to activate background knowledge and recall words associated with each aspect of the story.

8. When you study the word in each category, cover the clue and word meaning-uncover the clue if necessary. If the clue doesn't jog your memory, then uncover the meaning.

9. Review your words frequently (each day) until you know them well. Review them once a week or periodically as you learn more words.

10. Add synonyms to old vocabulary words as you learn them-in this way you will connect the old with the new words and that will help you remember them.
Fourteenth Century Cargo

Sea
- Treacherous
  - icy/accident
  - dangerous

Ship
- elaborate
  - composition
  - develop in detail
  - vessel
    - Lake Erie
    - boat

Cargo
- artifacts
  - Fort Miamis
  - primitive objects
    - made by humans
  - excavated
    - arrowheads
    - dug up
Appendix G

Pre-reading Strategies Related to Comprehension

K-W-L

K-W-L is a procedure consisting of three cognitive steps: accessing what I know, determining what I want to learn and recalling what I did learn as a result of reading. The three steps are described below (Ogle, 1986).

Step K: What I know

1. Engage the group in a brainstorming activity related to a specific topic. Record students' responses on a chalkboard or overhead transparency. The key concept should be specific enough to generate responses that will be pertinent to the reading.

The goal of brainstorming is to activate whatever knowledge or structures the readers have that will help them interpret what they read.

2. As students volunteer information, help them begin to question if the knowledge or information shared is generally true, or if it is specific to the topic. Volunteers of information should be asked to substantiate their sources of information. This discussion will help the students organize information to help them discover what they don't know.

3. The second part of brainstorming involves students in thinking about more general categories of information likely to
be encountered when they read. Have them survey all the information listed and ask them to group pieces of information under a general category. If students are unable to form categories, they will need supplementary materials to expand their background of knowledge concerning the topic.

**Step W: What do I want to learn?**

1. During the brainstorming activity, students may offer pieces of information that are contradicting, unclear, or questionable. Call attention to these gaps of information to help students raise questions that will focus their attention and give purpose to their reading.

2. On individual worksheets, direct students to write specific questions they are most interested in having answered as a result of the discussion. In this way, each student develops a personal commitment that will guide their reading.

**Step L: What I learned as a result of reading.**

1. After completing the text, direct the students to write down what they learned from reading. Have them check their questions to determine if the material dealt with their concerns. If not, suggest further reading to answer their questions. Readers are encouraged to be in charge of their learning and actively pursue their desire for knowledge. A sample of K-W-L is included in this Appendix.
Pre-reading Strategies

K-W-L Sample

1. **K-What we know** | **W-What we Want to find out** | **L-What we learned and still need to learn**

2. **Categories of information we expect to use**
   - A
   - B
   - C
   - D
   - E
   - F
   - G
   - H
The Pre-Reading Plan (PReP)

PReP is a technique which activates students' prior knowledge concerning a topic in order to prepare them to read from a text. It is also used as an assessment tool to gauge the level of the students' prior knowledge. Below is a description of the technique (Langer, 1981; Tierney et al., 1985).

Prior to introducing the lesson, determine the key concepts to be covered and the materials that will be used to stimulate discussion about these concepts. Materials may include illustrations, filmstrips, and recordings.

1. **Initial associations with the concepts**  Using a picture or some other stimuli, encourage brainstorming with questions such as "What comes to mind when ..?", "What do you think of ...?", and "What might you see, hear, feel,...?" As students generate ideas, write them down on the chalkboard.

2. **Reflections on initial associations.** During the second step, students are expected to explain the free associations they generated in Step One. This is intended to encourage students to become aware of the basis of their own individual associations and those generated by their peers. This activity helps students refine or revise their own preconceived ideas.

3. **Reformulation of knowledge.** Ask the students if they have any new ideas or any revisions of their original ideas. While step two often results in triggering new ideas, this step
Pre-reading Strategies

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gives the students the opportunity to re-evaluate their answers in light of information presented by their peers.

The teacher's role in this and other steps is accepting and inquisitive rather than evaluative and critical.

4. **Analyzing student responses.** The free associations generated by students can provide diagnostic information necessary in determining the instructional needs of the students. This technique provides guidelines in order to assess whether students have well-formed, partly-formed or ill-formed knowledge structures. These guidelines are listed below:

A. Students with very little knowledge about a concept will generally focus on low-level associations with morphemes (prefixes, suffixes, or root words), words that sound like the stimulus word, or first but not relevant experiences.

B. Students with some prior information will generally mention examples, attributes or defining characteristics.

C. Students with much prior information about a concept will generally offer information that suggests evidence of integration with high-level concepts. Their responses might take the form of analogies, definitions, linkages, and superordinate concepts.
Anticipation Guide

This guide is used to enhance students' comprehension by having them react to a series of statements about a topic prior to reading the text or other learning activity. This strategy uses controversy as a motivational device to get students involved in the content material. Below is a description of the guide (Readence et al., 1981; Tierney et al., 1985)

1. Identify major concepts before presenting the activity.
2. Determine students' knowledge of these concepts. In order to determine how the main concepts support or challenge what the students already know, it is necessary to assess students' experiential background.
3. Create statements. The most effective statements are those in which the students have sufficient knowledge to understand what the statements say, but not enough to make any of them a totally known entity. In order to be an effective teaching tool, statements must be on a higher than literal level. Three to five statements are adequate, however, the number of statements created varies with the amount of text to be read, the number of concepts to be addressed, and the ability levels of the students.
4. Decide the statement order and presentation mode. An appropriate order must be determined to present the guide.
Usually, the order follows the sequence in which the concepts are encountered in the text.

The guide may be presented using the chalkboard, overhead projector, or individual worksheets. A set of directions and blanks for students' responses should be included. The directions must be worded appropriately for the age and maturity levels of the students.

5. Present the guide. During this presentation, the directions and statements should be read orally. Students are encouraged to share their thoughts and opinions about each statement, defending their agreement or disagreement with the statement. Students can work individually or in small groups to formulate a response.

6. Discuss each statement briefly. Initially, ask students to raise their hands to indicate agreement or disagreement. Responses are tallied and a discussion ensues, including at least one opinion on each side of the issue per statement. As other students listen to the opinions offered, they can evaluate their own view in terms of the others.

7. Direct students to read the text with the purpose of deciding what the author would say about each statement in the guide. As they read, direct students to remember their own thoughts and opinions, as well as those voiced by others, and how what they are reading relates to what was discussed.
8. After reading, conduct a follow-up discussion. Students may again respond to the statements. Students can share the new information gained from reading and explain how their previous thoughts have been modified by what they have read. Students should be made aware that agreement with the author is not necessary.

Sample statements and a Anticipation Guide are included in this appendix.
Anticipation Guide - Sample

Sample Statements: Text: Food and Health

1. Food contains nutrients that your body needs for energy, growth and repair.
2. Carbohydrates and fats supply energy.
3. A balanced diet includes the correct amount of all nutrients needed by your body.
4. Every food contains some calories of food energy.

Anticipation Guide: Food and Health

Directions: Below are some statements about food and nutrition. Read each statement carefully and place a checkmark next to each statement with which you agree. Be prepared to defend your thinking as we discuss the statements.

--------1. An apple a day keeps the doctor away.
--------2. If you wish to live a long life, become a vegetarian
--------3. Three square meals a day will satisfy all of your body's nutritional needs.
--------4. Calories make you fat.
Appendix H

Pre-reading Strategies Related to Skill Attainment

Teaching Expository Text Structure

Fluctuating text structures found in social studies texts pose particular comprehension difficulties for students. This appendix contains two strategies that can be used to help students recognize varying expository text structures.

**Teaching Expository Text Structure Using Composition.**

This is a strategy designed to teach expository text to elementary students (McGee & Richgels, 1985). There are five important text structures of which student should be made aware. These structures are: claim-counterclaim, claim-support-conclusion, cause-effect, problem-solution and description. Because students have very little exposure to expository texts, teachers must make students aware of the general concept of structure, and the difference between structure and content. Before instruction about the varying types of expository text can take place, students must learn about the organization of text in general.

1. Using a graphic organizer, present two different expository paragraphs that have identical structures. The identical diagrams, presented along with the texts will illustrate the differences between content and structure.
2. When students have learned what is meant by text structure, they are ready to learn how to recognize the five expository text structures.

The five step approach for teaching students how to identify structure is described below.

1. Select passages. Find passages that are fairly brief which use the five expository structures. Passages may need to be revised to produce all of the varying structures. These passages must be easily represented by graphic organizers and contain appropriate clue words. A list of the clue words are listed below:

   Claim-Counterclaim
   different from
   on the other hand
   but

   Claim-Support-Conclusion
   therefore
   in summary
   this information supports

   Cause-Effect
   so that
   because of
   as a result of

   Problem-Solution
   a problem is
   a solution is
   solved this problem by

2. Prepare a graphic organizer for each structure. Read each paragraph and identify phrases that contain key ideas. Arrange these phrases in a map that represents how they were organized in the text, and the relationships among them.
Lines in the organizer connect related ideas, and clue words signal relationships.

3. Select one text structure to teach the class. Introduce the graphic organizer which represents that structure. Do not provide students with the actual passage. Engage students in a class discussion regarding key ideas in the organizer, and how the ideas are related to each other.

4. Compose a passage. Together, the class composes a passage using the information in the organizer. Help students express relationships among ideas through the use of appropriate clue words. Explain how these clue words are useful to authors and readers alike. The passage should be read, reread, and revised. Students should rearrange sentences, change word choices, and add topic or concluding sentences. Draw attention to the type of structure being used (for example, point out that it uses the causation structure, a statement of a situation, followed by causes for the situation).

5. Provide students with the original passage. Compare and contrast it to the student composed passage.

6. Provide students with many opportunities to extend and apply their knowledge relating to this text structure. After students have had an adequate amount of practice, teach the other four structures as needed. As students gain
experience with text structure, select longer passages with which to practice, using the organizers.

A sample of this technique is included in this appendix.
Teaching Expository Text Structure Through Composition

Sample

Camels in the Desert

Camels are still ridden by the people of the desert today. They are well suited for carrying people and heavy burdens for long distances in hot, dry places because they can go for a long time without water. As a result of their thick hooves, camels can easily walk on the hot sand. Finally, camels can live off the desert because they are able to find even the smallest plant to eat hidden in the desert.

<table>
<thead>
<tr>
<th>Camels are still ridden in the desert</th>
</tr>
</thead>
<tbody>
<tr>
<td>(because)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>well suited to hot, dry places</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>because</td>
</tr>
<tr>
<td>because</td>
</tr>
<tr>
<td>because</td>
</tr>
<tr>
<td>can go a long time without water</td>
</tr>
<tr>
<td>have thick hooves easily walk on hot sand</td>
</tr>
<tr>
<td>can find smallest plant to eat</td>
</tr>
</tbody>
</table>
Teaching Expository Text Structure With Structural Organizers.

Recent research indicates that structural organizers had a facilitating effect on students' comprehension and retention of expository text. Outline grids, which require written responses, further enhanced students' recall (Slater, Graves, & Piche, 1985).

Based on the methods implemented in this study, a strategy designed to teach students how to recognize various text organizations is employed. Students are given information (verbally, or in written form) regarding the organization of a passage before they read. They are alerted to the structural components of the text, and are asked to complete an outline grid pertaining to the structural components. Instructional emphasis is placed on the recognition of various text organizations which include: claim-counterclaim, claim-support-conclusion, cause-effect, problem-solution and description.

Below is a description of this method.

1. Choose a brief passage that represents a specific text structure. A revision of the passage may be necessary in order to construct a well organized example.

2. Construct a grid that represents the structure of the text, leaving spaces for specific statements in the paragraph. For example, if the problem-solution format is chosen, include spaces for all of the problems, supporting information, and solutions contained in the passage.
3. Discuss the concept of text structure (types of structure, how ideas are incorporated into specific organizational patterns). Briefly explain how authors organize their ideas in various ways to convey their intent.

Discuss the benefits related to recognizing text structure. Students should understand that text structure provides them with clues to remember more of what is read, and that it facilitates the retention of information contained in the text.

4. Present the sample passage and the outline grid on the chalkboard or overhead projector. Discuss how the grid was constructed to represent the paragraph organization (for example: "This passage represents a problem-solution organization. One problem is discussed with two supporting statements. One solution is presented along with two supporting statements.").

Ask students to read the passage silently, taking note of its organizational components. As a whole, the students reread the passage, and actively participate in completing each item on the outline grid.

5. Use this strategy to teach students the other expository text formats, and provide students with opportunities for recognizing text structures in a variety of genres. As students become familiar with the various text
structures, longer passages, using fluctuating text structures may be introduced.

A sample of the structural organizer is included in the appendix.
One problem with the modern Olympics is that they have gotten so big and so expensive to operate. A city or country often loses a lot of money by staging the games. A stadium, pools, and playing fields are built for the many events and housing is built for the athletes, but it is all used for only two weeks. In 1984, Los Angeles solved these problems by charging companies for permission to be official sponsors and by using many buildings that were already there. Companies like McDonald's paid a lot of money to be part of the Olympics. The Coliseum, where the 1932 Games were held, was used again and many colleges and universities in the area became playing and living sites.

Outline Grid

Problem:_____________________________________
Support:_____________________________________
Support:_____________________________________
Solution:_____________________________________
Support:_____________________________________
Support:_____________________________________

Appendix I

Flexible Grouping

Types of Grouping

No one type of grouping will effectively adjust the reading to accommodate the wide range of inter-individual and intra-individual differences in children and their learning styles.

Achievement Grouping

Children who are reading at a similar level of difficulty can be grouped for basic skills instruction on a relatively short-term basis. The number of groups formed will naturally be determined by the needs of the children. When properly used, this type of plan can be most useful in differentiating instruction according to individual needs. Children within each of these groups will have individual and unique needs with regard to their skills development. Therefore, instruction within each of the groups will need to be differentiated.

Interest Grouping

Most groups formed on the basis of shared interest will be short-term and frequently restructured. This type of grouping is highly motivational and most useful. Children from all achievement levels can be brought together as a group for the purpose of exploring a topic of particular interest to them.
at the time. Teachers should keep interest group plans flexible and form new groups often enough to stimulate reading on a variety of topics.

Specific Skills/Needs Groups

Children reading at various levels may be brought together advantageously on occasion when it is found that they have similar reading skill deficiencies. Membership in a group of this kind could fluctuate rapidly as some members of the group may need to belong for a very short period of time, while others may need many lessons in order to overcome their deficiencies. Needs groups are usually short-lived and occasionally may even involve the whole class. In order to be most effective, groups must have specific objectives; they must be discontinued after they have achieved their purpose; their size should be kept as small as possible, and their membership must be kept flexible. These groups should be formed whenever a need for them has been identified and should be disbanded when the need no longer exists.

Pair Groups

In this type of grouping students may be paired according to reading ability, but it is not necessary to do so. Pair groups may be formed for any purpose the teacher finds is desirable. Students may read orally to each other, discuss material that has previously been read independently, question each other,
or work cooperatively in answering questions. Specific objectives for the pairing should be mutually decided upon and understood by the teacher and the members of the paired groupings.

**Cross-Age Tutoring**

Older students can be trained to successfully tutor younger children in various subjects. Two approaches have been used successfully.

1. In a non-structured approach, prospective tutors participate in brainstorming sessions, and discussions which are aimed at helping them understand why children have trouble learning and some of the types of problems they are likely to encounter. They are encouraged to use their own resources in creating materials with which to teach. Their main function is to help students develop a better self-image and to create a positive relationship between themselves and the students.

2. In the structured approach, tutors are taught to follow programmed procedures which have been carefully planned. These tutorial programs have also used adult volunteers as well as older students.
3. A more general type of approach is to have older students go into the classrooms of younger students and work with a child on a one-to-one basis. Important considerations here might include:

   a. Matching of tutor and tutored
   b. Having materials and assignments prepared and available.
   c. Scheduling tutorial sessions.
   d. Record keeping.
   e. Motivational techniques.

In order to maximize mutual gains in achievement, and improvement in self-concept and attitudes, tutorial programs should be coordinated by qualified persons and conducted in an atmosphere of encouragement.

Volunteer Tutors.

In the volunteer tutoring program, the teacher provides the skill instruction, and the tutor supplements the teacher by providing the child with individualized attention and practice. The goals of a program of this type are:

1. To provide more individualized attention for students who are under-achievers in reading.
2. To try to reduce the child's self-image of failure.
3. To build the child's interest in the subject area.
4. To provide reinforcement for learning that occurs in the classroom.

5. To help the child see that learning can be fun.

**Suggestions for Implementation**

Every teacher who uses grouping successfully realizes that the managing of groups should be approached cautiously and judiciously. The teacher must work cooperatively with them in planning, directing and evaluating their activities; yet, she must assume responsibility for their progress and achievement. Below are some suggestions that will help the teacher in implementing instructional grouping.

1. Get the pupils involved in cooperative planning in order that they will understand clearly both purposes or goals and things that they are to do.

2. Make certain that each group has sufficient work to last through the anticipated period of time it will be working independently. Be certain that the work is worthwhile.

3. Check before the work is started to make certain that everyone understands what to do and that there is a specific sequence to follow.

4. Introduce new work or new ideas connected with old work with special care to help students avoid possible difficulties.
5. Between meeting with a group, move about, evaluate and direct students by lending them a hand, talking with them, answering their questions and giving them suggestions.

6. Be sure that things are going well in the groups.

7. Anticipate possible trouble and be ready to help replace the work as necessary to prevent distraction and discouragement.

8. Talk about group relationships, such as respecting the rights and opinions of others, taking turns, listening while someone else is talking, borrowing and returning books, not disturbing the teacher when she is directing group instruction, and not disturbing another group who might be involved with an activity that requires a quieter atmosphere.

9. Instruct pupils in how to arrange their time so that they do not spend too little or too much time doing certain things.

10. Provide an ample supply of materials for carrying on all aspects of the assigned work or activity.
**Group Procedures**

Develop routine procedures for the members of groups to follow such as the following:

1. Get all the necessary materials ready in advance, and distribute them or have them distributed quickly and in an orderly fashion.

2. Allow students to help with the materials, especially students who need encouragement or can spare the time.

3. Helping students to learn to assist one another by working quietly and by not crowding or jostling one another.

4. Hold conferences with individuals and groups that apparently need direction or help.

5. Establish rules for the use of materials in the classroom.

6. Rotate having a student as intermediary between teacher and groups so as to minimize interrupting the teacher as she is conducting direct skill instruction.