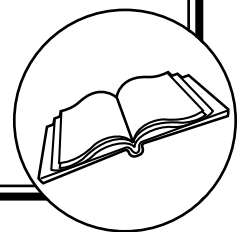
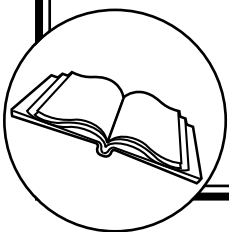


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Introduction *(cont.)*

The book is divided into three sections. In the first section, step-by-step explanations of content reading strategies are offered, and in the second section, these strategies are integrated into content area units and lessons. Generic forms that can be used with any content area unit and a bibliography are provided in the third section.

Section I

□ Content Reading Strategies

Content Directed Reading-Thinking Activity (Content DR-TA)—This activity gives students the opportunity to begin to organise prior knowledge and new knowledge learnt during the literacy event (Stauffer, 1969, 1976).

Group Mapping Activity (GMA)—In this activity students analyse and synthesise information from text, using study maps, story clusters, or webs (Davidson, 1982).

Teaching Vocabulary in Context (TVC)—This strategy is used to introduce vocabulary before reading a text and as a follow-up activity for reinforcement (Ruddell and Ruddell, 1995).

Vocabulary Self-Collection Strategy (VSS)—Students nominate one or two topic-specific words or terms the class should learn or know more about; the teacher also nominates two to three words. The words are contextually situated (Haggard, 1985, 1989; Ruddell, 1993).

Vocabulary Log or Journal—Students keep a log of vocabulary words learnt throughout the different lessons and units.

Word Sleuthing—For this activity students become word sleuths and investigate words in their vocabulary logs.

K-W-L Plus Worksheet—This is a worksheet students fill out before, during, and after a unit of study. The letter K stands for what the student already knows, the W represents what the student wants to know, and the L indicates what the students learnt. The ‘Plus’ refers to the mapping activity (Carr & Ogle, 1987).

Directed Inquiry Activity (DIA)—The teacher develops a list of inquiry questions about the text to be read and the students preview the text to make predictions. After reading the text, students reexamine inquiry questions and refine responses (Thomas, 1986).

Concept Webs—This strategy involves the use of a simple map used to develop and connect key concepts with a student’s prior knowledge and information in the text.

Semantic Maps—These are graphic representations of information which can include general or specific terms used before reading to activate the student’s background knowledge or after reading to help the student summarise and integrate ideas.

Semantic Feature Analysis (SFA)—A grid is constructed for a concept (elements or examples are listed vertically, and features of one or more examples are listed horizontally) and can be filled in as a story is read or a unit is developed.

Introduction *(cont.)*

Section I *(cont.)*

Question-Answer Relationship (QAR)—This is a strategy in which students are encouraged to understand the thinking processes involved in developing answers to different types of questions (Raphael, 1982). The four types of questions include: right there, think and search, author and you, and on my own.

Reading Response Groups—Students work in small groups and the teacher provides prompts to guide response group discussions on content-specific texts. Students share group responses in whole-class discussion (O’Flahavan, 1989; Farnan, 1992).

□ Content Writing Strategies

Journal Writing—This strategy involves free-form or structured writing using content specific prompts in a personal and confidential journal. Journals allow children to record their thoughts and opinions and work out confusions about topics in a conversational manner.

Learning Logs—Learning logs are a special kind of journal for students to record brainstorming ideas from DR-TAs or K-W-L Plus, or to create concept maps (Blake, 1990; Chard, 1990).

Double-Entry Journals (DEJs)—This is another special kind of journal where the student uses the left page for initial responses to prompts or drawings and the right page for revised ideas or new insights (Vaughn, 1990).

Beginning Researchers—This writing strategy encourages students to become researchers and to move away from the informative report writing mode. There are three phases to the program: phase one is taking notes and developing research ideas from listening, phase two is reading and taking notes, and phase three is initiating and carrying out research (Maxim, 1990).

Guided Writing (Expressive Writing)—This type of writing encourages students to think about content area topics through expressive writing (Prenn & Honeychurch, 1990).

Section II

The second section provides the teacher with the following content area units:

- **Ancient Egypt**
- **Ancient Greece**
- **The Olympic Games**
- **World War II**
- **The Rainforest**

Each unit integrates a number of reading and writing strategies into the lessons and activities.

Content Directed Reading-Thinking Activity (DR-TA)

The content directed reading-thinking activity (Stauffer, 1976) encourages students to make predictions based on background knowledge and experiences and then evaluate the predictions after reading the text selection. The teacher directs the students to first think about the topic and then read the text. The approach involves active comprehension and exchange of students' ideas which are the result of higher-level thinking types of questions. Students are asked to predict, analyse, and evaluate information. The content directed reading-thinking activity is most effective when students work with partners or in small groups with a designated recorder, so they can discuss and negotiate ideas and meanings.

Strategy for Partner or Group Work

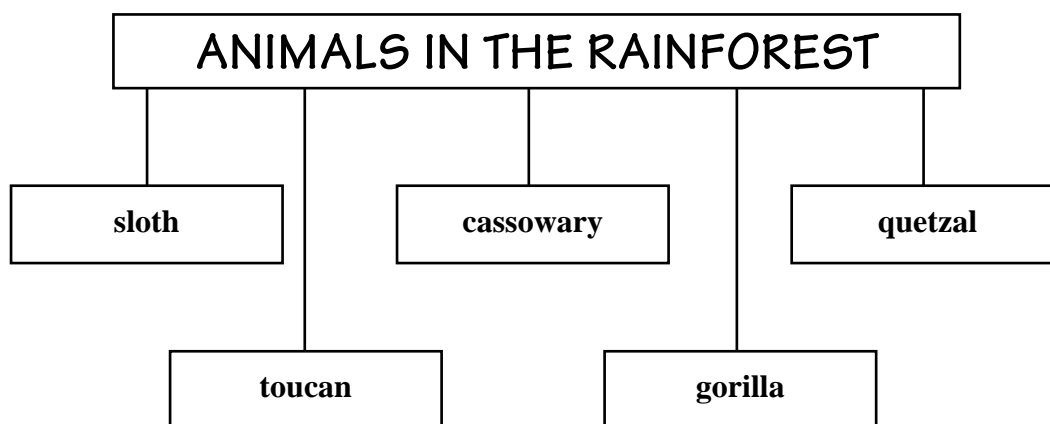
1. Ask students/teams to brainstorm for ten minutes and list everything they know about a general topic, such as Australian history or the rainforest.
2. Announce the specific topic of the lesson and direct the students' attention to that topic, such as animals that live in the rainforest.
3. Ask students to review their lists and predict what information will appear in the text by checking off the items (✓).
4. Have students add new ideas to their lists now that they know the specific topic.
5. Have students read the assigned text individually and evaluate their predictions by circling the correct items they have on their lists.
6. Lead a short class discussion about what the students knew before they read the text and what new information they learnt. Ask such questions as "How well did you predict?", "What was something you knew before we read this selection?", "What new information did you learn after you read this selection?"

Group Mapping Activity (GMA)

The group mapping activity builds comprehension as students integrate and synthesise information, ideas, and concepts (Davidson, 1982). This activity is most effective after students have read a text selection and can use what they learnt to create study maps. The GMA strategy invites students to create graphic representations of their personal interpretations of the relationships among ideas and concepts from the text. This representation can take the form of a map or diagram using circles, squares, other shapes, lines, or words depicting their own understanding of the text. Emphasise that there is no right or wrong way to create this map. Once students have completed their maps, they can share them in small groups or with the whole class. It is during this sharing time that students' ideas and understandings are elaborated on or extended.

Strategy for Group Mapping

1. Prepare a sample map to show students.
2. After reading the text and before talking with a classmate or looking back at the text selection, the students should individually map what they believe to be the important concepts and ideas from the text selection.
3. Remind students that their maps will be used throughout the unit of study and should include all information they feel is significant.
4. Have children share their maps with partners or in small groups.
5. Remind students to explain what they chose to include, how they chose to design their maps, and why they made their specific choices.
6. Have students work collaboratively with partners or in small groups to finish their maps.
7. Encourage students to review the text to clarify questions or information.



Teaching Vocabulary in Context (TVC)

Teaching vocabulary in context before reading the text selection is an effective strategy to introduce vocabulary because it accesses prior knowledge and experiences. When identifying the new vocabulary to teach, take into consideration the background knowledge bases of your students, concepts and ideas central to the text selection, and the readability of the text. Introduce the vocabulary terms during the introduction to the story and discuss those words that are central to fully understanding the text selection. This strategy may also be used to assess your students' vocabulary knowledge and determine the need for follow-up activities.

1. Preview the text selection and identify four or five content-specific vocabulary words to be taught during the lesson.
2. Display the words in sentences on a chart so students can refer to them and recognise context clues as they read the text selection.
3. Read the sentence aloud and have students guess what they think the word means.
4. Record the students' guesses and ideas on the chart.
5. Agree on a definition by checking a dictionary or glossary, if necessary.