

Content Area Reading

Literacy and Learning Across the Curriculum

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Chapter 10

Studying Text

Organizing Principle

Studying text helps students make connections and think more deeply about ideas encountered during reading.

Frame of Mind

- How is internal text structure different from external text structure?
- How do graphic organizers help students make connections among important ideas?
- How can you show students how to summarize information?
- What are study guides? How can you develop study guides using the levels of comprehension to construct text patterns?

Key Terms

- Annotations
- Comparison-and-contrast matrix
- Cornell notes
- Critical notes
- External text structure
- Graphic organizers
- Guided Reading and Summarizing Procedure (GRASP)
- Internal Text Structure
- Network tree
- Outlining
- Problem-and-solution outline
- Question note
- Reading log
- Selective reading guide
- Semantic (or cognitive) map
- Series-of-event chain
- Summary note
- T-notes
- Text pattern
- Text structure
- Thesis notes
- Venn diagram

External Text Structure

- Organizational aids
 - Front matter (preface, table of contents, title page, dedication)
 - End matter (appendixes, bibliography, indexes)
- Introductory or summary statements
- Headings
- Graphs
- Charts
- Illustrations
- Guide questions

Internal Text Structure

- Description
- Sequence
- Comparison and contrast
- Cause and effect
- Problem and solution

Signal Words and Phrases Used in Various Text Structures

- Description
 - To begin with
 - Most important
 - Also
 - In fact
 - For instance
 - For example

Signal Words and Phrases Used in Various Text Structures

- Sequence
 - On [date]
 - Not long after
 - Now
 - As
 - Before
 - After
 - When
 - First
 - Then

Signal Words and Phrases Used in Various Text Structures

- Comparison and contrast
 - However
 - But
 - As well as
 - On the other hand
 - Not only . . . but also
 - Either . . . Or
 - While
 - Although

Signal Words and Phrases Used in Various Text Structures

- Cause and Effect and Problem and Solution
 - Because
 - Since
 - Therefore
 - Consequently
 - As a result
 - This led to
 - So that
 - Nevertheless
 - If . . . then

Introducing Graphic Organizers

- Present an example of a graphic organizer that corresponds to the type of outline you plan to teach.
- Demonstrate how to construct a graphic outline.
- Coach students in the use of the graphic outline and give them opportunities to practice.

Example of a Comparison and Contrast Matrix

	Fungi	Algae
Body Structure		
Food Source		
Method of Reproduction		
Living Environment		

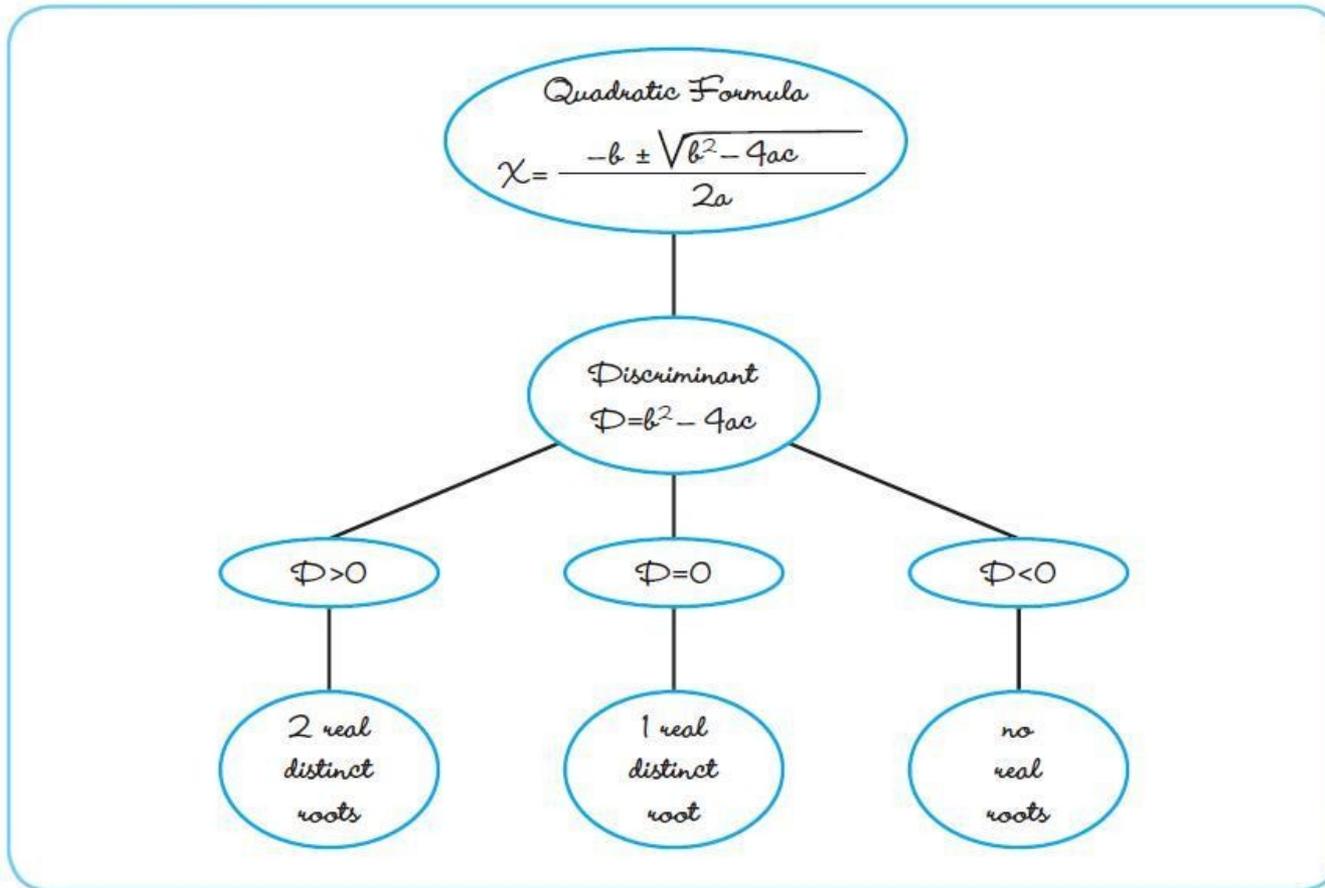
Example of a Problem and Solution Outline

Figure 10.3 Problem and Solution Outline for Walter Dean Myers's *Monster*

Problem	<p>Who has the problem? Steve Harmon</p> <p>What was the problem? Should he be a lookout during the robbery or should he stand up to his friends?</p> <p>Why was it a problem? If he stands up to his friends he could get beaten up; if he serves as the lookout someone else could get hurt and he could go to jail</p>	
	<p>Attempted Solutions</p> <p>Steve goes to the store but doesn't commit to being the lookout</p> <p>Steve claims he is not guilty during the trial</p>	<p>Outcomes</p> <p>Steve ended up getting caught and going on trial</p> <p>Everyone wonders if he is innocent or just trying to get out of trouble</p>
	<p>End Result</p> <p>Steve finds himself on trial for murder and is upset that everyone thinks he is a "monster" for getting involved in a robbery that results in murder. Even though he ends up being found not guilty, Steve knows some people will always believe he was guilty and that he made bad decisions.</p>	

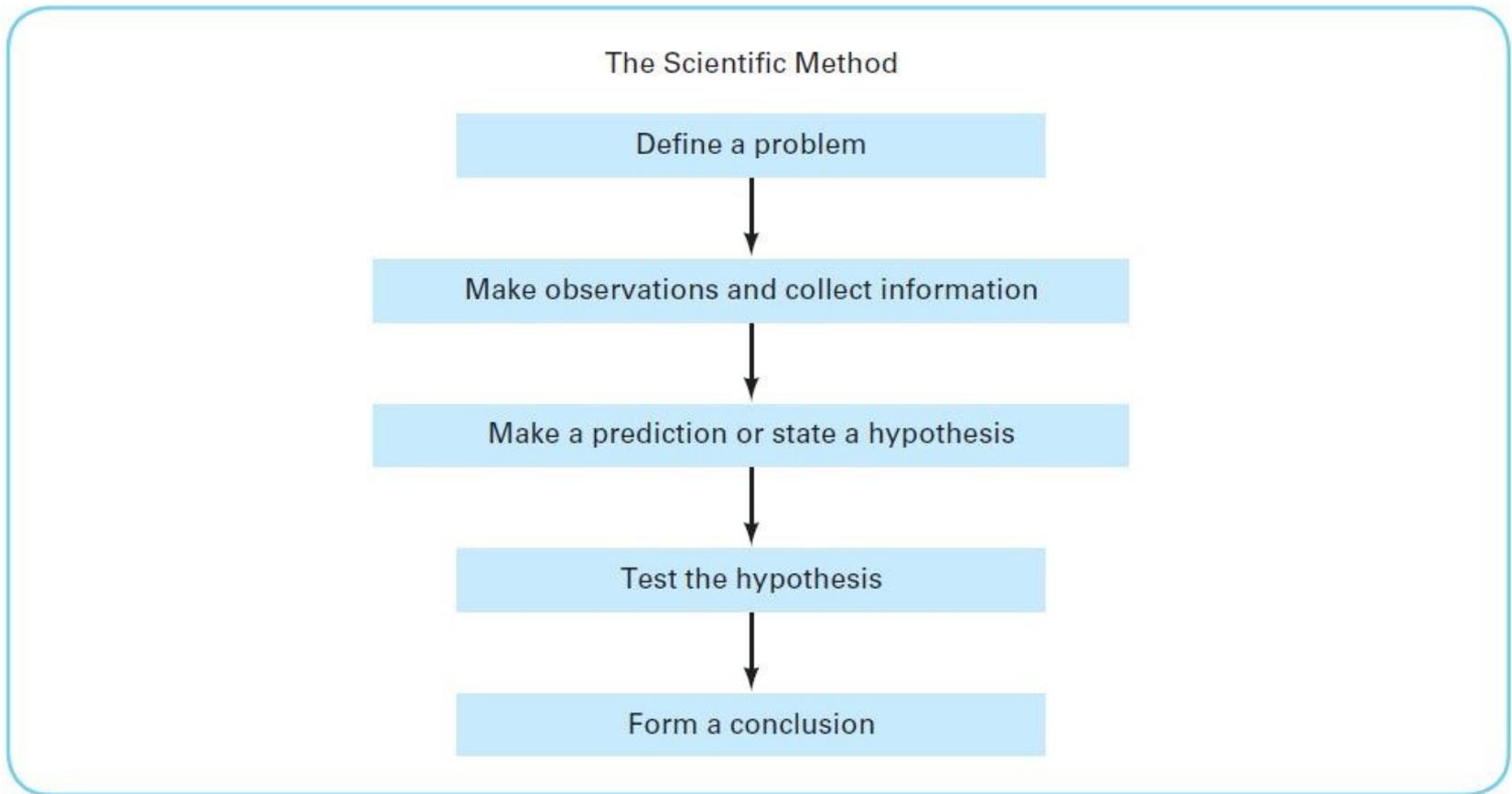
Example of a Network Tree

Figure 10.4 Network Tree for the Quadratic Formula



Example of a Series-of-Events Chain

Figure 10.5 Series of Events Chain for the Scientific Method

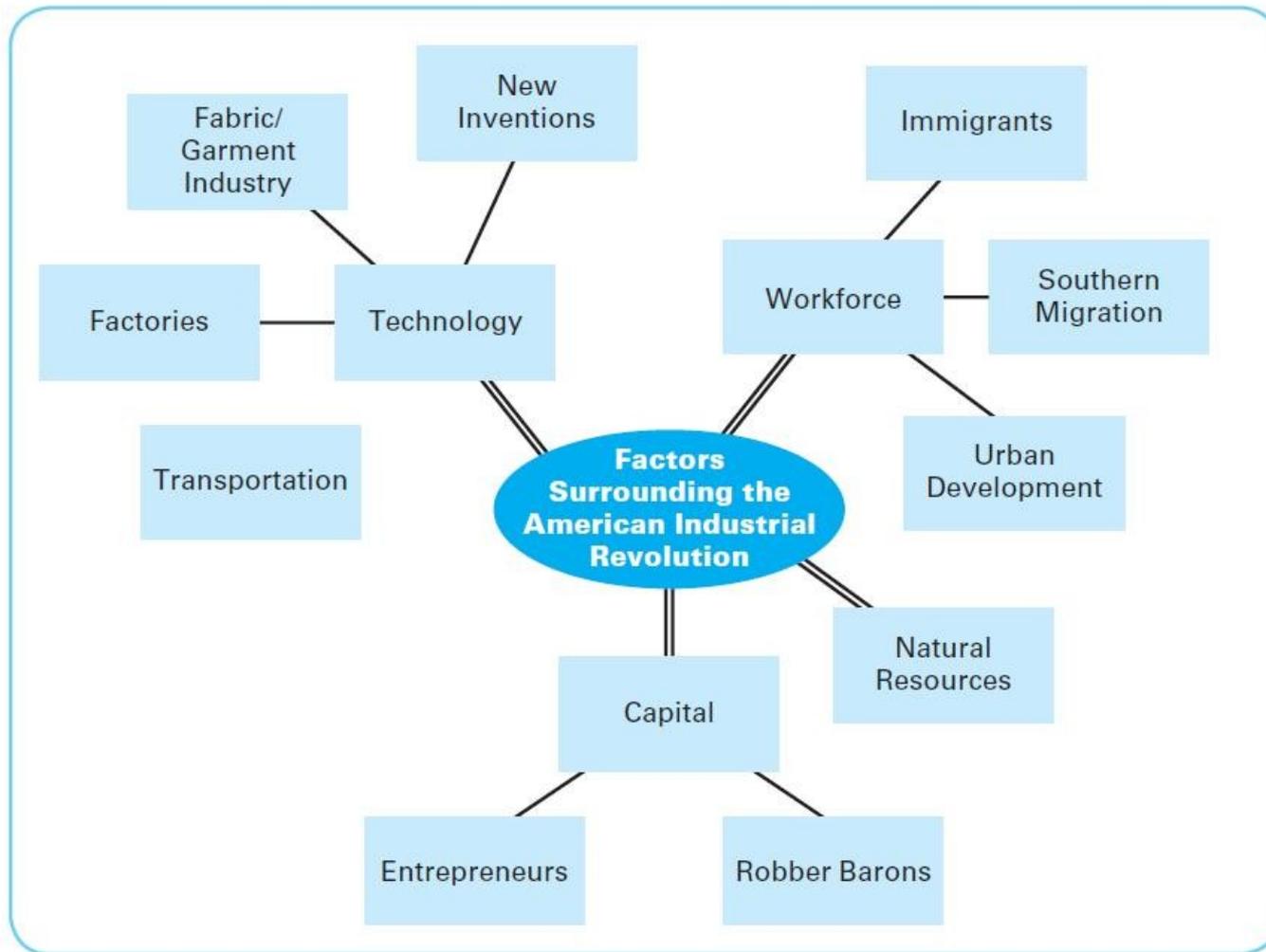


Components of Semantic (Cognitive) Mapping

- Core question or concept
- Strands
- Supports

Example of Semantic (Cognitive) Mapping

Figure 10.7 Factors Surrounding the American Industrial Revolution



Writing Summaries

- Include unnecessary details.
- Use your own words, but retain the author's point of view.
- Create topic sentences to reflect textually implicit main ideas.

Polishing a Summary

- Compare a well-developed summary that the teacher has written with the summaries written by the students.
- Present the class with three summaries.
- Team students in pairs or triads, and let them read their summaries to one another.
- In lieu of response groups, ask the whole class to respond.

Making Notes, Taking Notes

- Summary note
- Thesis note
- Critical note
- Question note

Note-Taking Procedures

- Reading logs
- Annotations
- T-notes
- Cornell notes

Study Guides

- Text pattern guides
- Selective reading guides