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Chapter 5 Klingner Quiz

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Question #1

What is the difference between Content Area Literacy and Disciplinary Literacy?

Content area literacy refers to the ability to read and understand content area text. It's about reading and understanding the text for comprehension, writing about a text to analyze specific topics, and speaking about a text to teach others and make interpretations. Content area literacy can help students develop skills that will be needed to succeed in college and beyond. Students get to understand how information is organized and used or presented differently. Content area literacy stresses the skills and strategies that can be applied across all content areas, and include strategies that occur before, during and after reading. Some of these strategies include making connections to prior knowledge before reading, and creating a concept map of ideas to summarize and make connections after reading.

Disciplinary literacy refers to the specialized set of skills and understandings that are unique to a specific discipline. The theory behind disciplinary literacy is that reading demands vary by subject and as such, should be taught across content areas and in different ways. For example, discipline specific science reading skills are likely to be more applicable in science than in history or social studies.Each discipline has specific ways and means of knowing and communicating. An article on heart disease in the Journal of Medicine will have a totally different tone than an article about Beyonce, in Rolling Stone magazine, and students will have to use

different approaches when reading and dissecting information. Disciplinary literacy pushes students to move beyond reading, listening, and writing solely for academic purposes. Students learn to identify and consider the perspectives, privilege, message and source of the text they consume(Klingner et al., 2015).

Question #2

Choose two content areas and give two instructional recommendations for each content area.

Social Studies

Recommendations for Instructions

1. **Teach reading and note taking strategies that develop understanding of historical concepts and information**. Understanding history includes knowledge of historical events, concepts, groups of people, and how all these factors help shape that history. Students need to learn how to read and remember a great deal of information in history, like people, places, events and dates. They can use graphic organizers and note taking strategies to help them organize information, keeping what is important for later reference and study. These strategies help students gain content knowledge, make cause-and-effect connections within and beyond the text, and learn how information gathered while reading added to a greater understanding of historical concepts(Klingner et al., 2015).

2. **Teach students how to evaluate and connect multiple sources**. Many students read text and try to remember as much as they can from it. Reading for understanding is a major reading goal, one that many will struggle with throughout life. In social studies, and

other disciplines, reading requires a critical evaluation as well as a literal understanding.Students need to ask critical questions like, how does the author of the text(e.g, a male, an American, a Christian) influence the point of view and the "facts' that are presented? Students need to be taught how to evaluate biases in text and to determine how information is presented differently depending on the source. Students need to be taught how to read and evaluate multiple sources and how to judge an author's veracity.

Reading in English Language Arts

Recommendations for Instructions

1. **Provide challenging and complex text.** Give students the time and space to access grade-level text with attention to the many dimensions of text complexity. Teachers should use texts that are increasingly complex, as students move through the grades. The CCSS provide explicit guidelines for teachers to evaluate text complexity. This includes qualitative aspects (depth of concept meaning, structure, language difficulty), quantitative sources such as readability measures, and matching the reader to the text and the task(experience with subject matter, goals for reading, motivation.Text complexity may be challenging for struggling readers but with help from collaborating specialists, teachers find ways to access text in the general education classroom(Klingner et al., 2015)

2. Develop critical literacy skills.Teach students to read text in an active and reflective manner, with opportunities for them to make connections to the world beyond the classroom, to question the text and to develop understanding of the text that goes beyond basic comprehension .Critical literacy includes higher- order thinking skills

involved in such actions as inferring, how text defines identities and how perspectives

are shaped by culture power structures and other factors.Students are then able to

evaluate and make judgements while they reading, becoming more informed and

discerning readers of text(Klingner et al., 2015)

Klingner, J. K., Vaughn, S., & Boardman, A. (2015). *Teaching reading*

comprehension to students with learning difficulties. The Guilford Press.