Preface

Reading and writing are tools that enable students to acquire knowledge in their content area classes. Yet teachers are often frustrated when they try to meet their students' needs only to find their instructional plans impeded by their students' failure to comprehend their textbooks efficiently or to express their ideas in writing effectively. Thus, a prime concern of educators today is how to help students become competent learners by using reading and writing to acquire knowledge in the various content areas. Furthermore, current research on the learning process and the prevalence of technology in our society emphasizes the need for teachers to instruct students in ways that will ensure that learning occurs for all.

This book presents research-based best practices related to reading and writing and offers content area strategies that integrate reading and writing and utilize technology. These strategies are based on the theory of multiple intelligences and brain-based research, which can be applied in every classroom, no matter what the subject or grade level. Examples and Blackline Masters of the strategies are included in this book, as well as suggestions for assessment tools and technology-related activities that assure immediate transfer to all content area classrooms. Finally, this second edition has been revised to include additional strategies for writing, the reading-writing connection, using trade books in the classroom, and assessment. The chapter-by-chapter discussion below details the specific revisions made.

Chapter 1 (Creating the Framework for Reading) explains the importance of matching readers with the text and describes methods to help teachers determine how well the text matches the students who will use it. It also offers strategies to help students interpret a text as well as identify key patterns of text structure for reading. Revisions to this chapter include an expanded discussion of content area literacy, especially as it pertains to adolescents who do not read at grade level, additional ways to evaluate the readability of textbooks, and specific graphic organizers to help students recognize text structures.

Chapter 2 (Setting the Framework for Writing) reviews all phases of the writing process and defines terms important to understanding the elements of writing, such as *audience* and *lead*.

Chapter 3 (Keying in to Vocabulary) discusses the principles of effective vocabulary instruction, giving specific examples of teacher-centered

and student-centered strategies. Additional vocabulary strategies have been added to this second edition.

Chapter 4 (Strategies for Comprehension) identifies the characteristics of a strategic reader, explains the reading process, and illustrates specific examples of pre-reading, during-reading, and after-reading strategies. The revision of this chapter features additional strategies for all phases of the reading process, with a special emphasis on providing strategies for the language arts classroom and using trade books in the content area, replete with bibliographies, a topic neglected in the first edition of this text.

Chapter 5 (Integrating Reading and Writing in the Classroom) focuses on the reading-writing connection that is so crucial to good learning practice. It presents effective strategies and examples to foster prior knowledge and critical understanding, to engage readers and writers in the process of revision, and to encourage all students to become personally involved in their learning. This second edition offers several additional strategies to foster the reading-writing connection.

Chapter 6 (Research Writing) reviews basic research skills and describes nontraditional and traditional forms of research.

Chapter 7 (Reading and Writing: Where It Can Lead) describes formal assessments in reading and writing and provides suggestions for alternative assessments as well as test-taking strategies and study strategies for good test performance. A new feature of this chapter is the addition of the 6 + 1 Writing Strategy and a discussion of graphic literacy.

Overall, *Reading and Writing Across Content Areas* is designed to be teacher-friendly, so that literacy is achieved in every classroom and students can, indeed, become lifelong learners.