READING STRATEGIES
FOR THE CONTENT AREAS

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**READING STRATEGIES FOR THE CONTENT AREAS**

**PREREADING STRATEGIES**

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**Reading Tool**

**GET TO THE ROOT OF IT**

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**Strategies of Independent Strategic Readers Supported by this Reading Tool:**

- ✔ 1. Have strategies to use when encountering new words.
- ✔ 2. Connect new knowledge to make meaning.
- ☐ 3. Think ahead to what might be coming.
- ✔ 4. Continually evaluate own understanding.
- ☐ 5. Create images of what is being read.
- ✔ 6. Periodically summarize what is read.
- ☐ 7. Use textual cues, visuals, and organization.
- ☐ 8. Have a plan for how to approach the task.

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**HOW TO USE:**

- ✔ Identify key root words for subject-area vocabulary.
- ✔ Have students identify the meaning of roots. They may need to use a dictionary.
- ✔ Ask students to share subject-area and “real-world” words that use the root word.
- ✔ Have students share their words in pairs, in small groups, or as a class.

**TIPS/VARIATIONS:**

- ✔ Use this strategy for all subject areas.
- ✔ Have students collect “roots” as they encounter new words in subject-area content, adding to the chart as they encounter words that share common roots.
- ✔ As an ongoing review, post a chart listing the roots that have been used.
**Do You Know Your Roots?**

**Directions:** Identify the meaning of the root and provide examples from the subject area and from the real world.

<table>
<thead>
<tr>
<th>Root</th>
<th>Meaning</th>
<th>Subject-Area Word</th>
<th>Real-World Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your teacher identifies the roots that are appropriate for the class.</td>
<td>You provide the appropriate meaning.</td>
<td>Identify words from your class.</td>
<td>Identify real-world words.</td>
</tr>
</tbody>
</table>

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### Do You Know Your Roots?

**Directions:** Identify the meaning of the root and provide examples from the subject area and from the real world.

<table>
<thead>
<tr>
<th>Root</th>
<th>Meaning</th>
<th>Subject-Area Word</th>
<th>Real-World Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>anthrop</td>
<td>man</td>
<td>anthropology</td>
<td>philanthropic</td>
</tr>
<tr>
<td>aud</td>
<td>hear/sound</td>
<td>auditory</td>
<td>auditorium</td>
</tr>
<tr>
<td>bio</td>
<td>life</td>
<td>biology</td>
<td>biography</td>
</tr>
<tr>
<td>centri</td>
<td>center</td>
<td>centrifugal</td>
<td>eccentric</td>
</tr>
<tr>
<td>chrom</td>
<td>color</td>
<td>chromosome</td>
<td>monochrome</td>
</tr>
<tr>
<td>cor/cord/card</td>
<td>heart</td>
<td>cardiac</td>
<td>cordial</td>
</tr>
<tr>
<td>cosm</td>
<td>universe, world</td>
<td>microcosm</td>
<td>cosmopolitan</td>
</tr>
<tr>
<td>cycl</td>
<td>wheel, circular</td>
<td>cyclone</td>
<td>cyclops, bicycle</td>
</tr>
<tr>
<td>dent/dont</td>
<td>tooth</td>
<td>dental</td>
<td>dentures</td>
</tr>
<tr>
<td>derm</td>
<td>skin</td>
<td>epidermis</td>
<td>hypodermic</td>
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<tr>
<td>dorm</td>
<td>sleep</td>
<td>dormant</td>
<td>dormitory</td>
</tr>
<tr>
<td>duc/duct</td>
<td>lead</td>
<td>conduit, conduct</td>
<td>induce, aqueduct</td>
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<tr>
<td>dynam</td>
<td>power</td>
<td>hydrodynamics</td>
<td>dynamite</td>
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<tr>
<td>end/endo</td>
<td>within</td>
<td>endoral, endocardial</td>
<td>endogenous</td>
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<tr>
<td>equi</td>
<td>equal</td>
<td>equinox</td>
<td>equilibrium</td>
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</table>
## GET TO THE ROOT OF IT

### Do You Know Your Roots?

**Directions:** Identify the meaning of the root and provide examples from the subject area and from the real world.

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</table>
### Reading Tool

<table>
<thead>
<tr>
<th>Chain Reaction</th>
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</table>

#### HOW TO USE:

- Use this tool to help students understand significant events in the order they happened or the steps in a process.
- As students read about the event or process, have them identify each important event or step by noting it in one of the links of the chain. Caution students to be certain that the events or steps are in the proper order.
- Tell students to use as many links as they need to be sure they are including all significant events or steps.

#### TIPS/VARIATIONS:

- Make a chain from loops of construction paper, with each step or event written on a link before they are connected.
- Suggest that students color-code the links with various colors signifying particularly important events or steps. For example, red might be used to signify turning points in an event or critical steps in a process.
- Note any details about each step in the process or each event in the link.
- As a review, give students the events or steps in random order, which they would then place in the appropriate order on the chain.
- Remember to help students “shape” the steps by helping them recognize the importance of order, the impact if steps are out of order, and a vision of the intended result.

#### Strategies of Independent Strategic Readers Supported by this Reading Tool:

- 1. Have strategies to use when encountering new words.
- 2. Connect new knowledge to make meaning.
- 3. Think ahead to what might be coming.
- ✔ 4. Continually evaluate own understanding.
- ✔ 5. Create images of what is being read.
- ✔ 6. Periodically summarize what is read.
- 7. Use textual cues, visuals, and organization.
- 8. Have a plan for how to approach the task.
Chair Reaction

Topic: ________________________________________________________________

Directions: Record one important step or event in each link of the chain, beginning with the link in the upper left corner. Use as many links as you need to record all important steps or events.

In each link of the chain, enter an event from the reading or a step in a process in the correct order.

You may want to include information that is important about the event or a step in the process.

If the event occurred on a specific date, you may want to write that on the link, as well.

Use as many links as you need to be sure you have included all the major events or steps.
**Topic:** Events Leading to the Civil War

**Directions:** Record one important step or event in each link of the chain, beginning with the link in the upper left corner. Use as many links as you need to record all important steps or events.

1. **Mexican-American War**—debate about which new territories should be free or slave. 1847
2. Compromise of 1850 fails. Fugitive Slave Law rejected by Northerners. 1850
3. James Buchanan elected president; anti-slavery forces grow. 1856
   - Dred Scott decision—Supreme Court. 1857
   - Antislavery groups upset; slaveholders happy.
4. Southerners threaten to secede if Lincoln wins. 1859
5. John Brown’s raid on Harper’s Ferry. Slave uprisings feared. 1859
   - Lincoln-Douglas Debate. Lincoln gains votes. 1858
6. Lincoln elected president. 1860
7. South secedes from the Union and establishes the Confederate States. 1860
8. First shots fired on Fort Sumter. 1861
9. The Civil War begins. 1861
10. South secedes from the Union and establishes the Confederate States. 1860
11. Lincoln-Douglas Debate. Lincoln gains votes. 1858
13. Southerners threaten to secede if Lincoln wins. 1859
14. Compromise of 1850 fails. Fugitive Slave Law rejected by Northerners. 1850
15. James Buchanan elected president; anti-slavery forces grow. 1856
   - Dred Scott decision—Supreme Court. 1857
   - Antislavery groups upset; slaveholders happy.
16. Mexican-American War—debate about which new territories should be free or slave. 1847
Chain Reaction

Topic: ________________________________________________________________________________________________________

Directions: Record one important step or event in each link of the chain, beginning with the link in the upper left corner. Use as many links as you need to record all important steps or events.
HOW TO USE:

Identify two ideas about the concept that have a relationship with each other. This relationship might be one of the following:

- Part to whole
- Cause and effect
- Antonym or opposite
- Measurement
- Person to situation
- Synonym or substitution
- Location or geography
- Time

Identify another set of items that students are familiar with that has the same kind of relationship as the two identified from the reading.

After the students complete the reading assignment, have them use their knowledge about the concept to explain how the relationship of the first set is like the relationship of the second set.

TIPS/VARIATIONS:

- Model the thinking of how an analogy is formed by sharing a complete analogy.

- The first time students use this tool, have them to work only on comparing the relationships between the two sets of items. As they become more comfortable with making analogies, ask them to complete one or more of the parts of the analogy (the four boxes) as well as define how the relationships are alike.

- Keep in mind that the more parts of an analogy the student must complete, the more difficult it will be. Eventually, you can have students create the second set of relationships on their own.

- Ask students to create complete analogies and then have peers determine the relationships.
Making an Analogy

Think about the relationship between this first set of items. Then think of a statement that defines that relationship.

as

is to

As a second step, think about another set of items (that you or the teacher will provide) that has the same kind of relationship as the first set.

is to

Relationship:

Compare the two relationships, not the actual items, and write a statement that explains how the two relationships are alike.
Making an Analogy

Relationship:

Blood travels along the veins and arteries just as traffic travels on the interstate.
MAKING AN ANALOGY

is to

is to

as

Relationship: