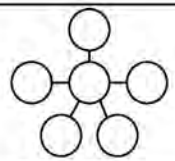
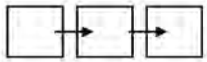
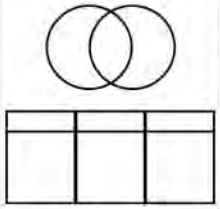
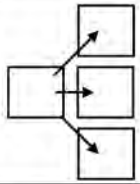
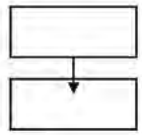
READING & WRITING ACROSS THE CURRICULUM

18 strategies for helping students apply reading & writing skills in content areas

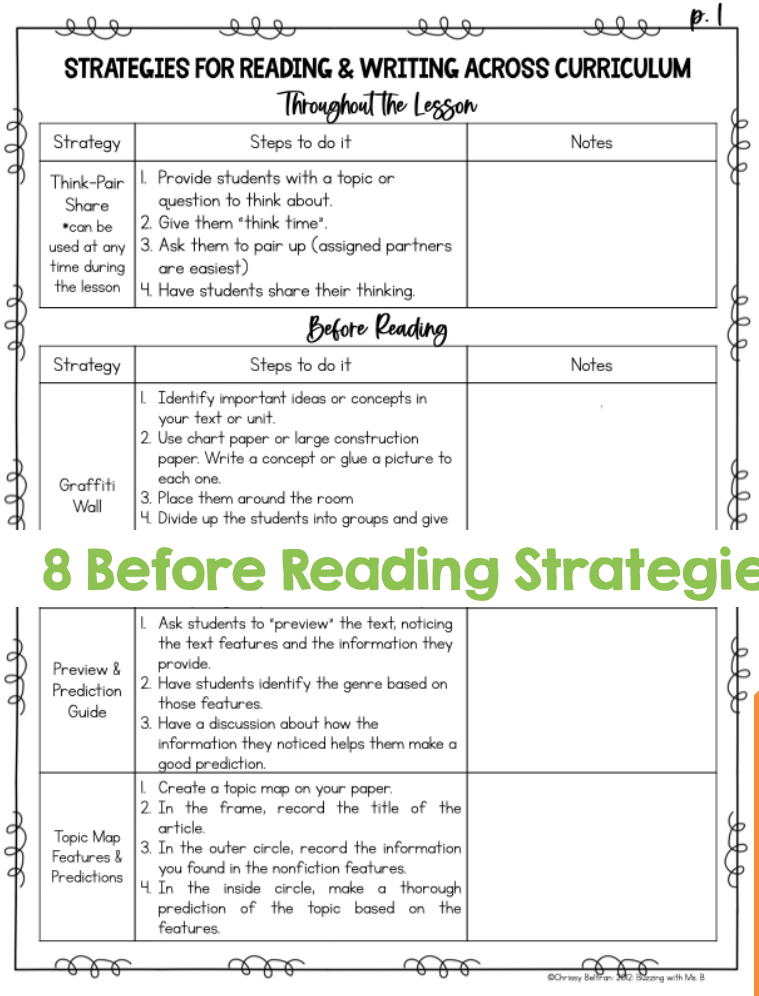
PARAGRAPH FRAMES

Descriptive		___ is an interesting ___ that can be discussed by looking at its parts/categories/ characteristics. The first of these is ___. It ___. The second is ___. It ___. Lastly, ___. It ___. Overall, it's a fascinating topic!	The saguaro is an interesting cactus that can be discussed by looking at its characteristics. The first of these is its root system. It allows the cactus to take in any available water. The second are its woody ribs. They can be used to build furniture! Lastly, the cactus has long arms. It can grow up to 25 of these arms! Overall, it's a fascinating topic!
Sequential Order		There are several steps to ____. First, ____. Then, ____. After that, ____. Next, ____. Finally, ____.	There are several steps to figuring out the prime factors of a number. First, identify two factors of that number. Next, circle any prime numbers. After that, find the circled numbers. Next, circle any prime numbers. Repeat this process until you are left with only prime numbers!
Compare /Contrast		____ and ____ are similar in many ways. Both ____. In addition to this, ____. They also both ____. However, there are also many differences between the two. ___ and ___. For example, while ___ ___, ___ ___. Secondly, ___ ___ while ___ ___. Finally, ___ ___ but ___ ___.	Fiction and literary nonfiction are similar in many ways. Both use literary devices. In addition to this, they may focus on a character or subject. They also both include events in sequence. However, there are many differences between the two. For example, while fiction entertains the reader, literary nonfiction is primarily information in a narrative format. Secondly, while fiction can be a "story", literary nonfiction is often a biography. Finally, fiction can be fantasy, but literary nonfiction is tied to true events and/or people.
Cause/ Effect		___ was caused by ___. Because of ___, ___ occurred. This resulted in ___. Finally, due to ___ ___.	The War of 1812 was caused by several events. Because of the war between the United Kingdom and France, the UK had refused to allow the US to trade with France. This resulted in the United Kingdom capturing United States trade ships and forcing them to become part of the Royal Navy. Finally, due to these factors, the United States declared war on June 8, 1812.
Problem/ Solution		The problem of _____ was affecting _____. After working through this challenge, _____ decided to _____. As a result of this, _____ and the problem was solved.	The problem of sticky chewing gum being stuck on the street was affecting the United Kingdom because it cost between $2-3$ dollars to remove each piece! After working through this challenge, a British company decided to make a water-soluble gum called "Clean Gum". As a result of this, the gum washes off in rainwater or when streets are clean and the problem was solved!

©Chrissy Beltran 2011 to present Buzzing with Ms. B

BUZZING with Ms. B

TEACHER'S GUIDE



p. 1

STRATEGIES FOR READING & WRITING ACROSS CURRICULUM

Throughout the Lesson

Strategy	Steps to do it	Notes
Think-Pair Share *can be used at any time during the lesson	1. Provide students with a topic or question to think about. 2. Give them "think time". 3. Ask them to pair up (assigned partners are easiest) 4. Have students share their thinking.	

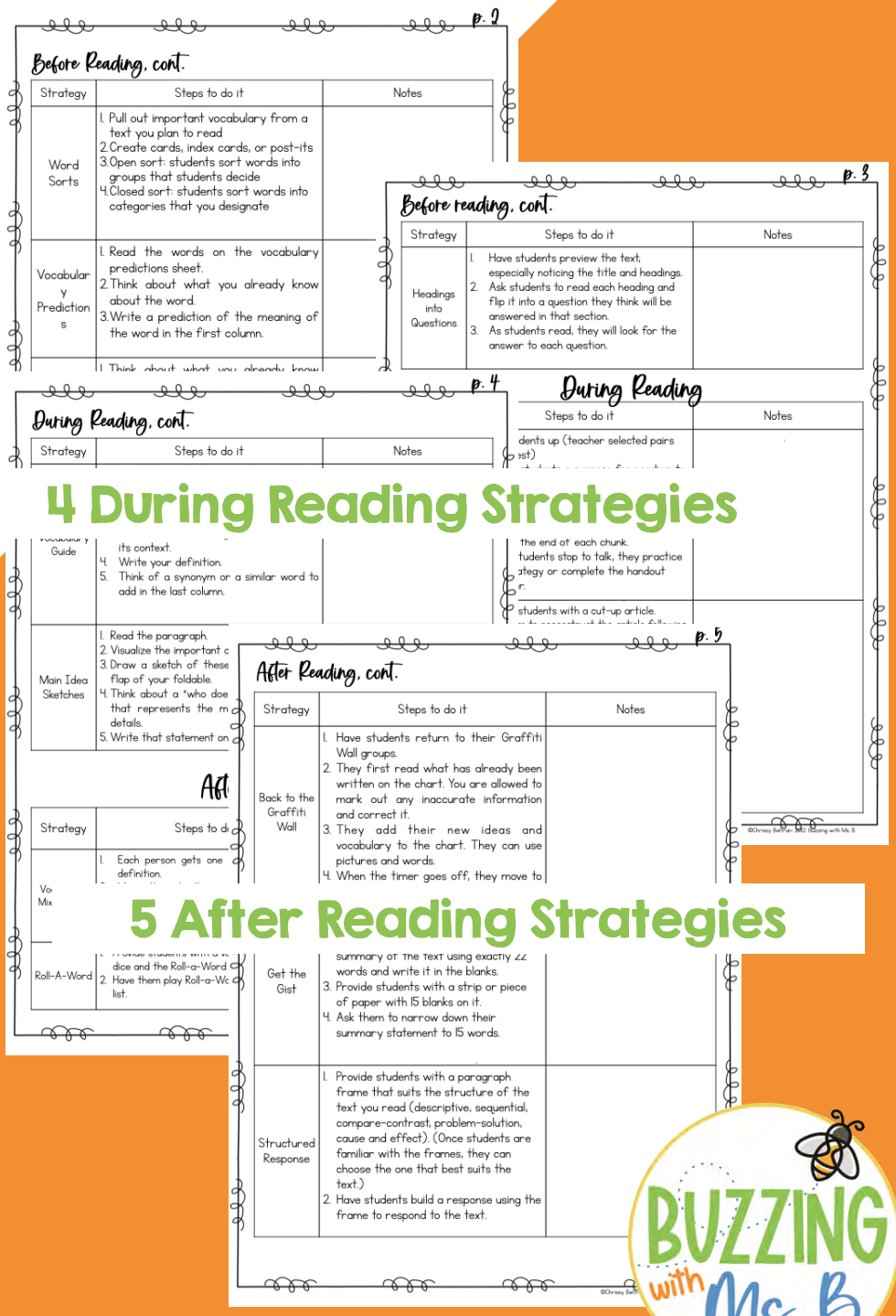
Before Reading

Strategy	Steps to do it	Notes
Graffiti Wall	1. Identify important ideas or concepts in your text or unit. 2. Use chart paper or large construction paper. Write a concept or glue a picture to each one. 3. Place them around the room 4. Divide up the students into groups and give	

8 Before Reading Strategies

Preview & Prediction Guide	1. Ask students to "preview" the text, noticing the text features and the information they provide. 2. Have students identify the genre based on those features. 3. Have a discussion about how the information they noticed helps them make a good prediction.	
Topic Map Features & Predictions	1. Create a topic map on your paper. 2. In the frame, record the title of the article. 3. In the outer circle, record the information you found in the nonfiction features. 4. In the inside circle, make a thorough prediction of the topic based on the features.	

©Chrissy Bellfan: Not Buzzing with Ms. B



p. 2

Before Reading, cont.

Strategy	Steps to do it	Notes
Word Sorts	1. Pull out important vocabulary from a text you plan to read 2. Create cards, index cards, or post-its 3. Open sort: students sort words into groups that students decide 4. Closed sort: students sort words into categories that you designate	
Vocabulary Predictions	1. Read the words on the vocabulary predictions sheet. 2. Think about what you already know about the word. 3. Write a prediction of the meaning of the word in the first column.	

p. 3

Before reading, cont.

Strategy	Steps to do it	Notes
Headings into Questions	1. Have students preview the text, especially noticing the title and headings. 2. Ask students to read each heading and flip it into a question they think will be answered in that section. 3. As students read, they will look for the answer to each question.	

p. 4

During Reading, cont.

Strategy	Steps to do it	Notes

During Reading

Steps to do it	Notes

4 During Reading Strategies

its context.
4. Write your definition.
5. Think of a synonym or a similar word to add in the last column.

1. Read the paragraph.
2. Visualize the important c
3. Draw a sketch of these
flap of your foldable.
4. Think about a "who doe
that represents the m
details.
5. Write that statement on

the end of each chunk.
tudents stop to talk, they practice
ategy or complete the handout
r.

students with a cut-up article.

p. 5

After Reading, cont.

Strategy	Steps to do it	Notes
Back to the Graffiti Wall	1. Have students return to their Graffiti Wall groups. 2. They first read what has already been written on the chart. You are allowed to mark out any inaccurate information and correct it. 3. They add their new ideas and vocabulary to the chart. They can use pictures and words. 4. When the timer goes off, they move to	
Get the Gist	summary of the text using exactly 22 words and write it in the blanks. 3. Provide students with a strip or piece of paper with 15 blanks on it. 4. Ask them to narrow down their summary statement to 15 words.	
Structured Response	1. Provide students with a paragraph frame that suits the structure of the text you read (descriptive, sequential, compare-contrast, problem-solution, cause and effect). (Once students are familiar with the frames, they can choose the one that best suits the text.) 2. Have students build a response using the frame to respond to the text.	

Each person gets one
definition.

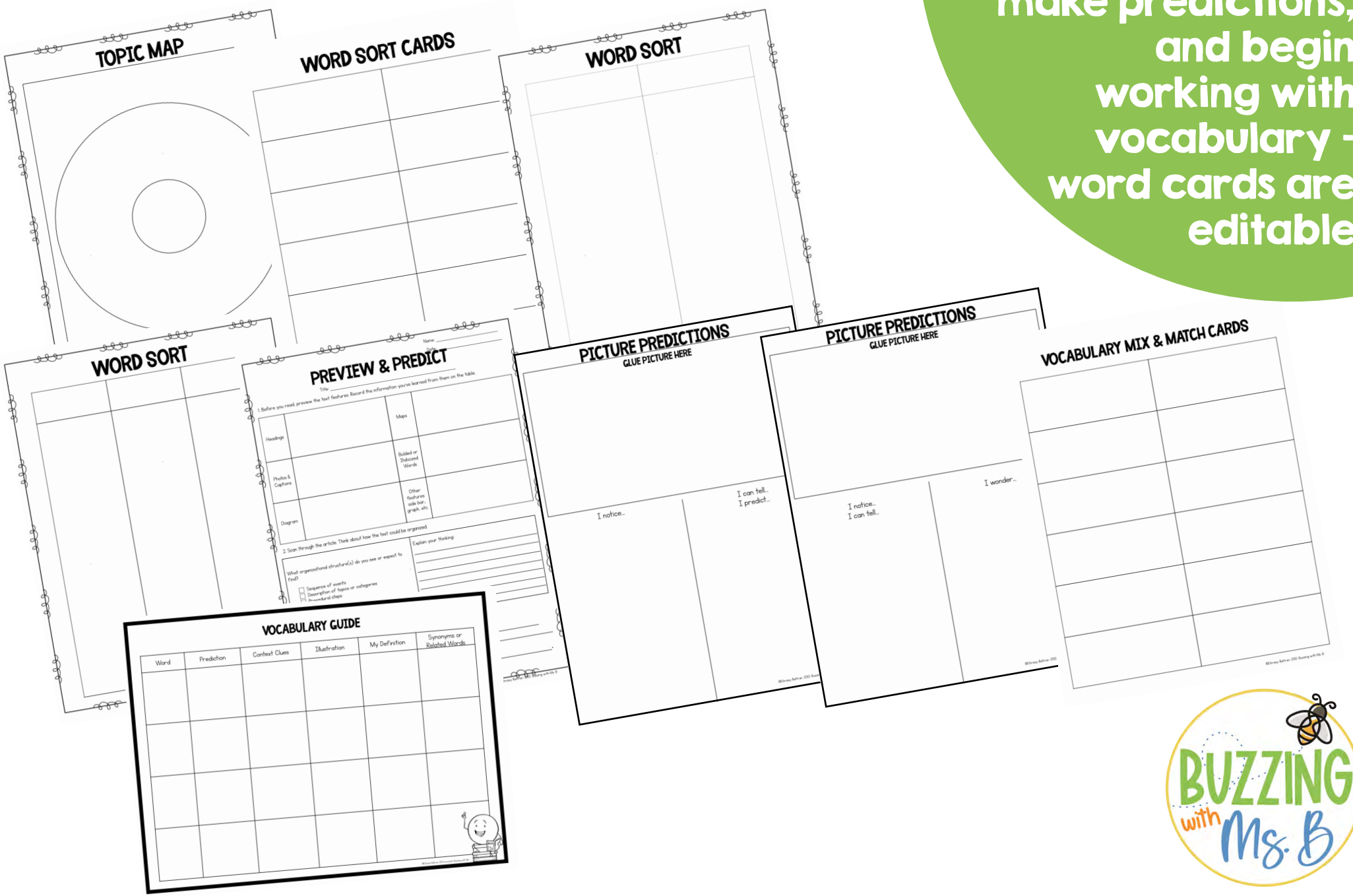
dice and the Roll-a-Word
Have them play Roll-a-Wo
list.

5 After Reading Strategies

BUZZING with Ms. B

HANDOUTS FOR BEFORE READING

Use these to preview text, make predictions, and begin working with vocabulary - word cards are editable

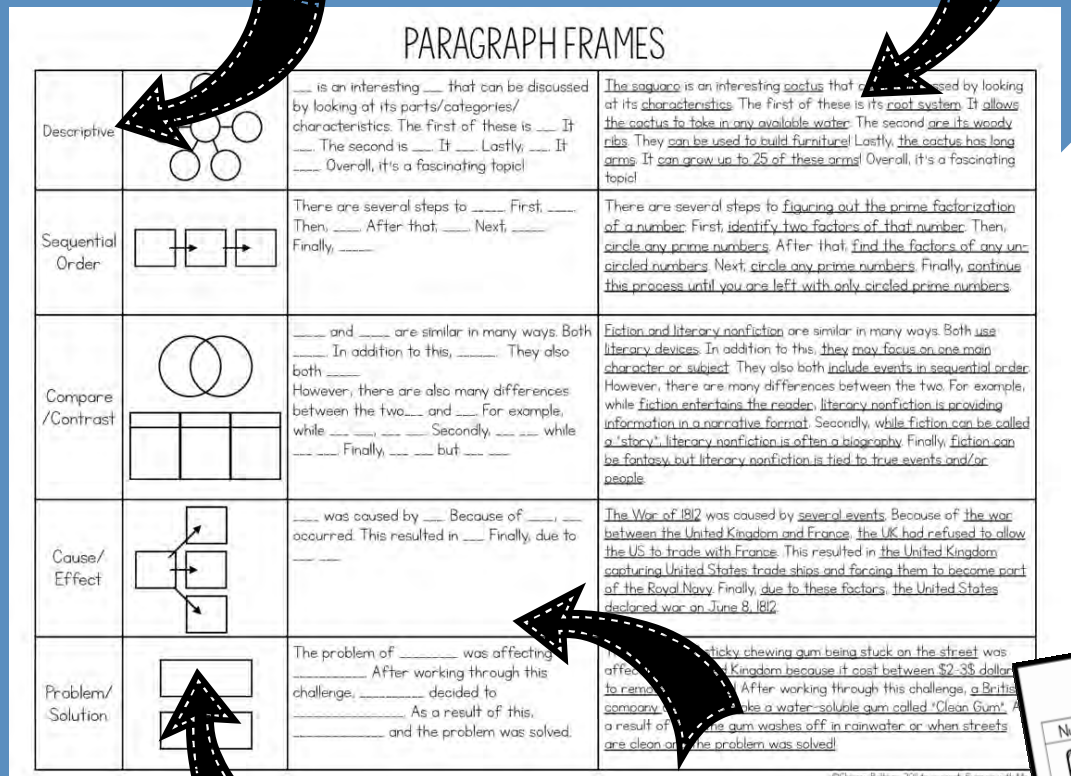


BUZZING with Ms. B

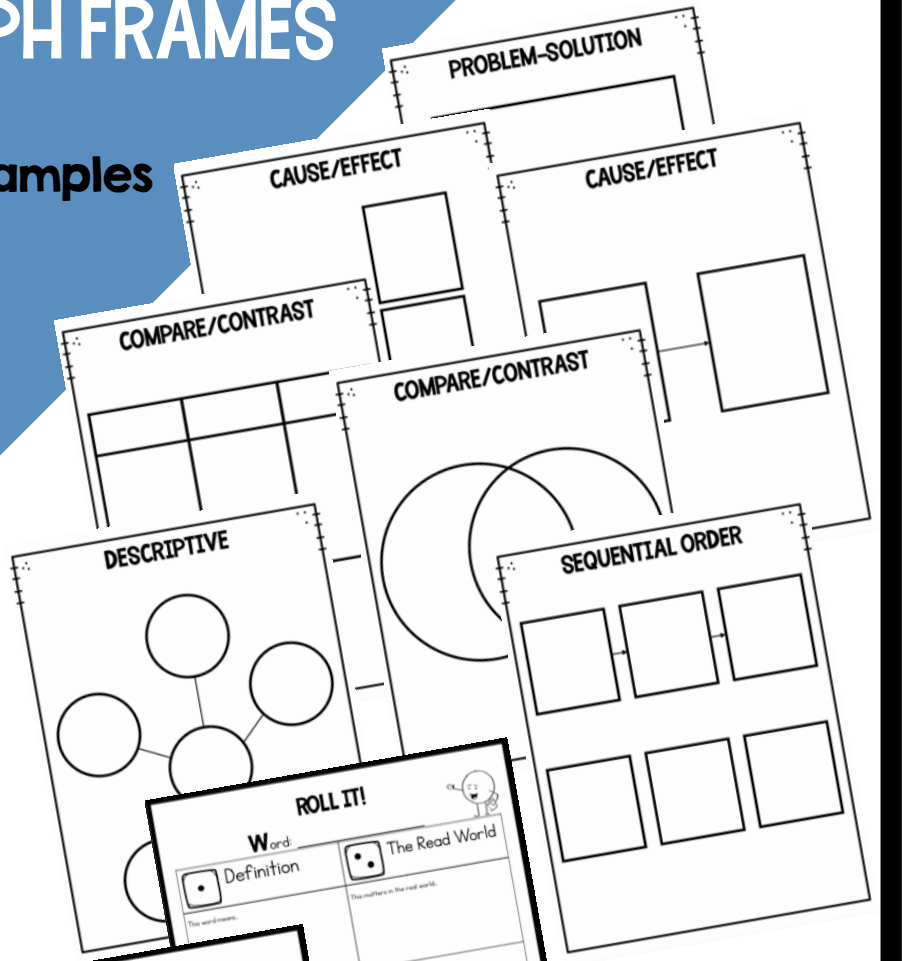
AFTER READING ACTIVITY, PARAGRAPH FRAMES & GRAPHIC ORGANIZERS

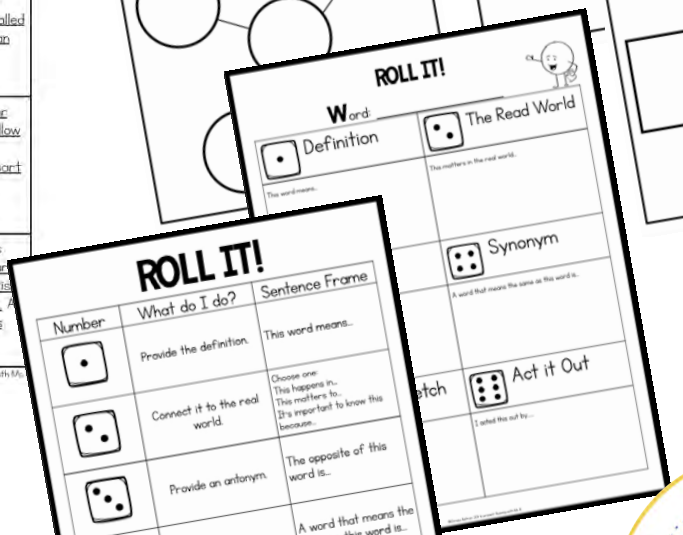
Five paragraph types

Paragraph examples



Paragraph response frames





Sample graphic organizers

BUZZING with Ms. B