Reading Fundamentals Content Literacy
K-8

Reading Fundamentals Content Literacy Units integrate reading skill and strategy instruction with the study of content area subject matter, specifically science and social studies.

Within the Reading Fundamentals framework are opportunities to read to students (mentor texts), to read with students (shared texts), and to have students read independently (books or texts at their independent reading levels). Reading selections are carefully curated to foster deep domain knowledge and understanding while simultaneously enhancing vocabulary, comprehension, and genre knowledge.

During the Interactive Read-Aloud phase, teachers read aloud mentor texts, modeling research-based skills and strategies and immersing students in a targeted content area of study. Teachers and students engage in collaborative conversations on the topics and texts. The interactive read-alouds also serve to build schema for the next phase of learning, the Mini-Lesson phase.

The mini-lessons revisit, reinforce, and further examine the specific strategies and domain knowledge previously introduced during the interactive read-aloud lessons. In the mini-lessons, teachers return to the mentor texts and short, shared texts to focus on a single skill or strategy and guide students as they practice this skill together. This guided practice enables students to begin to independently apply the strategies taught and build both genre and content knowledge.

Independent practice and application occur after each mini-lesson as students transfer the skills learned and the domain-specific schema activated to authentic reading material.

GUIDING PRINCIPLES AND BACKGROUND INFORMATION

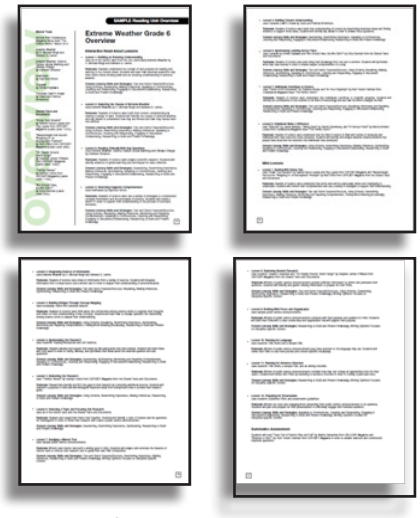
Integrating literacy and content instruction teaches students to learn to read while reading to learn.

“Implicit within the content of subject-matter texts, which teachers expect students to read, lie the reading processes (or skills and strategies) students need to comprehend the material. The point in giving content prominence over skills and strategies is to emphasize that we do not equate instruction in content area reading with teaching reading as a separate, or pull-out, subject. Isolated comprehension instruction is neither effective nor facilitative in developing students’ independence in reading and responding to content materials” (Alvermann & Eakle, 2003, p. 23).

Research shows that when strategy instruction is fully embedded in in-depth learning of content, the strategies are learned to a high level of competence (Guthrie et al.,1998). If students learn that strategies are tools for understanding content, then the strategies become purposeful and integral to reading and writing activities.

Conversely, if the teaching of reading and writing strategies is not "closely linked with knowledge and understanding in a content area, students are unlikely to learn the strategies fully, may not perceive the strategies as valuable tools, and are less likely to use them in new learning situations with new text" (RAND Reading Study Group, 2004, p. 730).

IN OUR PRODUCT



Reading Fundamentals Content Literacy Units integrate literacy and content area instruction into every lesson throughout the course of each 4- to 6-week inquiry into a specific science or social studies topic.

Each interactive read-aloud lesson and mini-lesson provides students with explicit, research-based strategies for meeting the challenges of reading and comprehending complex science and social studies texts, while simultaneously developing students' background knowledge or schema.

"Content-literacy-based classroom activities are language-rich, and require not only reading and writing, but also the abilities to speak and listen to communicate ideas fluently and precisely" (Forget et al., 2012).

Students read, write about, listen to, and discuss selections of texts from a variety of genres. This gradual acquisition of literacy skills and knowledge through inquiry builds engagement and enthusiasm for purposeful learning.

REFERENCES AND FOUNDATIONAL RESEARCH

Integrating Literacy Instruction with Content Area Knowledge Acquisition

- Why Students Should Write in All Subjects
- Juxtaposing Ideas to Deepen Understanding—in ELA, Math, and Science

Gradual Release of Responsibility Model

- Effective Use of the Gradual Release of Responsibility Model by Dr. Douglas Fisher
- Gradual Release of Responsibility Instructional Framework by Nancy Frey and Douglas Fisher
- The Messy Business of Gradual Release (GRR) by Sunday Cummins and Julie Webb

Explicit Teaching of Reading Comprehension Skills

- More Than Phonics: How to Boost Comprehension for Early Readers

Effectiveness of Read-Alouds for Developing Reading Skills

- The Hidden Power of Read Alouds
- The Power and Promise of Read-Alouds and Independent Reading

The Efficacy of Talk

- Metacognitive Talk Guides Students to Discuss Their Thought Processes by Nina Parrish

The Efficacy of Independent Reading

- Position Statements (NTCE)
- Creating Passionate Readers Through Independent Reading

Early Childhood Literacy

- Best Practices in Early Childhood Literacy

Adolescent Readers

- How to Help Striving Adolescent Readers

Conferring and Feedback

- Reading Conferences, Listening, and Identity
- Three Ways To Make Your Conferring More Effective

Correlation Between Student Engagement and Achievement

- Focus on Student Engagement for Better Academic Outcomes
- Why Student Engagement is Important in a Post-COVID World – and 5 Strategies to Improve It
- The Top Four Influencers of Student Engagement and Student Achievement

Classroom Libraries

- Classroom Libraries in Early Childhood
- Why Diverse Classroom Libraries Matter

Additional References and Foundational Research

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