Instructor's Resource Manual and Test Bank

for

Content Area Reading:
Literacy and Learning Across the Curriculum

Twelfth Edition

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Instructors of classes using **Content Area Reading: Literacy and Learning Across the Curriculum, 12/e**, *by Vacca, Vacca, Mraz* may reproduce material from the Instructor's Resource Manual and Test Bank for classroom use.

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Preface

This *Instructor's Resource Manual and Test Bank* for *Content Area Reading*, Twelfth Edition, provides a variety of tools that can be selected and adapted based on the instructional goals and teaching styles of individual educators. The instructor's resource manual includes the following components:

Purpose and Underlying Concepts

This section synthesizes the purpose of the chapter and lists the key concepts presented by the textbook authors.

Student Objectives

This section lists key ideas that the students should understand from studying the chapter. The objectives may serve as the stimulus for essay writing or class discourse.

Vocabulary and Key Terms

This section lists important terms that are included in the chapter. These terms might be used for assessing students' prior knowledge or assessing their knowledge of terminology after the study of a chapter is complete.

Activities and Discussion Questions

This section serves as a resource to assist instructors in actively engaging their students in classroom activities, research, and field experiences.

Before Reading

Each chapter suggests ideas that can be used prior to reading of the text. These include using chapter graphic organizers, brainstorming activities, personal reflection activities, hands-on experiences, and suggested topics for discussion.

During Reading

Each chapter suggests ideas relevant to major concepts that foster student engagement as the text is read.

After Reading/In the Field

Each chapter suggests class projects, small-group work, and individual activities that develop the major concepts of the text. Each chapter also includes activities, projects, and research suggestions for students who are working in a classroom.

Test Bank

The test bank provides multiple choice, true/false, and essay questions.

Chapter 1

Literacy Matters

Chapter-At-A-Glance

Chapter Outline	Chapter Objectives	Supporting Supplements
Effective Teaching in Content Areas • What Makes a Teacher Effective • Effective Teachers and the Common Core State Standards • Effective Teachers Differentiate Instruction for a Wide Range of Students	• Identify traits, understandings, and characteristics that an effective teacher lends to instruction. • Define standards and explain the goals of the Common Core. • Explain the importance of planning instruction and organizing learning opportunities to actively engage students in developing core concepts.	• Power Point, Chapter 1 • Test Bank items
Literacy in the 21st Century World • New Literacies, New Ways of Learning • Adolescent Literacy • Disciplinary Literacy in Perspective • Disciplinary Literacy: A Brief Historical View	• Define literacy and new literacies; list ways in which teachers can use texts in content area classrooms. • Explain the ways in which literacy and learning are related. • Define disciplinary literacy and explain what it means to think with text.	• Test Bank items
Reading to Learn in a Discipline • The Role of Prior Knowledge in Reading • Reading as a Meaning-Making Process	• Summarize the classroom factors that influence reading to learn. • Illustrate that there is more to teaching than knowing the subject matter.	• Test Bank items

• Reading as a Strategic Process • Reading Comprehension	• Describe how schema influences comprehension and learning • Describe the characteristics of good readers and list ways to support students' development of these qualities.	

Purpose

The purpose of this chapter is to explore the critical role that teachers play in helping students to think and learn with text.

Underlying Concepts

1. Using texts effectively requires a willingness to explore instructional strategies that move beyond assigning and telling.

2. Teachers need to understand how Common Core State Standards impact content area instruction.

3. Content area teachers need to assist students in knowing how to think with text in order to respond to, discover, organize, retrieve, and elaborate on information and ideas they encounter in content learning situations.

4. Schema activation is the mechanism by which people access what they know and match it to information in the text; this allows students to seek and select relevant information, organize text information, and elaborate what they've read.

5. Students require new literacy skills to successfully interact with information and communication technologies.

Student Objectives

1. Students will understand that people think, learn, and communicate with all kinds of texts.

2. Students will appreciate ways in which literacy and learning are related.

3. Students will develop an understanding of disciplinary literacy and what it means to think and learn with text.

4. Students will be able to explain how schema influences comprehension and learning.

5. Students will understand the rationale behind the Common Core State Standards and their impact on content area classrooms.

6. Pre-service teachers will understand the impact of using new types of texts that will support students' learning and engagement.

Vocabulary and Key Terms

Comprehension

Content and process

Content literacy

Differentiated instruction

Disciplinary literacy

Literacy

New literacies

Prior knowledge

Reading Next

Reading to learn

Schema

Standards

Striving Readers Program

Teacher quality

Text

Activities and Discussion Questions

Before Reading

1. Have the students write an autobiographical reflection in which they recall middle and
    high school teachers (no names used) whom they believe were effective and/or
    ineffective. What strategies did the teachers use that engaged or disengaged students?
    Following the written assignment, divide a chart into two columns: Effective Strategies
    and Ineffective Strategies. Have the students share their autobiographical reflections by
    contributing memories under each column. Use the entries as a springboard for
    discussion.

2. As an alternative to activity number one, provide the students with a think-sheet entitled:
    Autobiographical Reflective Activity. The following directions can be used: From your
    earliest childhood memories of school, up to (and including) your high school
    recollections, use your brain for this exercise: First, quickly scan this list of content areas
    in which you have recollections and select three subject areas. Circle those areas.

    Art

    Science

Mathematics

Music

Health

Social Studies/History

Physical Education

Computer Sciences

English Literature

Foreign Language

Business

Psychology/Sociology

Second, think about those memories from a student perspective: What are your memories? Think about the positive memories and the negative ones. What did your teachers say, do, assign? How did they influence your attitude toward the subject? What did they do that you recall in a positive way? In a negative way?

3. Have students define the key terms. Use their responses to these questions as a pre-assessment tool to determine students' prior knowledge about the topics to be covered in the chapter.

4. Have students work in small groups to complete an anticipation guide using the statements listed below. When they have completed their small-group activity, convene the whole class for a discussion of small-group responses.

Statements:

- o Reading instruction in middle and secondary schools is unnecessary.

- o Content area teachers should expect students to read their textbooks.

- o   Content area teachers should teach their students how to study.

- o   The primary role of the content area teacher is to teach subject matter.

- o   It is important to students to learn how to think and evaluate the usefulness of texts.

During Reading

5. Provide students with a template or graphic organizer that reflects the characteristics of good readers. For each characteristic, students should record instructional ideas that would either explicitly teach or support students' development of each quality while interacting with content area texts.

5. While reading the chapter, ask students to consider how learning their content requires students to participate in each of the strands of literacy: reading, writing, talking, and viewing.

After Reading/In the Field

6. Instruct the students to interview a content area teacher on effective teaching strategies that he or she uses to engage students in learning. Students may share their findings in small-group or whole-class discussions.

7. Instruct the students to interview a content area teacher on how he or she motivates students to read text material. Students may share their findings in small groups.

8. Divide the class into groups according to the content area that each student is preparing to teach.

9. Have students bring to class a different sample of text used in their content area. Ask the students to brainstorm questions they might ask their own students in order to encourage those students to respond to the material from both an efferent and an aesthetic stance.

10. Require students to find the standards for the content area and grade level they most want to teach. Put them in small groups to compare and contrast them.

Chapter 2

Learning with New Literacies

Chapter-At-A-Glance

Chapter Outline	Chapter Objectives	Supporting Supplements
New Literacies and Multiliteracies: An Overview • From the Arts to Media Literacy • Nonlinear Characteristics of New Literacies • Linking In-School with Out-of-School Literacies • New Literacies and Content Standards	• Articulate the rationale for using electronic texts in content area classrooms. • Explain the term *new literacies*. Discuss how new literacies impact content area learning.	• PowerPoint, Chapter 2 • Test Bank items
Engage and Empower Learning: Getting Started • Model How to Think and Learn in Multimodal Environments • Developing a Framework for New Literacies • Show Learners How to Evaluate Websites	• Express the value of the Internet as a motivational, informational, and communication resource. • Discuss the importance of learning how to adapt to continuously changing technologies.	• Test Bank items
Strategies for Writing to Learn • Blogs and Wikis • Threaded Discussions	• Explore types of and the potential of new reading and writing forms.	• Test Bank items
Strategies for Multimodal Learning • Internet Workshops • Internet Inquiries • Adapting Learning Strategies with Technology	• Identify strategies to show students how to think and learn in multimodal environments.	• Test Bank items

Purpose

The purpose of this chapter is to explore how new literacies can be integrated across content area subjects.

Underlying Concepts

1.   New literacies offer students a variety of interesting and relevant experiences with texts that can be used to enhance content area learning.

2.   Emerging information and communication technologies (ICT) require the application of strategic knowledge, skills, and insights, as well as the ability to use reading and writing to learn.

3.   Blogs, wikis, and threaded discussions are interactive tools that can enhance communication about content area topics and foster socially mediated learning.

4.   Internet workshops can create an instructional framework for engaging students in consistently scheduled inquiry and collaborative learning.

5.   Electronic authoring systems and software programs, such as hypertext and hypermedia, can provide students with creative outlets for demonstrating content area knowledge.

Student Objectives

1.   Students will articulate a rationale for using new literacies in content area classrooms.

2.   Students will understand the meaning of the term *new literacies* and how those literacies affect content learning.

3.   Students will understand that learning how to adapt to continuously changing technologies is more critical than knowing any particular ICT.

4.   Pre-service teachers will be able to apply various types of instructional strategies that help students learn using the Internet.

5.   Students will understand the steps they should follow when implementing an Internet project.

Vocabulary and Key Terms

Blogs

Hypermedia

Hypertext

Information and communication technologies (ICT)

Internet inquires

Media literacy

Multiliteracies

Netiquette

New literacies

Threaded discussion

WebQuests

Wikis

Activities and Discussion Questions

Before Reading

1. Have the students brainstorm ways they have observed teachers using new literacies. Have the students classify their observations as effective or ineffective. Discuss the factors that contribute to the use of new literacies being effective or ineffective.

2. Allow students time to discuss their experiences with new literacies. Are the experiences that they recall positive or negative? How could negative experiences have been altered to provide a positive learning experience?

3. The authors suggest that, "New literacies have transformed the way we read, write, think, communicate, and make meaning." Discuss this statement and its implications for education.

During Reading

4. Ask students to select three sites pertaining to their content area of interest and evaluate each site's usefulness for enhancing the content area curriculum.

5. As students read the beginning of the chapter, have them generate a list of reasons for using new literacies to enhance content area learning.

6. Based on what they are learning in the chapter about strategies for online learning, have the students brainstorm ways in which the effectiveness of these electronic resources could be enhanced.

7. Challenge students to design an Internet inquiry based on a content area topic of study.

After Reading/In the Field

8. Ask each student to select a topic of interest within his or her content area and locate websites related to that topic. Require each student to compile an annotated bibliography of those websites to be shared with classmates who are preparing to teach the same content area.

9.   Require students to design an Internet project for their content area of interest that adheres to the considerations listed in the textbook.

10.   Have students design a WebQuest for a topic related to their content area of interest. Each WebQuest component (introduction, task, process, resources, learning advice, and conclusion) should be included in the design.

11.   Challenge students to explore the electronic book venues suggested in the chapter. Each student should compile a list of annotated sources from these venues that are relevant to his or her content area of interest. Resources may be shared with classmates.

12.   Pair students and have them select a topic of interest to search on the web. Ask each student begin with the same website and subsequently locate information independently, documenting each step and link selected. Following the web search, pairs should compare and contrast how they went about the search. Use this activity to discuss how to implement web inquiry with middle or high school students.

13.   Using a smart panel or projection system, demonstrate how to conduct a web search on a topic of interest by using a variation of the think aloud strategy. Talk as you conduct the search, modeling your reasoning for selecting particular links.

14.   Have pre-service teachers interview middle school or high school students about their use of electronic texts. Use the information obtained from the interviews to discuss with other pre-service colleagues the types of skills and strategies students need to possess in order to use electronic resources effectively.

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