**Examples of integrating reading in the content area**

**KWL:** K-W-L Chart is used to capture the before, during, and after components of reading a text selection, which tracks what a student knows (K), wants to know (W), and has learned (L) about a topic.

**Anticipation Guides:** An anticipation guide is a comprehension strategy that is used before reading to activate students’ prior knowledge and build curiosity about a new topic.

**Semantic Feature Analysis:** Semantic Feature Analysis uses a grid to help you explore how a set of things are related to one another. By analyzing the grid you'll be able to see connections, make predictions and master important concepts. You'll also realize things that you don't know yet, so you'll know what additional research you need to do.

**Concept Maps:** A concept map is a visual organizer that can enrich students' understanding of a new concept. It is developed to enhance meaningful learning experiences in the content areas, and a way to develop logical thinking and study skills by revealing connections and helping students see how individual ideas form a larger whole.

**QAR:** The question–answer relationship (QAR) strategy helps students understand the different types of questions. It teaches students how to ask questions about their reading and where to find the answers to them. It helps students to think about the text they are reading and beyond it, too.

**DRTA:** The Directed Reading Thinking Activity (DRTA) is a comprehension strategy that guides students in asking questions about a text, making predictions, and then reading to confirm or refute their predictions. The DRTA process encourages students to be active and thoughtful readers, enhancing their comprehension.

**Word Sorts:** A concept sort is a vocabulary and comprehension strategy used to familiarize students with the vocabulary of a new topic or book. It allows teachers to introduce the new vocabulary which students will see in the assigned text. It provides teachers with information about how much the students already know about a topic. It familiarizes students with the vocabulary of a new topic or book.

**Read-Write-Pair-Share:** It is a collaborative learning strategy in which students work together to solve a problem or answer a question about an assigned reading. This technique requires students to (1) think individually about a topic or answer to a question; and (2) share ideas with classmates. Discussing an answer with a partner serves to maximize participation, focus attention and engage students in comprehending the reading material.

**Think-alouds:** The purpose of the think-aloud strategy is to model for students how skilled readers construct meaning from a text. Teachers verbalize aloud while reading a selection orally. Their verbalizations include describing things they're doing as they read to monitor their comprehension. It teaches students to re-read a sentence, read ahead to clarify, and/or look for context clues to make sense of what they read.

**FRY Graph:** The process involves taking a measure of sentence length and word difficulty to determine a grade-level score for texts. It is important to keep in mind that just because a formula indicates that a text is written at a certain grade level, it does not mean that it is ideal for that grader—it may or may not be. Readability formulas provide you with one piece of evidence that must be used in conjunction with other evidence (e.g., the extent to which the text is reader friendly) to determine its appropriateness for your students.