

Content-Area Literacy Resources

This resource contains 7,932 words drawn from all areas of the curriculum, a six-step procedure for teaching vocabulary, and games and other activities for review:

- Marzano, R. J., & Pickering, D. J. (2005). *Building academic vocabulary: Teacher's manual*. Alexandria, VA: Association for Supervision and Curriculum Development.

This book contains general vocabulary strategies and a separate chapter devoted to building academic vocabulary in math, science, social studies, and the arts:

- Cunningham, P. M. (2009). *What really matters in vocabulary: Research-based practices across the curriculum*. Boston: Pearson.

The following resources contain ways to guide students through informational text and ideas for incorporating writing into subject-area lessons:

- Daniels, H., & Harvey, S. (2009). *Comprehension & collaboration: Inquiry circles in action*. Portsmouth, NH: Heinemann.
- Harvey, S., & Goudvis, A. (2007). *Strategies that work: Teaching comprehension for understanding and engagement* (2nd ed.). Portland, ME: Stenhouse.
- Moss, B., & Loh, V. (2010). *35 strategies for guiding readers through informational text*. New York: Guilford Press.
- Murphey, D. (2010). *You can't just say it louder! Differentiated strategies for comprehending nonfiction*. Huntington Beach, CA: Shell Education.

These resources contain content-specific lesson templates and examples for teaching vocabulary in grades 1–8:

- Dugan, C. (2010). *Strategies for building academic vocabulary in mathematics*. Huntington Beach, CA: Shell Education.
- Dugan, C. (2010). *Strategies for building academic vocabulary in science*. Huntington Beach, CA: Shell Education.
- Dugan, C. (2010). *Strategies for building academic vocabulary in social studies*. Huntington Beach, CA: Shell Education.

These resources contain content-specific lesson templates and examples for teaching comprehension in grades 1–8:

- Brummer, T., & Macceca, S. (2008). *Reading strategies for mathematics*. Huntington Beach, CA: Shell Education.
- Daniels, H., & Steineke, N. (2010). *Texts and lessons for content-area reading*. Portsmouth, NH: Heinemann.
- Macceca, S. (2007). *Reading strategies for science*. Huntington Beach, CA: Shell Education.
- Macceca, S. (2007). *Reading strategies for social studies*. Huntington Beach, CA: Shell Education.

The following are practical articles on literacy strategies across the curriculum:

- Akhondi, M., Malayeri, F. A., & Samad, A. A. (2011). How to teach expository text structure to facilitate reading comprehension. *The Reading Teacher*, 64(5), 368–372.
- Blachowicz, C., & Obrochtav, C. (2005). Vocabulary visits: Virtual field trips for content vocabulary development. *The Reading Teacher*, 59(3), 262–268.
- Bluestein, N. A. (2010). Unlocking text features for determining importance in expository text: A strategy for struggling readers. *The Reading Teacher*, 63(7), 597–600.
- Cummins, S., & Stallmeyer-Gerard, C. (2011). Teaching for synthesis of informational texts with read-alouds. *The Reading Teacher*, 64(6), 394–405.
- Dymock, S., & Nicholson, T. (2010). "High 5!" Strategies to enhance comprehension of expository text. *The Reading Teacher*, 64(3), 166–178.

- Fisher, D., Frey, N., & Lapp, D. (2008). Shared readings: Modeling comprehension, vocabulary, text structures, and text features for older readers. *The Reading Teacher*, 61(7), 548–556.
- Ikpeze, C. H., & Boyd, F. B. (2007). Web-based inquiry learning: Facilitating thoughtful literacy with Webquests. *The Reading Teacher*, 60(7), 644–654.
- Kelley, J. G., Lesaux, N. K., Kieffer, M. J., & Faller, S. E. (2010). Effective academic vocabulary instruction in the urban middle school. *The Reading Teacher*, 64(1), 5–14.
- Kelley, M. J., & Clausen-Grace, N. (2010). Guiding students through expository text with text feature walks. *The Reading Teacher*, 64(3), 191–195.
- Knipper, K. J., & Duggan, T. J. (2006). Writing to learn across the curriculum: Tools for comprehension in content area classes. *The Reading Teacher*, 59(5), 462–470.
- Moss, B. (2005). Making a case and a place for effective content area literacy instruction in the elementary grades. *The Reading Teacher*, 59(1), 46–55.
- Neufeld, P. (2005). Comprehension instruction in content area classes. *The Reading Teacher*, 59(4), 302–321.
- Ogle, D., & Correa-Kovtun, A. (2010). Supporting English-language learners and struggling readers in content literacy with the “partner reading and content, too” routine. *The Reading Teacher*, 63(7), 532–542.
- Pierce, M. E., & Fontaine, M. L. (2009). Designing vocabulary instruction in mathematics. *The Reading Teacher*, 63(3), 239–243.
- Putman, M. S., & Kingsley, T. (2009). The atoms family: Using podcasts to enhance the development of science vocabulary. *The Reading Teacher*, 63(2), 100–108.
- Raphael, T. E., & Au, K. H. (2005). QAR: Enhancing comprehension and test taking across grades and content areas. *The Reading Teacher*, 59(3), 206–221.
- Stahl, K. A. D., & Bravo, M. A. (2010). Contemporary classroom vocabulary assessment for content areas. *The Reading Teacher*, 63(7), 566–578.
- Spencer, B. H., & Guillaume, A. M. (2006). Integrating curriculum through the learning cycle: Content-based reading and vocabulary instruction. *The Reading Teacher*, 60(3), 206–219.
- Wilcox, B., & Monro, E. (2011). Integrating writing and mathematics. *The Reading Teacher*, 64(7), 521–529.