

KWL Chart
Reading in the Content Area

Your name: _____ Dan Sprunger _____ Date: _____ 10-19-05 _____

Content Area: _____ Art _____ Unit: _____ Perspective/Illusion _____

Know	Want To Know	Learned
<p>Students have difficulty reading and understanding concepts in textbooks.</p> <p>It is difficult to find ways to incorporate reading and vocabulary information into art creatively.</p> <p>Art is both concrete and abstract, and for students to visualize this, they have to have an idea or example to wrap their mind around. Sometimes this can come from reading or seeing examples.</p>	<p>Some ways to help students understand what they read about art and illusion/perspective.</p> <p>Some ways of reviewing the material with the students so that they can use their art skills and knowledge in the future.</p> <p>Ways of challenging students to experiment with new methods, while considering traditional styles, and how to do this in a fun way.</p>	<p>Some strategies for helping students to understand and comprehend what they are learning about art.</p> <p>Some creative ways of effective reading skills and fun ways of reviewing the content of the chapters discussed/read.</p> <p>That reading is important in art, and that finding ways to make it practical for the students is possible, fun, and beneficial for overall learning.</p>

Commonalities of Proficient and Struggling Readers

Both need teacher assistance for full understanding of material
Both feel successful when accomplishing task
Both participate in the exercise of reading
Encouragement from teacher can aid student in overcoming difficulties

Proficient Readers

Use prior knowledge
Understand task and set reading goals
Use different strategies for deciphering and comprehension
Monitor their comprehension
Reflect on reading
Summarize main ideas
Learn from other sources
Spend time reading
Read many words automatically
Organize and integrate new information

Struggling Readers

Read without a purpose or goal
Begin reading without preparation
Get distracted easily
Read to get done
Lack of understanding
Cannot visualize organization
Don't recognize important vocabulary
Add on, instead of integrate new information
Don't realize they don't understand
Success is a result of luck

Stage One	Stage Two	Stage Three
<p>This stage occurs <u>before the reading</u> takes place. This involves the student's preparation and approach to reading the content before ever beginning.</p> <p><u>Strategies</u></p> <ul style="list-style-type: none"> • Give the students a KWL chart and explain how to use it as they read • Summarize the context of the reading for the students • Give the students pointers on what to look for or how to read the passage, i.e., what approach to take 	<p>This stage occurs <u>during the reading</u> as the student works to identify, comprehend, understand and analyze the organization of the content he or she is reading.</p> <p><u>Strategies</u></p> <ul style="list-style-type: none"> • Have students take notes or highlight important words or work through a worksheet • Have student jot down difficult words • Have students look for organization such as headings and subheadings 	<p>This stage occurs <u>after the reading</u> as the student reflects on what he or she has read and learned, and seeks other sources out to verify and validate the information.</p> <p><u>Strategies</u></p> <ul style="list-style-type: none"> • Have the students summarize the passage in their own words, either verbally or through writing • Answer any tough questions that the students might have • Give the students a list of other sources to follow up on the material

