

*Teaching
Reading
in*

Science

A Supplement to
*Teaching Reading in
the Content Areas
Teacher's Manual
(2nd edition)*

by Mary Lee Barton

Deborah L. Jordan

Teaching Reading in Science

A Supplement to Teaching Reading in the Content Areas If Not Me, Then Who? (2nd Edition)

MARY LEE BARTON AND DEBORAH L. JORDAN

Teaching Reading in Science is a valuable companion to the *Teaching Reading in the Content Areas* (TRCA) Teacher's Manual and acknowledges the special challenges of reading in the context of science. Many of the book's principles derive from recommendations of the National Research Council's science standards.

The authors of *Teaching Reading in Science* begin by examining what research says about the role of the reader, the role of climate, and the role of text features for reading and science. They also discuss strategic processing as used by effective readers of science and strategic teaching incorporating a five-phase instructional model (engage, explore, explain, elaborate, evaluate).

Many science examples show how the vocabulary, informational text, and reflection strategies introduced in the *TRCA* Teacher's Manual can be used in science instruction, especially as they relate to the five-phase instructional model. In addition, *Teaching Reading in Science* includes informational text strategies such as PLAN (Predict, Locate, Add, Note), which asks students to create a visual they can use to take notes while reading and helps students construct meaning from science text.

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