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## Content Area Bookmarks

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# Content Area Bookmarks

Please enjoy the bookmarks included on this page and the following pages. They are meant to be cut out and put in your teacher's edition as a reminder to you of the strategies to enhance effective content area reading. The two strategies included here are Cubing and Say Something. If you are interested in an entire set of bookmarks, please refer to the publications order form on page 5. These bookmarks are from the Content Area Bookmarks II.

The bookmarks are designed to illustrate for teachers how to put current research into instructional practice. The goal is to move students to independent selection of the strategy or strategies that work best for each student. Each of these strategies can be used across all content areas.

## PROCESS JOURNAL

### WHAT IS IT?

The Process Journal has students record and explain how they have done something. For example, the students explain how they read a chapter and answered the questions or how they completed a math problem.

### WHY USE IT?

- Allows the teacher and the student to look at the processing involved.
- Helps to identify strengths and weaknesses in the student's thinking.
- Allows students to clarify their own thinking.
- Keeps students focused on how they are learning, rather than simply "doing the work to get it done."

### HOW TO DO IT

- Talk with students about the importance of thinking about and writing about how one learns.
- Model a process writing from class content.
- Ask students to do a mini-assignment and process writing.
- Have students share their papers in small groups.
- Review the model as a group for clarity.

Nist, S.L. & Diehl, W. (1994). Developing Textbook Thinking.



## PROCESS JOURNAL

### EXAMPLES

Name \_\_\_\_\_

Solve the math problem

$$2x + 3y = 15$$

Process explanation:

Name \_\_\_\_\_

Read pages 123-135  
and answer the following  
questions

Describe the process  
you used to answer  
2 of the following Qs.

1 Analyze Lee's battle  
strategies during the  
first two years of the  
Civil War.

2 Draw a pie graph of  
the losses of the  
north and south  
from deaths and  
injuries

3 Design a set of  
interview questions  
to ask A. Lincoln or  
J. Davis.



## SUMMARY JOURNAL

### WHAT IS IT?

The Summary Journal is a strategy designed to give students practice in writing effective summaries when reading informational text. The Summary Journal should reflect the author's main points.

### WHY USE IT?

- Helps students identify main points used by the author.
- Reinforces the main point for students as they take this type of notes.
- Encourages students to anticipate other points of view.

### HOW TO DO IT

- Select the information to be read.
- Students read the selection AND take notes on the reading.
- Encourage students to pay attention to the highlighting or boldface in the material as a source of major points and supporting details.
- Write a summary IN OWN WORDS based on reading notes.
- Teacher modeling of this strategy is important to the student success in writing summaries.

Nist, S.L. & Diehl, W. (1994). Developing Textbook Thinking.



## SUMMARY JOURNAL

### EXAMPLES OF RELATED ACTIVITIES

- Summarize each paragraph with one sentence.
- Write a telegram about the information at 15¢ per word. Total cost of the telegram not to exceed \$2.00
- Work together in small groups to summarize sections of a chapter and present the information to the class.
- Chart their information so that they are categorizing the information and present it to the class.
- Summarize a longer piece of text in one sentence.



## REACTION JOURNAL

### WHAT IS IT?

This strategy is designed as a series of journal entries written following a reading. This can be used for informational text, magazine articles, or stories. It specifically asks students to react to what they have read.

### WHY USE IT?

- 1 Helps students make personal connections to what they read.
- 2 Allows students to agree, disagree, or question what they have read.
- 3 Encourages the formulation of an opinion on the topic.

### HOW TO DO IT

- 1 Select an article or piece for reading.

All types of articles will work; controversial topics, or topics with more than one point of view, are the most successful.

- 2 Preview the questions students will need to answer in their reaction journal after reading the article.
- 3 Students read the article.
- 4 Model answering the questions the first two or three times the students are expected to write reaction journal entries.
- 5 Use the reaction journals as a starting point for a writing assignment for an opinion paper.

Nist, S.L. & Diehl, W. (1994). Developing Textbook Thinking.



## REACTION JOURNAL

### QUESTIONS TO ANSWER:

- 1 What was the author's point in writing the article?
- 2 Based on your knowledge, do you agree with the author's point? Explain.
- 3 What personal experiences or other examples can you use to support your point of view?

### EXAMPLE

Use the article "A Question of Fair Play," Newsweek, February 16, 1998.

The article is about professional golf's "must walk rule" and whether the rule should be lifted and carts made the standard for all tournament golfers.

- Students read the article.
- Students respond to three generic questions.
- Students react to the author's argument that professional golfers be allowed to use carts.
- Students, in their reactions, need to identify the authors' reasons or main arguments.
- Following the reaction journal entry, ask students to write their opinions, using their own experience or arguments from the article to support their opinion.