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## About This Book

*Strategic Reading in the Content Areas: Practical Applications for Creating a Thinking Environment, Second Edition* incorporates “guides” to focus thinking. A graphic organizer is used as a point of entry into each chapter, outlining the major elements of the book. The border, *Principles of Learning*, frames all ideas discussed in *Strategic Reading in the Content Areas*. Strategies to engage the mind of the reader serve as the backdrop and provide avenues for creating strategic readers. Strategic reading in the content areas involves three interactive reading ingredients: Reader, Context, and Text. These reading ingredients work interdependently but are addressed separately to assist educators in making reading accessible to ALL students. Developing strategic readers who “think about their thinking” and strategic reading in the content areas are the central focus, or target, for all ideas presented in this book. The graphic organizer is intended to assist you in understanding how a given chapter or section fits into the “larger picture” or current context of your learning.

*Strategic Reading in the Content Areas* is Volume 1 of the Literacy and Learning Trilogy. Strategies and examples referenced in this book are extensively presented in Volume 2, *Strategies to Engage the Mind of the Learner* (Billmeyer, 2006b). The traits and attributes of a strategic reader introduced in chapter 3 are extensively detailed in Volume 3, *Capturing All of the Reader Through the Reading Assessment System* (Billmeyer, 2006a). Children’s and adolescent literature referenced in the book can be found in chapter 10.

A learning team format has been incorporated to assist your learning. It is my hope that teams of educators will read, discuss, and use the process activities outlined at the beginning of each chapter or section. Specific learning team information is provided in the appendix, pages 263-265. For quick reference, strategies explained in chapters 6 and 7 are indexed on the following page. The icons will help to focus your attention on specific portions of the text.



At the beginning of chapters and sections, you will discover a page that prepares you for reading. The icon of a pointing finger signifies major upcoming topics of a chapter.



Another frequently used icon is the “notes” icon. It directs you to spaces where notes might be written.



At various junctures in your learning you will be challenged to reflect on your reading, either alone or with a colleague. The yin-yang icon denotes an opportunity for reflection.



Strategies and Process activities are found throughout the text. The synergy icon depicts an opportunity to process information—usually with one or more colleagues.



As stated earlier in the book, the purchaser of the text has permission to reproduce specific pages for classroom use. These pages are denoted by the blackline master icon.



And finally, you frequently will note examples of strategies provided throughout the text, highlighted with a flag icon.

I hope this information will complement your style of learning. Happy Reading! RB