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| IRIS Center logo. | **Outline** |
| **Secondary Reading Instruction (Part 1)**:Teaching Vocabulary and Comprehension in the Content Areas |

Module Home

* Module Description: This module describes how teachers can incorporate vocabulary and reading comprehension skills instruction into content-area lessons and will introduce you to a variety of effective practices—including the use of graphic organizers—to help students better understand what they read (est. completion time: 2 hours).
* Link: Secondary Reading Instruction (Part 2): Deepening Middle School Content-Area Learning with Vocabulary and Comprehension Strategies [IRIS Module]

Challenge

* Video: Ms. Chesser, a chemistry teacher at Wilton High School, is *chagrined*, which is a vocabulary word meaning *troubled*.

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Initial Thoughts

* Do you think teachers should teach vocabulary and reading comprehension skills within their content areas?
* What are the responsibilities of middle- and high school teachers for teaching vocabulary and comprehension skills within their content areas?
* What should content-area teachers know about vocabulary instruction?
* What should content-area teachers know about comprehension instruction?

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Perspectives & Resources

* Module Objectives
* Understand the importance of effective vocabulary and effective comprehension instruction in content areas
* Develop effective vocabulary instruction within content learning
* Enhance student’s reading comprehension in content areas

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* Page 1: Literacy in Content-Area Instruction
* Adolescent literacy is critical to the classroom success of middle- and high-school students.
* It is a necessary step to the achievement of expected outcomes, such as… [bullet points]
* Research Shows
* Audio: Deborah Reed discusses these issues.
* Audio: Sharon Vaughn discusses these issues.
* For Your Information
* Teachers who integrate academic literacy instruction with content instruction will find that their students are more likely to… [bullet points]
* Audio: Deborah Reed talks about implementing vocabulary and comprehension supports in the classroom and how teachers can get started.
* Did You Know?
	+ Link: Institute of Education Sciences (IES) [definition]

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* Page 2: Components of Effective Vocabulary Instruction
* *Vocabulary* is the content-specific words that students must know if they are to understand the material in a given subject area.
* Audio: Listen as Sharon Vaughn identifies some of the things students need to be able to do to learn new word meanings.
* Teachers can provide more-effective vocabulary instruction by… [bullet points]

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* Page 3: Selecting Essential Words
* Teachers know that there is much more vocabulary than they have time to cover in class.
* Vocabulary from content areas often contains/What this means/Examples [table]
* For Your Information
* What Can Teachers Do?
* To do that, they can preview the content materials and identify vocabulary words that are… [bullet points]
* Audio: Listen to Elfrieda Hiebert discuss the importance of teaching vocabulary.
* Audio: Listen to Deborah Reed discusses the importance of teaching vocabulary.

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* Page 4: Explicitly Defining and Contextualizing Terms
* As we mentioned on a previous page, asking students to use a glossary or dictionary to define a list of words is an ineffective way to teach vocabulary.
* For Your Information
* Video: Watch the video to see educational consultant Anita Archer highlight different form of the word *intent*.

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* Page 5: Helping Students Actively Process Vocabulary
* Reading in the content areas requires a deeper level of understanding than simply learning the definitions of vocabulary terms.
* Teachers can help students to do this by… [bullet points]
	+ Link: graphic organizer [definition]
* Audio: Listen as Paul Beavers talks about how he selects vocabulary, defines and contextualizes its meaning, and fosters discussion with his students.
* Video: Watch the movie to see how a seventh-grade math teacher helps her students learn how to break down words.
* Content area/Term [table]
* Audio: Listen as Elfrieda Hiebert talks about this in more detail.

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* Page 6: Providing Multiple Exposures to Vocabulary
* Another element of effective vocabulary instruction is for teachers to ensure that their students have *repeated exposures* to *key vocabulary*.
* Multiple exposures to vocabulary can be achieved through various ways, such as… [bullet points]
* Video: Watch the video below to see educational consultant Anita Archer demonstrate teacher-led vocabulary instruction in a middle school language-arts class.
* Activity
	+ Video: Activity A
	+ Video: Activity B
	+ Video: Activity C

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* Page 7: Building Vocabulary and Conceptual Knowledge Using the Frayer Model
* Within a unit of study are many vocabulary terms that students must learn.
* Science, Unit 2 Vocabulary (partial list) [table]
* Introducing and Teaching the Frayer Model
	+ Link: Click here to see a Frayer Model completed for one key concept in the science unit above: sedimentary rocks. [drop-down menu]
	+ For Your Information
		- Link: Click here for a PDF template of the Frayer Model for classroom use. [PDF]
* Examples of Frayer Models from Content Areas
	+ Link: English/Language Arts [drop-down menu]
	+ Link: Mathematics [drop-down menu]
	+ Link: Science [drop-down menu]
	+ Link: Social Studies [drop-down menu]
* Guided Practice with the Frayer Model
	+ Video: Watch the video below to see how a math teacher guides her students to generate characteristics of the term dilation and to distinguish *examples* and *non-examples* of this word.
* Independent Practice with the Frayer Model
	+ Video: Click on the video to see how small groups of students explain how they came up with examples and non-examples for the vocabulary term.
	+ Audio: Now listen as Deborah Reed talks about how much of the Frayer Model students can complete on their own.

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* Page 8: Components of Effective Comprehension Instruction
* Content-area teachers often assign work such as reading and answering questions about a chapter, distinguishing relevant from extraneous information in word problems, or writing a summary of subject matter material.
* Teachers can improve students’ comprehension skills by explicitly teaching strategies to help them… [bullet points]

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* Page 9: Activating Prior Knowledge
* Students’ comprehension of new information can be improved by *activating their prior knowledge*, a process that helps students make connections between new information and information they already know.
* To help students to activate prior or to build requisite knowledge teachers can… [bullet points]
* Did You Know?
* Video: View the video to see how Anita Archer, an educational consultant, connects the students’ prior knowledge about the term *depression* to help them to learn about the *Great Depression*.
* Audio: Listen as Sharon Vaughn discusses some ways to address this issue.
* Activity
	+ Video: Listen to three things Anita Archer does to help students activate their prior knowledge in order to learn the term *corporation*.
	+ Link: Click for feedback. [drop-down menu]

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* Page 10: Monitoring Comprehension
* *Monitoring comprehension* is a process in which students determine whether they understand what they are reading.
* Content-area teachers can demonstrate how to… [bullet points]
* Examples of Fix-Up Strategies [table]
* Audio: Listen as Deborah Reed shares a story that highlights the importance of monitoring comprehension.
* Link: CSR: A Reading Comprehension Strategy [ IRIS Module]
* Link: PALS: A Reading Strategy for High School [IRIS Module]

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* Page 11: Using Graphic Organizers
* *Graphic organizers* are visual aids designed to help students organize substantial amounts of content information.
* Audio: Listen as Cynthia Shanahan discusses how teachers should select the type of graphic organizers they wish to use based on the content area and desired student outcomes.
* Teacher/Assignment/Purpose/Graphic Organizer [table]

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* Page 12: Answering Questions
* Teachers routinely assign the questions at the end of a chapter to determine whether students have comprehended that chapter’s content.
* Right There/Think & Search/Author & Me/On My Own [table]
* For Your Information

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* Page 13: Generating Questions
* One way for students to increase their reading comprehension is by generating questions about the information they encounter in the text.
* Students can generate questions before, during, and after reading a passage to… [bullet points]
* Three levels of questions to aid comprehension [table]
* When transitioning students to generate questions independently, it may be necessary to provide scaffolded instruction by… [bullet points]
* Link: scaffolded instruction [definition]
* Link: Click here or on the graphic for a PDF of a student log for self-generated questions.
* Video: In this video, students practice generating a Level 2 question.
* For Your Information

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* Page 14: References & Additional Resources
* Suggested module citation
* References
* Additional Resources
* Page 15: Credits
* Content Experts
* Module Developers
* Module Production Team
* Media

Wrap Up

* Summary of the module
* Video: Secondary Reading Instruction Wrap Up Video
* Revisit your Initial Thoughts responses

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Assessment

* Take some time now to answer the following questions.

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