Module Home

**Outline­**

**Secondary Reading Instruction (Part 2)**:

Deepening Middle School Content-Area Learning with Vocabulary and Comprehension Strategies

* Link: Secondary Reading Instruction (Part 1): Teaching Vocabulary and Comprehension in the Content Areas [IRIS Module]
* Module Description: This module examines some of the reasons that adolescents struggle with content-area text and overviews effective strategies teachers can use to improve the vocabulary and comprehension skills of students with a wide range of abilities and across a variety of subjects (est. completion time: 1.5 hours).

Challenge

* Video: The teachers at O’Connor Middle School are hard at work…

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Initial Thoughts

* Why do so many adolescents struggle with content-area reading?
* What can teachers do to help students develop stronger vocabulary knowledge?
* What can teachers do to improve students’ comprehension of content-area text?

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Perspectives & Resources

* Module Objectives
* Understand why many middle school students struggle with content-area reading
* Be able to implement strategies to support multisyllabic word identification and increase vocabulary knowledge
* Know how to help students gain a deeper understanding of content-area texts

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* Page 1: Middle School Literacy
* Content-area teachers are often frustrated by the poor reading abilities…
* Audio: Listen as Don Deshler discusses some of the reasons that…
* Research Shows
* Did You Know?
* Audio: Deborah Reed discusses challenges and potential solutions…
* Audio: Don Deshler offers insight into the skills that these students…

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* Page 2: Text Complexity
* Adding to middle school students’ difficulty with word identification…
* Quantitative Dimensions
	+ These factors include readability aspects such as… [bullet points]
		- Link: text cohesion [definition]
* Qualitative Dimensions
	+ Link: academic language [definition]
	+ Audio: Paola Uccelli on how language affects learning.
	+ Audio: Paola Uccelli on the implications for educators.
* Reader and Task Considerations
	+ Individual student factors can include things like… [bullet points]
	+ Did You Know?

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* Page 3: Vocabulary Knowledge
* One of the primary skills that students need for reading and…
* Link: anchor standard [definition]
* Did You Know?
* Given the important relationship between strong academic… [bullet points]
* Audio: Paola Uccelli explains why teaching vocabulary words in…
* Audio: Don Deshler discusses the benefits of using strategies to…
* Link: Secondary Reading Instruction (Part 1): Teaching Vocabulary and Comprehension in the Content Areas [IRIS Module]

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* Page 4: Introduction to Possible Sentences
* One strategy that can be used to support initial vocabulary learning…
* Link: close reading [definition]
* Link: pre-teaching vocabulary terms [definition]
* Possible Sentences consists of six steps… [bullet points]
	+ Link: student-friendly definition [definition]
* Research Shows

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* Page 5: Select Words
* Select unfamiliar and familiar words (step 1)
	+ Prior to engaging the class in a Possible Sentences lesson…
	+ Link: Click to view the social studies text… [drop-down menu]
	+ For example, compere these two definitions [bullet points]
	+ Link: Click for a lesson plan template for… [Word doc]
	+ Link: Click for a lesson plan template for implementing… [PDF]
	+ Activity
		- Link: Britannica Dictionary [website]
		- Link: Longman Dictionary [website]
	+ English/Language Arts Example
		- To view another example of unfamiliar… [drop-down menu]

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* Page 6: Pronounce and Define Words
* Practice word identification (step 2)
	+ When the selected words are presented to students, they will…
	+ Video: The first video explains how to teach students to break…
	+ Video: The second video shows Dr. Anita Archer implementing…
* Generate student-friendly definitions (step 3)
	+ After the teacher has selected the unfamiliar and… [bullet points]
	+ Link: Click for an example of how this can be… [drop-down menu]
	+ Video: Watch the social studies teacher in the video as she…
	+ Activity
	+ English/Language Arts Example
		- Link: Click to view a different example… [drop-down menu]

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* Page 7: Compose Possible Sentences
* Compose possible sentences (step 4)
	+ The next step in implementing Possible Sentences is to ask…
	+ Video: In the video below, the teacher demonstrates how to…
	+ Video: In the video below, students share some of their own…
	+ However, Possible Sentences offers some built-in… [bullet points]
	+ For Your Information
	+ Audio: Listen as Deborah Reed discusses when to implement…
	+ English/Language Arts Example
		- Link: Click to see examples of student… [drop-down menu]

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* Page 8: Read Text and Revise Sentences
* Read text (step 5)
	+ Once the sentences have been shared and discussed…
	+ Link: expectations for vocabulary knowledge [definition]
* Evaluate, discuss, revise sentences (step 6)
	+ Link: Anchor Standards 1 and 4 [definition]
	+ Video: Note how the teacher in the video below models…
	+ English/Language Arts Example
		- Link: Click to view how this process… [drop-down menu]

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* Page 9: Comprehending Content-Area Text
* In addition to vocabulary knowledge, understanding content-area text…
* Textual Evidence
	+ Link: text-dependent analysis [definition]
* Perspective-Taking
	+ As can be seen in the Common Core State… [bullet points]
	+ Research Shows

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* Page 10: Introduction to Anticipation-Reaction Guide
* One strategy teachers can use to help students document textual…
* Teachers can use this guide to… [bullet points]
* Link: text passage on tropical rainforests… [drop-down menu]
* Link: Click for a blank Anticipation-Reaction Guide [Word doc]
* Link: Click for a blank Anticipation-Reaction Guide [PDF]
* Students use the guide as they work through… [bullet points]

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* Page 11: Identify Personal Perspectives
* When teachers use an Anticipation-Reaction Guide, their first step…
* For this step the students will… [bullet points]
* Audio: Listen as Deborah Reed discusses the benefits of having…
* Video: The video below depicts a middle school social studies class…

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* Page 12: Document Evidence and Consider Perspectives
* The next step is to read, to document textual evidence, and to…
* For this step the students will… [bullet points]
* Did You Know?
* Link: primary sources [definition]
* Video: The video below depicts students engaged in Step 2….

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* Page 13: Modify or Qualify Perspectives
* Once they’ve read and reread the text to document evidence…
* For this step the students will… [bullet points]
* Audio: Deborah Reed discusses the opportunities that students have…
* Video: In the video below, the teacher guides the students through the…
* Audio: In her interview, Deborah Reed discusses the feedback from…

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

Wrap Up

* Summary of the module
* Audio: Listen as Don Deshler discusses the advantages of teaching…
* Audio: Listen as Deborah Reed summarizes how these two strategies…
* Revisit your Initial Thoughts responses

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Assessment

* Take some time now to answer the following questions.

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You Have Completed This Module

* Give Us Your Feedback
	+ Link: Module Feedback Form
* Professional Development Hours
	+ Link: IRIS PD Options
* Related Resources [link]