

1.



Secondary Reading Instruction Part 2:

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

Description:

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

Notes: _____

2.



O'Connor Middle School

Description:

The teachers at O'Connor Middle School are hard at work evaluating some recently implemented vocabulary and comprehension instructional strategies.

Notes: _____

3.



Description:

Last semester, they taught their students how to use some of these, like the Frayer Model and a question generation strategy,

Notes: _____

4.



Description:

but what effect have their efforts had on student learning?

Notes: _____

5.



*Ms. Anita Hernandez
Principal*

Description:

The school principal is eager to find out.

Notes: _____

6.



Description:

She asks her science, social studies, and English/language arts teachers to discuss the next steps in carrying out effective literacy instruction.

Notes: _____

7.



Description:

When the teachers gather, however, they discover that they have a classroom challenge in common:

Notes: _____

8.



Description:

Though many of their students have shown improvement in content learning,

Notes: _____

9.

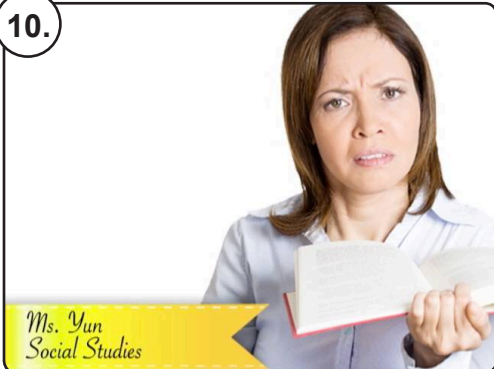


Description:

some continue to struggle with very basic reading skills.

Notes: _____

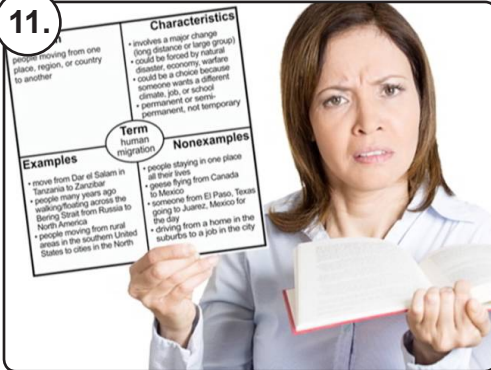
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Description:

Notes: _____

11.

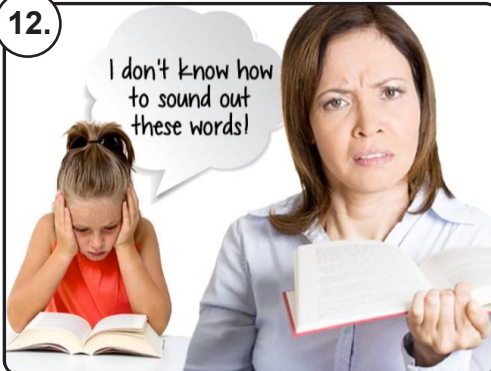


Description:

"A few students in my class can't even read the words we put on the Frayer Model," remarks Ms. Yun, who teaches social studies.

Notes: _____

12.



Description:

"How did they reach middle school without being able to decode?"

Notes: _____

13.



Description:

"Is it that they can't read the words," asks the science teacher, Ms. Forrester,

Notes: _____

14.



Description:

"Or that they've given up even trying to read them?"

Notes: _____

15. metamorphosis

environmental

atmospheric

geological

stalactite

stalagmite

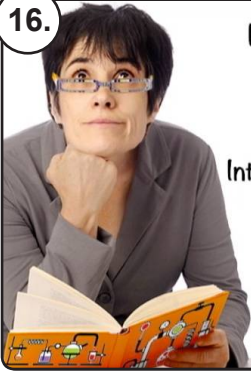


Description:

I sometimes think my students panic when they encounter the big words in my class, so they simply skip them.

Notes: _____

16.



Key Ideas and Details

Craft and Structure

Integration of Knowledge
and IdeasRange of Reading
and Level of
Text Complexity

Description:

I don't see how they'll ever meet the more rigorous college and career readiness standards if I have to read the text to them."

Notes: _____

17.



Mr. Chowdhury
English/language arts

Description:

Mr. Chowdhury, the English/language arts instructor, agrees that this is a problem.

Notes: _____

18.



Description:

However, he reminds the group that the anchor standards for literacy target more

Notes: _____

19.



Description:

than just a surface-level understanding of text.

Notes: _____

20.



Description:

Notes: _____

21.



Description:

Notes: _____

22.

Analyzing
word choicesCiting textual
evidenceConsidering
multiple
perspectives

Description:

“My students are expected to demonstrate skills like analyzing word choices, citing textual evidence, and considering multiple perspectives. If they’re not even reading the text in the first place, how can we expect them to examine it closely?”

Notes: _____

23.

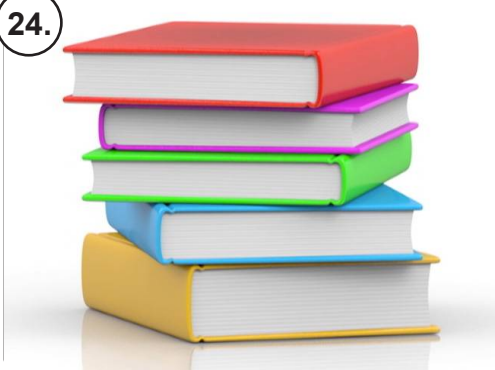


Description:

The teachers aren’t sure. They know how important vocabulary and comprehension are to content-area learning,

Notes: _____

24.



Description:

but how to help students who struggle with both basic and advanced reading skills is, for the moment,

Notes: _____

25.



Description:

a mystery.

Notes: _____

26.

Here's your challenge!

Description:
Here's your Challenge:

Notes: _____

27.

Why do so many adolescents struggle with content-area reading?

Description:
Why do so many adolescents struggle with content-area reading?

Notes: _____

28.

What can teachers do to help adolescents develop stronger vocabulary knowledge?

Description:
What can teachers do to help students develop stronger vocabulary knowledge?

Notes: _____

29.

What can teachers do to improve adolescents' comprehension of content-area text?

Description:
What can teachers do to improve students' comprehension of content-area text?

Notes: _____

30.

Why do so many adolescents struggle with content-area reading?

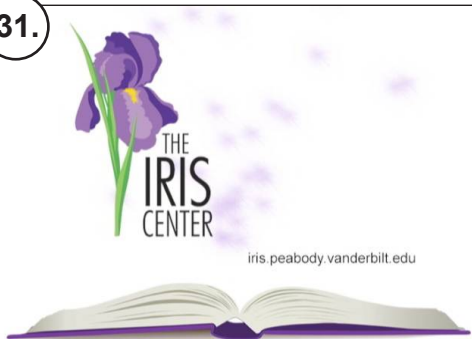
What can teachers do to help students develop stronger vocabulary knowledge?

What can teachers do to improve students' comprehension of content-area text?

Description:
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?

Notes: _____

31.

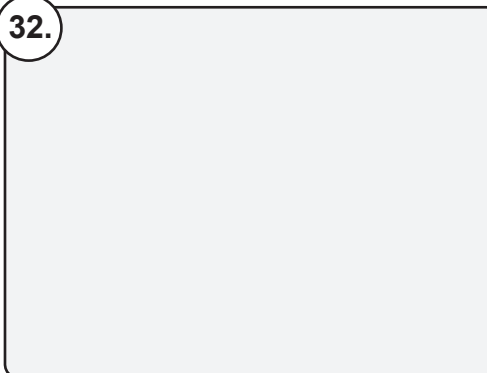


Description:

The IRIS Center
iris.peabody.vanderbilt.edu

Notes: _____

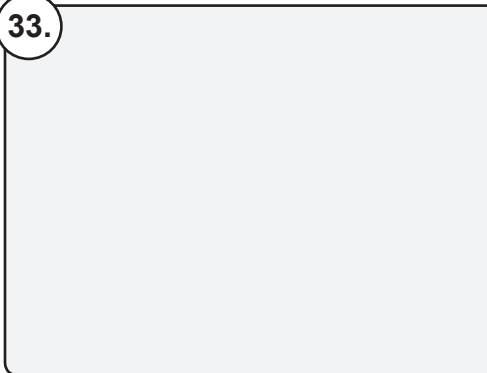
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Description:

Notes: _____

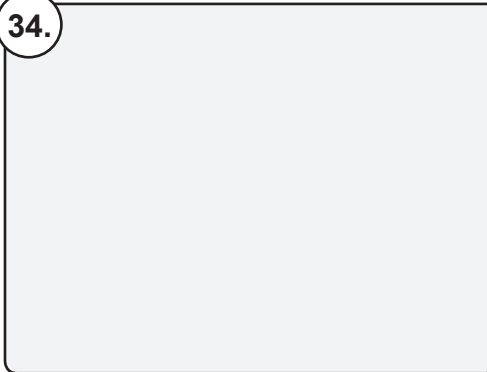
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Description:

Notes: _____

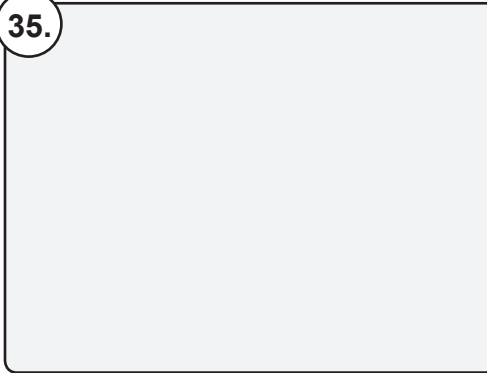
34.



Description:

Notes: _____

35.



Description:

Notes: _____
