

Secondary Reading Instruction (Part 1): Teaching Vocabulary and Comprehension in the Content Areas

Use this outline to follow along with the module's main features. The blank "Notes" panels below each section are interactive and can be filled in using Adobe Acrobat. Otherwise, print this document and record your notes by hand.

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: 1.5 hours).
- *STAR Legacy Cycle*
- **Related to This Module**
 - Link: Module Outline
 - Video: Navigating an IRIS *STAR Legacy* Module
 - Link: IRIS and Adult Learning Theory
 - Wrap-Around Content Map

Challenge

- **Video:** Ms. Chesser, a chemistry teacher at Wilton High School, is chagrined, which is a vocabulary word meaning troubled. She's teaching a lesson on chemical reactions, but her students can't seem to answer questions about their homework.

Notes

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

- After completing the entire Perspectives & Resources section and reviewing the accompanying activities, you should be able to:
 - 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
- This IRIS Module aligns with the following licensure and program standards and topic areas...

Notes

❖ Page 1: Literacy in Content-Area Instruction

- Reading in the content areas is a necessary step to... [bullet points]
- Definition: academic literacy
- Research Shows
- Audio: Sharon Vaughn talks about the importance of literacy instruction in the content areas
- Audio: Deborah Reed elaborates on the importance of literacy instruction in the content areas
- For Your Information
- Audio: Deborah Reed talks about implementing vocabulary and comprehension supports in the classroom
- Did You Know?

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❖ Page 2: Components of Effective Vocabulary Instruction

- Definition: vocabulary
- Audio: 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]

Notes

❖ Page 3: Selecting Essential Words

- Vocabulary from content areas often contains...
- For Your Information
- To choose words that are critical to understanding main ideas, teachers should... [bullet points]
- Audio: Elfrieda Hiebert offers suggestions for selecting vocabulary
- Audio: Deborah Reed offers suggestions for selecting vocabulary

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❖ Page 4: Explicitly Defining and Contextualizing Terms

- Provide student-friendly definitions
- For Your Information
- Table
- Video: Educational consultant Anita Archer highlights different forms of the word intent

Notes

❖ Page 5: Helping Students Actively Process Vocabulary

- Teachers can help students to actively process vocabulary by... [bullet points]
 - Link: graphic organizers [definition]
 - Link: morphemes [definition]
- Audio: Paul Beavers talks about how he selects vocabulary, defines and contextualizes its meaning, and fosters discussion with his students
- Video: A 7th-grade math teacher helps her students learn how to break down words
- Table
- Audio: Elfrieda Hiebert talks about combinations of words that reflect content-specific terminology

Notes

❖ Page 6: Providing Multiple Exposures to Vocabulary

- Multiple exposures to vocabulary can be achieved through... [bullet points]
- Video: Anita Archer demonstrates teacher-led vocabulary instruction in a middle-school language-arts class (movie)
- Activity: Watch each of the clips and identify the practices being used

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❖ Page 7: Building Vocabulary and Conceptual Knowledge Using the Frayer Model

- Science, Unit 2 Vocabulary
- Introducing and Teaching the Frayer Model
- The Frayer Model
 - Link: [Frayer Model on sedimentary rocks](#)
- For Your Information
 - Link: [Frayer Model template](#)
- Examples of Frayer Models from the content areas
 - Link: [English/Language Arts Frayer Model](#)
 - Link: [Mathematics Frayer Model](#)
 - Link: [Science Frayer Model](#)
 - Link: [Social Studies Frayer Model](#)
- Guided practice
 - Video: 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
 - Video: Watch how small groups of students explain how they came up with examples and non-examples for the vocabulary term “dilation”
- Audio: 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

- Teachers can improve students' comprehension skills by explicitly teaching strategies to help them... [bullet points]

Notes

❖ Page 9: Activating Prior Knowledge

- To help students activate prior or build requisite knowledge, teachers can... [bullet points]
- Did You Know?
- Video: Anita Archer, an educational consultant, connects the students' prior knowledge about the term depression to help them to learn about the Great Depression
- Audio: Sharon Vaughn talks about the fact that some teachers might need to provide additional instruction for students who do not have the requisite knowledge to take full part in a lesson
- Activity: List three things Anita Archer does to help students activate their prior knowledge in order to learn the term "corporation"
- Link: Feedback

Notes

❖ Page 10: Monitoring Comprehension

- Monitoring comprehension [definition]
- Content-area teachers should model how to... [bullet points]
- Example of Fix-Up Strategies
- Audio: Deborah Reed shares a story that highlights the importance of monitoring comprehension
- For more information, view the following IRIS Modules...



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❖ Page 11: Using Graphic Organizers

- Definition: graphic organizer
- Audio: 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
- Graphic organizer use by content area
- For Your Information

Notes

❖ Page 12: Answering Questions

- Four types of question-answer relationships
- For Your Information

Notes

❖ Page 13: Generating Questions

- Students can generate questions to... [bullet points]
- Three levels of questions to aid comprehension

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- Level 1: Right There
- Level 2: Putting It Together
- Level 3: Making Connections
- Link: scaffolded instruction [definition]
- Teachers can scaffold instruction by... [bullet points]
- Link: Student log for self-generated questions
- Video: Watch students practice generating a Level 2 question
- For Your Information

Notes

❖ Page 14: References & Additional Resources

- Suggested module citation
- References
- Additional Resources

❖ Page 15: Credits

- Suggested module citation
- Content Experts
- Module Developers
- Module Production Team
- Media Production Team
- Media
- Expert Interviews

Wrap Up

- Summary of the module
- Audio: Sharon Vaughn summarizes the important elements of addressing adolescent literacy in content-area classes
- Revisit your Initial Thoughts responses

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Assessment

- Complete the numbered questions. Please note that the IRIS Center does not collect your Assessment responses. If this is a course assignment, you should turn them in to your professor using whatever method he or she requires.

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You Have Completed This Module

- Give Us Your Feedback
 - Link: [Module feedback survey form](#)
- Professional Development Hours
 - Link: [IRIS PD Options](#)
- Related Resources [[links](#)]