Secondary Reading Instruction (Part 2):
Deepening Middle School Content-Area Learning with Vocabulary and Comprehension Strategies

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 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).
- *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: The teachers at O'Connor Middle School are hard at work evaluating some recently implemented vocabulary and comprehension instructional strategies: What effect have their efforts had on student learning?.

Notes

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?

Notes

Secondary Reading Instruction (Part 2):

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

Perspectives & Resources

❖ **Module Objectives**

- After completing the entire Perspectives & Resources section and reviewing the accompanying activities, you should:
  - ◦ 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: Middle School Literacy**

- Content-area teachers are often frustrated by the poor reading abilities of many of their students
- The five basic reading skills
  - ◦ Graphic: The reading skills in elementary and middle school
- Audio: Don Deshler discusses some of the reasons that a class of middle school students can display a wide range of reading abilities
- Research Shows
- Problems with any of the reading skills can contribute to reading difficulties in middle school
- Struggling with word identification
  - ◦ Graphic: cat-a-stroph-ic
- Did You Know?
- Audio: Deborah Reed discusses challenges and potential solutions to teaching adolescents with a wide range of literacy skills
- Audio: Don Deshler talks about the skills that these students need to be college and career ready

Notes

Secondary Reading Instruction (Part 2):

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

❖ **Page 2: Text Complexity**

- Adding to middle school students' difficulty with word identification is the increased complexity of content-area textbooks
- Quantitative Dimensions
  - Readability aspects
  - Graphic: Elementary versus middle school text examples
- Qualitative Dimensions
  - Graphic: Simple Texts versus Complex Texts
  - Definition: academic language
  - Audio: Paola Uccelli discusses five key ideas related to academic language and learning and the implications for classroom teachers
- Reader and Task Considerations
  - Individual student factors
  - Did You Know?

Notes

❖ **Page 3: Vocabulary Knowledge**

- One of the primary skills that students need for reading and understanding complex content-area texts is a command of the academic vocabulary
- Link: anchor standards
- Did You Know?
- CCSS Standard 6
- Given the relationship between academic vocabulary skills and the ability to read and comprehend content-area texts, teachers need to…
- Audio: Paola Uccelli explains why teaching vocabulary words in isolation can be ineffective
- Link: IRIS Module

Notes

Secondary Reading Instruction (Part 2):

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

❖ **Page 4: Introduction to Possible Sentences**

- Definition: close reading
- Definition: pre-teaching vocabulary terms
- Possible Sentences includes six steps
- Research Shows

Notes

❖ **Page 5: Select Words**

- Prior to engaging the class in a Possible Sentences lesson, the teacher should select two sets of vocabulary words from the text
- Link: Sample social studies text
- Unfamiliar/Familiar Words [lists]
- Student-friendly definition example
- Dictionary definition example
- Link: Possible Sentences lesson template [Word format]
- Link: Possible Sentences lesson template [PDF format]
- Activity
  - Link: http://www.learnersdictionary.com/
  - Link: http://www.ldoceonline.com/
- English/Language Arts Example
  - Link: Vocabulary selections

Notes

Secondary Reading Instruction (Part 2):

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

❖ Page 6: Pronounce and Define Words

- Vocabulary words [list]
- Video: How to break about multisyllabic words
- Video: Anita Archer implements the word identification step with a class of sixth-graders preparing to read about Harriet Tubman
- Next, the teacher can begin to build students' academic vocabulary by...
- Link: Correcting a student's pronunciation
- Video: A social studies teacher builds on her students' prior knowledge
- Activity: Comparing student-friendly and dictionary definitions
- English/Language Arts Example
  - ◦ Link: Student-friendly definitions

Notes

❖ Page 7: Compose Possible Sentences

- The next step in implementing Possible Sentences is to ask students to compose sentences using at least two vocabulary words in each
- Video: Developing Possible Sentences
- Video: Sharing Possible Sentences
- Possible Sentences offer built-in supports [bulleted items]
- For Your Information
- Audio: Deborah Reed discusses when to implement Possible Sentences during the course of a unit
- Examples of student-generated Possible Sentences
- English/Language Arts Example
  - ◦ Link: Student-generated sentences

Notes

❖ **Page 8: Read Text and Revise Sentences**

- Once the sentences have been shared and discussed, the students read the target passage
- After they've completed the reading, the students are ready to evaluate their Possible Sentences for accuracy
- Video: A teacher models the sentence evaluation and revision process
- Revising a possible sentence
- English/Language Arts Example
  ○ Link: Revising possible sentences in Mr. Chowdhury's class

Notes

❖ **Page 9: Comprehending Content-Area Text**

- Understanding content-area text requires strong reading comprehension
- Textual Evidence
  ○ Definition: text-dependent analysis
  ○ Anchor Standard 1
  ○ Comparing Assignment 1 and Assignment 2
- Perspective Taking
  ○ As can be seen in the Common Core State Standards for Reading…
  ○ Research Shows

Notes

❖ **Page 10: Introduction to Anticipation-Reaction Guides**

- Teachers can use these guides to…
- Preparing Anticipation-Reaction Guides
- Link: Tropical rainforest textbook example
- Anticipation-Reaction Guide example
  ○ Link: Anticipation-Reaction Guide [Word format]
  ○ Link: Anticipation-Reaction Guide [PDF format]

Secondary Reading Instruction (Part 2):

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

- Three steps [bulleted items]

Notes

❖ **Page 11: Identify Personal Perspectives**

- When teachers use an Anticipation-Reaction Guide, their first step is to identify students' personal perspectives on the concept or theme
- Graphic: Before reading/During reading/After reading
- For this step, students will…
- Anticipation-Reaction Guide example
- Even when students are able to generate their rationales independently, it is important that teachers provide opportunities for them to share and discuss their thinking
- Another benefit of sharing and discussing opinions before reading is to expose students to multiple perspectives
- Audio: Deborah Reed discusses the benefits of having students explain their perspectives
- Video: Anticipation-Reaction Guide: Before Reading

Notes

❖ **Page 12: Document Evidence and Consider Perspectives**

- The next step is to read, to document textual evidence, and to think about the text's perspectives
- Graphic: Before reading/During reading/After reading
- For this step, students will…
- Did You Know?
- Definition: primary sources
- Video: Anticipation-Reaction Guide: During Reading
- Anticipation-Reaction Guide example

Secondary Reading Instruction (Part 2):
Deepening Middle School Content-Area Learning with Vocabulary and Comprehension Strategies

Notes

❖ **Page 13: Modify of Qualify Perspectives**
- Once they've read and reread the text to document evidence relevant to the statements on the guide, it is time for students to reconsider their previous perspectives
- Graphic: Before reading/During reading/After reading
- For this step, students will…
- The rationales for the students' final perspectives should be drawn from both their original perspective and the textual evidence
- Audio: Deborah Reed discusses the opportunities that students have to deepen their understanding of the text during this step
- Video: Anticipation-Reaction Guide: After Reading
- Anticipation-Reaction Guide example
- Audio: Deborah Reed discusses the feedback from teachers during her research that caused her to insert the Reader's Perspective columns to the template
- Anticipation-Reaction Guide example
- Anchor Standard 8

Notes

❖ **Page 14: References & Additional Resources**
- Suggested module citation
- References
- Additional Resources

❖ **Page 15: Credits**
- Suggested module citation

Secondary Reading Instruction (Part 2):

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

- Content Experts
- Module Developers
- Module Production Team
- Media Production Team
- Media
- Expert Interviews

Wrap Up

- Review of the module
- Audio: Don Deshler discusses the advantages of teaching literacy strategies during content-area instruction
- Audio: Deborah Reed summarizes how these two strategies promote close reading and deeper comprehension of text, while aligning with college and career readiness standard
- Revisit your Initial Thoughts responses

Notes

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.

Notes

Secondary Reading Instruction (Part 2):

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

Notes

You Have Completed This Module

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