

Regional School District #10

Content Area Reading Instruction

Revised June 10, 2015

Philosophy of Content Area Reading Instruction:

We believe every teacher in all subject areas is responsible for the students' literacy development. This requires explicit strategy instruction before, during, and after reading. We believe that for students to read with the purpose of acquiring content area information, teachers need to provide support to students in the following ways:

Every Child has a set purpose and tools for before, during and after reading in the content area.

- **Before Reading**
 - **Set a Purpose for Reading** – Before engaging with a text, teachers need to explain what students are expected to learn from the experience.
 - **Teach Academic Vocabulary** – In order to understand the main points of the text, students should first be taught any new language that is crucial to comprehension.
 - **Evaluate Text Structure** – Comprehension relies upon students' abilities to utilize the text structure for understanding. Content area texts are organized in a variety of ways to support the acquisition of new information (e.g.: problem-solution, cause-effect, description, order/sequence, compare-contrast). Teachers should highlight text structure before students interact with a text.
- **During Reading**
 - **Support With Word Identification** – Content area texts will present students with unfamiliar and complex words. Teachers should instruct students in the use of context clues, as well as their knowledge of the English language to read and understand these words. Students also need to be taught or prompted to apply their knowledge of prefixes, suffixes, and syllabification to read for fluency and comprehension.
- **After Reading**
 - **Engage in Discourse** – Provide students with multiple opportunities to discuss and interpret the text or gather, understand, analyze, synthesize, and use information in order to develop deeper understanding. Discussion should occur in whole class, small group and partnerships.
 - **Writing to Convey Understanding**– To support comprehension, students need to reflect on their reading, constructing meaning through writing. The act of writing allows students to demonstrate and build upon their understanding.

Every Child experiences direct instruction to be a reader of informational text.

- **Provide Explicit Strategy Instruction** – Research supports that in order to comprehend content area texts, teachers should provide explicit instruction in the following strategies: predicting, questioning, summarizing, note-taking, thinking aloud, and recognizing text structure

Every child is a critical thinker of text and works at their highest level of challenge to gain meaning.

- **Engage in Critical Thinking** – For students to fully understand texts, teachers need to guide students to go beyond their literal meaning. The Common Core State Standards reflect the need to consider the source, author bias, context, and corroboration.

Every child interacts with a variety of texts.

- *Engage in reading multi-level materials from a variety of sources- Students must engage in reading across numerous sources of text such as magazines, articles, internet sites, picture books, fiction and nonfiction related materials. Students will gain a deeper understand of content when viewing from multiple sources and perspectives.*

Every Child engages in technology to research, analyze and evaluate resources and concepts being explored.

- **Incorporate Technology** – The ever-shifting landscape of learning requires students to be able to access multiple types of sources in order to gather information. The use of technology allows for differentiation and promotes self-efficacy as well as engagement. When used appropriately, it provides a meaningful context for learning, which can promote literacy. It can also increase and strengthen dialogue in the classroom.

References

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