



## Module 9 Activity

### Secondary Applications of the Five Components of Reading

*Authentic examples that illustrate basic principles of using five components and good instructional practice across secondary instruction*

We believe that excellent instruction across all subject areas fosters increased student achievement. Furthermore, the five components of reading impact all aspects of good instruction. The following strategies illustrate practical applications of three components that secondary teachers across various content areas can apply immediately.

Please read the following text and try to keep track of the strategies you use as you comprehend it.

It is legitimate to further characterize the broadpoint appearance as a major archaeological horizon marker for the eastern seaboard. In the terms of Willey and Phillips, a horizon is “a primarily spatial continuity represented by cultural traits and assemblages whose nature and mode of occurrence permit the assumption of a broad and rapid spread.” That a quick expansion of the broadpoint-using peoples took place is indicated by the narrow range of available radiocarbon dates, along with a correspondingly wide area distribution of components. Once established, the broadpoint horizon developed as a “whole cultural pattern or tradition” in its own right by persisting and evolving over an expansive region for 500 to 1000 years.



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## Component Associated with Diagnosed Need: Fluency

### Choral Music

*Skills Practiced: Expression/Prosody, Accuracy, Automaticity*

- use of speed drills
- tapes as models that students emulate
- choral reading/singing with director modeling

### Drama

*Skills Practiced: Expression/Prosody, Accuracy*

- reader's theatre activities/ plays
- assisted reading with teacher/peer modeling
- pair readings and role playing

### English/Literature

*Skills Practiced: Expression/Prosody, Accuracy*

- reader's theatre activities- students transfer text into plays
- poetry activities- memorization and repetition

### Fine Arts

*Skills Practiced: Expression/Prosody*

- read aloud activities- teachers to students, students to students
- teacher modeling

### Math

*Skills Practiced: Expression/Prosody, Accuracy, Automaticity*

- teacher modeling of how to read word problems

### Physical Education

*Skills Practiced: Automaticity*

- chanting as a part of calisthenics and conditioning activities

### Science/ Health

*Skills Practiced: Expression/Prosody, Automaticity*

- teacher read alouds of textbook
- student repetition of symbols and periodic table elements

### Social Studies

*Skills Practiced: Expression/Prosody, Automaticity*

- tapes of famous speeches/oration; students prepare speeches and emulate characteristics
- memorization of facts; e.g., states and capitals for automaticity



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## Component Associated with Diagnosed Need: Vocabulary

### Choral Music

- direct instruction to students on technical vocabulary
- use of words not found in daily conversation

### Drama

- provide a list of new and old vocabulary words
- have students gather meaning of words together
- create improvisation troupes/groups
- have students remaining in the audience call out new and old vocabulary to put into a cohesive skit
- works on word knowledge/application

### English/Literature

- application of any type of vocabulary; literature
- vocabulary in context
- using words orally in multiple contexts; writing words in multiples contexts

### Fine Arts

- use a word bank to keep track of new vocabulary
- encourage multiple intelligences through non-linguistic representations of word bank
- use activities like Pyramid Game (from the game show) to reinforce words

### Health

- student created raps, ditties, other music about healthy concepts, e.g. "Say No to Drugs" etc.

### Industrial Arts

- students created diagrams to learn machinery parts and operations

### Math

- students use and apply knowledge of Greek and Latin roots to better understand common mathematics vocabulary; teacher models how different prefixes and suffixes are used throughout the subject

### Physical Education

- use actions to model terms
- slide, touchdown, goal, shoot, hit, etc.- these are examples of words that can/do have easy physical actions to accompany them

### Science

- teacher is methodical in pre-determining science vocabulary for units and/or day's lesson
- students create a section in spiral or notes to keep these word lists
- teacher models how to create graphic organizer and non-linguistic clues for recalling and applying terms through course

### Social Studies

- students create memory devices such as mnemonics/acronyms to remember people, places, geographical terms, dates, eras, cause/effect events, etc.



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## Component Associated with Diagnosed Need: Comprehension

### Choral Music

- use text previewing skills to preview sheet music and to analyze music structure

### Drama

- advanced story structure activity for more difficult pieces like Shakespeare, Moliere, etc.
- teacher creates a preview or guide for the plot structure and important vocabulary up until the climax of the play; students then use this as they read the play to help with basic plot elements and story structure

### English/Literature

- teacher creates a During Reading Thinking Activity for difficult story or poetry
- the guide encourages students to methodically predict, activate schema/background knowledge, and to confirm those predictions after reading
- the teacher can use a system to confirm predictions with the words true, false, partially true, and partially false

### Fine Arts

- students write prose, poetry, or a story on the art that they create
- use a RAFT assignment to enhance this assignment with a unique perspective (Role, Audience, Format, Topic)

### Health

- use a KWL to activate knowledge, prepare for discussion, and confirm comprehension of key concepts/ideas
- a KWL is a graphic organizer designed to activate schema, form questions, and confirm predictions about fiction or non-fiction

### Math

- use a think aloud strategy to summarize the content/objective of a word problem
- students must para-phrase and explain how to solve a given problem

### Physical Education

- have students use strategies of visualization to remember procedures and rules for games and activities; encourage students to imagine the process as it is explained, taught, or modeled

### Science

- have students create hierarchical summaries as an independent note-taking strategy; the fundamental idea is to organize main ideas and sub-concepts according to a system
- use peer tutoring to reinforce notes among students or student groups

### Social Studies

- use a Question-Answer Relationship (QAR) activity to reinforce the difference between knowledge, analysis, synthesis, and evaluation based questions
- students must use the terms right there, think and search, or on your own to evaluate information



## There is Something I Don't Know

There is something I don't know  
that I am supposed to know.  
I don't know what it is I don't know,  
and yet am supposed to know.  
And I feel I look stupid  
if I seem both not to know it  
and not to know what it is I don't know.  
Therefore, I pretend I know it.  
This is nerve-racking,  
since I don't know what I must pretend to know.  
Therefore, I pretend to know everything.

I feel you know what I am supposed to know,  
but you can't tell me what it is  
because you don't know that I don't know what it is.  
You may know what I don't know,  
but not that I don't know it,  
and I can't tell you.  
So you will have to tell me everything.

From **Knots** by R.D. Laing