



Module 9: Reading Strategies for Secondary Content-Area Teachers

Time: 40-60 minutes depending on length of discussions

Materials:

- PPLSP document
- Module 9 PowerPoint
- Module 9 Activity
- Equipment- computer with projector for PowerPoint, screen or blank wall space, highlighters
- Participants should bring a text from their content area

Outline:

1. Introduce the rationale of teaching specific reading strategies to middle and high school students (PPT 1-5)

2. Activity 1: Participants independently read the paragraph and list all the reading strategies they are aware of using to make sense of the text. Share strategies aloud. (optional: trainer may have chart paper divided into Fluency, Vocabulary, and Comprehension, and list the strategies under each)

Note: Trainer may mention the relationships and differences between skills and strategies. It is difficult for proficient readers to list strategies they actually use because many were internalized as skills.

3. Review the three components of Fluency, Vocabulary, and Comprehension (Ppt 6-9).

Note: Trainer may wish to survey the group to determine who has taken Modules 6, 7, and 8. If background knowledge is likely to be weak, then selected portions of Modules 6, 7, and 8 could supplement.

4. Discuss what a reading difficulty in each component might look like. (This should relate their background knowledge back to Module 1)

5. Activity: Hand out the content related strategies lists. Divide the group into content areas. Each group finds the strategies listed in the three components, and then adds to the list. The guiding questions could be “What do you already do, or feel you need to do to develop or enhance content literacy for all students in your class?”

6. Conclusion: Reinforce the importance of directly teaching content reading strategies embedded in your curriculum

7. Optional: Read aloud the poem, “I Don’t Know What it is I’m supposed to Know”- states the metacognitive confusion a secondary student meets if not given strategic reading support

8. Next Steps: Independently or within content and grade level groups, design a content literacy plan utilizing at least one new strategy from one of the components. (This requires that the trainer is in contact with participants before the session and can request that they bring texts or carries in samples)