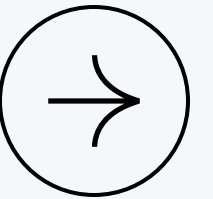




EDRS699- Internship- Reading
Specialist



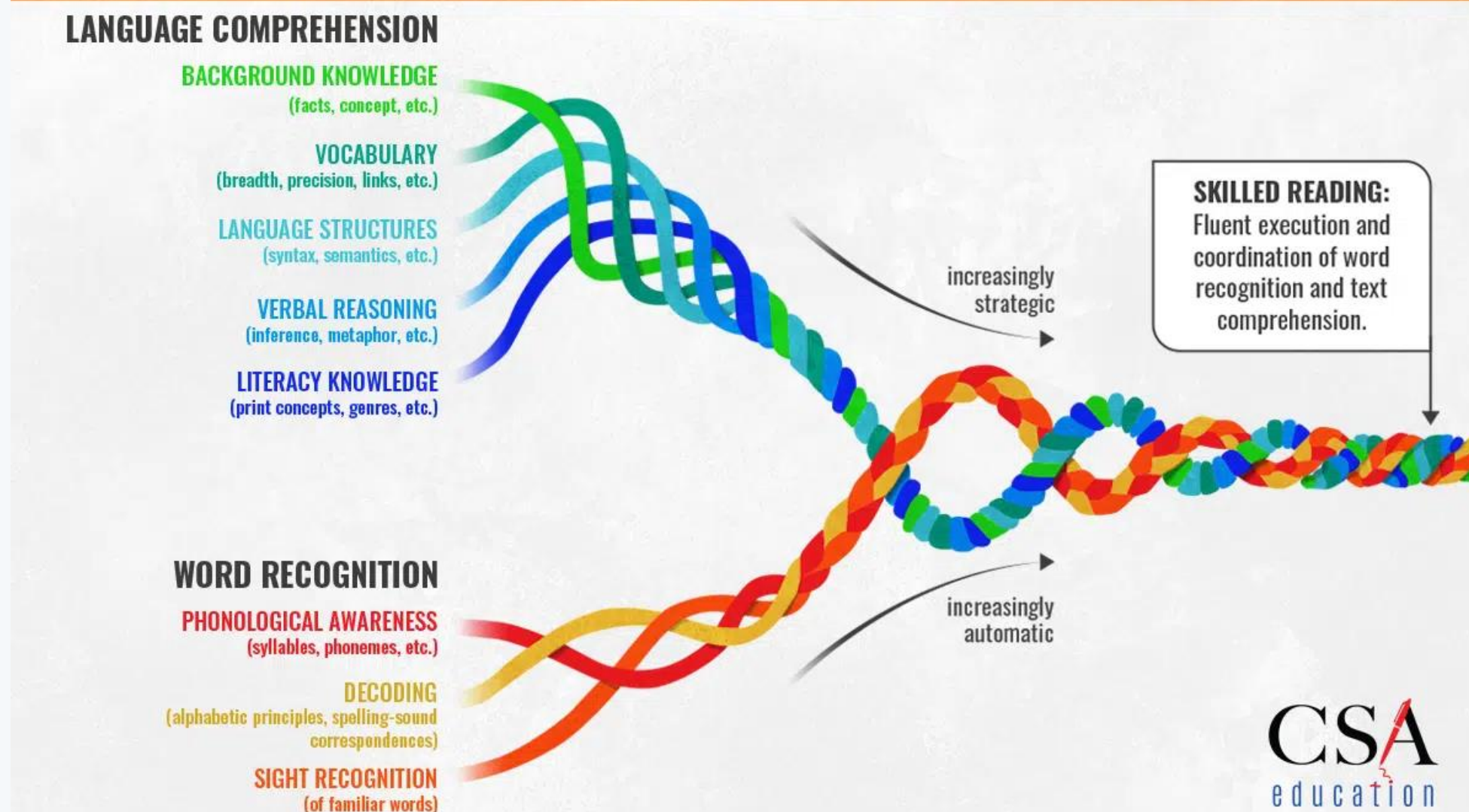
Using Literacy in Content Area Classrooms

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Presentation Overview

SCARBOROUGH'S READING ROPE



What: Comprehension Strategies

Why: Comprehension = Reason
to Read

How: Modeling
Differentiation
Technology

"Comprehension is the reason for reading. If readers can read the words but do not understand or connect to what they are reading, they are not really reading."

-Reading Rockets (n.d.)

How?

1. direct instruction
2. shifting the responsibility
3. cross curricular
4. independence



The Science of ReadingReading isn't natural; the brain repurposes visual and language centers to link letters, sounds, and meaning.**The Simple View of Reading**Reading = Decoding × Language Comprehension. Both are crucial(Honig et al., 2018).**Connection to Structured Literacy**Structured Literacy explicitly teaches phonics, phonemic awareness, fluency, vocabulary, and comprehension, aligning with how the brain learns to read. International Dyslexia Association, 2019**Research Backing**Honig et al. explain that research and brain science confirm reading develops through systematic instruction in foundational skills and data-driven differentiation.(Honig et al., 2018).

What	Why	When
•Knowing the meaning of words •Specific word instruction: intentional, direct teaching of carefully selected words •Word Learning Strategies: ways to help students find out the meaning of an unfamiliar word •Word Consciousness: interest in words (Honig et. al., 2018)	•Reading comprehension •Student independence •Improve content knowledge Vocabulary	•Once students have basic reading and decoding skills •Adults can model early on •At the start of a new academic unit

Vocabulary Differentiation & Connections

Dyslexia:

- multisensory instruction
- learning pre-teach vocabulary
- structured word inquiry
- word play activities that include visual, kinesthetic, and/or auditory

(International Dyslexia Association, 2019).

ELL:

- vocabulary instruction
- focus on academic and content vocabulary
- Visual support and examples as well as multiple
- chances for exposure
- oral discussion with vocabulary words
- explicit strategies for inferring word meaning
- Be provided with visuals
- contextual examples.
- Offered bilingual dictionaries
- explore the meanings across languages

Language and Communication:

- help both their receptive and expressive language skills.
- better able to find the meanings of unfamiliar words and use those words in their vocabulary
- express ideas and understand more complex information

Older Learners:

- Making the connection to a students life
- more advanced strategies
- morphology, such as the Latin and Greek roots of words.
- encouraged to explore academic vocabulary, figurative language, content
- vocabulary, and practice using those words in context
- stem- notes

Connect to Writing:

- richer writing vocabulary.
- more flexible writing
- rich bank of words
- play with words
- enhances writing voice, quality, and clarity

Importance- Key Strategies for Reading Comprehension

Predicting

Anticipate content to enhance engagement and comprehension.

Questioning

Encourage inquiries to deepen understanding and interest.

Clarifying

Resolve confusion through discussion and summary techniques.

Summarizing

Distill main ideas for better retention of information.

Visualizing

Create mental images to support memory and understanding.

Organize

Using graphic organizers to help students map out their thoughts

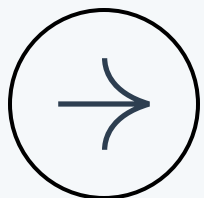
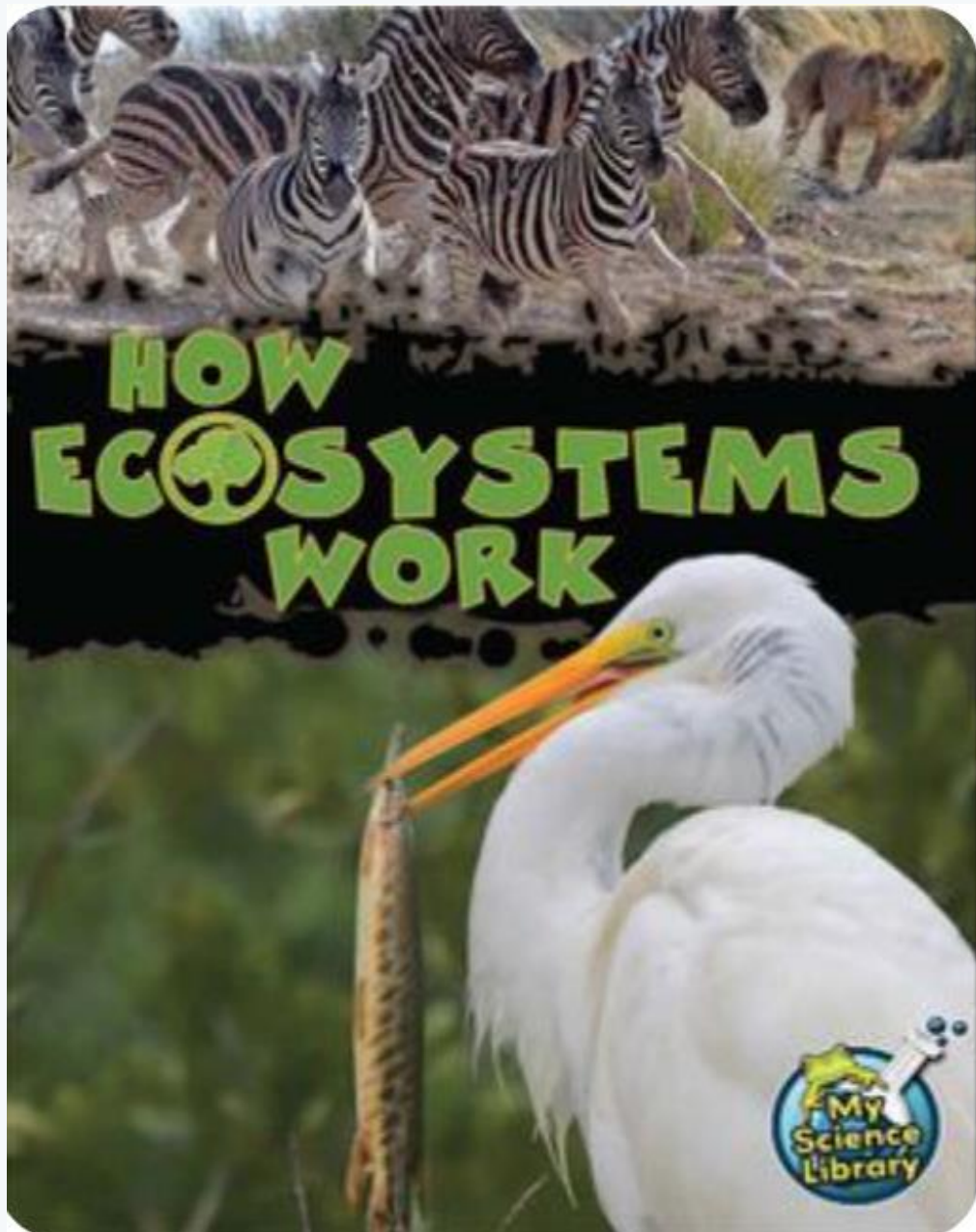
Implementation Techniques

Hook/Set

- Notice? and Wonder?
- Collaborate
- Build Background Knowledge

Direct instruction/Modeling- “I DO”

- Display the article “How Ecosystems Work” from National Geographic Kids.
- Teacher will model a think-aloud about noticing text features (headings, bold words, images).
- identifying the main idea and supporting details
- Fill in a sample graphic organizer on the board.
- “I see that this section is mostly about energy flow. The text says plants get energy from the sun, and animals eat plants, so those are supporting details.”

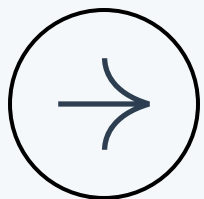


Implementation Techniques

Pairs/Independent Practice- “WE DO”

- Students will work in pairs on Chromebooks and use a shared Google Slides organizer.
- guiding questions
 - “What is this section mostly about?”
 - “What details tell you more about that idea?”
- Independent Practice- “YOU DO”
- Students will read a final short section on their own
- Identify the main idea and two details independently
- submit the graphic organizer digitally

I DO,
WE DO,
YOU DO.



Lesson Plan Adaptations

Adapting reading strategies is essential for maximizing student engagement and comprehension, ensuring all learners can connect with varied texts and enhance their understanding.

ELL	SPED/504	Enrichment
• visuals, such as sentence stems • peer support	• access to text-to-speech • shortened reading passages	• summarize the article in their own words • creating an infographic to present the information



Digital Tools

Why?

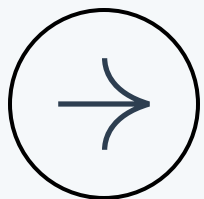
- Cultural competency
- collaboration
- scaffolding
- engagement

How?

- digital text
- videos
- collaborative graphic organizers

Digital Literacy?

- Navigate an online article
- identify text features
- represent ideas visually with Google Slides template
- Digital citizenship



Key Takeaways

Objectives

Set clear and appropriate objectives.

Connect

Set up a good hook/set to draw students in.

Model

I DO: Model to show students what the expectation is and how to use the strategy.

Practice

WE DO and YOU DO
Let the students have time to collaborate and then practice independently.

Differentiation

Set students up for success and engagement.

Reflect/Assess

Are students able to meet the objective that was set at the start of the lesson? Remediation? Enrichment?

Resources

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Thank You!



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