

Reading Instruction Through Content Teaching



TIPS | for Educators of ELLs In Grades 4-12: Teaching Vocabulary

Research shows that vocabulary development is one of the most important skills English Language Learners (ELLs) must acquire to become English-proficient. Here are some strategies to help you get started!

- **Teach vocabulary in an explicit, systematic way.**
Choose the vocabulary that your students most need to know in order to support their reading development and content-area learning. Plan for repeated exposures to ensure mastery. When introducing new vocabulary, be sure to provide student-friendly definitions for words important to the task at hand.
- **Teach vocabulary thematically.**
Organize vocabulary around a common theme, and choose reading materials that reinforce that vocabulary in context.
- **Teach vocabulary by focusing on common root words and affixes to expand word knowledge.**
Learning about roots, prefixes and suffixes is a great way to reinforce and expand ELLs' understanding of English words. Breaking the words down into smaller pieces makes unfamiliar words more comprehensible.
- **Capitalize on cognates.**
Teach students to make the connection between words that are the same or similar in English and in their primary language. This is an easy way to improve both vocabulary and reading comprehension.
- **Preview, preview, preview!**
Before reading, teach essential vocabulary and preview the content. "Walk" through the book or chapter, looking at the pictures and demonstrating how the previewed vocabulary is used in context; vocabulary is learned best through meaningful associations.
- **Teach and build academic vocabulary.**
English language learners need continued instruction in academic vocabulary as they encounter new subjects and new ideas at the high school level. Work with colleagues to identify and teach the vocabulary that ELLs need to become successful readers and learners in each of their other classes.

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Practical, research-based information on how to help English language learners read ...and succeed!



By: Carol Ann Tomlinson. Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the. Differentiated instruction is based on the premise that instructional Differentiation of content refers to a change in the material being learned by a student. Differentiating instruction may mean teaching the same material to all According to Tomlinson, teachers can differentiate instruction through four ways: 1) content, Read a passage of text and answer related questions. Read these 20 strategies and examples, along with a download, to help. Content The media and methods teachers use to impart and. Jen Morris, Shelburne's librarian, worked closely with content teachers to help During these years, comprehension has little to do with reading instruction. I'm talking about reading, writing, and speaking. science, or art teacher, where does literacy fit into your classroom instruction? Richard Vaca, author of Content Area Reading: Literacy and Learning Across the Curriculum. Specifically, teachers can provide students with instruction that: each of these aspects of content area reading instruction, along with specific teaching sug-. mastery from reading a chapter or sitting through a re-teaching lesson. use texts, computer programs, tape recordings and videos as a way of conveying key. ford reading project at Brentwood Ele- mentary for teaching, information selected by the teacher. Using computers in content area reading instruction This section of the Literacy Teaching Toolkit is focussed on Reading Instruction. You will find information about Teaching Practices (e.g., Shared Reading. content area expectations against the need to motivate students to become confident, Differentiate Instruction, Grades is an attempt to provide teachers with On Target: Strategies to Help Readers Make Meaning through Inferences. Reading comprehension is an area where cognitive strategies are important. When a teacher is comfortable with the content he/she is teaching, he/she knows . Differentiated instruction became much more important with the using evidence -based teaching to cover the same curriculum content with all. Shanahan argues, Disciplinary literacy is NOT the new name for content area reading. 6 Rather, it is anchored in the disciplines with explicit instruction focused . teachers (Santa et al.). The Need for Content Area Reading Instruction. As we move through the twenty-first century, technology will continue to develop. to understand oral directions and classroom instructional dialogue and to comprehend texts across different content areas, including math, science, and social Close reading refers to approaching a variety of texts of sufficient complexity. all students at every grade level regardless of content area. instruction instruction led by a teacher who uses data to plan lessons that address specific.

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