



## Lesson 10

# Lesson Highlights

- Content-area literacy refers to the ability to use reading and writing for the acquisition of new content in a given discipline and includes three cognitive components: general literacy skills, prior knowledge of content, and content-specific literacy skills.
- Content area teachers need to assist learners in making connections between what they already know and any new information they glean from texts. Recent research tells us that effective readers are strategic, constructing meaning as they read.
- Every teacher is a facilitator of reading! Reading is an integral part of every subject area.
- Content area teachers need to assist learners in making connections between what they already know and any new information they learn from texts.
- To succeed in content area studies, students need to know how to apply a variety of reading comprehension strategies to different types of texts, analyze the structure of expository texts, and vary their reading strategies for different texts and purposes.
- Connecting reading and writing allows students to demonstrate their comprehension of what has been read.
- Teaching students to use reading, as a tool for learning must include teaching them to use new information and communication technologies.
- Teaching strategically means selecting teaching and learning strategies that will enhance student learning and help students acquire the skills they need in order to be self-directed, independent learners.
- Teaching reading, comprehension, critical thinking, writing, and study skills are integral parts of teaching any content area. Reading facilitates understanding across content areas.
- Using information texts in the classroom can enhance vocabulary development, utilize visual cues to clarify information, and strengthen critical thinking.



- Vocabulary instruction has a significant effect on student comprehension of academic content. Systematic instruction in content area terms is necessary for developing students' academic vocabulary and background knowledge.

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