

Why Does Content Literacy Matter in Secondary Classrooms and Schools?

The things that students need to read in middle and high school, and in college, become increasingly difficult. Topics are more removed from their daily experiences and writers often provide less context for the content. In addition, texts assume tremendous background knowledge on the part of the reader. That's one reason why read-alouds and shared readings are so valuable -- the teacher provides context, comprehension strategy instruction, and background knowledge. While important, read alouds and shared readings are not sufficient to ensure that students really do learn to independently access information. Content teachers in every secondary classroom help students:

- Read
- Write
- Speak
- Listen.

Because, after all, that's what experts in various disciplines really do. Historians, for example, spend significant amounts of time reading and writing, in addition to their field work. While there are a number of content literacy instructional routines that are useful in high school classes, NGCAR-PD focuses on close reading, writing to learn, and text-based discussions. *...adapted from Doug Fisher – written for the Just Read, Florida! Office – fall 2010*

Reading Comprehension is ...

both a journey and a destination. A reader embarks on a short expedition through text in search of the yet unknown and traces the author's trail, in pursuit of relevant ideas and, ultimately, the message. The destination is important but the journey is essential. It is the journey that escorts the reader to the final destination of important conclusions, knowledge, insights, and solutions.



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Florida's statewide reading initiative — Just Read, Florida! — prioritizes reading in Florida's public schools and among all the community groups and volunteer organizations that support them. Just Read, Florida! is based on the latest reading research. It was launched in 2001, charged with establishing reading as a core value in the state.

Writing in Response to Reading	Close Reading
Text-based Discussions	Complex Thinking

Secondary Content-Area Literacy Instruction



Comprehension Instructional Sequence (CIS)

Florida Department of Education



Secondary Content Area Literacy Instruction

Reading Comprehension is ...

the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.” (RAND, 2002)

Comprehension Development is ...

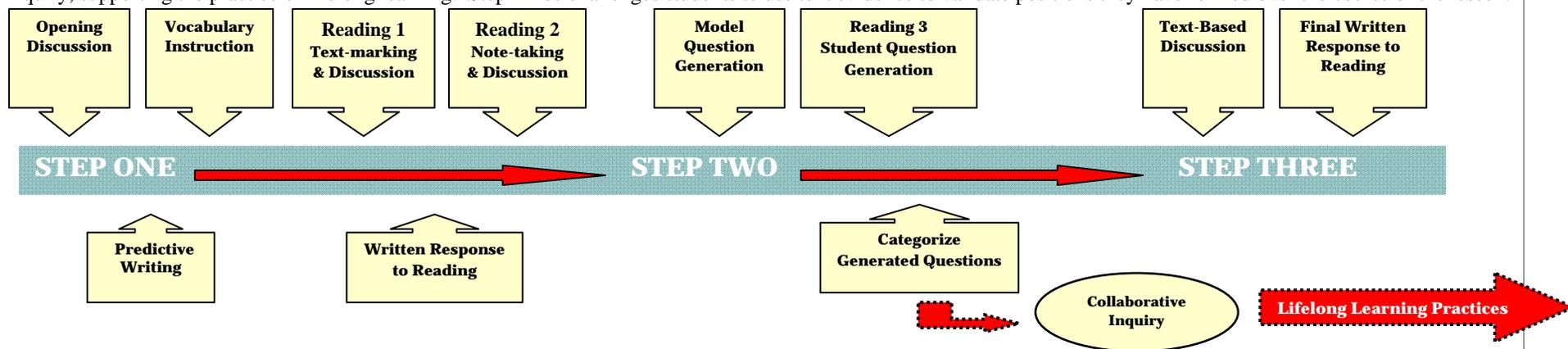
a long-term process. Learning to read is only the first step. This developmental journey extends from elementary through the middle and high school grades. Throughout this time, reading tasks and assignments grow increasingly longer, diverse, and complex.

Lifelong Learning Practice is ...

the self-motivated pursuit of knowledge and skill, further and continuously building knowledge and skill throughout a lifetime.

Comprehension Instructional Sequence Lesson (CIS)

In order for Florida secondary students to be college and career-ready for lifelong learning, they need supportive challenges in interacting with complex content-area information. The Comprehension Instructional Sequence is such an approach. It is a complex form of multiple-strategy instruction that promotes student development in reading comprehension, vocabulary, content-area knowledge, and critical thinking about complex texts. A CIS lesson is delivered in three steps with integrated and sustained text-based discussions and writing used throughout. Multiple readings of the same text facilitate deeper thinking. Step One of a CIS lesson contains explicit instruction in vocabulary and close reading through text-marking and directed note-taking. In Step Two, students generate questions that launch them into collaborative inquiry, supporting the practice of lifelong learning. Step Three challenges students to use text evidence to validate positions they have formed over the course of the lesson.



Text Complexity is... a reader's inherent difficulty or ease of reading and comprehending a text's language, organization, knowledge demands, and themes.

