

Reading Across the Content Areas: An Overview

Why Focus on Reading Across the Content Areas?

- ➡ Educators need to know how to support students and promote literacy skills across content areas in later grades.¹
- ➡ While most improvement efforts focus on building literacy skills from K-3, after grade 4, students' learning begins to rely more heavily on comprehension and content area specific knowledge.²
- ➡ A sustained drop in reading scores suggests a need for more consistent reading instruction as students age.³
- ➡ While some common comprehension strategies can be used for all content areas, there are specific literacy skills required to understand math content versus biology content, for example.⁴
- ➡ To effectively engage with different subjects, students need support in developing subject-specific strategies.^{5, 6}

In the Pacific Region:

Reading proficiency from late elementary through high school is a need and priority for stakeholders across the Pacific region:

17%

In American Samoa, according to the 2014/15 SAT-10 test scores, about 17 percent of high school students scored in the basic or proficient ranges in reading.⁷

50%

In the CNMI, 50 percent of grade 8 students scored in the "ready" or "exceeding" ranges for reading proficiency on the 2019 ACT Aspire reading assessment.⁸



MATH

Reading In Content Areas

AN Whitehead



Reading In Content Areas:

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