

Strategy	<p>SETTING AUTHOR'S AND READER'S PURPOSE-</p> <p>Strategic readers adjust their reading according to their purpose for reading the text and the author's purpose for writing the text. Readers who are aware of the author's purpose in writing will strengthen their understanding of the genre. Readers who make strategic attempts to identify purposes for reading the text will have increased reading motivation, increased recall of information, and improved reading comprehension.</p>
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The teacher will...	The student will...	The activities will demonstrate...
<ul style="list-style-type: none"> • Provide opportunities for students to read for a variety of purposes. • Select texts with a variety of purposes. • Model for students the steps needed in order to read for information, reading to problem solve, read for entertainment, etc. • Demonstrate for students how to analyze a piece for an author's purpose for writing the text. 	<ul style="list-style-type: none"> • Predict and ask questions about the text in order to connect the text with the author's purpose. • Be self-reflective by purposefully deciding why he/she is reading the text. • Practice applying author's purpose and reader's purpose to other content reading situations. 	<ul style="list-style-type: none"> • The teacher using think-aloud strategies in order to model how to determine an author's purpose and a purpose for self. • The teacher assisting students in finding an intrinsic purpose for reading texts. • The students applying the strategy independently with a variety of texts and content.

Vacca, R. T. (2002). From efficient decoders to strategic readers. *Educational Leadership*, 60(3), 6-11.

Williams, T. R., & Butterfield, E. C. (1992). Effects of advance organizers and reader's purpose on the level of ideas acquired from expository text--part II. *Journal of Technical Writing and Communication*, 22(3), 281-299.

	Vocabulary Fluency ✓ Comprehension Writing		
Pre X	During	After	

Strategy	<p>BUILDING BACKGROUND KNOWLEDGE AND CONNECTIONS-</p> <p>Strategic readers use background knowledge to activate and organize their prior experiences in order to get the most from the reading experience. Strategic readers use background knowledge to connect to the text in several ways. Before reading a text, teachers identify opportunities to engage students in critical thinking, discussions, and writing activities. Strategic readers make Text-to-Text, Text-to-World, and Text-to-Self connections in a variety of ways.</p>
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The teacher will...	The student will...	The activities will demonstrate...
<ul style="list-style-type: none"> • Provide opportunities for students to connect what they know about themselves to texts they are reading. (Text to Self, Text to Text, Text to World) • Provide pre-reading activities that stimulate critical thinking, discussion, and/or writing prior to reading the text 	<ul style="list-style-type: none"> • Connect previously learned information or experiences to the text they are reading. • Connect the text to other texts they have read. 	<ul style="list-style-type: none"> • The teacher providing activities to assess students' knowledge prior to reading. • The teacher using the background knowledge of his/her students to guide discussion and instruction on the topic. • The student using the strategy to make important connections to the text.

Marzano, R. (2004) *Building background knowledge for academic achievement: Research on what works in schools*. New York: ASCD.

Moje, E. B. (2000). "All the stories that we have": Adolescents' insights about literacy and learning in secondary schools. *kids InSight, K-12*. U.S.; Delaware: Order Department.

- ✓ Vocabulary
- ✓ Fluency
- ✓ Comprehension
- ✓ Writing

<i>Pre</i>	<i>During</i>	<i>After</i>
X	X	X

Strategy	<p>COMPREHENSION FRAMEWORK- Teachers provide the modeling and support of various comprehension activities designed to be self-selected by the reader. The comprehension activities are designed to assist the reader in gaining understanding of the text by using the Pre, During, and After reading tools.</p>
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The teacher will...	The student will...	The activities will demonstrate...
<ul style="list-style-type: none"> • Model the tools for increasing comprehension including summarizing, clarifying, inferring, predicting, synthesizing, visualizing, connecting, etc. • Allow students the opportunity to select various comprehension tools. • Modeling for students how and when to use the comprehension tools. • Assess students' understanding of the comprehension framework by observing students independently selecting tools of their choice in order to strengthen meaning. • Consult with specialists in their building for guidance in differentiating comprehension strategies for students 	<ul style="list-style-type: none"> • Practice using a variety of Pre, During, and After Reading comprehension tools in order to strengthen meaning and understanding. • Monitor his/her own learning by independently selecting Pre, During, and After Reading comprehension tools. • Apply the comprehension tools to other texts and contents. 	<ul style="list-style-type: none"> • The students' understanding of the comprehension tools by the self-selection of Pre, During, and After Reading comprehension tools. • The teacher facilitating the use of various comprehension tools within the classroom depending on student need.

Shanahan, T., & Neuman, S.B. (1997). Literacy research that makes a difference. *Reading Research Quarterly*, 32(2), 202-210. doi: 10.1598/RRQ.32.2.5

Shanklin, N. L. (2002). *An inquiry study into adolescent literacy: Encouraging the development of adolescent readers*. NCTE reading initiative. U.S.; Illinois: National Council of Teachers of English.

	Vocabulary Fluency ✓ Comprehension Writing		
Pre X	During X	After X	

Strategy	<p>STUDENT-LED DISCUSSIONS-</p> <p>Through student-led discussions, the teacher serves as a facilitator to support and guide the student discussion about the text. By allowing students to communicate their ideas and thinking about a text through discussions, the students' comprehension of the text will be enhanced. Student-led discussions increase a student's motivation to read the text.</p>
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The teacher will...	The student will...	The activities will demonstrate...
<ul style="list-style-type: none"> • Provide an environment in which students can discuss their opinions about a text in a safe environment. • Facilitate the discussion of a text by motivating reluctant students to share opinions as well as setting parameters for the discussion process. • Select texts that encourage students to express their views through collaboration. 	<ul style="list-style-type: none"> • Share opinions and insights about the text. • Be respectful of the discussion parameters and tolerant of other's opinions about the text. • Be prepared for discussions about the text by reading the text and making connections. 	<ul style="list-style-type: none"> • Students engaged in collaborative conversations about the text. • The teacher facilitating critical thinking and discussion about a text. • The students monitoring and modifying their understanding of a text through collaboration with other students.

Vacca, R. T. and Vacca, J. L. (2002). *Content area reading: Literacy and learning across the curriculum* (7th ed.). Boston: Allyn & Bacon.

Copeland, M (2005). *Socratic circles: Fostering critical and creative thinking in middle and high school*. Portland, Maine: Stenhouse Publishers.

- ✓ Vocabulary
- ✓ Fluency
- ✓ Comprehension
- ✓ Writing

<i>Pre</i>	<i>During</i>	<i>After</i>
X	X	X

Strategy	<p>FLUENCY AWARENESS-</p> <p>Fluency involves reading a text accurately with automaticity (conversational speed) and prosody (appropriate intonation and expression). A student's fluency awareness increases with multiple exposures to the same text passage and models of the text being read orally by fluent readers. Building fluency awareness does not mean the use of ineffective oral reading strategies such as popcorn or round robin reading.</p>
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The teacher will...	The student will...	The activities will demonstrate...
<ul style="list-style-type: none"> • Discuss the characteristics of a fluent reader. • Model automaticity and prosody through oral readings. • Provide opportunities for students to be exposed multiple times to a text passage in order to build confidence. • Assess growth in a student's fluency through a variety of assessments. • Allow opportunities for paired readings, choral readings, and reader's theatre performances. 	<ul style="list-style-type: none"> • Practice reading texts aloud using automaticity and prosody. • Monitor his/her confidence in reading a text aloud after multiple exposures to the piece. • Anticipate changes in pacing and tone in a text using clues such as punctuation. 	<ul style="list-style-type: none"> • The students reading texts aloud in order to practice automaticity and prosody. • Students working collaboratively in a variety of oral readings of text. • The teacher modeling reading as a life-long skill by reading aloud using expression and appropriate pacing.

Rasinski, T. V. (2003). *The fluent reader: Oral reading strategies for building word recognition, fluency, and comprehension*. New York: Scholastic.

Samuels, S. J. (2002). Reading fluency: Its development and assessment. In A. E. Farstrup & S. J. Samuels (Eds.), *What research has to say about reading instruction* (3rd ed., pp. 166-183). Newark, DE: International Reading Association.

✓	Vocabulary	
✓	Fluency	
✓	Comprehension	
	Writing	
<i>Pre</i>	<i>During</i>	<i>After</i>
X	X	

Strategy	<p>GETTING TO KNOW THE TEXT- Strategic readers become familiar with the layout and organization of a text in order to increase comprehension.</p>
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The teacher will...	The student will...	The activities will demonstrate...
<ul style="list-style-type: none"> • Introduce the text or textbook to students by highlighting important text features. • Provide examples of textual clues such as subheadings, charts/graphs and italicized words in order to support student comprehension. • Demonstrate the use of text features such as table of contents, glossary, index, and footnotes. 	<ul style="list-style-type: none"> • Scan the text in advance of reading in order to notate the textual clues and text organization. • Use textual clues in order to make predictions about the text. • Use text features to strengthen comprehension. 	<ul style="list-style-type: none"> • The teacher actively engaging the students in activities with the textbook in order to better understand its features and functions. • Students using text features in order to help make meaning of the information contained in the textbook.

Allington, Richard L. (2000). *What really matters for struggling readers*. New York: Allyn and Bacon.

Billmeyer, Rachel (2003). *Strategic reading in the content areas*. Nebraska: Dayspring Publishers.

- ✓ Vocabulary
- ✓ Fluency
- ✓ Comprehension
- Writing

<i>Pre</i>	<i>During</i>	<i>After</i>
<i>X</i>		

Strategy	<p>LEARNING TO WRITE- Writing in a variety of genres for a variety of purposes is critical to a student's ability to communicate effectively. Students need ample opportunities to experiment and practice communicating through writing. Using the writing process across content areas, students will participate in Prewriting, Drafting, Revising, Editing, and Publishing activities. Students will also work to strengthen their writing in the areas of Ideas and Content, Organization, Voice, Word Choice, Sentence Fluency, and Conventions, known as the Six Traits of Writing.</p>
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The teacher will...	The student will...	The activities will demonstrate...
<ul style="list-style-type: none"> • Provide a plethora of prewriting opportunities for students to clarify and organize ideas. • Model for students the importance of author's purpose and target audience. • Encourage students to work through multiple drafts, emphasizing revision and editing to strengthen traits. • Allow students opportunities to share their written work with a variety of audiences. • Provide opportunities for students to work collaboratively through the writing process. • Provide and facilitate feedback during all stages of the writing process. • Assess writing in a variety of ways focusing on one or more of the specific traits from the Six Traits of Writing rubric. • Teach writing as a fundamental part of all content areas. • Clarify writing expectations for students in order for students to be successful. 	<ul style="list-style-type: none"> • Practice using the stages of the writing process. • Participate in collaborative efforts, such as writing workshop or writing conferences, in order to discuss and strengthen his/her writing. • Use feedback from the teacher and peers in order to revise and edit drafts. • Use the Six Traits of Writing in order to strengthen specific traits in his/her writing. • Consider the writing expectations of each teacher in order to be most successful with his/her writing. 	<ul style="list-style-type: none"> • The students using writing to develop their understanding of content-related concepts read within a text. • The teacher providing opportunities for students to connect with a text and to respond authentically through written words.

Nagin, Carl and the National Writing Project (2003) *Because writing matters*. New York: Jossey Bass.

✓	Vocabulary	
✓	Fluency	
	Comprehension	
✓	Writing	
<i>Pre</i>	<i>During</i>	<i>After</i>
X	X	X

Strategy	<p>MEDIA AND VISUAL LITERACY- Media literacy enables students to develop an informed and critical understanding of the nature of mass media, mass media techniques, and the impact of these techniques on their own learning.</p>
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The teacher will...	The student will...	The activities will demonstrate...
<ul style="list-style-type: none"> • Provide opportunities for students to experience and question media texts (newspaper articles, TV shows, comic books, graphic novels, etc). • Give explicit instruction on the interpretation of visual images and emotional appeals used in media messages. • Provide access to media texts • Provide opportunities for students to create projects in a variety of media texts. • Create opportunities for students to use the inquiry process with creative communications. 	<ul style="list-style-type: none"> • Read, analyze, and critique a variety of media texts. • Connect personal experiences with media text to the core curriculum. • Question point of view and target audience in a variety of media texts. • Create a variety of media and visual texts to show an understanding of media literacy or to show an understanding of a core concept. 	<ul style="list-style-type: none"> • The teacher and students using media and technology to change the way one learns about the world. • Students using forms of inquiry to analyze the message of media and its purpose. • The teacher providing Text-to-World connections of content to the global society. • Students understanding the complex audio/visual language that serves as a future of communication. • Students becoming fluent in the reading and writing of the language of images.

Alvermann, Donna E., Jennifer S. Moon, and Margaret C. Hagood. (1999). *Popular culture in the classroom: Teaching and researching critical media literacy*. Newark, DE: International Reading Association and National Reading Conference.

Gee, J. (2003). *What video games have to teach us about learning and literacy*. New York: Palgrave Macmillan.

New London Group. (1996). A pedagogy of multiliteracies: Designing social futures. *Harvard Educational Review*, v.66 n.1 p.60-92 Spring 1996

✓	Vocabulary	
✓	Fluency	
✓	Comprehension	
✓	Writing	
Pre X	During X	After X

Strategy	<p>QUESTIONING-</p> <p>The key to comprehension and understanding, questioning helps students make meaning of text and allows opportunities for students to share their thoughts and opinions with others. Teachers model a variety of questioning techniques for students as well as offer opportunities for students to generate their own questions about the texts. Creating and debating high-level questions about the text increase a student's problem-solving and critical thinking skills.</p>
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The teacher will...	The student will...	The activities will demonstrate...
<ul style="list-style-type: none"> • Model the formulation and asking of questions about texts at various levels of difficulty. (ex. Bloom's Taxonomy) • Encourage students to respond to questions in order to strengthen their comprehension. • Strengthen student's problem-solving skills through critical examinations of text • Develop a procedure to question all students 	<ul style="list-style-type: none"> • Read and answer questions about the text. • Formulate and answer questions at various levels of difficulty. • Participate in discussions about texts by formulating questions for a variety of purposes. 	<ul style="list-style-type: none"> • The teacher and students using the text as a springboard for critical thinking and collaboration through questioning. • The students using background knowledge and connections in order to develop answers to higher level questions. • The teacher assessing students' comprehension of a text through a variety of questioning techniques.

Teacher Expectations and Student Achievement (TESA)

Langer, J.A. (1995) *Envisioning Literature: Literary Understanding and Literature Instruction*. New York: Teachers College Press.

✓	<i>Vocabulary</i>		
✓	<i>Fluency</i>		
✓	<i>Comprehension</i>		
	<i>Writing</i>		
<i>Pre</i>	<i>During</i>	<i>After</i>	
<i>X</i>	<i>X</i>	<i>X</i>	

Strategy	<p>READING ALOUD-</p> <p>By reading aloud to students, teachers become a model of how to read expressively and fluently. Reading aloud to students increases their listening skills, comprehension skills, and fluency. The teacher also supports a student's visualization of the text by modeling how a strategic reader interacts with the written word of the text. Reading aloud can be for a variety of purposes, including "reading to inform", "reading to persuade", and "reading to entertain".</p>
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The teacher will...	The student will...	The activities will demonstrate...
<ul style="list-style-type: none"> • Read aloud for a variety of purposes. • Model fluent and expressive reading. • Model thinking aloud processes such as defining a word within the context of a sentence and making personal connections with the text. 	<ul style="list-style-type: none"> • Practice listening skills while creating a visualization or "mind movie" of the text. • Summarize, predict and connect with the text being read. 	<ul style="list-style-type: none"> • The teacher modeling strategic reading for the students by reading aloud texts from a variety of genres. • The students interacting with the text being read aloud by making connections and predictions.

Gay, I. (2003). The teacher makes it more explainable and other reasons to read aloud in the intermediate grades. *Reading Teacher*, 56(8), 812

Allen, J. and Kyle Gonzalez (1998). *There's Room For Me Here: Literacy Workshop in the Middle School*. York, Maine: Stenhouse.

Trelease, J. (1995). *The read-aloud handbook*. New York: Penguin Books.

✓	Vocabulary
✓	Fluency
✓	Comprehension
	Writing
<i>Pre</i>	<i>During</i>
	<i>X</i>
	<i>After</i>

Strategy	<p>VISUALIZATION- Strategic readers create mental images or "mind movies" while reading in order to build meaning and comprehension. In order to bridge concrete images to the abstract ideas, teachers need to provide a variety of models and opportunities for students to use the strategies. After guided practice, strategic readers construct mental pictures independently while reading a variety of texts.</p>
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The teacher will...	The student will...	The activities will demonstrate...
<ul style="list-style-type: none"> • Provide opportunities for students to create mental images of texts. • Demonstrate the bridging of concrete objects with abstract ideas and thoughts. • Model the making of connections between concrete objects and abstract ideas. • Demonstrate visual think-alouds in which readers draw their responses to text excerpts they read. • Connect the process of creating images to the analyzing of information drawn from the text. • Provide media and non-print connections to written texts. 	<ul style="list-style-type: none"> • Connect their knowledge of media and non-print texts to written texts. • Demonstrate the ability to create mental images while reading text. • Share processes of visualizing while demonstrating an improved knowledge of text. • Create visual representations of written text. 	<ul style="list-style-type: none"> • The teacher providing opportunities for students to express visual representations through a variety of activities. • Students engaged in learning through artistic expression. • Students sharing their perspectives on mental images created by reading a common text.

Gambrell, L.B. and P.S. Kosiken. Imagery: A strategy for enhancing comprehension." *Comprehension instruction: research-based practices*. Eds. Block, C.C., and M. Pressley. New York: Guilford.
 Wilhelm, J. (2004). *Reading is seeing*. New York: Scholastic.

✓	Vocabulary	
✓	Fluency	
✓	Comprehension	
✓	Writing	
<i>Pre</i>	<i>During</i>	<i>After</i>
X	X	X

Strategy	<p>WORD DISCOVERIES-</p> <p>Word Discoveries involve the study of words through student-led, interactive activities that allow students to categorize, infer, predict, compare, and contrast words in order to strengthen a student's independent word knowledge. Teacher-led vocabulary instruction becomes necessary when the tools used by the reader do not provide the essential information about the word. By understanding how words are formed, exploring word origins, and examining words in context, students become strategic in their understanding of unfamiliar words encountered while reading.</p>
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The teacher will...	The student will...	The activities will demonstrate...
<ul style="list-style-type: none"> • Provide multiple exposures to key words. • Provide opportunities for students to actively explore new words independently using a variety of graphic tools and organizers. • Provide explicit instruction on word origins, root words, prefixes, and suffixes. • Model techniques for defining words in the context of a text. • Provide opportunities for students to compare and contrast words. • Assess a student's vocabulary growth using a variety of methods. • Provide opportunities for the students to use the learned vocabularies through a variety of methods. 	<ul style="list-style-type: none"> • Use graphic tools and organizers in order to categorize or differentiate word meanings of unknown words. • Practice using knowledge of root words, word origins, prefixes, and suffixes in determining the definition of the word in context. • Practice using the word in a variety of ways. • Monitor how word meaning affects his/her comprehension of the text. 	<ul style="list-style-type: none"> • The teacher of various contents facilitating independent examination of words appropriate to the text being studied. • The students integrating their knowledge of words to strengthen comprehension and fluency. • Teachers and students collaborating to discover the meanings and origins of words through context or explicit instruction.

Baumann, J. and Kame'enui, E. (2004). *Vocabulary instruction: Research to practice*. NY: The Guilford Press.

Francis, M. A., & Simpson, M. L. (2003). Using theory, our intuitions, and a research study to enhance students' vocabulary knowledge. *Journal of Adolescent and Adult Literacy*, 47(1), 66-78.

✓	Vocabulary	
✓	Fluency	
✓	Comprehension	
✓	Writing	
<i>Pre</i>	<i>During</i>	<i>After</i>
X	X	X

Strategy	<p>WRITING TO LEARN- A reader's authentic response to a text is essential for developing critical understanding. Strategic readers use writing to examine personal connections, explore new concepts, and clarify questions that come from the text through a variety of written genres.</p>
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The teacher will...	The student will...	The activities will demonstrate...
<ul style="list-style-type: none"> • Provide opportunities for students to clarify meaning through writing. • Model a variety of writing activities used to examine a reader's response to the text. • Identify opportunities for students to clarify questions and explore new concepts through text and written responses. • Assess a student's understanding of a text through a variety of written genres. 	<ul style="list-style-type: none"> • Respond authentically to texts through a variety of written genres. • Explore new concepts and ideas through critical thinking and connections. • Demonstrate understanding through a variety of written genres. 	<ul style="list-style-type: none"> • The teacher encouraging discussion based on the written responses to text. • The students using writing to respond to text in a variety of content areas. • The teacher and students using a variety of written genres, including creative writing, in order to strengthen meaning and understanding in text.

Collins, J. (1992). *Developing Writing and Thinking Skills Across the Curriculum: A Practical Program for Schools*. Collins Education Associates.
 Taylor, J. K. (1985). *Write to understand: Journaling in the Reading/Study classroom*. U.S.; Kentucky.
 The Daybook of Critical Reading and Writing, Great Source Publishing

✓	Vocabulary
✓	Fluency
✓	Comprehension
✓	Writing
<i>Pre</i>	<i>During</i> <i>After</i>
X	X X