CCPS Reading Strategy Overview

Structure and Support	Strategy	Purpose(s)	For your consideration...
Teacher guided	Interactive read aloud	• Model fluent reading and active thinking of a capable reader, especially for a complex text or for ELL's and below grade-level readers • Guide students' attention to key concepts and ideas	Require students to revisit the text to complete a written or spoken task (independently or in pairs). Monitor to look for tracking and engagement.
	Think aloud and modeling	• Model fluent reading and active thinking of a capable reader • Set expectations for during reading processes	Teacher think aloud and modeling should generally be brief prior to students reading collaboratively or independently. Suggestion: Start with teacher think aloud prior to engaging students in the process. After you share your thinking, invite students in a reciprocal modeling structure. (see step 5)
	Metacognitive conversations and Questions for "debriefing" reading	• Invite thinking rather than retrieving information • Structure to support how readers identify themselves as readers, how they approach text, and how they engage and use text as evidence to make sense of their reading	This can be built into instruction before reading, during reading, and after reading. We explicitly teach metacognitive conversations and engage in it frequently as a whole class with teacher modeling, in small groups, and independently with logs with the end goal that students will internalize it.
Cooperative Learning (students reading in pairs or small groups)	PALS	• Provide positive and productive peer interaction • Actively involve all students • Accommodate academic diversity	Typically is about ~30-40 min of directed pairs reading. Pairing should be strategic. Teachers could "rank-order students from highest to lowest achieving, and then pair them by splitting the list" (Lewis, Walpole, McKenna, 2014) The more complex the text or the more "active" the student, the shorter the chunks of text should be.
	Text shrinking (sometimes combined with PALS)	• Emphasize summarization of content • Identify main idea • Provide positive and productive peer interaction • Actively involve all students	Teachers could have students write their "shrunken" text in the form of a GIST statement.
	Partner think aloud	• Engage students in making thinking visible to a partner	One partner reads and thinks aloud, the other annotates the reader's thinking on paper, then swap.
	Reciprocal Teaching	• Collaborative meaning-making of a complex text • Emphasizes predicting, questioning, clarifying, and summarizing.	Typically is about ~30-40 min of group reading. Prepare the text and grouping ahead of time.

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Independent	Reading Guides (More info here)	● "...focus students' attention, to help them process content, and model strategic reading" (McKenna, Franks, & Lovette, 2011) ● Support students in accessing complex texts independently	Reading guides are not intended to assess comprehension (this makes them different from a simple worksheet of comprehension questions); rather, they are used to guide students' thinking as they read. Support students AS they read (versus assigning after-reading questions) with reading guides/roadmaps or graphic organizers Teachers may customize reading guides for a specific purpose and for a specific group of students.
	Annotations and "talking to the text"	● Opportunity to make thinking visible ● Documents during reading comments and thinking for later use after reading ● Encourages students to use schema to make connections, ask questions, notice confusing areas and use fix up steps, etc.	Ideal for smaller chunks of text. Can be used in think aloud directed by teacher, partner think aloud, or independent reading.
	Metacognitive bookmarks and logs	● Conversation that invites thinking rather than retrieving information ● A way to "capture" the reading process ● Tool for debriefing reading of a complex text	We explicitly teach metacognitive conversations and engage in it frequently as a whole class with teacher modeling, in small groups, and independently with logs with the end goal that students will internalize it.
	Audio (SORA overview)	● Model fluency and expression ● Develop listening skills ● Support vocabulary development and accessing complex texts independently ● Support/control pacing of students' independent reading	Audio is generally more effectively used in independent reading but could be incorporated into other collaborative strategies. Be sure students listen WHILE reading/tracking the text.

Sage on the stage   Guide on the side

Interactive read aloud   Modeling   PALS
                                Think-aloud   Reciprocal Teaching
                                                  Partner think aloud
                                                  Independent reading with support
                                                  (reading guides, audio, etc.)

What might a week of reading instruction in a secondary classroom look like?

Monday	Wednesday	Friday
• (10 min) Daily writing warm up • (10 min) Teacher model thinking aloud beginning of novel, emphasizing skills/concepts to focus students' reading this unit • (15-20 min) Reciprocal modeling whole class • (5 min) Whole class debriefing with metacognitive conversation • (30 min) Partner reading (possibly using PALS structure) with text shrinking at pre-selected stopping points • (5 min) Pair then share whole class debriefing metacognitive conversation • (10 min) Closure--teacher assesses student understanding of reading in brief exit ticket	• (10 min) Daily writing warm up- response to text • (10 min) Discuss reading from last class and clarify misconceptions seen in exit ticket • (10 min) Teacher model thinking aloud using Reciprocal Teaching method beginning of next chapter in novel • (35 min) Reciprocal Teaching in small groups. Teacher monitors, collects formative data on understandings and misconceptions, etc. • (5 min) Whole class debriefing conversation • (10 min) Closure--teacher may assess student understanding of reading in brief exit ticket or other similar activity	• (10 min) Daily writing warm up- response to text • (5-10 min) Discuss reading from last class and clarify misconceptions seen in exit ticket • (40 min) Students continue reading independently with reading guide. Audio as an option for students who would benefit from listening while reading. • (20 min) Short written response to text

From *Reading for Understanding*, below is a graphic to highlight an approach to reading instruction over the course of a text or text set while planning for gradual release. In addition, here is a [teacher planning tool](#) to articulate the thinking below.