The Vision for Ambitious Reading Teaching

Teachers give readers opportunities and support to read many diverse types of text in order to gain experience, build fluency, gain comprehension, and develop into a successful reader.

Fundamental Beliefs About Reading

♦ All teachers share in the responsibility of teaching reading.

♦ Reading, writing, viewing, speaking, listening and thinking are inseparable processes essential to learning in all content areas.

♦ Teachers must ensure students read and write in all content areas in meaningful ways and on a daily basis.

♦ Literacy best develops when students connect their background knowledge to the world of literature.

♦ Literacy is a dynamic interaction of social and cognitive realms.

♦ Effective teaching of reading is best supported in a collaborative atmosphere.

♦ All students need to be surrounded with a print-rich environment that demonstrates the power and importance of literacy.

Teacher Actions:

♦ Teachers develop relationships with their students and encourage them to choose texts for themselves.

♦ Teachers use complex texts as models so students recognize and are able to negotiate many different types of complex texts.

♦ Teachers model and students practice using a variety of strategies to ensure meaning is derived from texts and comprehension is increased. These metacognitive strategies include activating prior knowledge, inferring, monitoring and clarifying, questioning, summarizing, visualizing and organizing, determining importance, and synthesizing.

♦ Teachers provide skillful, instructional scaffolding with the gradual release to ensure students are able to construct meaning from challenging texts.

♦ Teachers model how readers can choose a wide range of texts from a variety of genres to develop a love of lifelong reading.

♦ Teachers provide students with access to increasingly complex, multi-modal and discipline-specific texts, which includes digital and visual texts.

♦ Teachers model and teach a variety of methods to increase vocabulary, including finding appropriate meaning, identifying parts of words, looking for context clues and using of reference materials.

♦ Teachers provide opportunities for students to analyze, comment on, compare, and share their thinking about what they've read through learning-focused talk and collaboration.

♦ Teachers expect students to make their thinking visible about what they've read through writing, drawing, discussion, etc. while making the following connections: text to text, text to self, and text to world.

♦ Teachers have students read multiple texts focused on the same topic to improve comprehension through text-to-text connections and identifying comparisons and contrasts.

♦ Teachers require students to construct, synthesize and evaluate meaning from texts.

♦ Teachers use a variety of formative assessment methods to adjust instruction and monitor progress daily to ensure each individual student reaches and/or exceeds the instructional goal.

Student Actions:

♦ Students use a variety of strategies to derive meaning from texts and increase comprehension. These strategies include:

    a. Activating

    b. Inferring

    c. Monitoring and Clarifying

    d. Questioning

    e. Summarizing

    f. Determining Importance

    g. Visualizing and Organizing

    h. Synthesizing

♦ Students use a variety of methods to increase vocabulary, including finding appropriate parts of words, looking for context clues, and use of reference materials.

♦ Students analyze, comment on, compare, and share their thinking about what they've read through learning-focused talk and collaboration.

♦ Students make their thinking visible about what they have read through writing, drawing, discussion, etc. while making the following connections: text to text, text to self, and text to world.

♦ Students read multiple texts focused on the same topic.

♦ Students demonstrate, understand, and are able to synthesize and evaluate texts.

♦ Students can compare and contrast a variety of increasingly complex multi-modal texts.

♦ Students use formative assessments of their own learning to monitor progress daily.