

# Advance Beyond *Doing* Reading to *Teaching* Reading



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**Honor the gradual release of responsibility.**

## **DELIVER** INSTRUCTION

### WHOLE-CLASS

- Comprehension mini-lesson

## **GUIDE** PRACTICE

### WHOLE-CLASS

- Common texts/read alouds
- Text-based discussions
- Text-based activities/tasks

### SMALL-GROUP

- Common texts/read alouds
- Text-based discussions
- Text-based activities/tasks

## **FOSTER** APPLICATION

### INDIVIDUAL

- Self-selected reading
- Literacy-station work
- Silent reading
- Independent reading/tasks
- Reading-based assessments

**TEACHERS**

## **OBSERVE** THE EXPERT

Students learn a new play by watching & listening to the coach execute a step-by-step breakdown.

## **PRACTICE** WITH SUPPORT

Students practice the new play — with the coach nearby— in a controlled scrimmage.

## **APPLY** INDEPENDENTLY

Students independently apply the new play in a game with other previously-taught skills.

**STUDENTS**



## Whole-class comprehension lessons reveal *how* to do that kind of thinking.

### Say what

This skill means...

It's an important skill because...

Readers use this when...

Authors expect readers to...

Authors give clues or details like...

Readers find these details...

To execute this kind of thinking...

### Show how

*I know that readers...*

*I know that authors...*

*In order to... I need to...*

*I'll look (for what)...*

*I'll look (where)...*

*I see (this) and it makes me think...*

*I'm trying to... Maybe I could...*

## LESSON FOCUS: RECOGNIZE READER VOICES

A reader utilizes his *Reading Voice* and *Thinking Voice* to comprehend. The *Reading Voice* is the green speech bubble. It sees and says/pronounces the words in the text. The *Thinking Voice* is the yellow cloud bubble. It explains what the words mean.

Readers have conversations in their heads. The *Reading Voice* reads aloud a little of the text, pauses, and then listens carefully for the *Thinking Voice* to whisper what it means. This occurs throughout the whole text.

The *Reading Voice* works in all types of texts. It "reads" words. It "reads" visuals. And it "reads" audio.

Connect the reader voices to a traffic light.

- Describe the **Reading Voice** as **loud**. It is **green** and **goes** through the text. If the reader isn't careful, it will speed right through the text to "git-r-done."
- Describe the **Thinking Voice** as **quiet**. It is **yellow** and **slowly**, cautiously whispers various comments.
- Introduce the **Distracting Voice** as dangerous. It's **red**— meaning **stop**. It's on the same side as the *Thinking Voice*, indicating that the reader is either thinking about the text, or he is thinking about something else. All readers have a *Distracting Voice* that must be self-monitored and muted.



# Whole-class comprehension lessons reveal *how* to do that kind of thinking.

## TEACH READING



Whole-class instruction is the starting point.



## DO READING

Read passages & ask questions.



Assign reading & give assessments.



## LESSON FOCUS: UTILIZE CONTEXT CLUES

Context clues allow a reader to understand an author's ideas even when he uses unfamiliar words and phrases.

When reading about new things or complex ideas, authors use precise vocabulary. But if the reader is unfamiliar with a word's meaning, then the whole message may be incomprehensible. Thus, authors include clues or details to help their readers figure out the meanings to the big words they use.

These special clues are called context clues. Note "text" within "context." These clues are *inside* the text. (The reader is NOT getting a dictionary or looking it up online.) "Clues" may include a variety of details. Look for:

- READER TOOLS (e.g., vocab box, glossary, footnote)
- VISUAL CLUES (e.g., illustrations, photos, maps)
- KEY PHRASES (e.g., *This means... This is called...*)
- PRINT CLUES outside the tricky word (e.g., synonyms, examples, etc.)
- ROOT-WORD CLUES inside the tricky word (e.g., prefix, suffix, etc.)

Look for clues on either side of the tricky word. (Reverse/Back up 1-2 sentences before the tricky word and skip/fast-forward 1-2 sentences beyond it.)

Put the clues together to predict what the word/phrase likely means. Then, continue reading, looking for additional clues to confirm or adjust the inferred definition.

