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Opportunities for Using

The
Reading
Strategies
Book 2.0

as a Supplement to a
CORE READING PROGRAM

Dear Teachers,

Strategies from *The Reading Strategies Book 2.0* can be used alongside any reading curriculum, program, or series, and in any subject area. Strategies are simply *how-tos* to scaffold students as they work on a skill. You can teach strategies to your whole class, a small group, or an individual student.

Recently, I studied a student book and teacher's guide from one commonly used core reading program to offer some tips for utilizing the strategies in *The Reading Strategies Book 2.0*. I want to be clear that I'm not endorsing any particular program or type of curriculum with this effort.

From my exploration of these materials, I found many opportunities to use strategies to make whole-class teaching more explicit, and many opportunities to provide differentiation beyond what the teacher's guide suggests. The strategies in *The Reading Strategies Book 2.0* can be aligned to the lesson objectives, or added to the lesson sequence to preteach, reteach, remediate, or provide enrichment.

I hope that the comments and suggestions in this guide are helpful to you and, above all, that they help to bring about increased growth in your students!

Yours in great teaching,

Jennifer Serravallo





Using *The Reading Strategies Book 2.0* as a Supplement to a Core Reading Program

Noticings When Examining the Reading Program Materials (Student Book and Teacher’s Guide)

Advice for Using *The Reading Strategies Book 2.0 (RSB 2.0)* to Supplement and Enhance the Program

TASKS AND ASSIGNMENTS

The student book gives directions for a task to be complete (e.g., in one program’s first-grade book, students are directed to: “Mark up your text. Highlight details, add notes and questions, add words to your word list”).

Although the book tells students what to do, it doesn’t tell students how. Using *RSB 2.0*, think first about what category from the hierarchy (see inside front cover or page 6) the task connects to (e.g., “highlight details” corresponds to “key details” in *RSB 2.0*). Then, search for strategies using the skill progression. Once you’ve found appropriate strategies, you can teach them to the whole class, small groups, or individuals who need support with the task.

PHONICS AND PHONEMIC AWARENESS

Phonics and phonemic awareness lessons and activities are taught in isolation without explicit transfer to reading connected texts.

To ensure students aren’t viewing these exercises as isolated skills, it’s important to teach them to explicitly transfer what they learn to real reading contexts. Chapter 3 of *RSB 2.0* is filled with strategies to support accurate word reading. Search through the chapter for strategies that connect to the phonics lessons, and then use those strategies to teach students how to apply their phonics knowledge to their reading.

Noticings in the Core Reading Program Materials

How to Incorporate Strategies from *The Reading Strategies Book 2.0*

VOCABULARY

Within passages, there are often key vocabulary words identified for students to know. Sometimes the words are highlighted and sometimes a definition is provided.

To truly understand new vocabulary, students should be taught to use strategies to understand the meaning of words from context and based on their knowledge of morphology. Clueing students in to morphology can also help them learn to grow their vocabularies by applying what they know about words (affixes, roots, bases, and so on) to other words. Go beyond individual words and supplement vocabulary work with strategies from Chapter 11 of *RSB 2.0*.

GRAPHIC ORGANIZERS

Target skills are often identified for students (e.g., “Main Idea and Details”). These terms are then defined in the student book, and readers are given a graphic organizer format to use when writing main ideas and details.

Each time a skill is articulated, you can find help in *RSB 2.0* for how to break down that skill into strategies. Students often need the explicit “how to” of a strategy in order to take on the challenging work of a skill.

Graphic organizers help students to organize information, but knowing which information to put in the organizer often requires more explanation. The strategies and correlating prompts in *RSB 2.0* can help show students how to sort through all the information in their books to provide the important information for the organizer.

Noticings in the Core Reading Program Materials

How to Incorporate Strategies from *The Reading Strategies Book 2.0*

PERFORMANCE TASKS

Students are asked to complete performance tasks at the end of a chapter.

After reading the performance task instructions, think about what skills students would need to answer the question with the right types of detail and the right amount of detail. As you look over students' work in response to the performance task, try to identify which skills students are demonstrating mastery of and which ones they need support with. As you move into the next chapter or unit in the guide, consider pulling together some small groups to teach students strategies for the skills with which they need more practice.

STUDENT COLLABORATION AND CONVERSATION

The student book will often direct students to work in collaboration with others. For example, students may be asked to do a “think-pair-share,” have a class discussion using provided questions as springboards, or “turn and talk” using new words they’ve learned—and in all cases to give details and explain their ideas clearly.

Conversing with others will not come naturally to all students, and having a true dialogue is more than just taking turns sharing one quick thought. In the “Conversation” chapter of *RSB 2.0* (Chapter 12), you can use the skill progression to assess as students talk in partnerships, groups, or as a whole class. Then, target strategies to support students in deepening their speaking and listening skills. Consider using visual scaffolds, such as the classroom charts recommended in Chapter 12, that students can refer to for a reminder of the strategies they’ve learned to improve conversation.

Noticings in the Core Reading Program Materials

How to Incorporate Strategies from *The Reading Strategies Book 2.0*

RESPONDING TO QUESTIONS

Students are asked to answer questions independently. For example, after reading a passage, they may be asked to independently identify the main idea of a given section of text.

When students are asked to answer a question, you can find strategies in *RSB 2.0* to support them with how to answer the question. First, figure out what type of question it is (i.e., is the question asking the student about the plot, setting, character, main idea, vocabulary, etc.). Then, find strategies in the corresponding chapter. The prompts that connect to each strategy and the visual supports (charts, tools, student work exemplars) included in *RSB 2.0* can also be sources of support.

FLUENCY

In a fluency lesson, the teacher's guide at times instructs the teacher to coach students to read smoothly and with expression (without offering language for how to do so).

For many students, some explicit instruction detailing how to read fluently, and a model with a visual such as an anchor chart, could help students practice more independently. First, identify what fluency skill students are asked to practice, and then use the skill progression to find strategies that align to grade-level expectations. The language you might use while coaching readers can be found in the "prompts" section of each strategy page in *RSB 2.0*.

Noticings in the Core Reading Program Materials

How to Incorporate Strategies from *The Reading Strategies Book 2.0*

GENRE

Each lesson focuses on a different genre (e.g., expository nonfiction may be followed by biography, which is followed by a fictional piece). This requires students to switch from one genre to another within short periods of time after reading and practicing strategies on just one text.

Switching genres requires switching gears. Although students may use the same skills (e.g., visualizing) they will employ different strategies (e.g., using their senses to imagine the setting in fiction versus using photograph captions to help them add more details beyond what is in the picture in nonfiction). In *RSB 2.0*, you'll find three chapters to help students comprehend narrative texts (Chapters 5, 6, and 7), three chapters to support students with expository texts (Chapters 8, 9, and 10), and one chapter to help students with vocabulary and figurative language for any text type (Chapter 11). When switching to new genres, try to notice which skills students need support with—in many cases, it will be beyond just what the teacher's guide directs you to pay attention to. Then, as students work independently, pull together small groups and individual students to teach targeted strategies for support.

TEXT- AND FEATURE-DENSE PAGES

The pages in the student book are filled with information (e.g., they may contain a collection of text features, such as photographs and callout boxes, as well as running text).

Many students can use support navigating the pages and getting the most information from the different parts of the text. Using strategies from the "Text Features" chapter of *RSB 2.0* (Chapter 10) will be a support to students in navigating and comprehending all the information on dense pages.

Noticings in the Core Reading Program Materials

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INDEPENDENT READING

Every few lessons, students are asked to read independently from books they self-select. The teacher’s role—and what students should be expected to do (beyond read)—is unclear.

Independent reading time is most valuable when it is supported by clear goals (for the reader) and when the teacher actively supports students in conferring and small-group lessons. As students read independently, remind them of strategies they should be practicing, and teach new ones. Strategies should align to their individual goals based on assessments, or based on goals from your curriculum you’ve noticed students may need support with based on how they’ve responded to various tasks (e.g., speaking with a partner, answering comprehension questions, reading out loud with fluency and accuracy).

While students read, watch them. Sometimes you’ll discover some students who could use support with their focus, stamina, or overall engagement for independent reading. You’ll find strategies in Chapter 2 of *RSB 2.0* to support those students.

COMPLEX TEXTS

Students will be asked to read challenging text, sometimes well above grade level.

Strategies are always helpful, but especially so when texts are complex. As students attempt to read texts independently, take note of what types of reading work pose a challenge to them. Decoding the words? Reading with fluency? Comprehending? Writing about reading? Find the chapter in *RSB 2.0* that connects to the support students need, and search for strategies using the skill progressions.