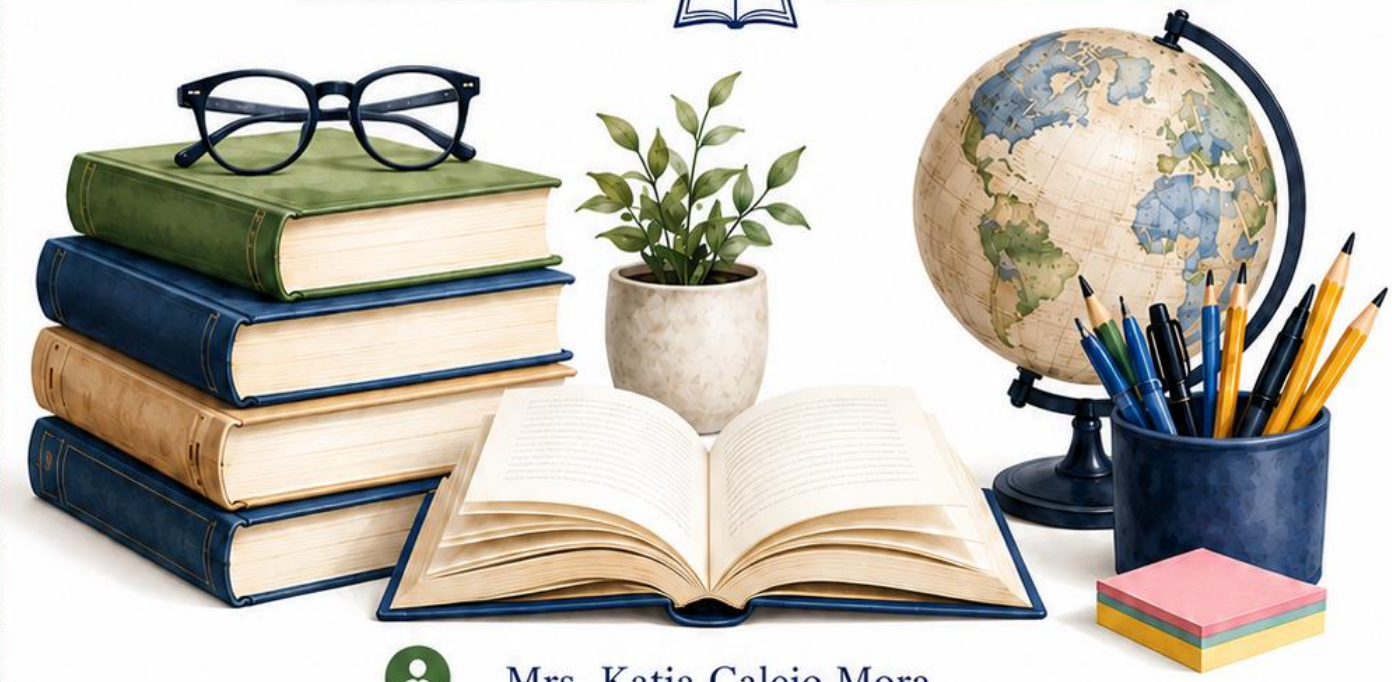
READING *Strategies*

ACROSS THE CURRICULUM



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Teachers will:

- effectively implement evidence-based reading strategies, including purposeful annotation, multi-pass reading, and text-dependent questioning, to improve students' comprehension of complex texts.
- strengthen students' critical thinking skills by using structured instructional routines that promote inference, analysis, synthesis, and evidence-based reasoning.
- integrate literacy strategies across all content areas and grade levels to create consistent opportunities for students to develop reading comprehension and analytical skills.
- increase student engagement, confidence, and independence by providing meaningful opportunities for active reading, collaborative discussions, and strategic application of reading skills.
- enhance classroom instruction by utilizing practical, evidence-based tools and instructional resources from the Reading Strategies Toolkit to deliver engaging, standards-aligned literacy lessons.

Students will:

- increase their ability to analyze complex texts.
- be able to read with purpose using evidence-based strategies.
- use academic vocabulary strategies learned across content areas to deepen understanding.
- deepen their critical thinking and evidence-based discussion.
- consistently use close reading strategies across content areas to deepen understanding.



- **ELA.3.R.1.2 (Grade 3)** – Explain how relevant details support the central idea of a text. Students identify key details and determine how they contribute to overall meaning.
- **ELA.5.R.2.1 (Grade 5)** – Explain how text structures contribute to the meaning and style of a text. Students analyze how sections are organized and why the author chose that structure.
- **ELA.7.R.3.2 (Grade 7)** – Paraphrase content from grade-level texts while maintaining meaning and logical order. Students restate ideas in their own words to show understanding.
- **ELA.9.R.1.1 (Grade 9)** – Analyze how key elements enhance or add layers of meaning within a literary text. Students examine character development, setting, and plot to interpret deeper themes.
- **ELA.11.R.2.2 (Grade 11)** – Analyze the author's use of rhetorical appeals and text structure in an argument. Students examine how reasoning, evidence, and organizational choices strengthen or weaken the author's claims.

Note: Although this project is aligned to the identified target standards, the instructional strategies and resources are designed to be flexible and can be used to support additional standards across all grade levels and content areas.



Reading Strategies Across the Curriculum professional learning workshop equips teachers with a comprehensive, evidence-based toolkit designed to strengthen reading comprehension and critical thinking in students across all grade levels and subject areas. Participants will explore practical, research-based instructional routines, including purposeful annotation, multi-pass reading, text-dependent questioning, evidence collection, and collaborative close reading, that help students actively engage with increasingly complex texts.

Throughout the workshop, teachers will learn how to model each strategy through explicit instruction, guide students during collaborative practice, and gradually release responsibility so students can apply the strategies independently.

This toolkit provides ready-to-use lessons, graphic organizers, discussion and classroom resources that can be immediately implemented in English Language Arts, Science, Social Studies, Mathematics, and elective classrooms.

By integrating these literacy routines into daily instruction, teachers will help students become more strategic readers who analyze, infer, synthesize, and communicate their thinking using evidence from text.

The workshop also emphasizes increasing student confidence, motivation, and perseverance by creating engaging, student-centered learning experiences that promote meaningful discussion and independent learning.

Student Learning

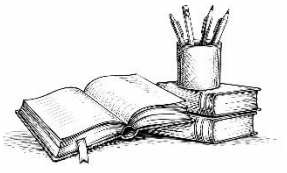
Upon implementation of the Reading Strategies Toolkit, students will engage in meaningful literacy experiences that strengthen comprehension, critical thinking, and communication skills through activities such as:

- Purposeful Annotation
- Multi-Pass Reading
- Text-Dependent Questioning
- Evidence Collection
- Academic Discussions
- Independent Strategy Application
- Cross-Curricular Literacy

Through these engaging, scaffolded activities, students develop stronger reading comprehension, analytical thinking, evidence-based reasoning, and communication skills while building the confidence and independence needed for long-term academic success.

LESSON PLANS





LESSON PLAN



Lesson Title: _____

Date: _____ **Grade:** _____

Standards

-
-
-
-

Success Criteria

The student will be able to:

-
-
-

Essential Question

_____

_____

_____

Literacy Focus

_____

_____

_____

Materials & Resources

-
-
-

Literacy Strategies

Before Reading

Goal: Activate prior knowledge, establish purpose, pre-teach vocabulary

- ☐ Anticipation Guides
- ☐ KWL Charts
- ☐ Essential Question/s
- ☐ Think-Pair-Share
- ☐ Vocabulary Mapping
- ☐ Quick Writes
- ☐ Preview–Predict–Confirm
- ☐ Other: _____

During Reading

Model → Guided Practice → Collaborative Practice → Independent Practice

- ☐ Annotation
- ☐ Reciprocal Teaching
- ☐ Text-Dependent Questions
- ☐ Evidence Collection
- ☐ Chunking the Text
- ☐ Stop-and-Jot (strategic note taking)
- ☐ Leveled Graphic Organizers
- ☐ Vocabulary Mapping
- ☐ Collaborative Discussion (*Think-Pair-Share, Turn-and-Talk, Socratic Seminar*)
- ☐ Close Reading – Multi-pass reading

After Reading

Discussion, synthesis, writing, reflection.

- ☐ Summarization
- ☐ Written Response Using Text Evidence
- ☐ Claim–Evidence–Reasoning (CER)
- ☐ Socratic Seminar
- ☐ Leveled Graphic Organizers
- ☐ Exit Tickets
- ☐ Reflection Journals
- ☐ Revisiting the Essential Question

Differentiation & Accommodations

- ☐ Flexible Grouping
- ☐ Tiered Assignments
- ☐ Scaffolding
- ☐ Choice Boards
- ☐ Leveled Graphic Organizers
- ☐ Guided Practice
- ☐ Audiobooks
- ☐ Sentence Frames
- ☐ Chunking Complex Tasks
- ☐ Student Conferencing

Assessment

☐ Oral
☐ Teacher Observation
☐ Unit Tests
☐ Quizzes
☐ Student Notebook
☐ Peer Assessment Using Structured Rubrics
☐ Performance-Based Assessments - *Projects*
☐ Evidence-Based Constructed Responses
☐ Authentic, Real-World Performance Tasks

Homework:

Teacher Reflection

RESOURCES



Teacher Resource Guide

Goal: To strengthen students' reading comprehension and analytical skills by equipping teachers with a comprehensive Close Reading Toolkit grounded in evidence-based instructional strategies.

Purpose (*Foster student independence through gradual release - I Do, We Do, You Do*)

This toolkit provides practical resources that teachers can immediately use to plan lessons, model close reading routines, and gradually build students into independent, strategic readers. It is designed for use across all content areas, including English Language Arts, Science, Social Studies, Mathematics, and elective courses.

Research-Based Framework

Instruction is grounded in evidence-based literacy practices including gradual release of responsibility, text-dependent questioning, annotation, repeated reading, vocabulary instruction in context, metacognition, and collaborative discussion.

Close Reading Lesson Routine

Stage	Teacher Actions
1. Before Reading	Activate prior knowledge, establish a purpose, preview vocabulary, and set a focus question.
2. First Read	Read for gist. Students identify the main idea and summarize the text.
3. Second Read	Annotate for key details, unfamiliar vocabulary, author's purpose, and text structure.
4. Third Read	Analyze evidence, infer meaning, evaluate arguments, and answer text-dependent questions.
5. Discussion	Use accountable talk stems and cite evidence during partner or whole-class discussions.
6. Written Response	Students synthesize learning using evidence from the text.

Teacher Modeling Checklist

- Think aloud while reading.
- Model effective annotation.
- Demonstrate how to ask and answer text-dependent questions.
- Show how to cite textual evidence.
- Model summarizing and synthesizing ideas.
- Gradually release responsibility to students

Text-Dependent Question Stems

These question stems work across literature, informational texts, science articles, historical documents, technical texts, and primary sources.

- What evidence supports...?
- Which words or phrases help the reader understand...?
- What can you infer from...?
- How does the author develop...?
- Why is this detail significant?
- How does the structure contribute to meaning?
- According to the text, what evidence shows…?
- Which sentence or paragraph best supports the idea that…?
- What is the central idea (or theme) of the text? Cite evidence to support your answer.
- How does the author develop the idea of _____ throughout the text?
- What can you infer about _____? What evidence supports your inference?
- Why does the author include _____? Use evidence from the text to explain.
- How does the author's word choice affect the meaning or tone of the text?
- How do the events, ideas, or arguments in the text contribute to the overall message?
- What is the significance of _____ in the text? Support your response with textual evidence.
- How does the structure of the text help the author communicate the main idea?
- How does the character change from the beginning to the end of the text? What evidence demonstrates this change?
- Compare and contrast _____ and _____ using evidence from the text.
- Which piece of evidence is the strongest support for the author's claim or purpose? Explain why.
- How does the author's point of view influence the way the information is presented?
- What conclusion can you draw after reading the text? Support your conclusion with multiple pieces of textual evidence.

Follow-Up Question Stems

These can be paired with any question to encourage deeper thinking:

- What evidence from the text supports your answer?
- Which paragraph helped you reach that conclusion?
- What makes you say that?
- Can you find another piece of evidence?
- How does this connect to the author's overall message?
- What details led you to that inference?
- How would your answer change if this section were removed?
- Why is this evidence stronger than another example?
- How does this detail contribute to the text as a whole?
- What does the author want the reader to understand here?

Across the Curriculum Applications

English Language Arts: Analyze theme, character, author's craft, and figurative language.

Science: Interpret data, procedures, and scientific explanations using evidence.

Social Studies: Analyze primary sources, historical claims, and perspectives.

Mathematics: Read word problems closely, identify relevant information, and justify reasoning.

Electives: Interpret technical texts, manuals, articles, and multimedia sources.



Definition: Reciprocal teaching refers to an instructional activity that takes place in the form of a dialogue between teachers and students regarding segments of text. The dialogue is structured by the use of four strategies: summarizing, question generating, clarifying, and predicting. The teacher and students take turns assuming the role of teacher in leading this dialogue.

Purpose: The purpose of reciprocal teaching is to facilitate a group effort between teacher and students as well as among students in the task of bringing meaning to the text. Each strategy was selected for the following purpose:

1.) Predicting occurs when students hypothesize what the author will discuss next in the text. In order to do this successfully, students must activate the relevant background knowledge that they already possess regarding the topic. The students have a purpose for reading: to confirm or disprove their hypotheses. Furthermore, the opportunity has been created for the students to link the new knowledge they will encounter in the text with the knowledge they already possess. The predicting strategy also facilitates use of text structure as students learn that headings, subheadings, and questions imbedded in the text are useful means of anticipating what might occur next.

2.) Clarifying is an activity that is particularly important when working with students who have a history of comprehension difficulty. These students may believe that the purpose of reading is saying the words correctly; they may not be particularly uncomfortable that the words, and in fact the passage, are not making sense. When the students are asked to clarify, their attention is called to the fact that there may be many reasons why text is difficult to understand (e.g., new vocabulary, unclear reference words, and unfamiliar and perhaps difficult concepts). They are taught to be alert to the effects of such impediments to comprehension and to take the necessary measures to restore meaning (e.g., reread, ask for help).

3.) Question generating reinforces the summarizing strategy and carries the learner one more step along in the comprehension activity. When students generate questions, they first identify the kind of information that is significant enough to provide the substance for a question. They then pose this information in question form and self-test to ascertain that they can indeed answer their own question. Question generating is a flexible strategy to the extent that students can be taught and encouraged to generate questions at many levels. For example, some school situations

require that students master supporting detail information; others require that the students be able to infer or apply new information from text.

4.) Summarizing provides the opportunity to identify and integrate the most important information in the text. Text can be summarized across sentences, across paragraphs, and across the passage as a whole. When the students first begin the reciprocal teaching procedure, their efforts are generally focused at the sentence and paragraph levels. As they become more proficient, they are able to integrate at the paragraph and passage levels.

In summary, each of these strategies was selected as a means of aiding students to construct meaning from text as well as a means of monitoring their reading to ensure that they are in fact understanding what they read.

Using the Strategy

- During the initial phase of instruction, the teacher assumes the primary responsibility for leading dialogues and implementing the strategies.
- Through modeling, the teacher demonstrates how to use the strategies while reading the text.
- During guided practice, the teacher supports students by adjusting the demands of the task based on the students' level of proficiency.
- Eventually, the students learn to conduct the dialogues with little or no teacher assistance.
- The teacher assumes the role of a coach/facilitator by providing students with evaluative information on their performance and prompting them to higher levels of participation.
- The four steps can be done in any order, but the summarizing step could be done by an individual student on his/her own after the group has completed its discussion.
- The steps, especially clarifying, should be done during the reading rather than reading the text material first and completing the steps at the end.

Criteria for Selecting Materials

- Select materials based on the students' reading and comprehension level, but use materials that are sufficiently challenging.
- Incorporate text that is representative of the kinds of materials students are expected to read in your class.
- Generally, Reciprocal Teaching works best with expository or informational text, but the story structure in narrative text can work as well. Students can use the four steps incorporating the elements of story grammar (setting, characters, plot, conflict, and solution).

Grouping Students

- When students are well-trained in the Reciprocal Teaching strategy, they can work in small heterogeneous groups of three or four to ensure that each student has the opportunity to practice using the strategies while receiving feedback from other group members.
- Frequent guided practice is essential in helping students to become proficient in their use of the strategy.

Steps to Reciprocal Teaching:

1. Select a well-structured text selection for the exercise. Distribute copies of the selection to the class.

2. Explain the four reading skills that you will demonstrate: summarizing, questioning, clarifying, and predicting.

3. Model each of these skills by analyzing the first paragraph of the document.

4. Divide the class into small groups; 3 – 4 works best. Assign each student in the groups one of the remaining paragraphs. Have the student "teach" the four reading skills to the group, using their assigned paragraph.

5. Encourage discussion within the groups both during and after the student presentations. Ask students to identify the skills that were most and least effectively used.

Reciprocal Teaching Worksheet

Student's Name: _____



PREDICT

Write one or two sentences that predict what the passage will be about. Base your response on the title or any other information contained in this text.



CLARIFY

Write down any words, phrases, or ideas that you do not understand as you read. After you have written down the words or ideas that need clarification, try to figure out what they mean by using the clarification clues you have learned. Do not use a dictionary. You may ask the teacher or a family member for help if you are not able to clarify a word. If you do not need to clarify any words, phrases or ideas, write NONE in the space provided.



VISUALIZE - MAKE A PICTURE IN YOUR MIND

After you finish reading, draw a picture of what the passage makes you see in your imagination. Draw it on this paper in the space below.



QUESTION - ASK "TEACHER-LIKE" QUESTIONS

Pretend you are the teacher and are going to give a test about what you have just read. Using the reciprocal teaching cards, write three "teacher-like" questions about the passage.

---

1. _____

2. _____

3. _____



SUMMARIZE

Complete this summary frame about the passage you have just read.

The passage about _____

_____

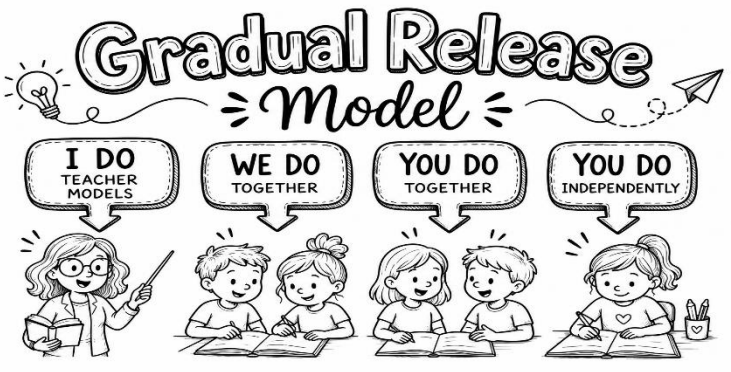
begins with _____

_____, discusses (or develops) the idea that _____

_____

_____ and ends with _____

_____



Purpose: The Gradual Release of Responsibility framework helps teachers explicitly model strategic reading before gradually transferring responsibility to students. This instructional sequence builds confidence, independence, and deeper comprehension.

Instructional Phase	Teacher Guide
I DO Teacher Modeling	• Think aloud while reading. • Model annotation and questioning. • Explain why you highlight evidence. • Demonstrate how to determine meaning and summarize. ***Teacher Script:*** "As I read, I'm noticing this sentence gives an important clue. I'm going to underline it because it supports the author's main idea. I'm asking myself, 'Why did the author include this detail?'"
WE DO Guided Practice	• Read the next section together. • Ask students text-dependent questions. • Invite students to help annotate. • Discuss evidence with partners. ***Teacher Script:*** "Let's decide together which sentence provides the strongest evidence. What should we annotate? Turn and explain your thinking using evidence from the text."
YOU DO Independent Practice	• Students annotate independently. • Complete a graphic organizer or notes. • Write an evidence-based response. • Reflect on strategy use. ***Teacher Script:*** "Now apply the strategy independently. Remember to support every answer with evidence from the text and explain your thinking."



Evidence Collection



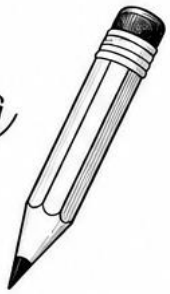
Directions: As you read, collect evidence from the text. Record the quotation or detail, explain what it means, and describe how it supports your answer or claim.

Page / Paragraph	Text Evidence (Quote or Detail)	What Does This Evidence Mean?	How Does It Support My Thinking?

My Reflection

Main Idea	
Strongest Piece of Evidence	
One Question I Still Have	

Vocabulary Mapping



DEFINITION or SYNONYM

PART OF SPEECH

ANTONYM

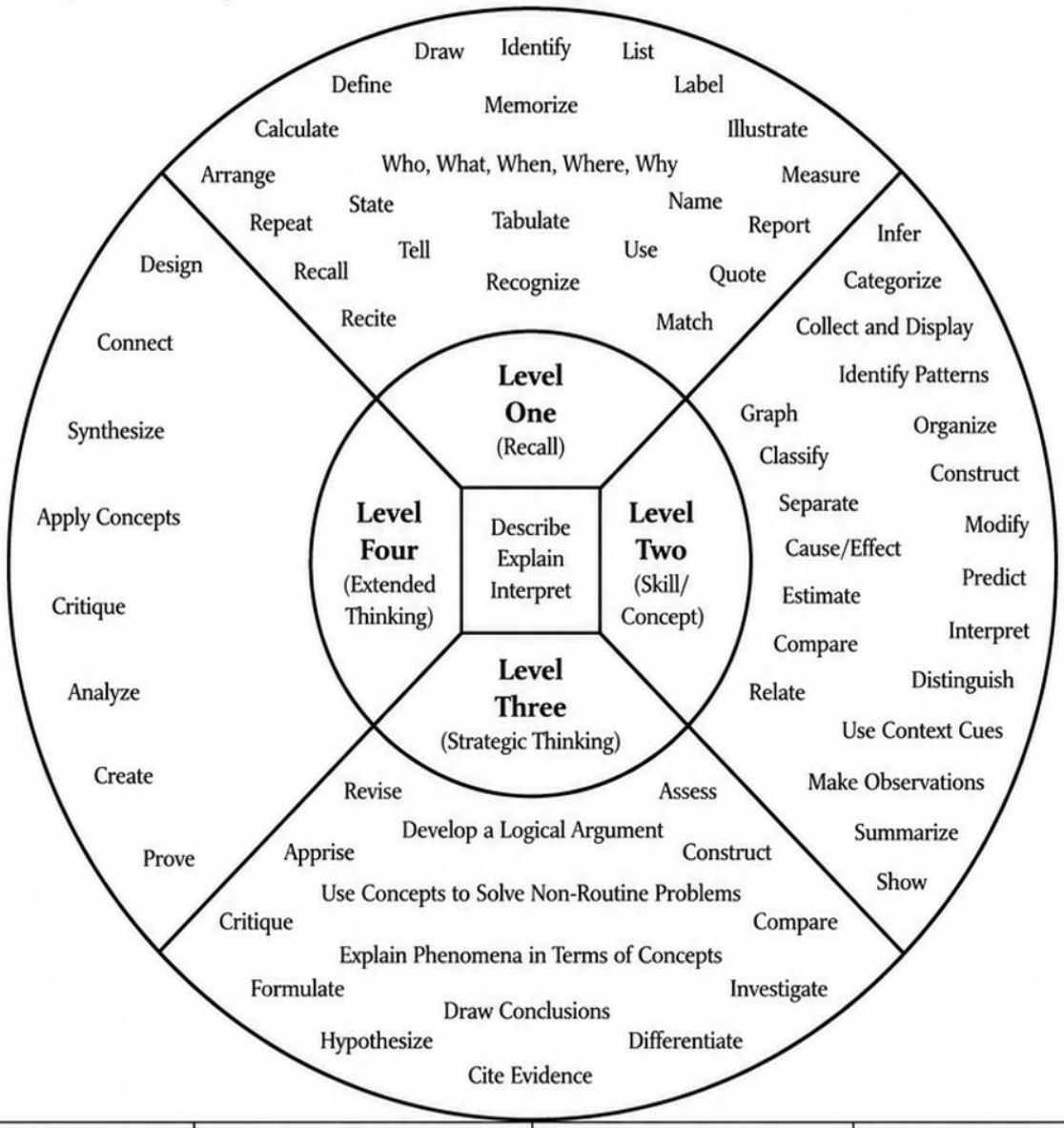
VOCABULARY WORD

USE IT IN A SENTENCE



DRAW A PICTURE

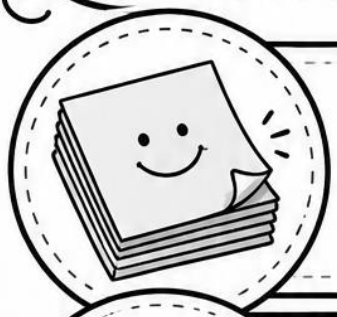
Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting. Conduct basic mathematical calculations. Label locations on a map. Represent in words or diagrams a scientific concept or relationship. Perform routine procedures like measuring length or using punctuation marks correctly. Describe the features of a place or people.	Identify and summarize the major events in a narrative. Use context cues to identify the meaning of unfamiliar words. Solve routine multiple-step problems. Describe the cause/effect of a particular event. Identify patterns in events or behavior. Formulate a routine problem given data and conditions. Organize, represent and interpret data.	Support ideas with details and examples. Use voice appropriate to the purpose and audience. Identify research questions and design investigations for a scientific problem. Develop a scientific model for a complex situation. Determine the author's purpose and describe how it affects the interpretation of a reading selection. Apply a concept in other contexts.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions. Apply mathematical model to illuminate a problem or situation. Analyze and synthesize information from multiple sources. Describe and illustrate how common themes are found across texts from different cultures. Design a mathematical model to inform and solve a practical or abstract situation.

Webb, Norman L. and others. "Web Alignment Tool." 24 July 2005. Wisconsin Center of Educational Research, University of Wisconsin-Madison. 2 Feb. 2006. <http://www.wcer.wisc.edu/WAT/index.aspx>.

STUDENT READING TOOLKIT



STICKY NOTES



2 COLOR HIGHLIGHTERS



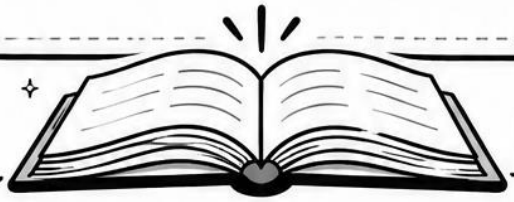
READING ANNOTATIONS BOOKMARK

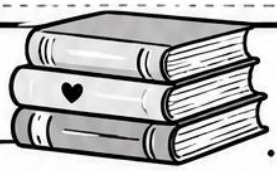


COLOR PENCILS



PENS





MY ANNOTATION BOOKMARK

GOOD READERS THINK, QUESTION, AND CONNECT!



MARK IT.
MEAN IT.
REMEMBER IT!

ANNOTATION KEY

I HAVE A QUESTION
Something I wonder about.

IMPORTANT DETAIL
This is important information.

IMPORTANT IDEA
The main idea or something key.

I CONNECT
This reminds me of something in my life or another text.

I LEARNED SOMETHING
New information I didn't know before.

GREAT QUOTE
Words I want to remember.

I PREDICT
A guess about what will happen next.



LITERATURE ANNOTATION BOOKMARK

GOOD READERS MAKE BETTER THINKERS





ANNOTATE TODAY SUCCEED TOMORROW

ANNOTATION KEY

CHARACTER – CH
Shows a character or their actions.

CHARACTER TRAIT – CHT
Shows a character's personality or qualities.

SETTING – ST
Shows where and when the story takes place.

SIMILE – SI
Compares using "like" or "as".

METAPHOR – MET
Makes a comparison without "like" or "as".

PERSONIFICATION – PE
Gives human qualities to non-human things.

ALLUSION – ALL
Refers to something outside the text.

HYPERBOLE – HYP
Exaggerates for effect.

IMAGERY – IMG
Describes using vivid details that help you picture it.

CONFLICT – CON
Shows a struggle in the story.

MAJOR DETAILS – MD
Important facts that help the story.

Additional Evidence-Based Reading Strategies

Below is a list of additional *evidence-based reading strategies* supported by literacy research (e.g., National Reading Panel, Institute of Education Sciences and Doug Fisher & Nancy Frey). These strategies are adaptable across elementary, middle, and high school and can be implemented in ELA, science, social studies, mathematics, career and technical education, and elective courses.

Before Reading

- Activating Prior Knowledge
- Previewing the Text
- Setting a Purpose for Reading
- Making Predictions
- Vocabulary Frontloading
- Anticipation Guides
- Picture or Visual Analysis

During Reading

- Multi-Pass Reading
- Think-Alouds (Teacher Modeling)
- Chunking the Text
- Monitoring Comprehension (Fix-Up Strategies)
- Identifying Main Idea and Supporting Details
- Highlighting and Color Coding
- Margin Notes
- Reciprocal Teaching
- Cornell Notes
- Identifying Text Structure
- Vocabulary in Context
- Morphology (Prefixes, Suffixes, Roots)
- Identifying Claims and Evidence
- Comparing Multiple Texts
- Visualization
- Making Inferences
- Asking Questions While Reading
- Synthesizing Information

After Reading

- Summarizing
- Written Text Responses
- Evidence Collection Charts
- Constructed Responses
- Exit Tickets
- Socratic Seminars
- Think-Pair-Share
- Literature Circles
- Concept Mapping
- Reflection Journals
- Compare and Contrast Activities
- Author's Purpose Analysis
- Theme Analysis
- Evaluating Arguments and Claims

Vocabulary and Language Development

- Frayer Model
- Semantic Mapping
- Context Clues
- Word Sorts
- Multiple Meaning Words

Collaborative Reading Strategies

- Jigsaw Reading
- Partner Reading
- Choral Reading
- Collaborative Annotation
- Gallery Walks
- Reading Stations
- Peer Discussion Protocols

Writing to Strengthen Reading Comprehension

- Quick Writes
- Evidence-Based Paragraphs
- GRASP Model
- Response Journals
- Reading Logs
- Double-Entry Journals
- RAFT Writing
- Summary Frames

Metacognitive Strategies

- Self-Monitoring
- Goal Setting
- Reflection and Self-Assessment
- Think-Aloud Reflection
- Reading Conferences
- Strategy Checklists
- Reading Logs

Cross-Curricular Literacy Strategies

- Analyzing Primary and Secondary Sources
- Reading Scientific Articles
- Interpreting Charts, Graphs, and Tables
- Evaluating Technical Texts
- Analyzing Mathematical Word Problems
- Reading Historical Documents
- Comparing Multiple Sources
- Evidence-Based Explanations
- Data Analysis Through Reading
- Content-Specific Vocabulary Analysis

Resources for students:

- Annotation bookmarks
- Close Reading bookmarks
- Leveled Graphic Organizers
- Think-aloud scripts
- Sentence stems
- Academic vocabulary organizers
- Graphic organizers
- Evidence trackers
- Exit tickets
- Small-group discussion protocols
- Literacy Notebook

Implementation Plan

Teachers introduce one strategy at a time, model it explicitly, provide guided practice, and gradually transition students to independent application. Professional learning communities can use this toolkit to establish consistent instructional practices across classrooms.

Expected Outcomes

- Improved reading comprehension
- Increased analytical thinking
- Stronger evidence-based writing and discussion
- Greater student independence when approaching complex texts
- Consistent literacy instruction across all disciplines

Reflection Questions for Teachers

- Which strategy had the greatest impact on student comprehension?
- Where did students need additional modeling?
- How can the strategy be transferred to another content area?
- What evidence demonstrates increased student independence?

Dear Teachers,

I hope this message finds you well and that your school year is off to a positive and inspiring start.

I am so excited to share this project with you and grateful for the dedication, creativity, and heart you bring to your classroom every day.

As you begin implementing this project, please know that I am here to support you every step of the way.

If you have any questions, need guidance with implementation, or are looking for additional ideas and resources, I would love to assist you. My goal is to make this project a meaningful and successful experience for both you and your students.

Please don't hesitate to reach out—I am happy to collaborate, problem-solve, and provide any support you need.

Thank you for all you do to make a difference!

I am here for you!

Email: kcalejo@dadeschools.net

Cell: 305-905-1779

With gratitude and support,

Katia Calejo Mora

"The best teachers don't give you *the answers,* they inspire you to find them."

– Unknown

