What Your Colleagues Are Saying . . .

Teaching reading is the responsibility of all teachers, but how? This is the book that highlights the critical skills regardless of age or curricula. It emphasizes the active view of reading, the critical nature of reading for purpose, starts from what the reader brings to the text, and acknowledges that reading tasks and purposes can be unique to content areas. Packed with great ideas, grounded in research, and written for the teacher who wants to increase their impact on their students to share the passion for learning.

John Hattie, Melbourne Laureate Professor Emeritus

Teaching reading and learning to read are enormously complex tasks. It certainly involves phonics, but so much more. Jennifer Serravallo does a masterful job of unpacking what is involved in becoming a proficient reader. Equally important, she provides remarkably clear and readable examples, with supporting detail, of how to teach those many essential competencies involved in reading instruction. It's one thing to talk about what needs to be done to create readers; it's quite another to actually show how it's done in the classroom. Clearly Jennifer Serravallo is a master of both! If you're interested in putting the science of reading into action, this book is for you.

Timothy Rasinski, Ph.D., Professor Emeritus, Literacy Education

We know that teaching reading is rocket science but aren't always sure how to fly the ship. This is the instruction manual. It's the guide you need to right the ship and ensure that students learn to read at high levels. You'll find practical ideas and examples that help you maneuver the complex world of literacy learning with ease.

Douglas Fisher, Professor, San Diego State University

This book is packed with tools, tables, tips, and practical lesson structures that support predictability and teacher decision-making. With student engagement front and center, Jen shows us that we don't have to choose between structured and responsive teaching. Kids need both!

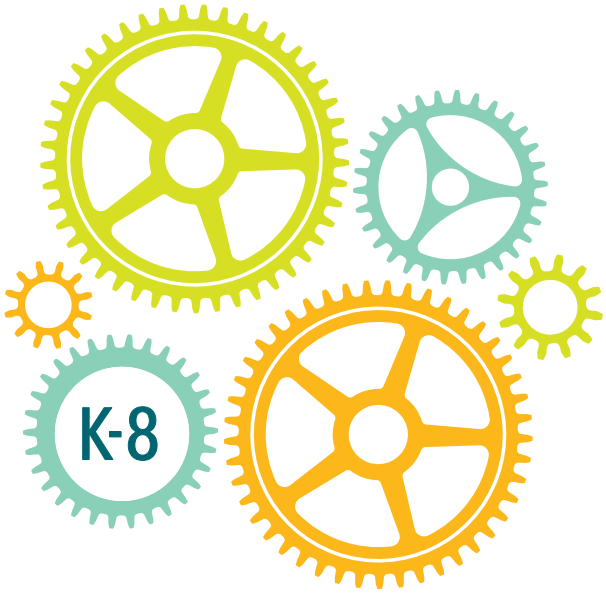
Kari Yates, Author, Leadership and Literacy Consultant

Once in a generation a teacher's teacher comes along and makes plain what adults can do to ensure children thrive. Jen is that teacher, and this book is required reading for all of us who believe every child can develop powerful literacies, and want a role to play in that development.

Rachael Gabriel, Professor of Literacy Education,
Neag School of Education, University of Connecticut

TEACHING Reading ACROSS THE DAY

JENNIFER SERRAVALLO



TEACHING Reading ACROSS THE DAY

Methods and Structures for Engaging, Explicit Instruction

CORWIN Literacy

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Visit the companion website at
https://companion.corwin.com/courses/2024_TRAD
for access to video and downloadable resources.

Note From the Publisher: The author has provided content throughout the book that is available to you through QR (quick response) codes. To read a QR code, you must have a smartphone or tablet with a camera. We recommend that you download a QR code reader app that is made specifically for your phone or tablet brand.

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Katie Ray, I never want to write a book without you by my side! I love that you hold me to the highest standards, challenge me in ways that help my writing be better, and offer helpful critiques from big-picture ideas to noodling at the word level until everything is just right. I so appreciate you.

To my research assistants, Elaine Les and Yasmine Perry, thank you for the time and the care you gave to helping me identify the best studies, evaluate them, and use them to inform this manuscript throughout the process. (And thank you to Dr. Jennifer Urban for the introduction!)

This book comes to life because of the photographs, videos, and teaching vignettes from the classrooms I've been fortunate to spend time in. Thank you to school and district leaders and teachers in NBTS for welcoming me into your schools to teach lessons while cameras were rolling. I know I've said this a million times, but your classrooms are such special places and I love working with your students. Thank you especially to Jeannine Lanphear, Nicole LaTorre, Melissa Kopko, Nancy Porcelli, Christina Debari, Brianna Ryan, Katelyn Kohut, Kimberly Mory, Alexis Defilippo, Yasmeen Cocab,

Anthony Bruno, Janton Shorter, Katelyn Dwyer, Jess Norbut, Mercy Chang, Ann Kingsley, Laurie Stewart, Vicki Caputo, Brianna Bisconti, Lauren Runge, and Carly Cummings. And the biggest thanks of all to the incredible kindergarten, first-, second-, third-, fourth-, fifth-, and sixth-grade students of John Adams and Linwood! I can't wait for a world of teachers to learn from your brilliance in the Lesson in Action videos.

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About the Author

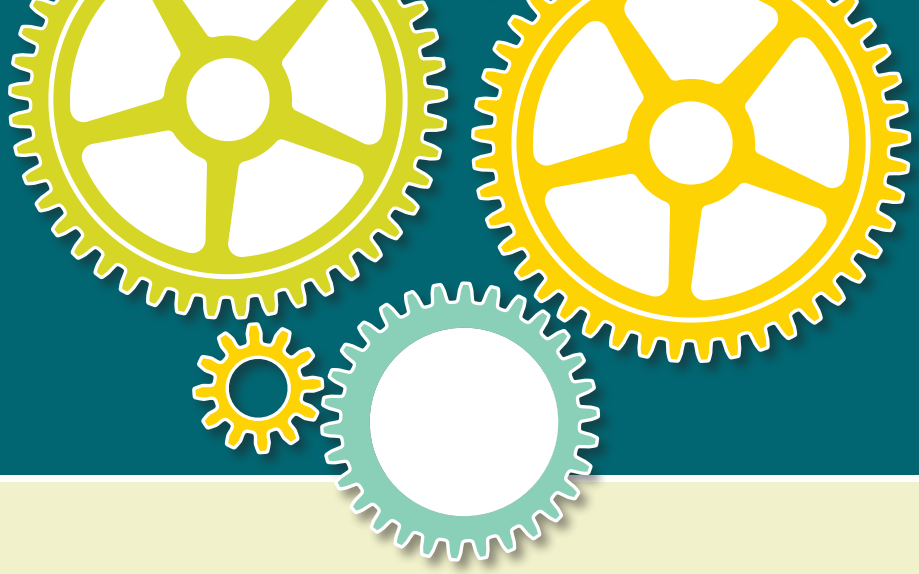
Jennifer Serravallo is a *New York Times* bestselling author, award-winning educator, literacy consultant, frequent invited speaker at state and national conferences, and former member of the *Parents Magazine* editorial board. In 2023, she launched her podcast, *To the Classroom: Conversations With Researchers and Educators*. Jen is best known for creating books and resources rooted in research that help make responsive, strategic, differentiated literacy instruction possible for all educators.

Her latest books are *Teaching Reading Across the Day: Methods and Structures for Engaging, Explicit Instruction* (2024), *The Reading Strategies Book 2.0* (2023), *Teaching Writing in Small Groups* (2021), *A Teacher's Guide to Reading Conferences* (2019), and *Understanding Texts and Readers* (2018). Her books and resources are used around the world; *The Writing Strategies Book* (2017) and *The Reading Strategies Book* (2015, 1st edition) have been translated into French, Chinese, and Spanish.

Her comprehension assessment and teaching resources, *Complete Comprehension: Fiction* (2019) and *Complete Comprehension: Nonfiction* (2019), help teachers make sense of comprehension, especially in whole-chapter books and book-length nonfiction texts.

Jen holds a BA from Vassar College and an MA from Teachers College Columbia University, where she has also taught graduate and undergraduate classes.

Follow Jen on X (@jserravallo) and Instagram (@jenniferserravallo), learn more from her website/blog: www.jenniferserravallo.com, and join the Reading and Writing Strategies Facebook Community.



Introduction

We read all day long: We read fiction and feel lost in a book. We read emails filled with instructions we need to follow or that require a thoughtful response. We read the latest coverage of a tragic war halfway around the world and consider each journalist's perspective. We read to prepare dinner from a recipe, administer a child's medication correctly, and stay in touch with text message after text message on our phones. Reading is a critical life skill for us all, not merely something we do in school during an English language arts (ELA) block. Reading well opens possibilities. Struggling to read limits them—across our day and throughout our lifetimes.

Because reading is so critically important, the job of teaching students how to read well belongs to all of us. Reading well across disciplines and within varied contexts will help students to be versatile, flexible, deep readers who can better learn from their reading, transfer skills across subjects, and use strategies to meet the unique demands of reading in each content area. The depth and breadth of skills and knowledge that students will need to be proficient is not something they will only develop in the ELA block while reading literature; they need opportunities and support with thoughtful instruction in reading all day long. They also need teachers across their day (and across disciplines) who understand readers and reading and who can make instructional choices supporting not only students' knowledge development but also their reading skill development.

With all of the varied goals, skills, strategies, knowledge, and vocabulary that students need to learn (no matter the text or subject), as teachers, we need predictable, efficient, trusted structures for explicit and engaging teaching—structures that draw on the research and also make room for the *art* of teaching or what Paige et al. (2021) define as the "teacher's decision making that involves selection, differentiation, and delivery of engaging and efficacious reading instruction" (pp. 1–2). Structures that can be used no matter your curriculum or subject area. Structures we come to know so well that they streamline our planning and help students focus their attention on *what* we're teaching, not *how* we're teaching it, which helps to manage the cognitive load and aid learning.

What You'll Find in Parts I and II

Part I includes two chapters that explore foundations for this book. Chapter 1 builds the case for teaching reading across the whole day. Using the Active View of Reading model (Duke & Cartwright, 2021), you'll explore various aspects of reading you'll help your students develop and then consider the role that texts, tasks, and sociocultural context play in the act of reading. Chapter 2 takes a close look at explicit instruction as I unpack key recommendations from the last several decades of research, introduce you to the nine lesson types you'll read about in Part II, and offer a crash course in key decisions you'll make, no matter what lesson type you choose. I also share advice for when to teach lessons to the whole class and when to focus instruction with smaller groups. This chapter concludes with a general discussion of text selection for instruction and independent practice.

After exploring these foundations, each of the nine chapters in **Part II** focuses on one type of lesson. The order of the chapters is not significant, and in fact, you could read them in any order you choose. Once you understand the purposes of each type of lesson, you'll choose the ones that will best serve your students and the content you need to teach, likely using a blend of them across each school day. In each chapter, we'll explore how to identify a lesson focus and plan for an engaging explicit lesson, including considerations for text selection; how to monitor progress within a lesson to know if students are meeting your goals; how to ensure your lessons are supporting students with reading skills and strategies while also helping them build knowledge and grow their vocabularies; how to pace the lesson for maximum engagement; and how to plan for responsive teaching, including anticipating possible misunderstandings and how to offer feedback to guide students as they learn.

Note that throughout every chapter, I've tried to show *and* tell, providing both explanation and examples across a wide range of grade levels, subject areas, and different group sizes. So, while a lesson example (either a teaching vignette or video) might be with, say, a small group of first graders in a science classroom, if you focus on the teaching moves and the lesson structure, you will see they apply to any grade level, subject area, or grouping—even if you're an eighth-grade teacher teaching an ELA lesson to a whole class.

In each chapter in Part II, you'll find a repeated structure with familiar sections.

Picture It

Each chapter starts with a teaching vignette and the lesson plan behind it. The callouts in this section note the hallmarks of each lesson type and key takeaways to make the teaching effective, efficient, and engaging.

An Overview

In this section, you'll find an explanation of the lesson type, along with research highlighting its essential elements and why and how this kind of teaching has a positive impact on students.

What Research Says

Each chapter is filled with research. In this section, you'll find a short summary of key findings that are aligned to, and that provide support for, the lesson type that is the focus of the chapter.

Knowledge and Vocabulary Building

In every lesson, you won't only be planning for your students' reading skill development—you'll also consider the goals you have for knowledge and vocabulary building. In this section, you'll find advice, ideas, considerations, and research to inform this aspect of your planning and instruction.

Planning

Next, you'll read about how to prepare, whether you're planning a lesson from scratch or adapting a lesson from a core program or existing curriculum. You can reference that lesson's planning template in the appendix or online as you learn about text considerations for both your demonstrations and student practice as well as other tips unique to each lesson type.

Structure and Timing

This section includes a quick guide to timing for each part of the lesson as well as tips for making it as impactful as possible.

Responsive Teaching

Here, you'll find key things to look for to help you anticipate how students might respond to the various parts of the lesson and sample prompts, redirections, questions, and responses to keep students moving toward your lesson objective.

Lesson in Action

With the online video that accompanies each chapter, you can watch me teach at least two complete lessons. For each lesson, you'll find annotations on a lesson plan that highlight my planning decisions, things I noticed when I watched the video, responsive decisions I made on the spot that deviated from the plans, ideas for what I'd do differently if I had a do-over, thoughts about what I'd teach next based on how students responded, and more. I hope these offer you not *perfect* examples but rather realistic examples of how to plan and deliver lessons, bringing the structures you'll read about to life while also responding to the students in front of you.

Spin It

In a few of the chapters, you'll read about ways to innovate with the lesson structure—for example, by changing up the text types or by offering students a chance to lead the lesson.

Take it to Your Classroom

These sections offer key takeaways and things to think about from the chapter as you bring what you've read to life with your students.

From start to finish, this book highlights research in the teaching of reading. I believe teaching should be informed by empirical research to ensure that we are developing all facets of reading, making appropriate text decisions, and making choices based on what will have the best chance of working for the most students. While writing this book, I read hundreds of studies and synthesized and translated the key findings into practical ideas you can use in your classroom. That said, I also think there are limitations to what research can tell us, and we need to be mindful of where the science leaves off and the art of teaching needs to pick up. The moment-to-moment decisions we make as teachers during lessons and the interactions we have with students during a lesson can have the biggest impact on their learning and growth. So, we need to respect the science and the promising findings published in research journals while also trusting the collective knowledge that comes from our practice and experiences with children in classrooms every day.

Students in our classrooms are unique with diverse backgrounds, strengths, and needs, and we must create lessons (or tailor lessons from an existing program or curriculum) with individual students in mind. Throughout the book, you'll find advice for planning *before* you teach a lesson, such as the amount of scaffolding you'll use to introduce the lesson, what activities and tasks you'll plan for students to do, or how you'll pace the lesson. But, as I say throughout the book, you should also expect to be surprised by what happens *during* the lesson and be prepared to respond in the moment with prompts, feedback, or new examples to make the lesson objectives even clearer for students.

We need to respect the science and the promising findings published in research journals while also trusting the collective knowledge that comes from our practice and experiences with children in classrooms every day.

What You'll Find in the Online Resources

The videos available in the online resources are a critical component of this book. When you pause to watch the examples of teaching included with each chapter, you can envision the principles, elements, pacing, structure, and moves of each lesson type. You'll see a variety of grade levels and content areas represented, which should help you to notice what stays the same, regardless of the content or age of the students.

The lessons were filmed in five classrooms across two days in two New Jersey schools, one that serves students in Grades K–4 and the other with students in Grades 5–6. As a guest in these classrooms, I visited each briefly the week prior to filming, and I planned my lessons based on information I learned about the children from my visit and their teachers. I also aligned all the lessons to the content area, ELA, and phonics curricula and scope and sequences of each class. I used a few of the lesson texts provided by the curriculum, but the majority of texts I chose to align with the current topics and skills students were studying.

Table 0.1 provides an overview of the video lessons you'll find online, though you'll want to watch the video examples when you are prompted to do so at the end of Chapters 3–11. Notice the variety of whole-class and small-group lessons, the range of grade levels, and that lessons were filmed during English language arts, science, and social studies classes.

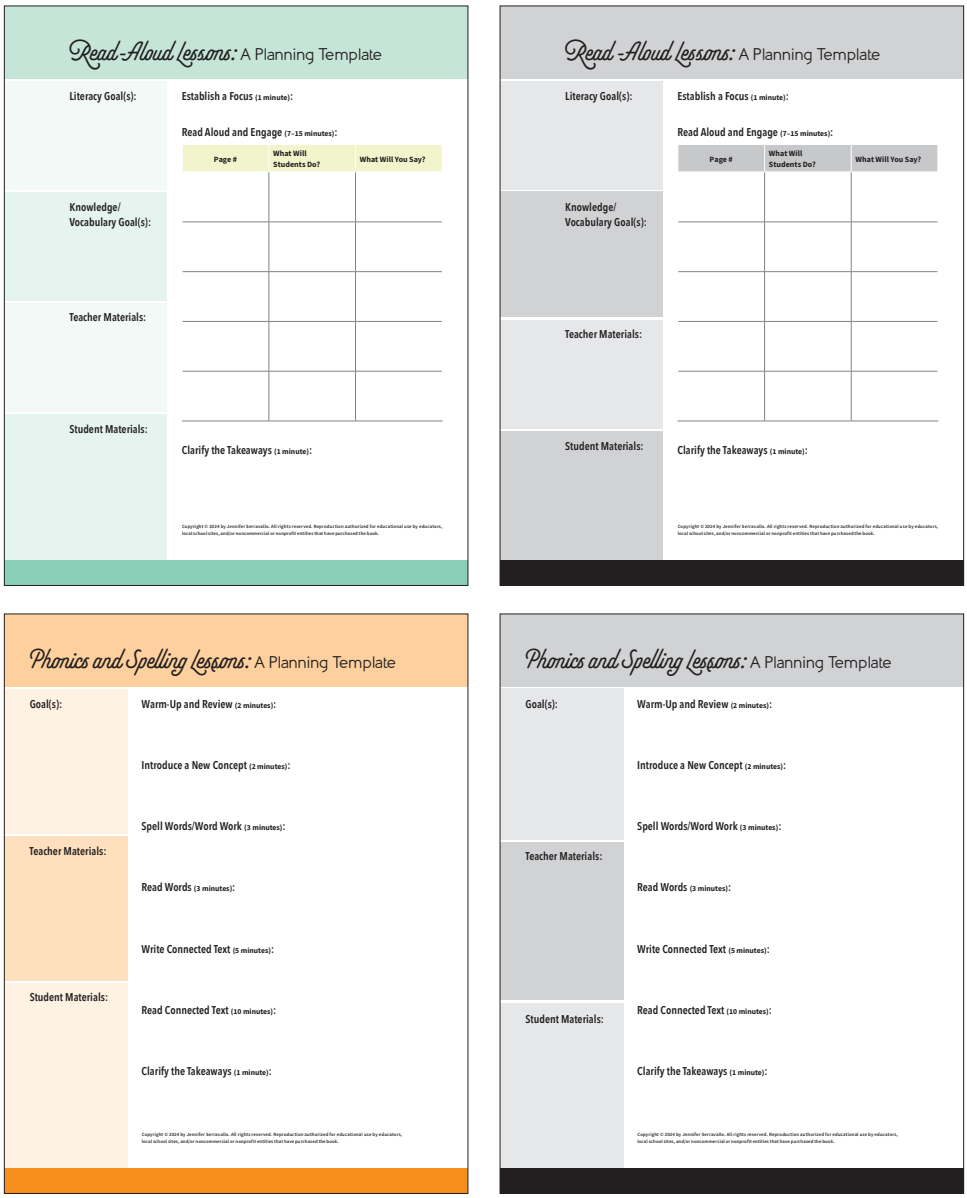
Table 0.1 An Overview of Lesson Videos Available Online

Chapter	Video Number and Title
Read-Aloud Lessons	**3.1** Small-Group Read-Aloud Lesson, Fourth Grade, Social Studies **3.2** Whole-Class Read-Aloud Lesson, First Grade, English Language Arts **3.3** Whole-Class Read-Aloud Lesson, Fifth Grade, Science
Phonics and Spelling Lessons	**4.1** Small-Group Phonics and Spelling Lesson, First Grade, /ŏ/ **4.2** Whole-Class Phonics and Spelling Lesson, Second Grade, VCe Review
Vocabulary Lessons	**5.1** Whole-Class Vocabulary Lesson, Fifth Grade, Science **5.2** Small-Group Vocabulary Lesson, Second Grade, Social Studies
Focus Lessons	**6.1** Individual Focus Lesson (Conference), Sixth Grade, Social Studies **6.2** Whole-Class Focus Lesson (Mini-lesson), Fourth Grade, Science **6.3** Small-Group Focus Lesson (Strategy Lesson), First Grade, English Language Arts
Shared-Reading Lessons	**7.1** Small-Group Shared-Reading Lesson, First Grade, English Language Arts **7.2** Whole-Class Shared-Reading Lesson, Second Grade, Social Studies
Close-Reading Lessons	**8.1** Small-Group Close-Reading Lesson, Sixth Grade, English Language Arts **8.2** Whole-Class Close-Reading Lesson, Fifth Grade, Science
Guided Inquiry Lessons	**9.1** Individual Goal Setting Guided Inquiry Lesson, Second Grade, English Language Arts **9.2** Whole-Class Conversation Fishbowl Guided Inquiry Lesson, Fourth Grade, English Language Arts **9.3** Small-Group Craft Study Guided Inquiry Lesson, Sixth Grade, English Language Arts
Reader's Theater Lessons	**10.1** Small-Group Reader's Theater Lesson, First Grade, English Language Arts **10.2** Small-Group Reader's Theater Lesson, Fourth Grade, English Language Arts
Conversation Lessons	**11.1** Whole-Class Conversation Lesson, Sixth Grade, English Language Arts **11.2** Partnership Conversation Lesson, Second Grade, English Language Arts **11.3** Small-Group Book Club Conversation Lesson, Fifth Grade, Science

Lesson Plans and Templates

You'll find complete lesson plans to accompany both the Picture It teaching vignettes that begin each chapter, and each of the Lesson in Action video lesson examples in Table 0.1. These complete plans, as well as the templates I used to plan each lesson type are available in the book's appendix (for photocopying) and online in grayscale (in writeable PDFs to type into or for easy printing if you prefer to plan by hand; see Figure 0.1).

Figure 0.1 Sample Planning Templates



Using *Teaching Reading Across the Day* as Professional Learning and/or as a Supplemental Resource

The advice, lesson types, and ideas throughout the book stand on decades of research on effective teaching and can be helpful in a wide range of classrooms and for teachers at every point in their career—from first-year teachers to experienced educators looking to fine tune; from classrooms using new core reading programs to those creating their own curriculum from scratch; from teachers of kindergarten through eighth grade; from ELA teachers to teachers of content studies such as science or history (see Table 0.2).

Table 0.2

If . . .	How This Book Can Help . . .
You recently adopted a new core reading program.	Even with a scripted program, you'll make choices—you'll modify a long lesson to fit within your time constraints, swap out a text for another that's more relevant or engaging, tailor your responses during lessons to the students in front of you, and more. Often, you'll keep the text and task the program suggests but need to use a different lesson structure with more or less scaffolding. In this book, you'll find practical, use-tomorrow advice and many other modifications necessary to adapt any program.
You embrace (or have been asked to embrace) the science of reading and want clarity around what it looks like in practice.	Much of the science of reading research tells us what happens in the brain of a reader and what areas of reading instruction to focus on. I've read the research—there are over 300 citations throughout this book—and have used that, together with countless hours of teaching in classrooms around the country and working with hundreds of educators over decades, to suggest methods, structures, and practices that honor both the science of reading and the art of teaching reading.
You're a content area teacher (i.e., science, social studies) and you assign reading, read aloud to students, or include texts in your lessons in another way.	Though a primary purpose for assigning reading in the content areas may be to help students learn content, most students will benefit from explicit instruction about how to read discipline-specific texts and will need guided practice to do so. The teaching methods and practices in the nine lesson structures in this book are designed to help students develop the skills to both read and engage meaningfully with texts *and* to learn content from the texts.
You work in a district where you create your own curriculum maps and lesson plans from scratch.	If you're designing lessons from the ground up, you'll need streamlined templates to help you plan efficiently and advice for how to maximize effectiveness. After reading this book, you'll know nine lesson structures and an assortment of methods to use within each that you can use to teach reading about any topic in any subject, text, or grade level.

(Continued)

Table 0.2 (Continued)

If . . .	How This Book Can Help . . .
You are looking for ways to boost student engagement during lessons.	The most effective lessons are ones in which students are highly active and engaged—some research suggests that the most effective teachers elicit three to five opportunities for simple responses (quick choral responses, gestures such as a thumbs up, or holding up a response cards) and at least one opportunity for a complex response (turn and talk, writing a response on a whiteboard, or partner reading) *per minute* of each lesson. This book is filled with suggestions and concrete examples of how to engage students in lessons and then respond with feedback and prompts to keep them active.
You want practical, tangible examples—written lesson plans and videos—of what effective research-based reading instruction looks like.	Many books about research-based instruction tell about it, but few show it with concrete examples. This book contains more than 30 sample lesson plans in K–8 ELA, science, and social studies classrooms, along with video of me teaching about two dozen lessons to show what the plans look like in action. The videos were filmed across two days, all in one take, with very minimal editing. Watching them, I thought of things I would have done differently, and I have ideas for follow-up (included as commentary alongside the plans). My goal was to show not perfect lessons but rather the reality of what it means to be informed by all the best research and have the most well-intentioned plans but then need to modify and make on-the-spot decisions when teaching.
You want practical ideas for how to bring more intentional knowledge building and vocabulary development into each lesson.	Research has consistently found that knowledge and vocabulary are critical to comprehension. All of the lesson structures in this book, and all of the written and video lesson examples, show how to balance explicit teaching of strategies with intentional knowledge and vocabulary building. In addition, an entire chapter is devoted to explicit teaching of vocabulary.
You have students reading below grade level, but you know they need experience with grade-level texts.	All students need experience with grade-level texts every day. Depending on the level of text each student can read independently and their background knowledge of the topic they are reading about, they may need more or less scaffolding with that text. Several of the lesson structures in this book offer the support your students need to engage with a text that is more complex than what they can read independently.
Your students need support with foundational skills, including phonics and fluency.	Whether you teach Grades K–2 (where all or most of your class will need support with these skills) or Grades 3–8 (where only certain students might need support), the lesson structures in this book can help. Lesson structures for phonics and spelling, reader's theater, shared reading, or focus lessons that can be centered around word reading or fluency strategies will keep your teaching streamlined and student engagement high.
You are in a preservice program learning to be a teacher or are new to the teaching profession.	The advice throughout the book is based on decades of research with hundreds of links to peer-reviewed studies and is presented clearly and with helpful scaffolds (i.e., lesson templates, video examples) to make it accessible. The lesson structures make planning more streamlined and focused and teaching more intentional, and the guidance for responsiveness and offering feedback supports the on-your-toes decision-making that is critical to effective instruction.

Using *Teaching Reading Across the Day* With Other Books I've Authored

The information in this book adds to and complements my previous work on reading instruction but can also be a helpful resource for anyone unfamiliar with my past work (see some connections to my most recent publications in Table 0.3). Note that *Conferring With Readers* (2007), *Teaching Reading in Small Groups* (2010), *The Literacy Teacher's Playbook: 3–5* (2012), *The Literacy Teacher's Playbook: K–2* (2013), *The Reading Strategies Book* (2015), and *Connecting With Students Online* (2021) are all out of print at my request. While these books contain some information that is still relevant and helpful, there is at least some information in each book that is outdated or does not represent my latest thinking. The titles in the following table are aligned to current research. If you have *Teaching Reading in Small Groups*, for example, you should retire it and transition to *Teaching Reading Across the Day* for more updated, comprehensive, and research-aligned advice about how to plan and lead small-group (and whole-class!) lessons.

Table 0.3

If You Have/Have Read/Have Used	How *Teaching Reading Across the Day* (*TRAD*) May Help
***The Reading Strategies Book 2.0* (*RSB2.0,* 2023)**	*TRAD* will help you bring the research-based strategies from *RSB2.0* to life in your classroom. *TRAD* offers dozens of videos to see the incorporation of strategies in a variety of lesson structures for a range of ages and will help you see how strategies are one part of a well-crafted lesson that should also include intentional knowledge and vocabulary building. You can use the charts, strategies, and prompts from *RSB2.0* to simplify and streamline planning using the templates and advice from *TRAD. RSB2.0*'s skill progressions can help you monitor progress during all the lessons described in *TRAD*. Between these two books, there are over 1,000 citations to peer-reviewed research; they make a perfect text set to help with both *what* to teach and *how* to teach it in any classroom.
***A Teacher's Guide to Reading Conferences* (*TGRC*, 2019)**	In *TRAD*, I cover lesson structures for whole-class and small-group teaching (with occasional mention of one-on-one instruction). In *TGRC*, I offer advice for mostly one-on-one conferences, though I explore small-group strategy lessons (also known as *focus lessons* in *TRAD*) and book clubs (also known as *conversation lessons* in *TRAD*). Both *TGRC* and *TRAD* offer video examples of a variety of types of lessons.
***Understanding Texts and Readers* (*UT&R*, 2018)**	In *UT&R*, I focus on quantitative and qualitative leveling and expectations for reader response aligned to text complexity for second- to sixth-grade text levels. It also includes skill progressions aligned to comprehension goals. The content in *UT&R* could inform text selection and help you monitor progress in comprehension as you plan lessons as described in *TRAD*.
***Complete Comprehension: Fiction* (*CC: F,* 2019) and *Complete Comprehension: Nonfiction* (*CC: NF*, 2019)**	*CC: F* and *CC: NF* are assessment, evaluation, and teaching kits focused on increasingly complex whole works of fiction and nonfiction. In the Teach portion of each resource, there are video examples of some (but not all) of the same lesson types found in *TRAD* (close reading, read aloud, focus lessons, etc.). However, the primary focus of *CC: F* and *CC: NF* is not on the lesson structures, so *TRAD* could help you teach more explicitly, efficiently, and with increased engagement based on the information you glean from *CC: F* and *CC: NF*.
***The Writing Strategies Book* (2017) and *Teaching Writing in Small Groups* (*TWiSG,* 2021)**	These two books, one about writing strategies (*what to teach*) and one about writing instructional methods (*how to teach*), could work well to round out a classroom that uses the lesson structures in *TRAD*. In truth, many of the structures I explore in *TWiSG* can be used as whole-class lesson structures, just as many of the structures in *TRAD* work well in either a whole-class or small-group format.
No other books by Jennifer Serravallo	*TRAD* can be your introduction to my approach to engaging, efficient, explicit instruction in literacy! Like all of my work, *TRAD* is designed to offer practical advice and clear examples no matter the grade level you teach, your subject area, or your approach to literacy instruction.

The advice, lesson types, and ideas throughout the book stand on decades of research on effective teaching and can be helpful in a wide range of classrooms and for teachers at every point in their career.

PART 1

Foundations

1

Teaching Reading Across the Day

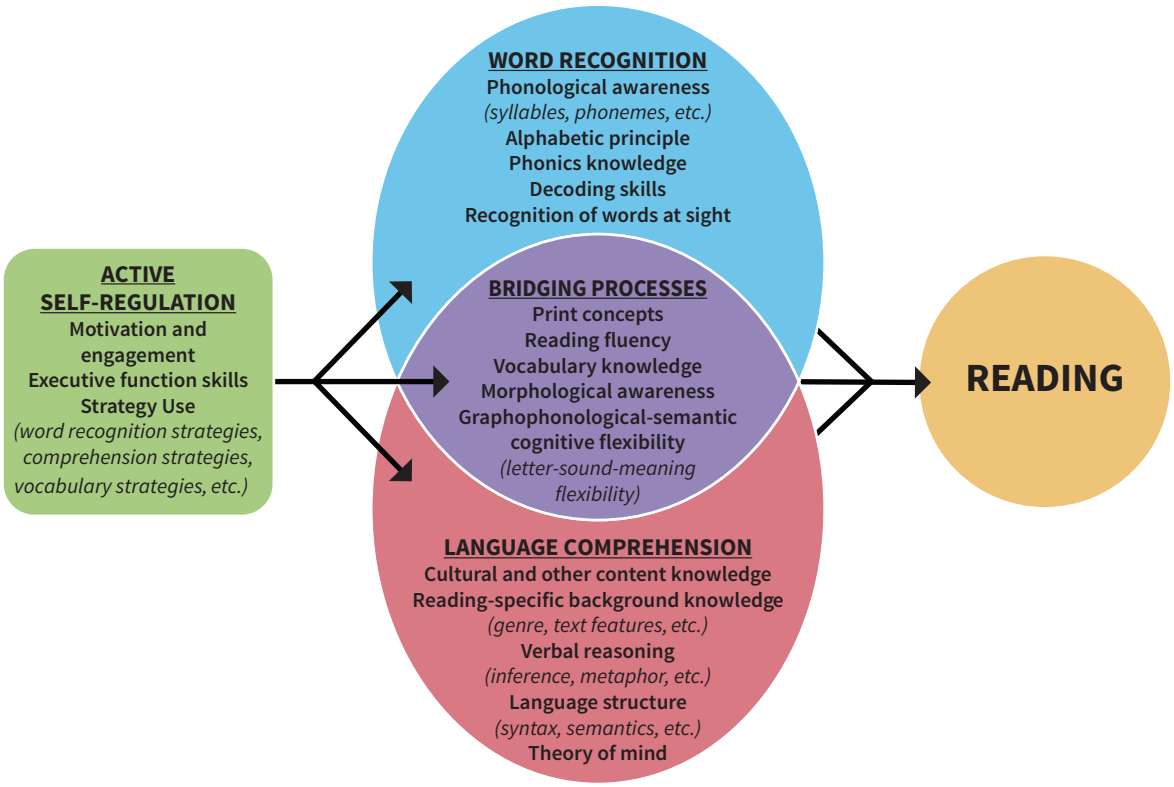
There's an old adage that students learn to read until third grade, and after that, they read to learn. But in truth, we never stop learning to read and, ideally, we learn from our reading from the very start. Because of this, students need reading instruction at every grade level and across the day: We should bring instruction about *how to read* and opportunities to do so into our content areas, and we should bring opportunities to build knowledge and vocabulary into our literacy block (Bryant et al., 2001; Greenleaf et al., 2011; Hwang et al., 2022; Hwang, Cabell et al., 2023; Hwang, McMaster et al., 2023; McKenna & Robinson, 1990; Swanson et al., 2014; Vaughn et al., 2013).

Successful reading requires a complex, interconnected set of word reading skills, executive functioning skills, and the use of comprehension skills and strategies together with deep and varied knowledge—from knowledge about words (i.e., phonics, morphology, vocabulary) to knowledge related to culture and content to knowledge about genre, topic, language, verbal reasoning, and theory of mind (Cervetti & Hiebert, 2015; Cervetti & Wright, 2020; Graesser et al., 1994; Kintsch, 1986; Moll et al., 1992). Reading happens with a text, for purpose(s), and always within context(s). To develop this depth and breadth of skills and knowledge, experience the varied purposes and contexts for reading, and develop facility with reading any kind of text, all teachers should be reading teachers and students should be reading across the day.

Reader Models

For decades, researchers have created models to synthesize and organize research findings. You may be familiar with the Simple View of Reading (Gough & Tumner, 1986), which posits that reading comprehension is the product of word recognition and language comprehension; Scarborough's Rope (Scarborough, 2001), which unpacks word recognition and language comprehension strands included in the Simple View's broader categories; the Componential Model of Reading (Joshi & Aaron, 2000), which includes cognitive, psychological, and ecological factors related to reading; the Construction-Integration Model (Kintsch, 1988), which explains how readers create a mental model for comprehension; the Direct and Indirect Effects Model of Reading (DIER; Kim, 2020, 2023), which highlights hierarchical, dynamic, and interactive relationships among elements; and/or the Active View of Reading (Duke & Cartwright, 2021), which includes the contributions of executive functioning skills and bridging processes (overlapping areas between word recognition and language comprehension) to proficient reading (see Figure 1.1).

Figure 1.1 Duke and Cartwright's Active View of Reading (2021)



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An understanding of any of these models can help us conceptualize research-based components that would be important to include in a comprehensive approach to literacy instruction within English language arts (ELA) and the content areas. These models can also help us choose reading resources and curricula, plan lesson content effectively, and guide our assessments as we attempt to pinpoint sources of reading difficulty.

Take a look at Table 1.1 on pages 21–24 to see a quick explanation and example of each of the components from the Active View of Reading model, a model that is both current and comprehensive. Notice how most of the components include both skills (which I'll define as *proficiencies*, something a reader is able to do) as well as knowledge (something a reader needs to know). Knowledge is a part of nearly everything—even the ability to use and apply strategies (a reader's goal-directed actions) requires a knowledge of those strategies. As you read through Table 1.1, consider the application of each of these components when reading literature or informational texts, when reading during an ELA class, or when reading during history, science, math, or any other content area.

Table 1.1 Explanations and Examples of the Components Detailed in the Active View of Reading

Component from the Active View of Reading	Quick Explanation	One Example
Active Self-Regulation		
Motivation and engagement	Approaching a text with a desire to read it, being interested in the topic, having a positive self-concept about reading, finding value in the reading Engagement may overlap with executive function skills	I am excited to read this book because I'm interested in the topic, and I have a plan to talk about it with my friends later.
Executive function (EF) skills	Includes skills such as cognitive flexibility, working memory, inhibitory control, attention, and planning	I can hold information in my mind from chapter to chapter, remembering important information. If I get distracted while reading, I can refocus my attention.
Strategy use	Taking an active approach to reading means using strategies as needed. *Strategies* are conscious actions or steps a reader can take to help with anything from reading words accurately to comprehension	I realize that I don't understand what I just read, so I'm going to back up, reread, and pause after each sentence to check my understanding before moving on.

(Continued)

Table 1.1 (Continued)

Component from the Active View of Reading	Quick Explanation	One Example
Word Recognition		
Phonological awareness	Attention to the sounds in spoken words; most helpful for reading is phonemic awareness	I know the word *lighter* has four phonemes, or sounds: /l/ /ī/ /t/ /ûr/ .
Alphabetic principle	An understanding that the sounds in spoken language can be represented by written letters	I know that I can spell /t/ with the letter t.
Phonics knowledge	Knowledge of sound-letter (phoneme–grapheme) correspondences In English, there are around 44 phonemes (sounds) but there are around 250 graphemes (letters or letter groups that correspond to a single sound)	I know how to spell *lighter* with seven letters, even though it has four phonemes.
Decoding skills	Being able to break words apart (segment) and blend sounds to correctly pronounce words using phonetic and/or morphological knowledge	If I don't know the word *lighter*, I can go through the word, pronouncing it part-by-part—/l/ /ī/ /t/ /ûr/ or light-er—then blend the sounds together to say lighter.
Recognition of words on sight	Eventually, all words should become *sight words*, words that a reader knows right away without having to decode them. Usually, a word becomes a sight word after a reader orthographically maps the word, connecting letters, sounds, and meaning	I slowed down to decode *lighter*, and the next time I see it, I'll know it right away and don't need to segment and blend. I can just read it.

Component from the Active View of Reading	Quick Explanation	One Example
Bridging Processes		
Print concepts	Understanding conventions of printed language, such as knowing how to hold a book with the spine on the left; knowing to read the text left-to-right, top-to-bottom; knowing what the punctuation marks on the page direct a reader to do, and so on	When I am reading a page with multiple lines of print, I start at the top left, read across the page, then go to the next line to continue my reading.
Reading fluency	Accurate and automatic word reading and reading with proper phrasing, pace, and prosody (expression, intonation, emphasis) informed by the meaning of the text	As I read this character's dialogue, I think about how he's feeling and use expression in my voice to match it. I read it smoothly and it sounds like someone talking.
Vocabulary knowledge	Understanding words in a text Readers need to be able to correctly pronounce the word and know its meaning, especially related to the context of the text in which they encounter it	I can pronounce the word *row* and I know it can mean to use oars to move a boat. But in this context, it describes an argument between two people.
Morphological awareness	Awareness of meaning-based units in words and using that knowledge to figure out what a word means and its likely pronunciation	I know that *spect* often means *observe*, *in-* means *into*, and *-ion* changes a verb to a noun, and this knowledge helps me to break the word *inspection* into parts to read it and to figure out its meaning.
Graphophonological–semantic cognitive flexibility	A reading-specific EF skill that involves the ability to manage and shift attention continuously between letter–sound information and meaning information associated with printed words	As I'm reading, I pay attention to what the words say and how to read them.

(Continued)

Table 1.1 (Continued)

Component from the Active View of Reading	Quick Explanation	One Example
Language Comprehension		
Cultural knowledge	What readers understand about people, social norms, practices, experiences, and more related to the culture(s) they interact with or are part of	This story is set in an urban middle school in present-day United States—similar to where I live and go to school—so I can bring what I know to help me visualize the story, but the character's cultural background (first-generation Chinese American) is different from mine, so I'll be learning about that culture from the text.
Content knowledge	Information readers bring to a text about a topic and concepts related to a topic, which they may have learned from a variety of experiences (lessons in school, books they've read, shows they've watched, experiences, and so on)	This textbook chapter is about planets in our solar system, so I'll use what I know from the Magic School Bus book I read about this topic and remember what I learned on my trip to the planetarium to help me understand this text.
Reading-specific background knowledge	Knowledge of a genre and its elements; for example, how texts of that genre are typically structured	This book is a mystery and I know there is always a detective who collects clues, gets tricked by a red herring somewhere along the way, and eventually figures out the mystery. I'll use what I know about that predictable structure to pay attention to the important details.
Verbal reasoning	Using reasoning to make inferences, including when readers encounter figurative language	I know that the phrase *hit the road* doesn't literally mean to hit the street with a stick, based on the context and how the phrase is used.
Language structure	Understanding the organization of information within a sentence and how the information connects with other information	In the sentence, "Katie was ready for her race—the hardest event she'd ever tried—because of her dedicated practice," I understand that the information offset in em-dashes is meant to offer extra background information, a parenthetical. I know that *her* and *she* refers to Katie, the subject of the sentence.
Theory of mind	Making inferences about a character's feelings, actions, motivations, and more People develop this in life, and readers apply it when reading texts	I can understand why the character locked her sister out of her room, even though she didn't say why, because in an earlier chapter, her sister took her favorite sweater without asking and got a stain on it.

Source: Adapted from Duke & Cartwright (2021).

Texts, Tasks, and Sociocultural Context

The Active View is a reader model because it details what the reader brings to the text, what's in the reader's mind, and what the reader does. But notice the authors are also very clear that reading is not *only* about the reader: They include an important note that "reading is also impacted by text, task, and sociocultural context" (Duke & Cartwright, 2021, p. S33). These additional factors are critical to consider when planning reading instruction.

Texts

Just as we evaluate what a reader brings to a text, we can and should evaluate what each text demands of the reader. You can evaluate the level of complexity to ensure you're choosing appropriate texts for your grade level, and you can also evaluate the information, concepts, and content in the text to make decisions about what to highlight in your lessons.

All students need experience every day with grade-level texts. But how do we know when a text is "grade level"? Unfortunately, it's not a simple thing to determine. Different leveling systems help us assign numeric and alphabetic levels to texts based on various criteria, with correlation charts that match level ranges to grade levels. While these leveling systems can "get you in the ballpark" (Hiebert, 2011, p. 2), none of them are completely scientific or as precise as we may assume.

Quantitative leveling is done by computers that count (*quant-*) aspects such as word length and numbers of syllables, word frequency and repetition, sentence length, text length, and overall cohesion (how much the words within the selection relate to each other). Though it may seem like we'd get a perfect result every time, consider this: *Horrible Harry and the Birthday Girl* (Kline, 2016), a text that a second grader might choose to read, has about the same Lexile level as *The Grapes of Wrath* (Steinbeck, 1939). The computer only sees the shorter sentences and simpler language of Steinbeck's work, not the complex themes and ideas in the text. Another example: the dystopian thriller *The Running Man* by Stephen King (1982) is the same Lexile level as *Trixie the Halloween Fairy* (Meadows, 2009) from the Rainbow Magic series—one is OK to hand to a first grader and the other would give most of them nightmares!

Qualitative leveling, on the other hand, evaluates (*qual-*) aspects of texts only humans can judge (though I wouldn't be surprised if an AI tool exists or is currently in development), such as levels of meaning or text purpose, text structure and organization, language conventionality and clarity, text content, themes and ideas, literary features, sentence complexity, and knowledge demands. While these text qualities are much more helpful for planning instruction—knowing the themes of a narrative are complex could help me choose strategies for helping a reader to understand them, knowing the sentence complexity is challenging could help me think of supports for sentence fluency, and so on—it's important to remember that even people with expertise in a given qualitative leveling system will, at times, arrive at a different level for the same text. They may, for example, weigh different elements more heavily than others or skew the level up or down based on their own background or bias about what makes for an age-appropriate theme.

So again, while not a perfect science, using one or more leveling systems can give you a general sense of grade-level appropriateness, but then you'll need to read any text you plan to use for instruction and consider its content in relation to what your students know and are able to do. For example, consider the following questions:

- How relevant is this text to my students' interests and identities?
- Does the information in the text align to what we're studying?

- What knowledge does the author assume the reader has (and do my students have it)?
- What challenges and complexities are in the text, and what strategies might my students need as they engage with it?

In addition to reader–text questions such as those in the list above, in Chapters 3–11, you'll find additional advice and considerations for text selection and use specific to each lesson structure.

Tasks

Any act of reading also includes a task (or a purpose): Why is the reader reading this and what will they do with the text or ideas from the text once they've read it? Based on a task or purpose, the way we read, the depth with which we read—even how we read—might be different. Consider, for example, how you read an email that you open when you're not sure if it's spam. Or how you're reading this book or any others that you are studying for helpful information for your teaching craft. Or how you read a cherished letter from a loved one.

In school, tasks can vary widely from asking readers to work on reading words accurately (as you will in phonics and spelling lessons), to asking them to summarize the key information from the text, to preparing for discussion groups about the text, to reading deeply to analyze and interpret

an author's craft, and more. When you teach, you almost always assign the task, but you also want to help nurture students to be self-directed, independent, and motivated readers who establish their own goals, purposes, and plans for their reading. You'll want them, for example, to decide to pick up a book because they want to get lost in the world of the story or to choose a text to learn new information about a topic they are passionate about.

Reading tasks and purposes might be unique to certain content areas, from ELA to math to science or history. When I read a math problem, my task is to understand what information is important to solving the problem and what is ancillary, to organize the information and come up with a sequenced plan for solving it, and then to reread to double check that I applied all the information from the problem in my solution. When I read a history textbook, I am thinking as a historian—linking events together, determining causes and effects, and remembering key historical figures and their roles in the events of history. And when I read a poem as inspiration to write my own poetry, I might study an author's use of figurative language and infer about their decision-making to inform my own decisions.

Sociocultural Context

Reading isn't something that only happens "inside the head" of the reader (Tierney & Pearson, 2021). Instead, outside factors mediate reading, contributing to and impacting the way a reader approaches a text and the meanings a reader derives from the text. The social context (who the reader is reading with or talking to about their reading) and cultural context (what cultural background and experience the reader brings to the reading and how aligned the text is to what the reader knows and considers interesting and important) shapes their reading experience, their purposes for reading, and how they read.

Social factors can influence children's experiences as readers in the classroom, including whether or not they have conversations with teachers and peers about specific texts, such as during literature circles or whole-class conversations. The general attitudes and culture around reading in the classroom can also influence readers. For example, are we, in this classroom, a community of readers who recommends books to each other, makes time to share texts together, and gets excited about new titles, or is reading something we do only from textbooks when assigned?

Factors outside of school can also impact readers' experiences—cultural norms and community perspectives about reading, how family and community members talk (or don't talk) with students about specific texts,

what purposes they see for reading outside school, and more. For example, in certain cultures, oral storytelling plays an important role, and storytellers are valued and respected. A reader who comes from such a culture and has grown up hearing and enjoying stories told again and again might easily connect with narrative texts. We can also consider language practices that are common and/or valued within a community—such as translanguaging between English and Spanish in a multilingual household—and the extent to which the students' reading experiences align to that linguistic context (España & Herrera, 2020). As teachers, we need to develop what Ladson-Billings (1995) calls *cultural competence*, where we strive to know as much as possible about the cultures of the students we teach, "utilize students' culture as a vehicle for learning" (p. 161), and "work back and forth between the lives of students and the life of school" (Ladson-Billings, 2006, p. 36).

While most standards and standardized assessments don't consider sociocultural context, we must acknowledge that reading doesn't exist within the vacuum of the classroom, so neither should our reading instruction. When we learn about the social, cultural, and linguistic backgrounds and rich funds of knowledge that students bring to school and to their reading (Moll et al., 1992), provide opportunities for students to be social around their reading (Guthrie et al., 2012), and acknowledge that "literacy practices are purposeful and embedded in social goals and cultural practices" (Barton et al., 2000, p. 8), our reading instruction will be more meaningful and complete (Nieto, 2017; Souto-Manning, 2010; Souto-Manning & Martell, 2016).

Teach Strategies and Build Knowledge–Together

Instruction during ELA and across the day in various subjects and content areas needs to support students with the full complex range of skills and strategies they need to read successfully while also acknowledging their existing knowledge and building on it. Students will need experience reading a wide range of texts (different genres, text types, and levels of complexity) with varying levels of support from you, for assorted tasks and purposes, in differing social contexts.

The ultimate goal of reading is comprehension, and we know from research that readers need both knowledge and strategies to make meaning of texts. Knowledge alone is not enough; children need strategies both to *activate* their knowledge and to *integrate* and *mediate* knowledge (e.g., summarizing, inferring) while reading to form a coherent mental model of the text (Cervetti & Wright, 2020; Cromley & Azevedo, 2007; Kintsch, 1988). Strategies alone are not enough, either. Research has shown that when we ask students to try new strategies during reading instruction, doing so in texts where they have background knowledge (because the texts are connected to content area studies or because students already know about the topic) and/or where they are motivated and engaged will reduce cognitive load and support their facility with the new learning (Peng et al., 2023; Willingham, 2006). It's also important to remember that while there is a robust research base for strategies, as Robertson writes, "strategies are not the end goal of instruction. Rather, strategies are vital tools that enable readers to access textual information, accomplish learning goals, and acquire knowledge" (2021, p. 146).

Over time, you'll help your students build their knowledge of people, places, and things through your content studies and through the texts you carefully select for demonstration as well as with those you choose or offer for guided and independent practice. Importantly, students learn *from* their reading; in short, reading begets knowledge and knowledge sets you up to read with more comprehension and purpose (Bråten & Samuelstuen, 2004; Braunger & Lewis, 1997; Hwang et al., 2022), something Pearson calls the "virtuous cycle" (Serravallo, 2023a).